

CULTURAL SENSITIVITY IN TESOL: THEORETICAL FOUNDATIONS AND PEDAGOGICAL STRATEGIES FOR MULTICULTURAL CLASSROOM MANAGEMENT

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Abstract

Cultural sensitivity is a fundamental aspect of effective Teaching English to Speakers of Other Languages (TESOL), particularly in increasingly multicultural educational environments. This study investigates the role of cultural awareness in TESOL by analyzing survey responses from TESOL educators and students across various educational institutions in Duhok and Zakho, including universities, high schools, and private language centers. A mixed-methods approach was employed, incorporating qualitative data from semi-structured interviews and quantitative data analyzed using statistical tools. The findings indicate that while many educators acknowledge the importance of cultural sensitivity, challenges persist in implementing culturally responsive teaching practices. The survey data highlight instances where cultural misinterpretations, stereotypes, and lack of representation in learning materials impact student engagement and comprehension. Students, on the other hand, expressed a desire for greater inclusivity and recognition of their cultural backgrounds in language instruction. The study concludes that cultural sensitivity enhances TESOL instruction by fostering an inclusive classroom environment, reducing communication barriers, and increasing student motivation. However, challenges such as institutional constraints, teacher preparedness, and cultural biases require continuous professional development and curriculum adaptation. Based on the findings, this research recommends integrating structured cultural training into TESOL teacher education programs, improving multicultural content in curricula, and fostering interactive classroom strategies that promote intercultural competence. By addressing these gaps, TESOL practitioners can create more equitable and effective learning environments that accommodate diverse student populations.

Keywords: Cultural Sensitivity in TESOL, Multicultural Education, TESOL Pedagogy, Inclusive Teaching Strategies, Intercultural Communication

Chapter One: Introduction to the research

1.1 Introduction:

The area of Teaching English to Speakers of Other Languages (TESOL) is situated at the nexus of linguistic variety and cultural diversity in the ever-changing environment of modern education. Our world has become more globalized, which has resulted in a wide range of cultures in the classrooms, turning them into multicultural gathering places for students from different language and cultural backgrounds. There has never been a greater need for TESOL to be culturally sensitive as English becomes the universal language (Canagarajah, 2016). Addressing

the diverse cultural backgrounds of English learners is pivotal for effective TESOL instruction. This seminar: project delves into strategies for fostering a culturally sensitive classroom, discussing potential challenges and the importance of cultural inclusivity in teaching content and methods.

1.2 Objective:

Main objective of this study is to offer a thorough grasp of cultural sensitivity in TESOL and how it affects managing heterogeneous classrooms. The scope covers a range of field-related factors while emphasizing critical elements that impact the dynamics of teaching English to a diverse student body. Moreover, the current study explores the potential and difficulties that come with managing multicultural classrooms by delving into the complex fabric of cultural sensitivity in the context of TESOL. Cultural sensitivity entails an in-depth comprehension, recognition, and implementation of cultural subtleties into the educational process; it goes beyond merely acknowledging the existence of other cultures. TESOL teachers are entrusted with creating an inclusive and culturally sensitive atmosphere that enables students to interact with the English language using techniques that are relevant to their own cultural settings. This is because successful interaction is crucial in today's world. Therefore, the objective is to explore those successful techniques in multi-cultural classrooms. In order to improve language learning results, this thesis seeks to explore how teachers might effectively negotiate the complicated dynamics of multicultural classrooms. It does this by examining the many facets of cultural sensitivity in TESOL. Through an analysis of the effects of cultural awareness on language learning, communication, and student involvement.

1.3 Goals of the Study:

The following points addresses the main goals of the current research.

1. Assess the impact of cultural sensitivity on language learning outcomes.
2. Explore pedagogical strategies for fostering cultural sensitivity.
3. Providing wide range of explanations of complicated terms regarding the topic.
4. Exploring student engagement, inclusivity and its effect on the learning outcomes.

1.4 Significance:

The possibility for this study, Cultural Sensitivity in TESOL: Navigating Multicultural Classrooms, to address important issues and provide game-changing insights in the field of language instruction makes it valuable. Through an exploration of the complexities surrounding cultural sensibility within the framework of Teaching English to Speakers of Other Languages (TESOL), this study adds to show improvement of educational efficacy by illuminating the critical role that Cultural Sensitivity plays in TESOL. The growing popularity of multicultural classrooms makes it imperative for educators to comprehend how to work with cultural variety in order to create conditions that are conducive to language acquisition. moreover, the research makes a substantial contribution to the development of inclusive learning environments in TESOL courses. this research aims to make a significant contribution to the current conversation on successful language teaching in an increasingly interconnected world. As we go out on this investigation, we will discover the importance of Cultural Sensitivity as a fundamental element of TESOL, promoting learners' intercultural competency in addition to their language ability by Ameen, S. T., & Najeeb, D. D. (2023).

