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THESIS: Enhancing Intercultural Competencies through ELT Classes

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Abstract

The purpose of this Thesis proposal is to explore the reasons why culture is very important in an English course and generally in the classroom.

Knowing that Education's purpose is to empower students to find their own paths toward their dreams, teachers must have a focus on preparing students for higher education. The education process has to push students to the center through the use of curriculum. The role of education is to prepare students for life and encourage them to develop their goals. ICC is key to building experience as a student.

In my paper, I will provide definitions and theories of Intercultural Communicative Competences and the importance of curriculum and the competencies it is based on. The positive uses of competences by the teachers through studies also prepares students for future success in a career and helps to strengthen and develop their personal qualities. Furthermore, I will discuss how ELT classes can be shaped in such a manner so as to make learners understand various concepts about cultures, stereotypes, and mostly aim at finding a way to improve the awareness of intercultural competence in the English students through activities.

The open structure of research is done by interviewing 25 professors to describe their point of views of core curriculum and to intensify its implications for all key stakeholders including students and teachers themselves. Also to perform this survey the quantitative and qualitative approach will be used, where 96 questionnaires will be distributed to high school students of three Gymnasiums in the city of Ferizaj, in Kosovo.

This research will be used to define the application of the curriculum and the implementation in primary and secondary education, on what needs to be achieved in a progressive and consistent way through compulsory education. Considering the importance of participation in improving communication skills and enhancing critical thinking, the results of the thesis shall facilitate the approach to this problem.

Keywords: *Teacher, English Language Teaching, Culture, Student, Intercultural Communication Competence, Language, Curriculum, ELT Class.*

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1. Introduction

oday the world is becoming more and more diverse, involving people of many religions, nationalities, languages, different colors and other cultural groups. In order to solve different problems arise in classroom teachers must understand, respect and appreciate many cultures, establish relationships with people from cultures different from ours, and cultivate them. This is far more than merely recognizing and understanding the background of the students. Intercultural competence should be highlighted as an important an inseparable part of English language teaching, which is not only about culture but also to communicate, and interact with others. I will explore how to develop and to make learners understand various concepts about cultures, diversity and stereotypes and help to solve communication problems in the classroom before they arise. It is very important to mention that teachers play the main role in educating students, those who gain different experiences as a teacher in foreign countries boosts their effectiveness (Richardson, 2012). One of the qualities that Kosovo Schools have, are its professors, some of which gained new methods and different curriculum of teaching in foreign countries and implement those in schools. Some of these methods are related to the critical thinking. Many of activities that are used in those methods incite critical thinking. This will be helpful when students will expose themselves into social life.

This research proposal has the intention of exploring and describing a selected group of teachers and students understanding the ICC and curriculum, since these two terms are closely interrelated I will further explore on how ICC can impact on teaching and learning. Teachers associated ICC and curriculum with learning about different cultures and the awareness on how to integrate culture in teaching and incorporate it in learning, also how curricula can address teaching and learning and how the curriculum materials have the potential to promote teacher pedagogical knowledge which consists of getting students involved in the active construction of knowledge as well. Students can learn and retain information better through a variety of different methods from teachers by using the official document created by the Ministry of Education, whereas they can experience learning in a meaningful and purposeful way. The curriculum aims to empower students's differing stages of development in age, maturity, and education.

2. Teaching Culture

Culture is a field that is learned even from our day to day life. Whether people know it or it is subconscious, they are affected by culture and consume bits and pieces of it from a wide array of situations. There is no denying that culture is a central part of learning, playing an important role on communicating as well as receiving information. Every teacher should pay a great deal of attention to the incorporation of culture in their classroom, as it shapes the thinking process of groups in general, and individuals in particular. Intercultural teaching in a multicultural society is important, as it pushes everyone to learn from other cultures and grow together, making it easier to develop deep and meaningful relationships. Only if students understand other cultures beside their own, they will learn to respect it, and that is what intercultural society is all about. Every teacher, most of all those who teach foreign languages (in this case English as a second language) should include an intercultural dimension in their syllabus.

According to Tomalin and Stempleski (1993:7) the goals of teaching culture are to help students to:

- 1- Develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
- 2- Develop an understanding that social variables such as age, social class, and place of residence influence the ways in which people behave.
- 3- Become more aware of the conventional behavior in common situations in the target culture.
- 4- Increase their awareness of the cultural connotations of words and phrases in the target language.
- 5- Develop the ability to evaluate and refine generalizations about the target culture.
- 6- Develop the necessary skills to locate and organize information about the target culture,
- 7- Simulate students ' intellectual curiosity about the target culture.

2.1. What do we mean by ‘culture’ in the ELT classroom and why is important ?

Education is the main driving force for the development of the upcoming generations. As it is very well-known, the main goal of the school is to make students learn all the things they need and when speaking of teaching culture in language classes, it is essential to define what exactly is implied by this expression. Culture is our part of life. It includes our values, beliefs, traditions, languages and customs. Culture is reflected in our history, our heritage, and the way we express ideas, ways and creativity. Our culture represents our quality of life, vitality and the health of our society. Through our culture we develop a sense of belonging, personal and cognitive growth, and the ability to feel and connect with one another. An interesting definition of culture is given by Goodenough’s (1957):

“A society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves”.

Characteristics and components of culture can be identified. Damen (1987) introduced six apparent cultural characteristics.

- *Culture is learned.*
- *Culture and cultural patterns vary.*
- *Culture is a universal fact of human life.*
- *Cultures provide groups of unique and interrelated projects, selected to live and work associating values and beliefs to support these projects.*
- *Language and culture are closely related and interactive.*
- *Culture functions as a filtering device among its holders and a large range of stimuli presented by the environment.*

2.2 The history of teaching culture

Research done in the past regarding the correlation between culture and language has shown that there is a significant connection between the two, and they are attained when learned together in a parallel manner. As stated by Brown (2007), “one cannot separate the two without losing the significance of either language or culture.”

As put into context by Strasheim (1981), in earlier decades teachers and lecturers spent a rough amount of 10% of their time talking about culture, however 25 years on Moore (2006) concluded in one of his studies that a minimum of 80% of lecturers whom were surveyed expressed that over half their classroom time was spent on teaching culture. We can already see that culture has inhabited classroom time in teaching and understanding, the question now is how to find the most effective ways to integrate intercultural teaching into language studies in a manner which will lead the preparation of the students to collaborate effectively and excel in communication according to 21st century standards and needs.

Social scientists during the 60s characterized culture as one of the main pillars of human learning. Ever since then, the controversial discussion of defining culture has come to discover that the lack of an all-encompassing definition presents teachers of foreign languages with obstacles in finding the segments and structures in which the teaching of culture in the context of language should be directed. As a result of this, culture has been deconstructed as a body of many different segments, parts of which may be highlighted in the classroom, while some aren't. The general definition which lacks in specification created a divide in culture in the aspect of geography, fine arts and history which do not include the features which culture involves. As referenced by Tang (2006), “in categorizing culture for practical purposes, teachers should be cautious not to lose sight of the inherently holistic nature of this concept” (p. 86).

2.3 Teaching culture in ELT classes, including different cultures and habits:

Teaching has become more intricate and more challenging over recent years. Teacher and student is a very special connection, a connection that is going to shape the life of a student for years to come. This connection can be in cases a healthy one, and in others not exist at all. Teachers must have developed cross-cultural knowledge in order to be able to incorporate cultural or cultural topics into their teaching. This will give their students a great opportunity to get familiar with a certain culture and bring skill to the ELT classroom.

The point to establish an educational environment for students is to reduce the power gap between teachers and students. Students in an authoritarian class can sometimes exhibit negative behaviors as a result of a perceived sense of social injustice; in the different cultural class, the teacher acts more as a facilitator than an instructor. Providing questionnaires about what they think is interesting or important gives them a measure of strength over what they get to learn and provides them with greater motivation and connection to the material. By allowing students to bring their reading material and present it to the classroom, provides them with an opportunity to interact and exchange stories, thoughts and ideas that are relevant to their cultural and social perspective.

It is important to keep in mind that your attitudes are also affected by your culture. If your students' cultures differ from yours, you must be sensitive to differences in attitudes that may arise. Creating a responsible cultural classroom should work to shift the local mentality and broader cultural inclusion and open mindedness. Teaching culture together with language can provide students with greater cultural sensitivity and can help them adapt to other cultures when needed. As we teach ELT in culture, we need to consider some topics that increase student interest and give them a sense of the subject. Teachers can introduce students to culture-oriented topics by asking some questions:

- *What attitudes reflect our culture and how are they practiced?*
- *What are the Important factors affecting our culture?*
- *What are some important traditions for our country?*

2.4. What should be considered while teaching culture?

More often than not, culture is not integrated into the process learning a foreign language but rather separately taught, even after taking into consideration that second languages are not taught as an overview of rules through contrived conversations and drills. Conceding the National Standards in Foreign Language Education Project, it states that “the true content of the foreign language course is not the grammar and the vocabulary of the language, but the cultures expressed through that language” (p. 43). The research they did found that activities in classrooms which do not contextualize or relate to true life concerns, problems and activities cannot help students to use L2. The learning of a second language has yet to be re-conceptualized in the past few decades as a key player in the process of learning new methods of the expression of new ideas. This meaning, these students become confident in allowing themselves to adapt to new ways of behaving, living and thinking in a communal society. We now turn to focusing on modules of how to integrate culture in the study of language in an effective and developmental way.

The classroom is the best place to facilitate these new norms and growth systems. Although culture may be a very sensitive subject to many, especially those to have not yet been exposed to this nature of study. The lecturer is the biggest facilitator. Through encouraging healthy communication in the classroom, and by allowing students to open their minds to think freely and openly in a way which will benefit the classroom community as a whole. Also encouraging this form of communication, students learn to become open and accepting to local cultures and intercultural societies which is the reality in which we live in, in this century in particular. By including activities which stimulate communication between students and the growth of curiosity of learning about new cultures and integrating them in the study of the foreign language they are studying.

Learning to become both producer and receptor of language can be the best venue for healthy communication, becoming even more open in the context of culture. A strong facilitator of this could be the organization of student work exhibitions in which these students are encouraged to communicate and present their classroom activities and findings where they can describe their aspirations, work, materials, and techniques and most importantly what they wish to portray through their work. This also allows the discovering of the depth of their inspirations as well as a concrete way to practice receiving and giving praise and most importantly how to express emotion in a healthy way. This may be done differently in different cultures, but the

greatness in itself, is that learning happens most effectively when seen and practiced in different nuances and ambiances. Different cultures in a lot of cases have different mother languages, and teaching English as a second language is a different challenge for each one of languages. For example, native speakers of one language can learn English way easier than native speakers of another one. That is why as a teacher you should have an impeccable plan of teaching so no one gets left behind. Literature is also very important. Moreover, a good teacher should incorporate everyday things that people in the place you are teaching deal with, so that the students already have a point of reference, and they will feel like they have more in common with what you are teaching, that they really do.