Chapter Two: Literature review

2.1 Identification of key topics

2.1.1 TESOL

The subject of education known as “Teaching English to Speakers of Other Languages” (TESOL) is broad and ever-evolving. It focuses on the philosophy, methods, and real-world applications of teaching people whose first language is not English (Bentley, 2023). Specialists in TESOL, often known as TESOL learners or English language teachers, work with students from a variety of linguistic origins, cultural backgrounds, and skill levels to support their language learning and growth (Chen, Gao, & Wang, 2023).

To meet the various requirements of their students, TESOL professionals use a broad range of pedagogical techniques, instructional procedures, and evaluation strategies. The field understands the importance of cultural sensitivity and the close relationship between language and culture. Consequently, TESOL teachers work hard to establish inclusive, culturally aware learning settings that support intercultural competency in addition to language acquisition. Furthermore, TESOL is applicable in a wide range of educational situations outside of the typical classroom, such as social centers, language institutes, schools, as well as online platforms (Alshuraiaan & Almefleh, 2023). To keep current with changing approaches to teaching languages, new developments in educational technology, and research findings, TESOL practitioners participate in ongoing professional growth activities (Ameen, 2020). This ensures that language instruction is continuously improved and optimized for a variety of learners worldwide.

According to (Landry, 2023), TESOL includes a wide range of contexts, such as:

1- *ESL (English as a Second Language):*

English as a Second Language is referred to as ESL. It describes the instruction and acquisition of English in settings where it is the standard or most common language. People who are studying English in ESL situations frequently reside in English-speaking nations or regions. The goal of ESL programs is to assist non-native English speakers in becoming fluent in all language abilities, including speaking, listening, reading, and writing. Schools, community centers, and other educational establishments provide these activities.

2- *EFL (English as a Foreign Language):*

English as a Foreign Language is referred to as EFL. It describes the process of teaching and studying English in settings where it is not the official or native tongue. People learn English in non-English speaking nations or areas while they are in an EFL program. It's possible that non-native English speakers don't often interact with the language outside of the classroom. Foreign schools, language institutes, and other educational environments where English is taught as a topic instead than as the main language of communication sometimes provide EFL courses.

3- ELL (*English Language Learners*):

English Language Learners is what ELL stands for. This is a broad word that includes those who are currently learning how to speak English. ELLs are present in a variety of educational settings, including as ESL and EFL courses. The word acknowledges the broad range of English language students, irrespective of their particular learning setting, and is both inclusive and wide. The goal of ELL programs is to meet the requirements of pupils whose first language is not English by offering them education and assistance in the language.

4- ESOL (*English for Speakers of Other Languages*):

English for Speakers of Other Languages is known as ESOL. This word both ESL and EFL are frequently used interchangeably. With its coverage of both ESL and EFL situations, ESOL has a wider breadth. It recognizes that people might be learning English in non-English speaking environments (EFL) or in environments where English is spoken (ESL). The language requirements of people from different cultural and linguistic backgrounds are met by ESOL programs, which may include interpersonal interaction, cultural awareness, and language training.

These words stand for various settings in which instruction and acquisition of the English language take place. ELL is a general term for people learning English anywhere, ESL is related to learning English in English-speaking environments, EFL is related to learning English in non-English-speaking environments, and ESOL includes both ESL and EFL, recognizing a variety of students and educational materials contexts (Garside, 2021).

2.1.2 *Historical Evolution of TESOL*

The establishment of a system of language education for non-native English speakers in the late 19th century is where the history of TESOL (Teaching English to Speakers of Other Languages) began. Charles Berlitz, a language instructor who established the Berlitz Language Schools, was among the first people to contribute to the area (Fern, 2023). The late 19th century saw the introduction of Berlitz's novel techniques, which broke with conventional rote learning and were a significant early step in the development of TESOL methodology. His teaching strategies placed a strong emphasis on immersion and real-world communication, which reflects his early realization of the need of a communicative and context-driven approach to language learning (Tica, 2012).

Over the course of the 20th century, TESOL saw substantial changes. The Audio-Lingual Method came forth as a result of English becoming the most widely used language worldwide after World War II. Although there is no one inventor of this approach, it became well-known in the 1940s and 1950s as a result of its emphasis on mimicry, repetition, and habit building in response to the growing need for efficient language training throughout the world (Tica, 2012).

A significant turning point in the history of TESOL was the emergence of the Communicative Language Teaching (CLT) methodology in the 1970s. Although it lacks a single originator, linguists like Tracy Terrell and Wilga Rivers made significant contributions to the development of CLT. By emphasizing authentic conversation and contextual language use, this technique signified a paradigm change and influenced decades of language education approaches that followed (Celce-Murcia et al., 1997).