2.5 How does culture affect learning in the classroom?

The classroom is one of the first places in which people are confronted with different cultures. It is a mixed group of people who come together for the purpose of learning, growing and developing as individuals as well and integrating into the society in which they live and in the world as a whole. Culture is defined as the knowledge and characteristics of a select group of individuals, enveloping language, traditions, social habits, cuisine, music and arts. In order to learn to socialize and communicate with the people around us, we must first understand them. Culture is a major part of who we are and how we present ourselves to those around us and all the people we come across on a daily basis. It is crucial for us to understand who we are, where we come from and also those around us. The classroom is one of the first places where we begin to learn to express ourselves and converse with others respectfully and effectively. This is also the place where we are introduced to many different cultures and new ideas.

The link between the language and culture has been established in the past few decades making it crucial to incorporate both into each other when teaching a foreign language. Language is one of the defining factors of different cultures and it facilitates for the best way to open oneself to different cultures, meaning it is important to find new ways of integrating culture into language teaching. One of the defining goals of teaching foreign languages in the modern day and age is enabling communication through cultural and linguistic boundaries worldwide whilst also raising cultural understanding and awareness. Respecting the different cultures is a fundamental value that must be developed and practiced in continuity. This especially plays a special role in the process of teaching, cultivating tolerance and cooperation among new generations. Knowing the different cultures, their application in teaching increases

the efficiency of teaching. It offers students of different cultures and countries in a united environment.

By teaching culture in the classroom environment, we promote the motivation of students in engaging to overcome century old stereotypes and push past the shortness in intercultural awareness. Language teachers have already centralized on the fact that there is a great need to intertwine a higher number of cultural activities in order to help the promotion of intercultural thinking and understanding of students worldwide to, “help combat the ethnocentrism that often dominates the thinking of our young people” (National Standards in Foreign Language Education Project, 1999, p. 47), the question still remains in finding the way to incorporate cultural teaching in a way that could have the most positive and effective impact in the classroom atmosphere.

2.6 Bringing theory and practice together about culture in a student-centered curriculum

It is hard thinking of blending theory and practice with each other in the cultural aspect, but when your goal is integrating something in your class, as a teacher you have to do everything in your power so it's done the best it can be. Literature is very important to learn about diversity, but practice is necessary to really understand it. Visiting different cultural sites and learning more about them would be a pretty good step to raising awareness of each other's cultures. Another useful exercise would be asking from your students to bring some cultural item from their own cultures and explain it in class, so everybody else can learn its importance. Through planning, the teacher determines the purpose of the lesson, needs of the students, its selection and organization. Also the teacher should always keep that in mind how to plan or set goals and objectives:

“What can be achieved from the student”

“ What should be achieved from the student”

We now turn to focusing on modules of how to integrate culture in the study of language in an effective and developmental way. The classroom is the best place to facilitate these new norms and growth systems. Although culture may be a very sensitive subject to many, especially those to have not yet been exposed to this nature of study. The lecturer is the biggest facilitator. By encouraging healthy communication in the classroom, and by allowing students to open their minds to think freely and openly in a way which will benefit the classroom community as a whole. By encouraging this form of communication, students learn to become open and

excepting to local cultures and intercultural societies which is the reality in which we live in, in this century in particular.

Research has shown that, despite the lack of conditions of schools teachers are trying to prompt the students to reflect critically and communicate effectively and appropriately.

Teachers should be interested in integrating theory to practice in their own teaching by implementing tasks such as effective communication and collaboration which assist students to become competent, including student's needs and attitudes. These tasks develop students' cultural observation and English skills. Learning about culture can be difficult to address in the English language classroom because of lack of linguistic culture students have, students should have knowledge about unconscious values and attitudes of culture in order to think about how culture may differ cross-culturally.

3. Intercultural communicative competence

Defining intercultural competence is a complex task, but a lot of scholars have expressed their own point of view on what ICC is and why is it important.

Tran Quoc Thao (2017, 632) states that it was Baxter who first introduced the idea of ICC back in 1983, but it was Byram who from the mid 90s developed the concept of ICC and its utilization. Since the mid 90s, ICC has been a very big influence for researchers and scholars. Intercultural competence is defined by (Bennett and Bennett 2004, p. 149) as "The ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts".

ICC should be highlighted as an important and inseparable unit of English language teaching, which is not only about culture but also to communicate, and interact with others. I will explore how to develop and to make learners understand various concepts about cultures, diversity and stereotypes and help to solve communication problems in the classroom before they arise.

The intercultural communicative competence is not simply a word exchange, but a lot more. ICC works towards building up relationships, and is a crucial part of communicating successfully with other interlocutors, even if the other conversational partner does not share the same opinion or point of view.

Someone who gains skills in intercultural communicative competence as depicted by (Byram, 1997) is an individual who is successful in: building relationships while speaking the foreign language of the other participant; negotiating how to effectively communicate so that both individuals' communicative needs are addressed. Nevertheless, Byram (1997, p34) in addition states that being intercultural is not just being understanding and tolerant towards other cultures and their differences from yours, but to also be critical of them. ICC could for also include understanding how gestures vary from culture to culture. For example in most parts of the world nodding is seen as a gesture of assertion, but if you go to Albania, is the opposite. Knowing their culture means knowing they are saying yes when they shake their head.

Intercultural communication competence should be inseparable part of classroom, the majority of activities should be directed to ICC. Intercultural competence is a necessity to learn a foreign language and teachers recognize the important role of ICC for communication in a foreign language and try to embed it in the classroom by giving priority to the various aspects of learning process. Through activities such as presentations, research, individual or group work, in this way teachers can make students reflect, discuss and think about intercultural differences that can occur in real life situations.

Since the aim of intercultural language teaching is to improve students ICC competence and that the student is at the center of attention, the majority of teachers do not know how to incorporate culture and intercultural communication in the language classroom because they lack training and do not have sufficient intercultural knowledge on this area while a minority of teachers are trained and know how to integrate ICC into English language classes. That is because a small part of teachers are familiar with different cultures around the world and know basic cultural knowledge such as concepts, characteristics and the influence it may cause. Teachers who have studied abroad, or even traveled abroad and had an experience with foreign education, are always more prone to correctly use ICC in the classroom, be that to teach a foreign language or even other subjects.

These issues have become a part of the discussions on curriculum design for various levels of education because teachers do not have the ability to integrate knowledge with practice especially with intercultural experiences and to apply it properly in the classroom.

It is known that competency could be determined as a capacity for the successful achievement of developing students values, individually and socially, although influences teachers to be an intercultural competent as well. In order for the teachers to have effective communication, having knowledge about competences is primary, in order to apply methods that can improve the lesson process. The presence of ICC in language teaching helps students interact effectively and appropriately in their working lives. Teachers too can use their resources more effectively and in a planned way when relying on ICC.

Traditional curricula had been less effective and teachers needed to change the method of teaching and evaluation. Traditional classrooms provide systematic learning whereas students have a little chance to speak and develop skills. A new system of education provides opportunities for students to acquire skills in order to develop professionally with the main part of curriculum being ICC. I will explain later on details several techniques that can be used to integrate culture in the classroom, which helps teachers to manage the development of ICC in English language lessons and induce interest from students. Intercultural education should be incorporated into curricula of schools as a key part because ICC competence has become a necessity and a new teaching concepts for teachers in foreign language teaching.

Education of ICC has its aims to supply knowledge requires training the teachers in order for the learning process to be at a high level. Since ICC is a key means for raising cultural teaching practices in the classroom, teachers should include a cultural aspect in their curricula to be more able to integrate it into their own classes.

ICC entails a number of key competences that teachers should stay strict to them in enriching students' communicative competence, also help to increase student motivation and interest in improving their language skills.

3.1 The importance of the curriculum framework which is based on competences

UNESCO defines the competency-based curriculum as a curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content.

Nowadays, the most accepted instructional framework in classroom is one based on competences. The implementation of competences in a classroom is not an easy task since it requires an understanding and knowing how to use curriculum appropriately when required. The main goal of this document is to teach teachers how to combine theoretical part by including different activities for improving their classroom practices. The combination of these two branches offered in the curriculum helps teachers to introduce and reflect on a teaching and learning experience by highlighting the curricular fields and competences to students in order to describe intercultural communicative competence by seeing students progress and their learning process in the field of intercultural learning.

Curriculum is the device through which every country seeks to empower its educational system. To be able to achieve the best results, the curriculum should be based on competencies, so that every student is equipped with the necessary knowledge, skills and values. This helps their personal empowerment, that will as a result contribute toward the national development. A curriculum based on competencies intends on teaching students the value of responsibility and hard work. In the other hand, said curriculum helps the teachers to build a foundation for their students' higher education. A curriculum based in competencies shifts the focus off the pressure to accomplish all the content from the textbooks, and on to developing the competencies defined within the curriculum.

It is important for a curriculum frame to be based on competencies because then the focus is on the success of each learner, not disregarding anyone, thus building confidence when they are able to master a specific competency. A competency-based curriculum sees the teacher as a facilitator of learning, and not the traditional outlook as a provider of information.

3.2 Teaching intercultural competencies to students

Teaching intercultural communicative competence in the most effective way in the classroom is preparing the students through interesting material which lead them to think, reflect and communicate. In this way will be much easier for the students to learn a second language.

Teachers are encouraged more and more every day to instill the intercultural feel to their teaching community, and in Europe especially, the Council of Europe are doing everything they can to incorporate intercultural teaching into the teachers training.

Intercultural competence is essential in language learning, if a teacher wants to enhance cultural understanding and open-minded thinking from his students.

The concepts of fostering intercultural communication competence in ELT classroom help students to achieve the course objectives and competences which are needed to develop their professional growth. Developing ICC in the teaching process and classes can improve the overall quality of education. That is the reason why it is necessary for students to recognize the importance of culture as theory in intercultural communication studies, since the main factors that imply the effective communication are stereotypes and prejudices. Intercultural communication has the power to reduce stereotyping when it is occurred and creating meaning across different culture.

A teacher's aim should always be to prepare their students for success, and if they want to prepare their students for success in this globally interconnected world, without a doubt they should integrate intercultural competence in their curriculum.

Integrating cultures in English language teaching it enhances student's intercultural communicative competence (ICC). To incorporate ICC in English language teaching will help teachers to develop their students ICC competences in order to prepare students for a better interaction or communication with people from other cultural backgrounds.