Technology was introduced into TESOL in the latter part of the 20th century. Language education was changed by computer-assisted language learning (CALL) and the internet. Pioneers such as Robert L. Oxford made significant contributions to the advancement of CALL techniques. Academics such as Michael Byram made a substantial contribution to the field of TESOL's growth into intercultural competency and inclusion as it advanced into the twenty-first century (Celce-Murcia et al., 1997). The current state of TESOL is defined by continuing research, chances for professional growth, and widespread acceptance of the field. Although many educators have contributed to the history of TESOL, these significant figures and turning points have helped to develop the profession into one that is dynamic and ever-evolving, meeting the many linguistic and cultural demands of English language learners all over the world (Pennington & Young, 1989 and Ameen et al, 2025).

2.2 Importance of Cultural Sensitivity

Cultural sensitivity is to be aware of the differences and similarities between people and their cultures without giving them a certain value, whether it is a positive or negative one (NYC Human Resources Administration, n.d.). It is an important element of creating beneficial relations, encouraging diversity and inclusion, as well as addressing the challenges of an interlinked world. Thus, in a variety of situations, cultural sensitivity is crucial for fostering mutual respect, understanding, and communication among people with diverse cultures and backgrounds (Impactly, 2023). By encouraging inclusivity, multicultural education, and culturally responsive teaching methods helps learners from different backgrounds, and gives them the tools they need to succeed in a world that is continuously growing in diversity (Drexel University, n.d.).

In the context of TESOL, cultural sensitivity is the awareness, comprehension, and respect of ELLs' varied cultural identities and backgrounds. It means to take into consideration and acknowledge the cultural characteristics, customs, modes of communication, and other life experiences that the learners offer to the language-learning process (Ali et al., 2015). After all, cultural sensitivity in TESOL is to establish a productive and encouraging language learning environment. Just as it promotes better communication, it also creates and enhances teacher-student relationships, and supports English language learners in achieving success during their process in a multicultural classroom (NYC Human Resources Administration, n.d.).

2.3 Diverse Cultural Backgrounds in TESOL

The complex fabric of human experiences is reflected in the educational landscape, which is defined by the multitude of cultural diversities found inside classrooms. The diversity is made up of many different elements, such as different socioeconomic origins, belief systems, and language and ethnic backgrounds. The following sections will examine some of the different types of cultural diversity, revealing the complex connections that add to the diversity of modern learning environments, according to (Drexel University, n.d.).

Ethnicity: In the classroom, students often represent diverse ethnic and racial backgrounds, which enriches the learning environments and also contributes to a variety of perspectives that enhances the overall educational experience. Ethnicity is a significant aspect of diversity, which is strongly linked to a person's national and cultural identities. It is important to understand this distinction since people who have similar skin tones may come

from different places and have different cultural views. Therefore, it is essential to understand this connection in order to create inclusive learning environments.

Religion: Understanding that people have different religious beliefs - or lack thereof - is important because it affects how they interact with others in the classroom. Based on their religious connections, students may react to courses differently, for instance some may not feel as comfortable to attend certain courses, while some may be absent during specific religious holidays.

Language: The English language is not universally spoken; not everyone uses it in their homes or even their daily lives. In consideration of this, efforts aimed at helping individuals for which English is a second language should be put into place. Students who speak different languages at home clearly show linguistic variety. This diversity affects learning strategies, communication styles, and language skills. To create a welcoming and encouraging learning environment, it is necessary to recognize and adapt these language differences.

Socioeconomic Diversity: Due to possible impact of a student's socioeconomic situation on their participation in the classroom, adjustments are required to make sure of equal education. Some learners may not have access to computers or dependable internet, which could lead to stress and affect their ability to participate in their studies.

Some other differences could be based on their cultural practices and traditions, ability and disability, cognitive and learning styles diversity, as well as generational diversity. Students present a wide range of perspectives to this spectrum that are shaped by their unique experiences. Acknowledging these differences improves classroom discussions and promotes fair access to educational opportunities (NIMT, n.d.). This awareness helps teachers adapt what they teach to the various requirements of English language learners while also preparing students for a society in which interacting with people from different backgrounds is becoming more common.

In the TESOL classroom, an inclusive and productive learning environment can be created by understanding the cultural factors at hand. Furthermore, this method creates awareness in both teachers and learners for different viewpoints and backgrounds along with teaching cultural sensitivity (Hodge, 2023). In summary, it's important to have the capability of being culturally sensitive for groups, individuals, and general societies in order to thrive in multicultural and diverse environments.

Nonetheless, keeping in mind such diverse needs and backgrounds, creating a multicultural classroom is not an easy task. Although they bring a wide range of diverse viewpoints and experiences, multicultural classrooms can also provide challenges. According to (Noplag, 2017) possible challenges in multicultural classrooms include some of the following:

1. **Language barriers:** Differences in language skills could make communication difficult. Furthermore, differences in dialects and mother tongues may lead to more misunderstandings in the classroom
2. **Different learning styles:** Diverse learning styles and needs among students can make room for several kinds of teaching methods. While some people may do well in group work, others could prefer and do better in individual ones.
3. **Potential misunderstandings:** Student experiences may be impacted by the teachers' expectations that have resulted from certain stereotypes and assumptions about particular cultural or ethnic groups. Unintentional insensitivity may come from others' bias based on their cultural backgrounds if they are unaware of these differences.
4. **Cultural differences:** Misunderstandings that are related to principles, values, and

traditions may also come from cultural differences in communication methods, actions, and even expressions.