Intercultural competence can be developed differently through different types of education. Three types of education exist and are defined following the (Council of Europe, 2010). Charter on Education for Democratic Citizenship and Human Rights Education.

1. Informal education means the lifelong process whereby every individual acquires attitudes, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience and conversation (family, peer group, neighbours, encounters, library, mass media, work, play, etc.).

2. Non-formal education means any planned programme of education designed to improve a range of skills and competences outside the formal educational setting, and throughout lifelong learning.

3. Formal education means the structured education and training system that runs from pre-primary and primary through secondary school and on to higher education. It takes place, as a rule, at general or vocational educational institutions and usually leads to certification.

I as a future teacher have to understand that the learning process is complicated and not as easy as it looks for us and the student's will have problems. Our duty as teachers is to help them overcome the difficulties and make them understand, not just remember. Cultural sensitivity skill is important for us as teachers and effectively can function if you assess your own behavior and be sensitive to differences in attitudes that may arise in the classroom (Plata, 2011).

Teaching has become more intricate and more challenging over recent years. These difficulties are the consequences of the ups and downs that Kosovo has faced over time, so our teachers deal with a great number of problems trying to import their knowledge to the students. Conditions for maintaining the lessons have been very difficult, students and teachers fought for a long time to be able to learn with curriculum, and they achieved to implement as much as they could. Education is developing normally and there are better conditions for the development of teaching.

3.3 Ways to incorporate cultural awareness into your classroom curriculum (Billing and Gay principles)

“If ... language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency ... Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing”

(Claire Kramsch, 1993)

According to education teacher Gloria Ladson-Billings, Culturally Responsive Teaching (CRT) is: An approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes (p.16–17).

The Dream-Keepers by Ladson-Billings is a book with a stronger focus on teachers’ strategies and practices which helps teachers on how to use them through the nine principles for their own classrooms. These principles are as defined:

- Communication of High Expectations
- Active Teaching Methods
- Teacher as Facilitator
- Inclusion of Culturally and Linguistically Diverse Students
- Cultural Sensitivity
- Reshaping the Curriculum
- Student-Controlled Classroom Discourse
- Small Group Instruction and Academically-Related Discourse

(G. Landson-Billings, 1994)

Teachers connect curriculum with these principles for organizing knowledge by displaying cultural competence. This is a good approach that takes into account the many ways students' personalities and culture evolve. These principles can be included in the curriculum of any teacher.

Out of nine principles I selected six of them which I think would be useful for me as a future teacher to improve the cultural responsiveness of my school, classroom or teacher education program, and how I may apply the principles.

Communication of High Expectations - This should be a part of every teacher's work routine. Giving the students constant support and appreciation is one more step of making sure they will succeed. That is why I think a teacher should not be only critical towards any student, but find a reason to appraise him or her. That is why I as a teacher would try to find the strong suit of a student and show him/her they are capable and that I believe in him/her, and if my words are able to raise their self-confidence by only a tiny bit, then it is worth it.

Active Teaching Methods - When teachers compile their curriculum, they should have a clear vision of the part they are going to 'play' on a teaching lesson, but also the part that the students are going to have. Active work is very important for a developing mind, interactions between teachers and students are paramount, and if a student repeats something in class, or gives his opinion on it, it is much more probable he will remember it. I would try to include every student in my class on discussions and debates, not like some teachers who only do that with the most prominent students, and the other ones feel left out.

Teacher as Facilitator – While interacting with a student, you learn your job is not only to teach them the subject you teach, seeing that they look up to you as a guide. You will have to understand their problems, and not only learning ones, but you will also have to instruct them on different paths. I know that a teacher's consult is very important for a student, because I have gone through hardships myself and I will never forget my mentors that helped me get through them, and that is the part I would want to play in my students life, a mentor figure that was there to guide them when the things got tough or was always available for a friendly advise.

Cultural Sensitivity - When you choose to be a teacher, you have to know you will be responsible for the education of many generations, and in those generations, you will have students of different race, nation, religion and beliefs. My opinion, first of all, is that a teacher has to try his best not to be insensitive towards any of the students culture, but rather interact with any one of them, and make them interact with each other. There is always something you can learn about another culture or even your own. I would take all the information I can get, and familiarize with my students while knowing their culture. I think that would make students of every different culture, feel at home.

Reshaping the Curriculum - It is relevant you know the cultural diversity of your classroom as I mentioned in the above paragraph, but knowing that I would be a teacher who lectures on English as a second language in Kosovo, I do not think it would be necessary for my curriculum to change based on the cultures I have inside my classroom. Any different culture has to learn the English language and literature the same, so reshaping the curriculum is something redundant in my case.

Student–Controlled Classroom Discourse - It is very essential to see how a student grabs the information you convey, and follow their evolution, and the best way to do that is to put them on the spotlight. This can be achieved by giving them control to a part of your planned lesson, being that explaining something, expressing a disagreement on a certain part of the lesson, or even replying to their peer's questions. This way you also can approximately determine which one of your students would make a good teacher in the future if he or she is good at explaining, or for the skeptic who finds things to disagree on, maybe a good journalist and so on.

“In our multicultural society, culturally responsive teaching reflects democracy at its highest level. It means doing whatever it takes to ensure that every child is achieving and ever moving toward realizing their potential.”

Joyce Taylor-Gibson (2005)

The interconnectedness of language and culture becomes increasingly important, in order to enhance intercultural awareness, Garcia Bravo (2016), a professor who works in the Marta Abreu University stated that the key elements that are essential to have culture awareness are:

- Intercultural communication: common, necessary part of people’s personal and professional lives
- Intercultural competence: ability to become effective and appropriate in interacting, the sensitivity to cultural diversity
- Cultural awareness: an important role to overcome difficulties to ensure smooth communication with people from different backgrounds
- Intercultural communication competence: ability to effectively and appropriately execute communication behaviors to elicit a desired response in a specific environment

As the professor explained cultural awareness helps to understand cultural differences and the process of making connections across culture.

English teachers can help students activate their cultural background by incorporating cultural elements in the classroom such as beliefs, customs, and see how they think, feel, interact with one another, communicate and transmit knowledge, making them aware of important elements of their own culture and how their culture has shaped and influenced them. Also, teachers can make students talk about their own culture and make connections across cultures while studying English. Through these elements teachers can be cultural informants and to help students see their needs and expectations.

Culturally responsive teaching helps connect what students are taught in school and other parts of life as are culture, languages and experiences. A connection like that is beneficial for the students in order to access curriculum, and better reflect their identity and cultural diversity.

Gay as a professor of curriculum theory in her book *Culturally Responsive Teaching*, in many chapters talks about related parts of implementing culturally responsive teaching. In the chapter: culture and communication in the classroom, she explained how there is a semiotic relationship between teaching, learning, communication and culture, thus paving ways for carrying out CRT. Another chapter, cultural diversity in curriculum asserts that culturally responsive pedagogy has the paramount aim to empower students of different cultures through personal efficacy, cultural affiliation and conclusively academic success, all of them key parts of the book about teaching and learning (Gay,2000,p77-111).

“Curriculum content is crucial to academic performance and is an essential component of culturally responsive pedagogy. The most common source of curriculum content used in classrooms is textbooks. Therefore, the quality of textbooks is an important factor in student achievement and culturally responsive teaching. Curriculum content that is meaningful to students improves their learning”

Gay.G, 2000, p.112

Professor defined CRT in the 6 following terms:

- *Culturally Responsive Teaching Is Validating*
- *Culturally Responsive Teaching Is Comprehensive*
- *Culturally Responsive Teaching Is Multidimensional*
- *Culturally Responsive Teaching Is Empowering*
- *Culturally Responsive Teaching Is Transformative*
- *Culturally Responsive Teaching Is Emancipatory*

Culturally Responsive Teaching Is Validating

CRT is validating because it develops relationships within their adopted cultural group of different cultures that help students to have a positive attitude toward the learning process by building on students' personal experiences and knowledge, that teaches them to praise their own culture and each other's cultural identities.

Culturally Responsive Teaching Is Comprehensive

By building an academic achievement to teaching and learning, teachers help students to develop their ability to work independently and know how to behave in large communities, and acquire an ethic of success. Teachers should be committed to instilling the feeling of equality between cultures during their teaching.

Culturally Responsive Teaching Is Multidimensional

Multidimensional CRT is closely related to the curricular framework, this is done through the connection that the professor has with a student, warm environment in the classroom also with teaching methods. The professor allows the students to have a wider range of cultural knowledge and to give ideas in the community, without dividing into diverse groups by not including their feelings, beliefs, values, it gives them more space to develop their abilities.

Culturally Responsive Teaching Is Empowering

CRT help students to empower their academic competences, to elevate their self-esteem and the will to speak and be social. Teachers increase their potential on different problem solving matters during learning and help them commit themselves to making success happen.

Culturally Responsive Teaching Is Transformative

CRT in a way is transformative because students can share their knowledge about different cultures and respect students who have different nationalities. Teachers help students express their opinions but without offending other cultures, by providing opportunities to participate in cooperative learning. J.Banks contends that if education is to empower marginalized groups, it must be transformative. Being transformative involves helping "students to develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political, and economic action" (1991,p.131). Teachers use traditional education in the classroom so that students understand clearly that being a racist person loses values as an individual.

Culturally Responsive Teaching Is Emancipatory

CRT enables students to be better human beings, more thoughtful and better understanding of cultures as well as being active during learning when they work in diverse groups, raises opportunity for them to cooperate freely with one another and think critically.

(Gay.G, 2000,p29-35)

3.4 ELT classes are good platform to teach ICC

One of the common challenges that students face is to find their place and space to express themselves. Nonetheless, this difficulty intensifies with the technology development, which has decreased the role of people in real life. The necessity to keep up with the pace of technology development increased the need to develop different kind of skills. This concept also applies to most of the schools in Kosovo. Schools in Kosovo are struggling to maintain

the environment as a base in which is cultivated the art of skill. One of the most basic skill that needs to be generated while in studies is to grasp the fact that learning is a lifelong process and the way of learning and displaying the knowledge should adapt to changes, which schools managed to achieve as a result of teaching some core skills. Nevertheless, the focus of Kosovo schools is to develop skills such as critical thinking, teamwork, communication skills, but on the other hand it lacks ability to implement those skills in real situation; also computer skills should get more attention.

An important point that should be mentioned regarding Kosovo's education system is that most of the time knowledge to students should be acquired easily and subconsciously. In order to adjust with the requirements, students and teachers should work toward it. The first step is to be informed what are the demands and the work on it. In international schools, skills such as critical thinking, problem solving, creativity, teamwork, effective communications and entrepreneurship are essential to cope with the change of higher education.

As it was mentioned in the previous paragraph, skills play crucial role on fitting in and adapting to changes. Group work is a method that is highly employed in schools. However, by only joining two students together in a group does not mean it is considered to be teamwork, as mentioned by Katzenbach & Smith, 1994 (as cited by William, 1998). This fact implies that the skill cannot be acquired by being in a group as a number but by contributing in the group. The majority of students has gained this ability since many projects were successfully conducted and were shown to the audience. How important is the teamwork skill demonstrates employment of this method by many enterprises, considering the fact that it has been fruitful by schools that already used this method, which increased productivity and rise the spirit among the workers. Teamwork also leads to socializing, which is a skill too, and that is beneficial when it comes to flexibility. Flexibility on the other hand comes in handy to integrate successfully in work environment. These are skills in row encouraged and incited by the professors, and they work hard on ensuring that these skills are developed among students. The aim of some courses is achieving in getting different ways of thinking to eliminate dogmatic thinking. Teachers should deliver projects and use different activities which requires a special skill, creative thinking, in a way to combine these two skills and use them properly.

Communicating without encountering barriers such as misconception, misinterpretation, misjudgment, is a mission almost impossible. These barriers are at a certain point identified as

well as worked on improving these deficiencies. Presentations are a practice that are operated on regular basis. Through presentation students learn rules on how to communicate ideas effectively, to be coherent and to feel the position of the audience/people they are communicating with, in order to be more comprehensible. Zhan (2010) claimed that effective communication incorporated the ability to use language code in proper situation, and how to use it with different people (as cited in Languador,2013). Despite the fact that all these skills are developed throughout the studies, it lacks opportunities to experience these.

I have come to realize that the learning process should not necessarily be prolonged. N.S. Prabhy says: *“If the desired form of the knowledge was such that it could operate subconsciously, it was best for it to develop subconsciously as well.”* (Nunan, 1997 p .43). That is, everything we have acquired so far, in any field of life, is generated automatically and subconsciously depending on the situations we are in. Simply, we, generally speaking, need not think about grammar rules, vocabulary or pronunciation when we want to convey an opinion in our mother tongue. It is a fact that any native speaker will be able to speak fluently, comfortably and accurately without ever looking up into any dictionaries or grammar books. Why? Because they have the perfect conditions in which the learning process easily takes place. Therefore, we as teachers, should try to replicate those conditions in our classes and expose students to the targeted language, rather than spending all the time explaining rules. I strongly believe that grammar rules should be used in our classroom, but I nevertheless very much sympathize the view which says that grammar should be viewed as process rather than being viewed as product.

4. Research Methodology

4.1 Settings/Instruments

My means of research were interviews and questionnaires, because I wanted to use both qualitative and quantitative methods of research.

This research was carried out in the winter term of the 2019-2020 academic year at three high schools in Ferizaj. A total of 25 teachers were interviewed from three Gymnasiums, two schools from Ferizaj Gymnasium “Kuvendi i Arbërit”, “Shaban Hashani” and one from Prishtina, Gymnasium “Sami Frashëri” . A total number of 15 of the teachers were female and 10 were male. 96 students of 10th grade who were of the age of fifteen years old; participated

in the quantitative study. With regards to gender distribution 54 of the students who participated in the study with questionnaires were female and 42 were male. The questionnaires were compiled in Albanian language and distributed to the students. As for the interviews, the questions were compiled in English and Albanian, so that I and the interviewees could better understand each-other on what we are talking about, the main reason for this is that I interviewed teachers of different fields of teaching.

The Kosovo National Curriculum Frame is relatively new and it has been plagued with problems since the beginning, although nowadays it is being implemented in schools, not only the professors but also the students are not getting enough understanding of competences in order for curriculum to be fully implemented and to have a great importance during their development. The findings that I will present will suggest that within the field of education, there seems to be almost universal agreement that Intercultural Communicative Competence and core curriculum are critical to effective learning. Through 13 questions and 25 interviews that I have done, I extracted a general perception. I analyzed my data, using simple quantification.

My research questions that I addressed to accomplish my goal were:

1. *How does culture affect teaching and learning?*
2. *How can intercultural communicative competence (ICC) improve the students learning experience?*
3. *How much does the curriculum frame influence the evolving of teaching?*
4. *Is Kosovo's curriculum frame applicable in Kosovo's education system?*

4.2 Findings

I

The questionnaires mostly comprised questions with two-three options. They were divided in two sections. The first section had three basic questions: gender, age and field of studies/department. The second section was all about the ICC and the use of curriculum and I compiled it in 13 questions in total. In particular, the following questions were developed to serve the main focus of the study.

Research question 1

Are you aware that curriculum teaching is used at your school?

If 'Yes', for how many years are you learning with curriculum?

As it was mentioned, the purpose of this study was to know more about students' knowledge of curriculum and its use during their time of study, Although they had little knowledge of the curriculum, I have tried to explain briefly what it is and how it is used to teach the student and how to achieve the desired results during the school year. Students thought that I am the respective person to do it, so they tried telling me to remove the curriculum because they could not achieve the results they wanted and that is very complicated for them. In my first question in the questionnaire all the participants answered they were aware that curriculum teaching is used at their school and 83.33% of students have been learning in a curriculum based education for a year.

Research question 2

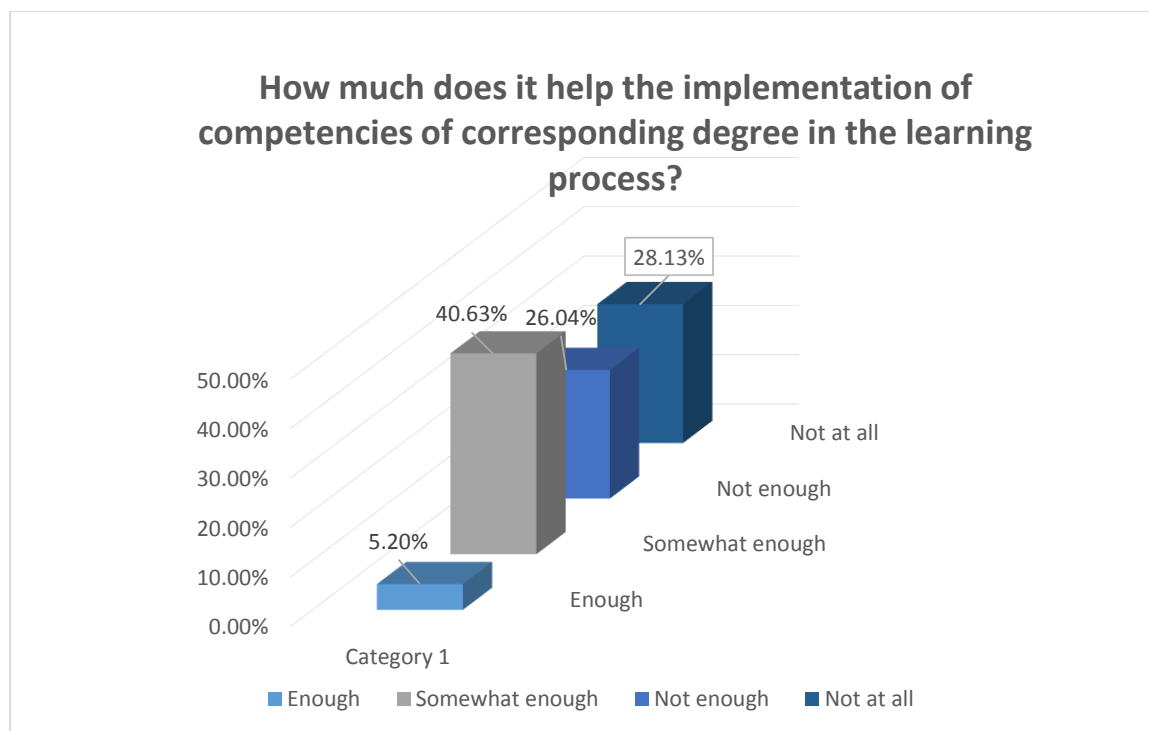
Are you obligated to learn through curriculum in your school?

To be more specific, this study is mainly aimed at exploring culture in ELT classes and investigating the perception of curriculum on developing clear visions on the role of core curriculum and the implementation of competences in education in primary and secondary schools. Furthermore, as my intention was to find out the struggles students encounter before using curriculum and then after throughout the use of curriculum in a classroom. I asked them if they were obligated to learn through curriculum in their school, 98.95% answered the first option yes, whereas 1.04% answered the second option which is no.

Research question 3

"How much does it help the implementation of competencies of corresponding degree in the learning process?"

In this question 40.625% said that it help somewhat enough where 5.20% said that it help enough, However what is concerning and needs improvement is that 26.04% said that is not enough help and 28.125% said that it isn't enough help at all.

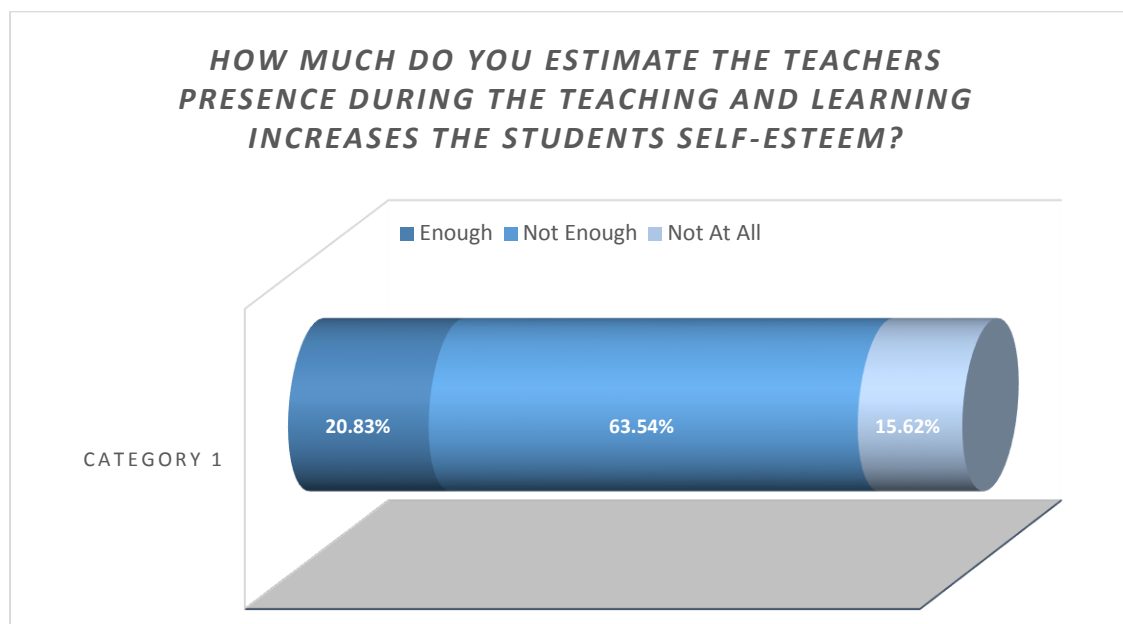


Research questions

8. *How much do you estimate the teacher's presence during the teaching and learning increases the students self-esteem?*

9. *Does your teacher give you advice during the learning process? If 'Yes', how do you rate his/her advice (circle one of the values 1-5)*

Another issue that I wanted to get information for, was if the students estimate the teachers presence during the teaching and learning helps them with their self-esteem. From the statistics taken, 20.83% evaluated that his/her presence affected on their self-esteem, 63.54% said that his/her presence affected them on average, and 15.62% said that it didn't affect them at all.