5. **Combining different curriculum:** It can be difficult to include many viewpoints into the curriculum, especially when there aren't enough resources available. It takes focused and purposeful work to create a curriculum that is inclusive and representative.

Administrators, representatives, and teachers must take a positive and inclusive stance in order to address these issues. Multicultural classrooms can become a more equal and beneficial learning environments by using inclusive teaching approaches, encouraging open communication, and developing cultural awareness.

2.4 Strategies for Fostering Culturally Sensitive Teaching

It is important to know how to adopt cultural inclusivity in teaching content and methods in order to maintain an inclusive multicultural classroom. According to (DrexelUniversity, n.d.) and (Gay, 2002) some effective strategies that can be used to promote cultural sensitivity in TESOL may include:

Cultural Awareness Training:

- Giving teachers constant cultural awareness training to improve the teachers' understanding of various cultural backgrounds
- Provide the chance of having professional development that center on cultural awareness and sensitivity.

Inclusive Curriculum Design:

- Make sure that different viewpoints, cultures, and backgrounds are represented in the curriculum.
- To make the curriculum more inclusive and accessible, using historical narratives, literary work, and examples of many cultures is needed.

Build Cultural Bridges:

- Support open conversations regarding cultural experiences, customs, and backgrounds.
- Provide educational opportunities for learners to appreciate and share their cultural roots with one another.

Flexible Teaching Methods:

- Use a variety of teaching strategies to suit students' varying learning preferences and styles.
- To meet a range of needs, offer opportunities for both independent and collaborative learning.

Culturally Responsive Pedagogy:

- Use approaches of learning that are sensitive to cultural differences and that help students benefit on their cultural strengths.
- When creating lesson plans and educational methods, take into consideration the cultural backgrounds of the students.

Professional Learning Communities:

- Motivate teachers to get involved in cultural sensitivity-focused professional learning groups. Teachers' cultural knowledge and awareness can be improved through interactive learning and the exchange of the best methods.

Respectful Classroom Environment:

- Encourage a culture of respect and value for all ethnic backgrounds in the classroom.
- Create specific rules for polite actions, and take immediate steps to resolve any cases of cultural insensitivity.

Through the use of these methods in the teaching practices, teachers can promote an inclusive and culturally sensitive classroom that is beneficial to all learners. This approach increases appreciation, acknowledgment, and understanding of the variety of cultures presented in the classrooms.

3.1 Introduction

3.2 Chapter Three: Methodology

This chapter focuses further into the technique used in this thesis. It describes the methodologies used in the Teaching English to Speakers of Other Languages (TESOL) sector for gathering the required data. In addition, it dives into the complexities of information collecting and data collection from respondents, as well as an explanation of data analysis methods. The chapter following guides readers through the multidimensional process of getting information and data from respondents in the TESOL sector. It thoroughly describes the methods and practices used to assure the quality and trustworthiness of the data collected. This includes a full explanation of the strategies used to connect with participants, solicit replies, and negotiate potential problems during the data collection phase. Furthermore, the chapter provides a thorough explanation of the data analysis methodologies used to extract relevant insights from the collected information. The acquired data is rigorously evaluated and interpreted using rigorous analytical frameworks and statistical methodologies in order to identify patterns, trends, and correlations relevant to the study aims.

3.3 Data collection methods:

In order to collect the required data, the researchers depended on primary data and secondary data. Primary data, data which being collected directly by the researchers, and secondary data, which are Synthesizing existing research on cultural sensitivity in TESOL can provide a strong foundation for work. Furthermore, qualitative and quantitative methods are used in this thesis in order to conduct the required data:

- Qualitative data: this section covers data which are collected through (interviews with TESOL teachers, observation) of the classes. Interviews, including structured, Semi-structured questions. Also, close ended and open-ended questions. It enables the researcher to ask participants to express their responses. It also enables people to feel comfortable sharing their ideas, experiences, and insights. This approach is vital for the researcher since it gives all relevant experiences, allowing the researcher to obtain all knowledge and information from the respondents.
- Quantitative data: this section cover the data which come from close ended questions which come from survey questions. The survey questions is handed to TESOL teachers, and their students.

3.4 Case Study area:

The study area has been chosen based on the relevant points to the research topic. The "Case Study Area" component of the approach was carefully chosen to correspond with the study topic's focus on Teaching English to Speakers of Other Languages (TESOL). The chosen case study region is a microcosm of various TESOL practices and educational environments, offering important insights into the overall research aims. Following a careful screening procedure, a number of TESOL centers in this area were discovered and designated as focal locations for inquiry. This strategic approach allows for a more nuanced understanding of the interaction between contextual elements and TESOL pedagogy, which improves the overall depth and breadth of the study results.