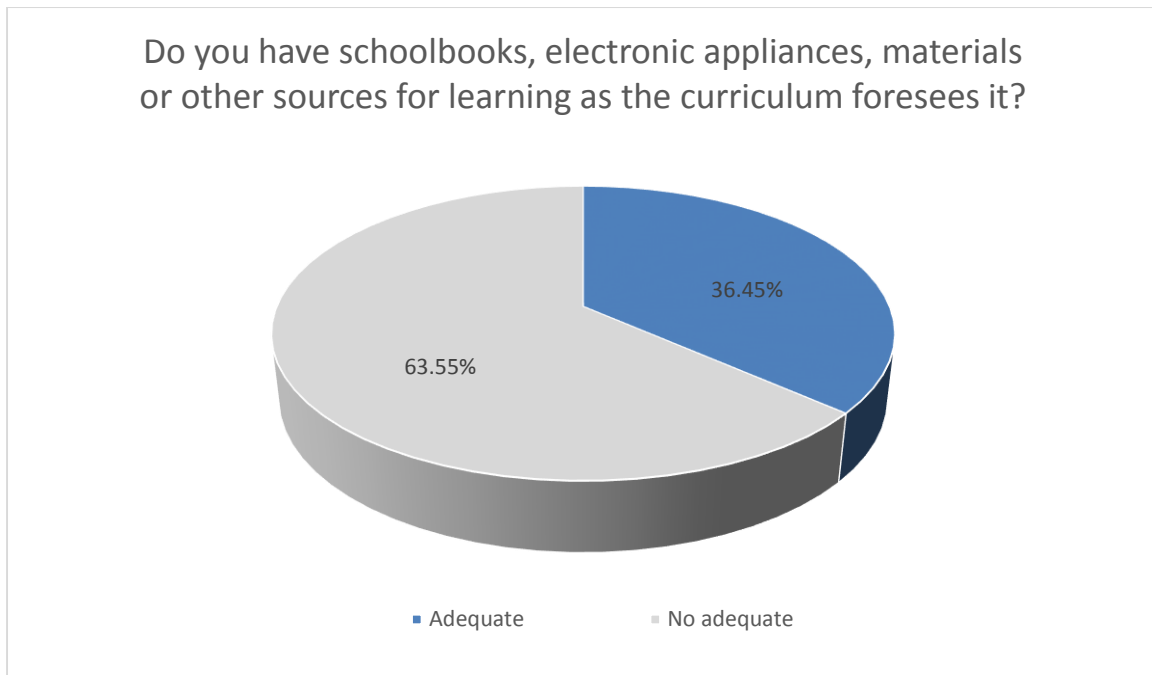


However, in order to get details of teacher's role on their learning process I asked students if their teachers advised them, to which 91.66% said yes, with 27.08% giving the maximum points to the effectiveness of their advice.

Research question 6

Do you have schoolbooks, electronic appliances, materials or other sources for learning as the curriculum foresees it?

Another thing that makes students comfortable besides having a good teacher is the condition in which they learn as curriculum foresees it, and from the students answers it resulted that 36.45.% said that there were adequate schoolbooks, electronic appliances and materials. The majority on the other hand had opposite opinion. 63.55% of the students do not believe their school offers the adequate learning conditions imposed by the curriculum. Frankly, this is not surprising at all, being that schools in Kosovo did not have the required conditions even before the curriculum was introduced, back when the requirements were way lower.

**Chart 1***Research question 7*

The educators are constantly seeking ways to show students the importance of learning ICC through curricula, and through a question I asked the students “Has the teaching of English language improved with competencies?”

The majority of the students, 37.5% answered that it is somewhat improved whereas 22.91% said that it is improved enough. A rather large percentage, 28.12%, said that the teaching is not improved enough and 11.46% went to the extreme stating that it is not improved at all. The number of students saying there was no improvement at all is not alarming, but without a doubt there is room for improvement.

Research questions

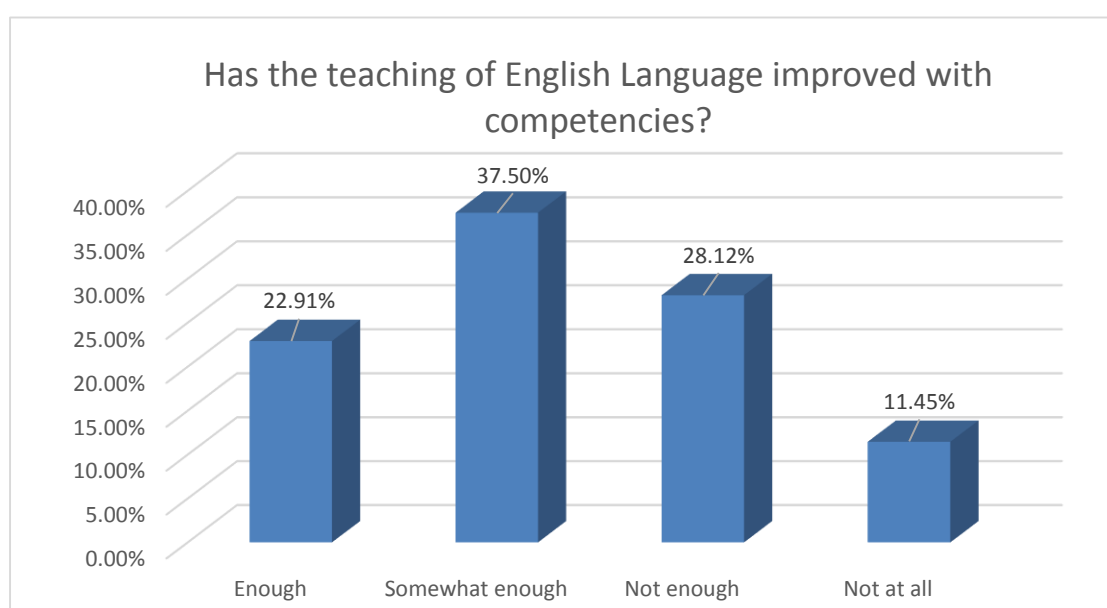
5. How much it is beneficial the implementation of curriculum? (Rate from 1 the lowest; 5 the highest, 1-5)

11. In some high schools the curriculum is no used, and in some others it is. What do you think, should the implementation of curriculum be essential for every school in the Republic of Kosovo?

10. Do you think that the development of competencies in the future will enable you easier access on real life situations? If 'Yes', then how? (Circle 1 or more options)

- *Increases self-esteem*
- *Develops critical thinking*
- *Gives you more space to develop your abilities*
- *Increases your potential on different problem solving during learning*
- *Other; _____*

In order to elicit an understanding whether students think the implementation of curriculum is beneficial and if they find implementation of competences helpful, based on the statistics, 33.33% answered positively. This percentage was supported highly by 43.75% of students that said implementation of curriculum should be essential for every school in Kosovo. These answers are derived by the fact that 62.5% of students think that the development of



competencies in the future will enable them easier access in real life situations. They claimed that the development of competences enables this easy access because it gives them more space to develop their abilities and critical thinking and increases the potential of problem solving.

 Chart 2
Research question 4

Do you think that the implementation of competencies in a classroom has a vital growth during the learning? If 'Yes', how much does it develop you as a student?

One of the ways to explore factors affecting the student's learning with curriculum is to look further towards student's expectations and satisfaction from curriculum. My study was focused more on these specific areas. This study also examines different problems that students have to face. That is why in my questionnaire I had the participant answer questions on why students should and should not work with curriculum. My results indicate that the time spent on doing curricula is related to their learning time because 65.62% of students answered that the implementation of competences in a classroom has a vital growth during their learning and 34.37% of the students said ICC develops them.

Research questions

10. Do you think that the development of competencies in the future will enable you easier access on real life situations? If 'Yes', how much does it develop you as a student?

12. How much are you satisfied with the grading when the evaluation is done as the curriculum foresees?

13. Which evaluation method is better for you?

One of the problems that I faced is that curriculum is not required in all the schools and taking into consideration the utmost importance of competences in a classroom, the students who shared their personal point of view for it being indispensable part in all schools were a minority even though it was not such a big difference. The majority of the students, or 56.25% said that competencies should not be essential for every school in Kosovo. The main reason for this is because a percentage of 62.5% are not satisfied with the grading when the evaluation is done as the curriculum foresees it and 90.62% choose the traditional method of evaluation.

Finally, ICC is a key to building experience and developing their abilities as students, because it has a huge impact on teaching and learning. I can state that competences improve students adaptiveness in real situations and prepares them for future success in a career, also helping towards strengthening and developing their personal qualities. In the end I can claim that the

procedure went very smooth and I did not encounter any problems that could interrupt my goal and prevent me from finishing the task.

II.

Questions for a semi-structured interview session were formulated in accordance with research questions. The interview session included 7 open-ended questions. I contacted the participants in person and asked for their consent to participate in the study. Participants for the interview session were chosen randomly.

The purpose of the research interview was to explore the views, experiences and beliefs the teachers encounter by using the frame of curriculum based on competences, their understanding the main competences and how they are implemented in a classroom. 25 participants during the interview had valuable views and the ability to respond actively, positively and respectfully. In general, interviewees were aware of the curriculum and its use, from their answers I got a lot of information on how it is used in a classroom and how it should be used. Teachers were very direct with their views on the curriculum. Furthermore, I had accurate information from some who were curriculum trainers, and others who knew how to use it, but not its main purpose. Their statements were more about the great impact of competencies among students and the knowledge of curriculum in general.