A number English teaching centers were chosen for the thesis, which are online and non-online based centers in (Duhok – Zakho).

- UOD – English Language Department
- UOD – Spatial Planning Department
- 2 High-schools in Duhok
- Library Centre in Zakho
- Teachy online language teaching centre
- Leo institute in Duhok
- Let's learn online language teaching centre

The following table illustrates the total participants in the thesis's survey

Teacher's survey	UOD – English Language Department UOD – Spatial Planning Department 2 High-schools in Duhok Liberty Centre in Zaxo Teachy online language teaching centre Leo institute in Duhok Let's learn online language teaching centre	15 Teachers	9 males 6 females	8 privates centers 7 public centers
Students' survey	UOD – English Language Department 3 High-schools in Duhok Liberty Centre in Zakho Leo institute in Duhok	20 students	12 males 8 females	6 privates centers 14 public centers

3.1 Methods of Data Analysis:

The expressed preferences approach is used to explore future English teaching center information regarding topic. Semi-structured interviews are conducted to acquire qualitative

data and categorize it based on the study goals. Coding is used to analyze open-ended questions and provide information for fieldwork. Each question has its own evaluation paragraph and response. Quantitative data acquired through software is converted into charts using Microsoft Excel and Word. Charts will exhibit and explain data and percentages to fulfil the study objective.

Chart 1: teachers and students centers

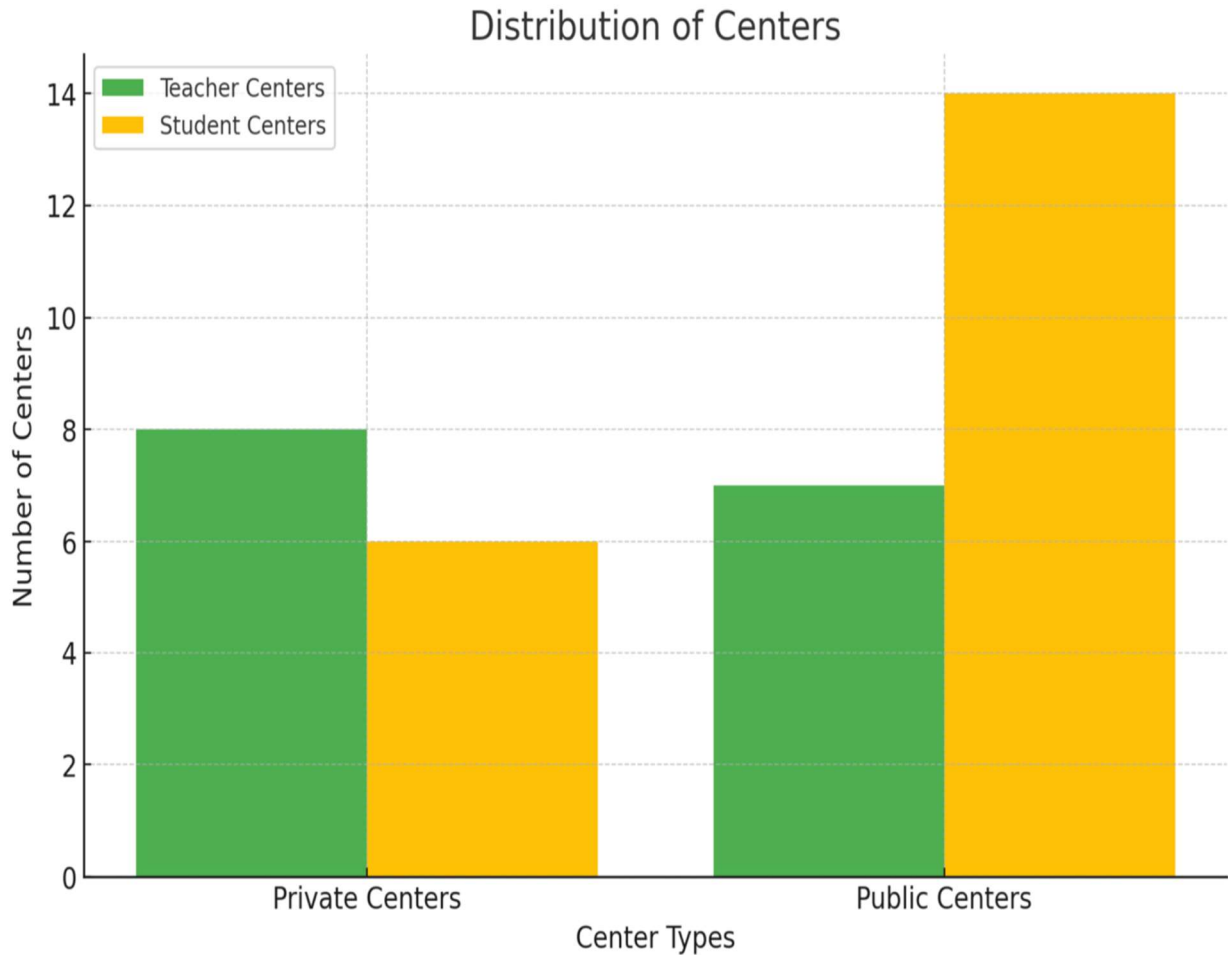
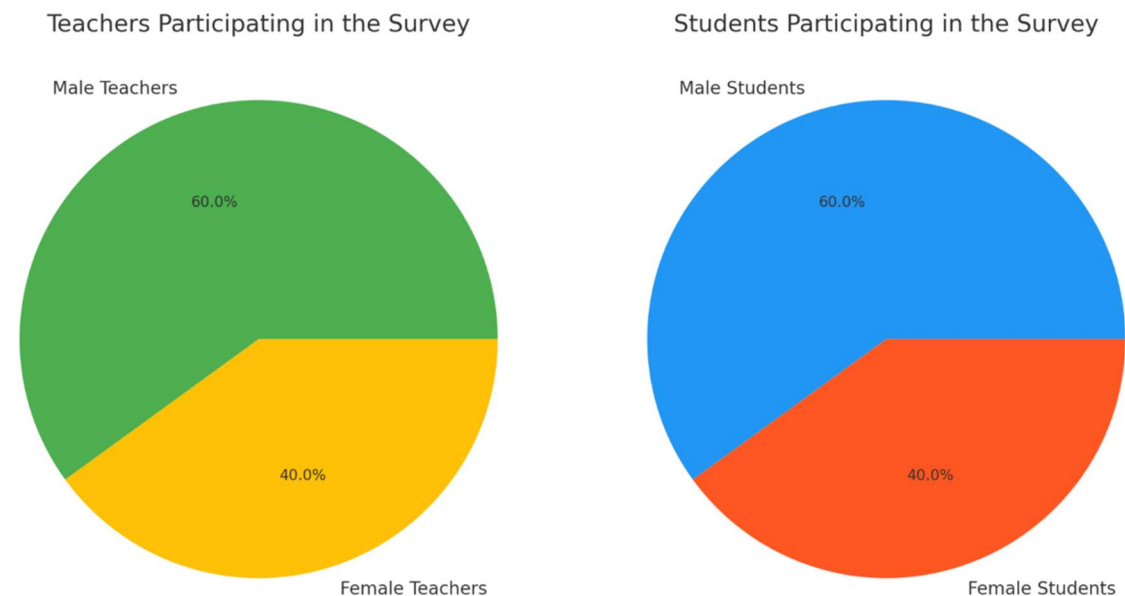


Chart 2: teachers and students participation survey

development opportunities to improve their cultural knowledge, even though they feel somewhat confident in handling cultural differences.

A more thorough analysis of cultural sensitivity in multicultural classrooms shows the challenges



that come with addressing cultural differences through a number of insensitive incidents. For example, overlooking some students' religious holidays shows the insensitivity to other cultural occasions. Additionally, assuming things based on stereotypes can cause some students to feel hurt and misunderstood, which emphasizes the need for more awareness and sensitivity. Furthermore, unintentionally spreading assumptions in the classroom can cause discomfort and reinforce cultural biases; for example, when jokes are made. Conflicts between educators and learners resulting from diverse cultural viewpoints reflect the difficulties with encouraging mutual respect and understanding. Together, these situations show how important it is for teachers to develop cultural awareness and to create an environment in the classroom that acknowledges and appreciates various perspectives, experiences, and personalities.

Teachers have identified a wide range of issues associated with promoting cultural awareness in language classrooms. One recurring issue is the differences in cultural details between languages, which can be confusing to learners. In addition, managing sensitive topics like politics and religion needs caution due to their complications in order to avoid provoking strong emotions that could disturb the learning environment. Involving teenagers is another challenge since they frequently find it difficult to learn new beliefs and may personalize discussions about cultural differences. Teachers also have the challenge of encouraging equality and increasing knowledge throughout differences in culture, trying to eliminate deeply held beliefs that limit understanding and encourage misunderstandings.

Creating an inclusive environment where every learner feels appreciated and valued is another major difficulty, as is making sure that the educational content appropriately represents varied cultural perspectives. Student opposition and a lack of support from institutions make efforts to increase cultural awareness even more difficult, and the continuous need to address unconscious discrimination and beliefs require constant learning and self-reflection. Therefore,

the complication of these issues shows the continual work needed to successfully increase cultural sensitivity in language classrooms.