To teachers the curriculum is important because changing society imposes changes and innovations in some areas as well as in education. Important values are creativity, originality, skills development, aiming to contribute to level and degree competencies etc. We can say that the value that this document represents is learning how competences are developed and achieved by students during their education. In a general statement from teachers on how much is curriculum being implemented in schools, they said that from 2013 until September 2016 it was in the piloting phase of the curriculum, and from September 2016 until now, 2020, schools are in the implementation phase of the curriculum. However, preparation of schools for curricula goes through phases and it is gradual, so it is continuing in some schools:

- In the first year of implementation the preparation was approximately 20% to 29%.
- In the second year of implementation the preparation was approximately 30% to 55%.
- In the third year of implementation the preparation was approximately 60% to 85%.

-
- In the current school year of curriculum implementation preparation is expected to be 85% to 95%.

Teachers during the interviews told me that at DKA (Municipality Education Directory) there is a group of trainers who collaborate with teachers in the same or other fields at several stages of the teaching process in the schools where they hold workshops. The collaboration between trainers and teachers stretches through annual planning, planning September-October, November-December, January-February-March, April-May-June. Trainers help teachers with mentoring for planning, methodology, evaluation etc. Also, the interviewees stated that teachers have excellent cooperation among themselves. Starting from extrusion of the syllabus until the evaluation of students. Furthermore, collaboration is considered as a starting point in the achievement of competence outcomes, whereas teachers collaborate within the field in annual, monthly planning, and in the exchange of ideas, materials, experiences, etc. As far as other areas are concerned, teachers collaborate in the development of weekly planning and according to the needs presented.

I had multiple responds on what should learning based on competences promote for the students, most of the answers were:

- I. Creativity,
- II. Independence,
- III. Development of skills,
- IV. Knowledge,
- V. Attitude,
- VI. Values etc.

A few teachers answered as:

- I. The full elaboration of topics
- II. Obtaining information
- III. Critical thinking
- IV. Using different forms in learning

Some other teachers stated that teaching based on competences will foster active participation from students in the learning process, enhancing communication and expression skills,

research, personality development, independence etc. Learning based on competences should encourage the development of necessary skills in preparation for life and further advancement, should encourage motivation for life, work, encourage active participation in the educational process, communication, research and bolster the development of skills.

Pre-university education teachers divided in two phrases the benefits and shortcomings of the intercultural competencies in the classroom.

1. The good side:

- Developing orientation skills in different cultures and languages is a positive point.
- Proportional engagement and motivation in the classroom, curriculum harmonization

2. The bad side:

- The risk of neglecting our national values, because it lacks linguistic cultures.
- Many subjects within the fields as well as in the whole.

Through the questions about “the instruments that they use to evaluate students and if they carry a teaching journal with themselves every day”, teachers told me that a personal journal is a daily part of the work that is always kept with themselves, through diary entries for students they develop the instruments to evaluate their achievements, and the instruments for evaluation are:

- I. Essay, worksheet,
- II. Criterion activity sheet,
- III. Verbal evaluation.

Some teachers said that the basic instruments they use are listening, speaking, and writing. Furthermore, student assessment is done on a continuous basis for each teaching period such as classroom activity, homework, extra assignments, oral assessment, tests, and written exams.

Theoretical and practical learning is intertwined with the conditions that the classroom has. While outside the classroom, the student is oriented to research tasks depending on their level, age, abilities and opportunities and helps achieve the intended results, others think that their intertwining is done using as many examples as possible. Learning a foreign language /

language culture is always a blend of theoretical and practical, e.g. reading / asking / answering, filling in the blanks etc. and always focusing on the student. Whereas in the research and presentations section, students are guided and use their ideas to complete a research which basically has the reading part.

5. What is the term “cultural diversity”?

Many dictionaries explain cultural diversity as the differences among people because of their racial or ethnic backgrounds, language, dress and traditions. If you live in any part of the world, you are bound to hear, see or even experience cultural diversity yourself, and those who experience it first hand, are more likely to be more tolerant and accept others who are different.

“Experiencing diversity that challenges expectations may not only encourage greater tolerance but also have benefits beyond intergroup relations to varied aspects of psychological functioning” (Crisp & Turner, 2011). Different cultures do not experience diversity the same way as other cultures or groups of people may. For example, people in Kosovo live in a cross-cultural society, meaning that one culture is the main one, and considered the norm or the dominant culture, and all the other cultures are compared to it. That does not mean the society does not understand the differences, but it is harder to transform collectively into a cultural diverse society.

The importance of culture diversity is well-known, to the point that the United Nations Educational, Scientific and Cultural Organization (UNESCO) state that cultural diversity is as necessary for humankind as biodiversity for nature. Thus, as a source for exchange, innovation and creativity, cultural diversity should be recognized and affirmed for the benefit of present and future generations. (UNESCO, 2001) Cultural diversity is imperative so different cultures can respect each other’s differences, and this is a quality everybody should possess. Everybody should be able to accept that someone is different from them, and that is not a bad thing.

5.1 Teachers' perceptions for cultural diversity in Education

“The increasing diversity in our schools, the ongoing demographic changes across the nation and the movement toward globalization dictate that we develop a more in-depth understanding of culture if we want to bring about true understanding among diverse populations.”

Maria Wilson Portunando (2012)

We were raised seeing many of our teachers disregarding culture diversity or even culture itself, continuing to teach with an old, boring curriculum that does not really attract a young mind's attention. If you want to be a successful teacher you have to keep students actively involved in the lessons, while maintaining high standards for all students. Opening their minds in regard of culture diversity is really important for their future, making them more prepared for life and easier adapting even if they go to live in another country and have to “mingle” with other cultures.

Being culture sensitive is really important nowadays, and some teachers fail to understand this. I think culture should be perceived a key component that has to be integrated in every student's school experience. Being diverse and open-minded in my opinion would help with a lot of other things, so teachers everywhere should focus on creating culturally diverse minds in culturally diverse groups, so that cultural harmony can be achieved in the future.

It is important for teachers to understand multiculturalism, so they can provide equal education for their diverse classrooms. For this to happen, teachers should be part of a multicultural training, keeping them aware and prepared, but also make them create a positive attitude towards multicultural education. Any teacher should be prepared professionally to teach a class, but in order of teaching a diverse class, teachers should also be prepared mentally. Combining these two will empower teachers to shape new generations who will promote equality in school and out (Futrell, Gomez & Badden, 2003).

ICC a crucial part of the teaching process in every class, can improve the understanding of the concept of diversity among the students and the lack of it is disadvantageous in our educational system. The focus of culture in ELT classes has changes throughout the years relying on competence and target culture. To students is crucial for diverse cultures to be addressed in the ELT classes, in order to see different cultures and accomplish language skills such as writing, speaking and listening skills.

Teachers should be aware that is not more important to learn about grammar and language skills or theory, but attention must be given to cultural diversity because teachers lack of competence of cultural diversity, that's the main reason why English language teachers must be educated and knowledgeable of language education and use. Furthermore, mainly the focus should be on the key competences of the language, so they can effectively teach culturally students in order for the students to be able to go straight to the achievement and learning processes during their education. For this purpose, language teachers should guide students in the acquisition of those various skills and helping them reflect on their own culture as well.

5.2 What is stereotype and Identify stereotypes (prejudices)?

Stereotypes are issues which are considered to affect some members of the society either directly or indirectly. Stereotypes or prejudices are an everyday thing, we deal with them, we as human being make them. and we are subject to them. In most cases stereotypes are not entirely true, or wrong all together. In a multicultural class you are bound to have stereotypes. Different cultures are always faced with stereotypes by other cultures which create many conflicts in communication. We have a lot of examples, like all Muslims are terrorists, all Jews are greedy or all Asians are bad drivers. This is often considered bad stereotypes, but we also often encounter good stereotypes, like Italian or French people are the best lovers, all black people are good at sports and all Asians are good at math. There are just some of many stereotypes based solely on the culture differences, not to mention other kinds of stereotypes based on gender, groups, professions and many others. That is why teaching a class where students come from different cultures, is a sure way of sparking some stereotypical talk. As a teacher you should explain to them that stereotypes are not only hurtful, but also wrong, not two people are alike, let alone a whole race or culture. The first chain of stereotype you as a teacher can break is that all authority is bad, by showing that you, as a figure of authority

towards them, are only there to help them. You do not want divisions inside your classroom, and no matter what gender, race, background or culture, they are all students and come to your class for the same thing. The teacher should try to eradicate all stereotypes from his class, if it is bad stereotype it will hold back the student to succeed, and if it is good stereotype, it will be a great pressure to overachieve. By toning down the use of stereotypical thoughts and talks, i think we can also help with the bullying problem, that in many cases is based on a stereotype.

“With the globalization of media coverage over the last few decades, it seems that mass media (which include movies, television and advertisements) are overflowing with stereotypes and are a main source of stereotypes learned by individuals” (Crisp& Turner,2011).

A stereotype is an ‘an exaggerated belief associated with a category. Its function is to justify (rationalize) our conduct in relation to that category’ (Allport,1954, p.7). For some reasons that are already know is that why culture diversity is not valued as it should, leading to many stereotypes.

5.3 How can we overcome stereotypical thinking?

By teaching culture in the classroom environment, we promote the motivation of students in engaging to overcome century old stereotypes and push past the shortness in intercultural awareness. Language teachers have already centralized on the fact that there is a great need to intertwine a higher number of cultural activities in order to help the promotion of intercultural thinking and understanding of students worldwide to, “help combat the ethnocentrism that often dominates the thinking of our young people” (National Standards in Foreign Language Education Project, 1999, p. 47), the question still remains in finding the way to incorporate cultural teaching in a way that could have the most positive and effective impact in the classroom atmosphere.

Overcoming stereotypical can never happen if at first we do not acknowledge that we harbor them. When we can accept our flaws, then we will be able to accept others for what they are, different, but not lesser than us. One way of learning how to overcome stereotypes, is not being afraid to ask. A lot of us may believe rumors we hear and base our assumptions on them. If we want to overcome stereotypical thinking we should be able to encourage dialogue and address the topic from a different point of view. For example if we focus on Kosovo, Muslim believers are faced with an immense prejudice and stereotypical thinking. Things happening in the

Middle East and media portraying Muslims as terrorists make Kosovans look at their compatriots different just because they are strong believers. A way to tackle this kind of thinking as I mentioned before, would be to go to a Mosque, engage on conversation, and see the believers for whom they truly are. As we gain more and more knowledge and awareness, our stereotypical thinking will undoubtedly diminish.

6. Integrating culture in the English language classroom – culture through textbooks or workbooks, food, songs, short stories games and activities, old and classics literature

Except giving the textbooks or workbooks a teacher should use a number of techniques to facilitate students learning of a culture. Learning culture in language classes get students ready to learn and focus with some activities in order to remember the material better also enables students to gain a more profound understanding of their own culture and creates more positive attitude and less prejudice towards students who are different. Techniques that will greatly work in my classes such as food, songs, short stories games and activities, old and classics literature can be a valuable resource in the world language classroom so the students are actively involved with their own learning process.

Every culture has its unique cuisine, so a good exercise to learn about each-others cultures through food, would be to ask from students of different cultures to bring recipes from one of their cultural food, and exchange with other students from other cultures, so everybody can 'taste' a little bit of another culture through food.

Songs are also a great way to share your culture with others. Even in the Albanian speaking countries we have a lot of different music culture. A great activity would be asking each student in the classroom to choose an important song from their culture, and playing a part of it in class, seeing the difference on music, lyrics, way of singing etc.

Short stories, anecdotes or cultural legends can be a good way to learn about other people's culture and history. Every student can share a short story from their culture, a story that was told generation after generation, why not even share and compare old sayings to see the similarities between cultures. Games and activities are something every child does, and different cultures have different games they play to have fun or just pass the time. An

interesting activity would be sharing those games, teaching them to the other students and playing them together. Students of different upbringings and cultures can talk about the game they played as children, show all the others how it is played, and finally play together, some playing for the first time.

By including activities which stimulate communication between students and the growth of curiosity of learning about new cultures and integrating them in the study of the foreign language they are studying. Learning to become both producer and receptor of language can be the best venue for healthy communication, becoming even more open in the context of culture. A strong facilitator of this could be the organization of student work exhibitions in which these students are encouraged to communicate and present their classroom activities and findings where they can describe their aspirations, work, materials, and techniques and most importantly what they wish to portray through their work. This also allows the discovering of the depth of their inspirations as well as a concrete way to practice receiving and giving praise and most importantly how to express emotion in a healthy way. This may be done differently in different cultures, but the greatness in itself, is that learning happens most effectively when seen and practiced in different nuances and ambiances. Teaching is a profession in risk because nowadays people learn from different sources such as videos, but this should not scare students that aspire to be teachers because they too can adapt this method and teach from videos. This kind of flexibility is taught in Universities. This kind of mentality they tried to embed in our personality.

6.1 How does culture in Kosovo function as a way for people to live with each other

Thinking about their culture, students develop cultural sensibility that provides a basis for future research of other countries. If the students do not appreciate what they have, their culture, they will not even assess the values of another. Therefore, teachers should create a "culture-friendly" atmosphere in a classroom before learning other cultures. They can ask students to bring items, such as clothing, art, religion custom etc. that are relevant to their culture and may be the beginning of fruitful discussions about other cultures and their contagion. Collaboration with the families of students and their communities also plays an important role in creating such an environment. Also, by inviting different speakers, you engage students to share a culture with them. Research shows that there are academic benefits for students sharing the

same ethnic / cultural background as those of their teachers. Lecturers of different cultures also increase the sympathy of students to that culture.

Nowadays the world has become too small. This is in the context of the development of technology, population influences, migration, etc. Respecting the different cultures is a fundamental value that must be developed and practiced in continuity. Especially this plays a special role in the process of teaching, cultivating tolerance and cooperation among new generations. Knowing the different cultures, their application in teaching increases the efficiency of teaching. It offers students of different cultures and countries in a united environment.

6.2 Know your students and make your class an impartial communication area:

A teacher cannot create a responsible cultural class if he does not struggle to recognize his students as individuals. The decision to sit and communicate with a student can give them a chance to talk about themselves in a more personal environment. Some students may not feel comfortable talking about their life outside the school with the classroom listening.

The more you know about a student, the better you are able to make sure they will succeed. Creating a responsible cultural class is about creating an environment in which students of all cultures feel comfortable and willing to learn. You as a teacher may have a student in your class who has recently emigrated from another country! As a lecturer, you should sit with them to ask if there was any activity or tradition that they enjoyed at school in their own country. This will not only help you to ease your new student, but you can also take life in your teaching activities.

Students should be able to look at culture situations with an unbiased opinion and be content to ask questions for better understanding. If a conversation arises about a current event or behavior, a discussion should be welcomed, but be sure that the discussion is learning-oriented, without criticizing it. Push and support students to ask questions and challenge the frozen status. Make critics thinking about the norm and teach your students to appreciate each other's differences. It's common that many students do not want to talk, but encouraging them to express their thoughts and questions about what's happening in the world around them is one of the best ways to help them understand and overcome some of their predetermined notions.

6.3 Learn and use different forms of technology:

We live in a time when technology is evolving, therefore comes a need for teachers to use it in the classroom through various activities in which students observe, understand and focus. In short technology have become essential in carrying out daily learning activities in and out of the class. Computer networking, laptops, videotapes, projectors, smartphones are an effective way of using technology. One of the best ways to diversify content is to play it. One thing the students want for the games is to achieve a score and win a badge. Try to set goals and offer prizes for performing tasks can be a great way to teach students of all cultures.

Moreover, learning while playing games is a great way to help students from all cultures learn to process and understand content better. Games are the power strategy for cultural learning because they get brain attention and require active processing. Textbooks, prose, poetry, movies, computers and tablets and electronic media can help students of different cultures learn and address their needs. Using different forms of technology and media in your classroom can not only help increase student engagement levels, but it can also help describe a variety of cultures that students would not have been exposed if technology was not used. Nowadays integrating technology in the classroom increases students' interest in learning by facilitating different teaching techniques in order to gain access to educational different resources to rapid information and find appropriate materials. The use of different recourses it improves students writing and learning skills. Technology not only does it help the students but also it benefits the teachers themselves, it helps teachers facilitate language learning for their learners. Whereas through the use of technology they can give lessons, instructions, homework, tests as well as to assist in the process of how to use of technological tools appropriately.

The new curriculum requires from teachers the use of technology to learn on the basis of the students interests of achieving higher levels of learning. Students were always taught about technology and how to use it, but it is important that technology is integrated into teaching so that students can apply the skills they learn. An important thing to know has to be the fact that teachers should not be using technology for the sake of using it, but rather embed it appropriately in the curriculum. A curriculum based on competencies is designed to make a student good in communication and competent to effectively discuss different topics, and we

all know that nowadays technology is a very powerful communication tool, so it is a good platform for every student to share his ideas and visions (Eady & Lockyer, 2013, 5-6).

7. The Kosovo National Curriculum

Curriculum is the essence of education development and a foundation of every society that aims at providing a foundation to increase the quality of education for lifelong learning.

The concept of ‘Curriculum’ is very extensive, and teachers cannot define it as one thing or the other, but every one of them understands it a bit different. The word “Curriculum” derives from the Latin word “Currere” that means running, and in the ancient Rome it referred to running in the horse races. Traditionally curriculum was considered the entirety of contents that the student would undergo in his educational experience. These contents in general were represented in the course goals, teaching plan, subject programs and textbooks (Mustafai et al., 2007). Curriculum Framework was developed in 2012 by the Department of Education and Science-Core Curriculum Team. The first national curriculum was only a trial project for three years in seven schools, and after three years the implementation of the curriculum gradually started. Professional schools are still not included in this implementation because there is a need for teacher training for the new curriculum, but that much-needed training is still not achieved. The curriculum is not yet strictly implemented, there are many shortages, not on the official document, but from the teaching staff implementation (M.Kurteshi personal communication, September 25, 2019).

Kosovo national curriculum frame is an official document compiled by experts of different fields. The provisions of this document are set by the Ministry of Education, Science and Technology, 2012. Curriculum frame is obligatory for every education institution in the Republic of Kosovo, and serves the teachers, students, parents and the community as a whole.

With this document, results regarding competences and fields of curriculum are defined.

The curriculum frame foresees that the school leadership should work in accordance with all the parties of interest to:

1. Develop a clear concept for the school, including the vision and mission of the school
2. Improve the quality, equality and accountability over the quality of educational services

This document orientates the methodological approach of implementation including teaching, learning and evaluating. With this document the distribution of classes is set, thus enabling the development of students powers.

This document includes seven curricular fields:

1. Languages and Communication
2. Arts
3. Math
4. Natural Sciences
5. Society and Environment
6. Physical Education, Sports and Health
7. Life and Work

Also, it includes six main competences:

1. Communication and Expression competence (Effective communication)
2. Thinking competence (Creative thinker)
3. Learning competence (Successful learner)
4. Life, Work and Environment competence (Productive contributor)
5. Personal competence (Healthy individual)
6. Civil competence (Responsible citizen)

The curriculum grades are divided regarding the level of education, as well they define the main results of learning that students must achieve on a progressive and stable manner throughout school.

Being that the National Curriculum Frame of Kosovo is an official document, it is an obligation for all the teachers to teach by it, and not teach in other ways that are not stated on the document. The curriculum frame foresees that the results of learning in school are implemented promptly

during the time student is educated. In this document, results of learning about competences and about the curriculum fields are defined.

The curriculum frame secures stability based on these principles:

-Inclusiveness: It is referred to the equal inclusion of children and young adults in quality education

-Competence development: It is referred to the results of learning that is expected to be achieved in a progressive and continuous way from all the students in different periods of education

-Integrated teaching and learning

-Autonomy and flexibility in school level: It reflects on the planning, organization and execution of learning process

-Responsibility and accountability: It is referred to the creation of a culture for constant evaluation

In the Kosovo National Curriculum Frame it is foreseen that the goals of education for young people, should be achieved through developing knowledge, skills and values that a democratic society requires. This kind of education will help students to understand, respect and cultivate national heritage and the community they live in (MASHT, 2016).

7.1 The benefits of ICC in the Kosovo Curriculum

The Kosovo Curricular Frame guides the teachers to distribute the hours on fields that enable the development of competencies of students. For the desirable results to be achieved, a program should be designed so that the topics are in correlation with each other.

The correlation should be permanent between all languages, including languages in general, and a language in particular if it is used in a school unit. Grammatical threads, syntax or morphology should be in a correlation between the languages, meaning that language teachers should always work together, and also work towards designing a monthly and yearly plan like a joint group. In consultation with a pedagogue and a psychologist, the inclusion of curriculum together with the traditional educational system is desirable (Z.Nitaj personal communication, October 12, 2019).

Teachers have knowledge about the practice of teaching and are responsible for introducing the curriculum in the classroom. The process of the curriculum development requires teachers to act and reflect on student's needs in each stage of their development process. That's the main reason that teachers must be prepared with skills that help them to effectively contribute in a classroom (Alsubaie,2016). The principles of Billings and Gay have become not only beneficial, but required in a classroom and should be implemented by all the teachers. The students need to be guided in order to learn, which helps students to collaborate and express their own ideas clearly, as well as functioning with the curriculum in a effective way. Teacher is tutor and facilitator by providing learning support for students, evaluating their learning progress in order to help them achieve identified goals or purposes, also the main role of a teacher is to facilitate the communication process between students (Jagtap, 2015).