The teachers have shown that cultural sensitivity has a significant impact on TESOL instruction effectiveness in a number of ways. First of all, it creates an inclusive classroom culture that values and respects each individual student, giving them a sense of community and equal involvement. Learners' enthusiasm increases by this inclusive environment, which also makes it easier for them to interact with what is being taught more deeply. Also, cultural sensitivity lowers misunderstandings and learning challenges by promoting better communication between educators and learners from different backgrounds. Additionally, when educators involve other cultural viewpoints into language-learning resources and exercises, students' understanding of English in their individual cultural settings grows in addition to the lesson becoming more relevant and interacting. On the other hand, a lack of cultural sensitivity can make TESOL instruction difficult by restricting communication and increasing misunderstandings that slow down the learning process. All things considered, giving cultural sensitivity top priority in TESOL training fosters tolerance, understanding, and successful interaction between different cultures, which eventually raises the standard of language education as a whole.

4.1 The Importance of Cultural Sensitivity in TESOL Education: Students' Perspectives

The analysis of the data gathered from the surveys that were distributed to students provide helpful insight on how students view and interact with cultural sensitivity in TESOL classrooms. Firstly, there was a high percentage of students attending private schools rather than public schools. Responses varied, with a significant percentage being neutral, when it came to teachers' acknowledgement and respect for other cultural backgrounds. This points to possible differences in how inclusive a classroom is considered to be on a cultural level. The feedback received about the presentation of diverse cultures in educational resources and activities was also mixed, with quite a few people showing disagreement. This suggests that there is a need for more cultural representation in educational content.

However, majority of the students claimed that they felt comfortable interacting with classmates from other cultural origins and that they were willing to discuss their own cultural experiences and points of views; this contributes to a supportive classroom environment that encourages interaction between cultures. They also expressed that they were inspired to learn about many cultures in an appropriate manner, which highlights the significance of developing an educational method that is sensitive to cultural differences. Still, some students mentioned

But in other cases, teachers used methods like focus groups or planned activities to build connections between students from different backgrounds, which resulted in a more adaptable and engaging learning environment. Students who took part in friendly communication and open dialogue stated that they were more accepting of new views, open-minded, and benefited from the chance to learn about the different cultural points of view and customs of their classmates. These results highlight the important role that teachers play in developing inclusive learning environments that encourage tolerance and understanding among cultures.

The answers to the questions about how important it is for TESOL instructors to be open to different cultural backgrounds and culturally sensitive show that students generally agree that cultural sensitivity has a big influence on teaching and learning outcomes. The students also highlighted that cultural sensitivity improves learning outcomes and fosters mutual respect among students through the encouragement of inclusivity, and effective communication in the

classroom. They mentioned how important it is for teachers it is to be aware of the cultural backgrounds of their students in order to adjust their teaching strategies and maintain a positive learning environment.

The students also mentioned the need for cultural awareness in preventing miscommunications, disagreements, and other actions that may result from ignoring the differences in cultural origins. Additionally, they recognized that TESOL instruction is a worldwide effort and made clear that teachers must make adjustments for students from many cultural backgrounds. Lastly, they mentioned how cultural sensitivity promotes comfort, motivation, and connections among students, all of which contribute to a more beneficial learning environment. Thus, the answers highlight how important cultural sensitivity is to TESOL education since it creates greater diversity of viewpoints and a better awareness of the world in addition to allowing effective teaching and learning.

Chapter Five: Conclusion and Recommendations

5.1 Conclusion

Cultural sensitivity is important for language learning results and has a big impact on how well people learn languages and communicate with other cultures. In this research, we have explored the extensive connection between cultural sensitivity and learning a language, showing its significant influence on students' understanding, interaction, and eventual mastery of a foreign language.

This study has brought into focus the varied aspects of cultural sensitivity and its importance in creating a welcoming and encouraging learning environment where students feel appreciated and acknowledged. Gaining an awareness of cultural differences helps students overcome language barriers more effectively, as a result improving their language skills and intercultural knowledge.

Additionally, the results show that teachers, and in this case language teachers, are important in helping students develop cultural sensitivity. Through the use of many educational methods, improving their understanding of multicultural comprehension, and the development of significant exchanges, teachers can encourage students to accept diversity in cultures and develop a better awareness of the cultural effects of language. These results make it clear that, in today's more interconnected world, establishing cultural sensitivity for wider connections and mutual respect, in addition to being important for language learning effectiveness.

5.2 Recommendations

It may help to apply several kinds of focused methods that make it possible for students to interact actively with different cultures in order to effectively foster cultural sensitivity and improve language learning outcomes. In order to develop an inclusive and encouraging classroom that promote multicultural competency and cultural awareness, teachers and educational institutions may use the practical methods suggested below:

1. Include cultural content into language instruction in order to give learners practical cultural experiences and insights, introducing things like music, literature, as well as traditions in language learning methods.
2. To improve students' cultural awareness as well as their communication skills in English, they can be provided opportunities to participate in international interactions,

for example, through language collaborations online exchange programs, or even immerse cultural experiences.