Nowadays the Kosovo education system is facing new opportunities and challenges. Obviously teachers find it difficult to teach through different cultures and to find a way on how to improve students' intercultural communication competence. The revised curriculum guidebook will be of great help to teachers on where to approach and how to access the instructions from the document in order for teaching and learning to function properly. With the application of the curriculum in Kosovo, teaching and learning will rise to a higher level, competing with the quality of European countries. The curriculum presents a lot of new challenges that teachers working together will be able to overcome.

Some advantages of Intercultural Communicating Competencies in the Kosovo Curriculum are:

- **Critical and Independent Thinking:** Learners' improved ability to recognize, manage, and build upon own competencies and evidence of learning.
- **Increased Productivity:** Communication and constructive feedback improves as a result of a Competency based system.
- **Engaging:** One of the strongest outcomes of Competency Based Curriculum is increased student engagement.
- **Goal Oriented:** Courses, learning resources, and assessments aligned to well-defined goal

To sum it up, ICC in Kosovo National Curriculum is designed to create a supporting learning environment, to encourage reflective learning, help with easing the students attendance in class and offer same opportunities for each and every student.

7.2. The lacks of ICC in the Kosovo Curriculum: Historical Background

As a country coming out of a war, Kosovo spent a long time in transition. A lot of things had to be redone, and one of them was the educational system. Going from the Serbian system that we used until then to a new one was undoubtedly a great challenge. That is why the process of creating a new curriculum in Kosovo took more than 10 years, and of course being that we as a country were relatively new to compiling such important documents, it had many mistakes and lacked in different places, but in time and with different updates, some problems were averted.

Below I will talk about a short historical background of education in Kosovo, also listing some deficiencies of ICC in Kosovo curriculum.

Kosovo is located in the South East of Europe and its history effected the education system. Consequences of war were that during the war in Kosovo, Serbian military and paramilitary forces have killed and executed, abducted and mutilated people by cruel forms. They have burned, looted and destroyed houses, flats, offices, agricultural workshops, factories, schools, libraries, cultural-historical monuments, cultural, scientific and religious objects. Until 1989 situation in education had been very good. In 1990 Kosova was occupied by Serbia so Serbia demanded that in schools the lessons have to be taught only through the Serbian curriculum. Students and teachers refused so that every worker and student was denied the right to education, students and teachers were expelled from elementary, middle schools and Universities. Subsequently, a decision was taken by people to work in home-schools (or private houses) so teaching would not be interrupted from the years 1990 to 1999. Education continued until the liberation of Kosovo. Conditions for maintaining the lessons going have been very difficult, students and teachers fought for a long time to start learning with Kosovo curriculum, and they achieved to implement that in it is entirety. In Home-school they had classes with forty students, and teachers worked without salary. Most of the young students to avoid the

call-up for the army during the Serbian occupation were forced to migrate abroad. During the lectures in schools, students, teachers, police were insulted, humiliated beaten, tortured, imprisoned and killed by Serbian police only because they did not stop education in Albanian language. The end of the last century represented a period in which the Kosovo education system had been isolated, and the teachers were devaluated and powerless. After Kosovo was liberated, education is developing normally and there are better conditions for the development of teaching. Many school buildings were built and enabled teaching to develop even better. So teaching and learning is gradually growing today in general, education is in contemporary level of development of learning. In school everybody has equal rights, teachers and students as well have the right of free thought. Kosovo has very large number of students and is rarely practice done. Teaching is done only in a theoretical way, there are not enough classrooms to keep the lessons. Today education is more developed than before the war, but again it is not like in the West. Obviously, most of the old University, primary and secondary teachers are hard to be motivated to change anything in what they have been doing for last twenty years. Kosovo needs improvement in education system. Hopefully in time the proper changes will come. All this is based on talking with M & M. Kurteshi (personal communication, September 5, 2019). Teachers in Kosovo are trying to do a good job to prepare students according to the European regulations, but it lacks opportunities of practice.

Some shortcomings of Intercultural Communicating Competencies in the Kosovo Curriculum are:

- The lack of trained teachers according to the curriculum profiles
- Discrepancy between the learning results and schoolbooks
- The efficacy to implement curriculum framework in the classroom
- Evaluating performance during periods of learning
- Lack of finance
- Inappropriate infrastructure

The outcomes of the research suggest that the curriculum in many cases is not used accordingly, and thus not achieving its purpose.

8. Personal Experience

Teaching is the center of all education. So as a student of the University of Prishtina, I had to teach in real classroom environment. I have learned a lot about the teaching profession on the last semester. My dream has always been to become a teacher and work in high school. I had the opportunity to observe many classrooms, especially at the pre-intermediate grade levels. Through my experience on the field, I was able to imagine my very own classroom and teaching methods. I observed both student-based classrooms and teacher-based classrooms. From observation to teaching was fantastic moment, my student teaching experience has been the best. I generally had a great time with my students, and I could not have asked for a better report with my cooperating teacher. I felt supported from day one, and Professor Shkumbim Halili gave me the confidence I needed to keep progressing. Interacting with my students was fantastic, and I as a teacher was very surprised at how much my students taught me, from everything to relationships to school practices. Overall, my student teaching experience was very positive. The things I would change are somewhat small and not so big changes to make, and the things I have learned are invaluable. As a future teacher, important value to me will be the unity, not differentiation based on race, culture, language or ethnicity, but unbiased collaboration, education and study. This field experience I had in teaching has made me question the level that I want to teach, the methods of instruction I should choose, and the content area on which I should focus. I aim to discipline myself and always be reflective. Seeing how many ways there are of incorporating culture into a lesson that you are going to teach, makes me believe we can find many more ways. I always strive to improve content and delivery, and to teach at my highest level every day. John F. Kennedy said, "The exemplary teacher instructs in realities and suggests dreams." That is my mission. Being a good teacher in my opinion has to do also with knowing what to do in which time, not every teaching manner or every exercise connects with the lesson you want to convey to your students. Gandhi once

said: "A nation's culture resides in the hearts and in the soul of its people", so we as teachers should fight to find a place for culture in every student's heart and soul. Learn about different collective cultures. As a future teacher I am a proponent of working much on motivating students and facilitating their learning experience as that is the key of perfectly and thoroughly mastering any language.

9. Conclusion

It is fair to say that curriculum has a great impact on teaching and learning. During my research I came to find that that competencies are an integral part of a modern curriculum, and as such should be seen with great interest. I came to the conclusion that ICC makes students sharper with everyday tasks, and more prepared for the challenges of life. All my findings assured me even more that culture is an imperative part of the teaching-learning process, and cultural diversity is a basic necessity, and a requirement for a peaceful environment. This needs to be instilled in every young student's mind, so next generations don't face the same problems as our old generation did, and along these lines create a society for the future. Last but not least, the curriculum in Kosovo was an essential part of my research. I was pleasantly surprised with the document, its structure and substance. Even though I previously mentioned it is not getting fully implemented, I strongly believe once it will be, Kosovo will get the education system it needs, and students will get the school experience they deserve.

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11. Appendix A

Interview

The aim of this interview is so I can examine the actual challenges in the implementation of the curriculum reform in the pre-university education. The following questions are compiled for the intention of understanding the main competencies and how much curriculum is being implemented in your school in general.

1. How much do you estimate the importance of Curriculum, and which value that it presents for the implementation of competencies in the classroom?
2. How much is curriculum being implemented in your school, and do you believe that your school is prepared for the implementation of the curriculum?
3. Do you cooperate with other teachers of same or different department during the teaching process?
4. What should learning based on competencies promote for the students?
5. What kind of instruments do you use to evaluate a student? Is the way the curriculum foresees it the easiest way? Do you carry a teaching journal?
6. Can you tell us the benefits and shortcomings of the intercultural competencies in the classroom?
7. How do you combine the theoretical teaching with the practical one for cultural language in the classroom and outside the classroom, where the teaching is student centered?

Appendix B**QUESTIONNAIRE**

The aim of this questionnaire is to examine the students' knowledge of curriculum and its use during their time of study. The data from this research will be used as a part of my master thesis "Enhancing Intercultural Competencies through ELT classes" in the Faculty of Languages, Cultures and Communications at SOUTH EAST EUROPEAN UNIVERSITY. I assure you that the data will be anonymous. There are 13 questions.

The completion of this questionnaire should take approximately 5-6 minutes.

I. Please, circle only one answer, the most appropriate for you.

1. How old are you?

a) 15 b)16 c) 17 d) Other (Specify)_____

2. Gender?

A

a) Male

b) Female

3. Which class do you attend?

a) 9

b) 10

c) 11

d) 12

4. Gymnasium/ Department _____

II.

1. Are you aware that curriculum teaching is used at your school?

a) Yes

b) No

1.1. If 'Yes', for how many years are you learning with curriculum?

a) 1

b) 2

c) 3

c) 4

d) 5

2. Are you obligated to learn through curriculum in your school?

a) Yes

b) No

3. How much does it help the implementation of competencies of corresponding degree in the learning process?

a) Enough

b) Somewhat enough

c) Not enough

d) Not at all

4. Do you think that the implementation of competencies in a classroom has a vital growth during the learning?

a) Yes

b) No

4.1 If 'Yes', how much does it develop you as a student?

a) Enough

b) Somewhat enough

c) Not enough

5. How much it is beneficial the implementation of curriculum? (rate from 1 the lowest; 5 the highest)

1

2

3

4

5

6. Do you have schoolbooks, electronic appliances, materials or other sources for learning as the curriculum foresees it?

- a) Adequate b) Somewhat adequate

7. Has the teaching of English language improved with competencies?

- a) Enough b) Somewhat enough c) Not enough d) Not at all

8. How much do you estimate the teacher's presence during the teaching and learning increases the students self-esteem?

- a) Enough c) Not enough d) Not at all

9. Does your teacher give you advice during the learning process?

- a) Yes b) No

9.1 If 'Yes', , how do you rate his/her advice (circle one of the values) ?

1 2 3 4 5

10. Do you think that the development of competencies in the future will enable you easier access on real life situations?

10.1 If 'Yes', then how? (Circle 1 or more options)

- *Increases self-esteem*
- *Develops critical thinking*
- *Gives you more space to develop your abilities*
- *Increases your potential on different problem solving during learning*
- *Other; _____*

11. In some high schools the curriculum is no used, and in some others it is. What do you think, should the implementation of curriculum be essential for every school in the Republic of Kosovo?

- a) Yes b) No

12. How much are you satisfied with the grading when the evaluation is done as the curriculum foresees?

- a) Enough b) Somewhat enough c) Not enough d) Not at all

13. Which evaluation method is better for you?

- a) Traditional evaluation
- b) Modern evaluation based on curriculum

Thank you for your cooperation