3. Educators can benefit from cross-cultural training by participating in professional development training courses and seminars that will help them become more culturally knowledgeable and give them tools to help encourage cultural sensitivity in the classroom.
4. Promote self-awareness and sensitivity for the viewpoints of others by getting students to consider their own cultural origins, prejudices, and misconceptions.
5. Provide inclusive classrooms that value cultural diversity and promote considerate communication, understanding, and interaction among students from different cultures by ensuring that the classroom is a safe space for learners to express their ideas, and cultural identities.
6. To enhance language learning opportunities and give students real-world cultural context and resources, create connections with local cultural centers, community organizations, as well as native speakers.

By putting these recommendations into practice, teachers may help the English language learners become more culturally aware, which will improve language learning results and create international individuals who can navigate the challenges of the modern world with compassion, acknowledgment, most importantly cultural awareness.

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Appendix

Below is the Teachers' and Students' Questionnaire Forms presented in a more organized and reader-friendly format:

Teachers' Questionnaire Form

Cultural Sensitivity in TESOL

The subsequent inquiries aim to gather data on the subject matter:

The questionnaire aims to gather data on cultural sensitivity in Teaching English to Speakers of Other Languages (TESOL), particularly in managing multicultural classrooms and accommodating diverse cultural backgrounds.

Keyword: Teaching English to Speakers of Other Languages (TESOL).

This questionnaire is intended for educators specializing in English language instruction, specifically those who are presently engaged in or have previously worked within academic settings dedicated to teaching English. Respondents are kindly requested to address the subsequent questions in accordance with their professional experience. With warm regards and utmost respect, your cooperation in this endeavor is greatly appreciated.

1. Gender:
 - Male
 - Female
 - Prefer not to say
2. Name of the institution where you work:

3. Is it private or public:
 - Private
 - Public
4. On a scale of 1 to 5, how important do you consider cultural sensitivity in TESOL instruction?
5. To what extent do you agree or disagree with the statement "I am comfortable discussing sensitive cultural topics in the classroom"?
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly agree
6. Have you encountered challenges in managing cultural diversity within your TESOL classroom?
 - Yes
 - No
7. Do you regularly incorporate culturally relevant materials and activities in your TESOL lessons?
 - Yes
 - No
8. Have you observed instances of cultural bias or discrimination in TESOL instruction within your institution?
 - Yes
 - No
9. How confident do you feel in addressing cultural differences and conflicts within your TESOL classroom?
 - Low
 - Moderate
 - High
10. Are there specific cultural groups or backgrounds with which you feel less equipped to engage in your TESOL teaching?
 - Yes
 - No
11. Does your institution provide sufficient support and resources for promoting cultural sensitivity in TESOL instruction?
 - Yes
 - No
12. Would you be interested in participating in professional development workshops focused on enhancing cultural sensitivity in TESOL teaching?
 - Yes
 - No
13. Can you provide an example of a time when you felt culturally insensitive teaching or learning in a multicultural classroom?
14. What are some challenges you face in promoting cultural sensitivity in your language classroom? (Mention 1 - 5 challenges that you have faced)

15. In what ways do you believe cultural sensitivity impacts the effectiveness of TESOL instruction?

Students' Questionnaire Form

Cultural Sensitivity in TESOL Classrooms

The subsequent inquiries aim to gather data on the subject matter:

The questionnaire aims to gather data on cultural sensitivity in Teaching English to Speakers of Other Languages (TESOL), particularly in a multicultural classroom and accommodating diverse cultural backgrounds. It aims to understand students' experiences with cultural sensitivity in your English language learning environment. Your honest responses will help us understand the ways diverse cultural backgrounds are accommodated in the classroom.

Keyword: Teaching English to Speakers of Other Languages (TESOL).

1. Gender:
 - Male
 - Female
2. Do you study at a private or public school/institute/college?
 - Private
 - Public
3. My teacher acknowledges and respects the different cultural backgrounds in the classroom. (Scale: 1-5)
4. The learning materials and activities reflect and embrace diverse cultures. (Scale: 1-5)
5. I'm comfortable being in the same classroom as learners from different cultural backgrounds. (Scale: 1-5)
6. I feel comfortable sharing my cultural experiences and perspectives in class. (Scale: 1-5)
7. I find myself feeling provoked when my teacher discusses potentially sensitive cultural topics in class. (Scale: 1-5)
8. I am encouraged to learn about cultures different from my own in a respectful and sensitive manner. (Scale: 1-5)
9. I have witnessed or experienced any instances of cultural insensitivity in the classroom. (Scale: 1-5)
10. Have you encountered any challenges related to cultural differences while being an English learner? If so, please describe and how you addressed them.
11. Does your educator take any steps to encourage open dialogue and mutual respect among students from different cultural backgrounds in your classroom? If so, how has it helped you in your learning process?
12. In your opinion, why is it important for TESOL educators to be culturally sensitive and open to diverse cultural backgrounds in their teaching approach?