

Integrating Ethics and Entrepreneurship Skills in English Language Teaching ***Case Study: The Transition of Senior Students to Higher Education***

BardhaGashi¹

Abstract

This paper notes the importance of integrating ethics and entrepreneurship skills in education and gives seven ethical habits that have been used in a training program with senior students. The transition from a high scholar to a university student seeks to win both personal and public victories. Besides knowledge and information gained at school, what students need is other skills to be acquired by the time they enter university. This paper explores the benefits of ethics in preparing high school students to move to a new chapter of life. The main purpose of the case study was to analyze how students respond to different ethical habits while they are preparing to enroll at university. A case analysis used in five workshops related to Ethics and an Entrepreneurship Study Visit with senior students is described, and the benefits of improving effective habits are discussed. The results of the survey lead to suggestions, grounded in education, for addressing ethics explicitly and for developing a critically reflective perspective toward integrating ethical values and entrepreneurship skills into the ELT classroom. The findings showed that most of the participants recognized ethics as an essential part of their personal and professional development while their views differed in ranking some habits.

Keywords: Ethics, entrepreneurship, healthy habits, skills, self-growth.

¹**PhD candidate. NBU, Sofia, Bulgaria**

Correspondence concerning this article should be addressed to Dr. ArburimIseni, Department of English Language and Literature, State University of Tetova, North Macedonia, Email: arburim.iseni@unite.edu.mk

1. Introduction

As defined in the dictionary, “ethics” comes from the Greek word “ethos”, meaning “character” or “behavior” (Cambridge dictionary, 2020). Ethics encompasses not only an individual’s acts or behaviors, but also the habits and practices in personal and professional life. Moreover, ethical habits are formed and developed in the early teen years. Therefore, the need of integrating effective habits in the teaching curriculum might have an indirect benefit to prepare high schoolers to get into the university life.

The education sector has changed dramatically as a result of the COVID-19 pandemic. It has triggered a lot of attention, propelling English Language Learning & Teaching to unprecedented horizons. Many studies have been conducted that have thoroughly examined teachers’ perceptions of ethics (for example, Atjonen, 2012; Şakar, 2014; Erzikova, 2009; Malla&Puhan, 2013), but to the best of the researchers’ knowledge, exploring learners’ perceptions of ethics has gone largely unnoticed. As a result, learners’ conceptions of ethics must be thoroughly explored in order to have a greater grasp of their value.

Following the New Kosovo Curriculum Framework implemented in the primary and secondary education in Kosovo, many competencies have been involved in the curriculum. The curriculum policy change intends to improve the quality and equity of education services for all students, as well as to connect the education system to recent education reforms in other emerging systems (Georgescu, 2001).

The Core Curriculum of Kosovo divides in seven curriculum areas:

1. Language and communication
2. Arts
3. Mathematics
4. Natural sciences
5. Society and environment
6. Health and welfare
7. Life and work

(Core Curriculum for Upper Secondary Education in Kosovo, 2012)

Within the framework of competencies, in compliance with the aims of educational system in Kosovo, the key competencies for the pre-university education system in Kosovo are:

1. Competency in communication and expression;
2. Competency in thinking;
3. Competency in learning;
4. Competency in life, work and environment-related areas;
5. Personal competency;
6. Civic competency.

(Core Curriculum for Upper Secondary Education in Kosovo, 2012)

According to (Attar, 2019) the academic relation between a teacher and a student is critical because students’ attitudes about lessons are influenced by their perceptions of their teacher or mentor. Relationships between teachers and students are widely recognized as a key determinant in student motivation (Birch & Ladd, 1996). A teenager’s life is full of challenging issues and life-altering decisions. As teachers, it is our responsibility to assist them in learning the values and concepts that will enable them to achieve their goals and live a successful life.

There are many ways to integrate ethics in the teaching curriculum. The teaching and learning of English language need not necessarily be focused entirely on the acquisition of language skills. However, the discussion about ethics in schools is often not considered enough. As discussed by Mathur and Corley (2014) “perhaps we should have prefaced this discussion about ethics in schools by clarifying just what the purpose of education is”.

Therefore, in theory, the curriculum integrates subjects related to ethical issues, but in practice, ethics is always a topic to be further explored and discussed. Respectively, Bullough (2011) found that teachers understood and responded to ethical situations differently and indicated varied levels of ethical awareness in a review of 22 articles from *Teaching and Teacher Education*.

Moreover, the Kosovo Core Curriculum supports students, teachers as well as parents in achieving the educational goals:

- *Students* - in their steady development, in the acquisition of skills for lifetime learning and easy sense of belonging, and in preparing them to face life’s responsibilities;

- *Teachers*— in the planning and implementation of successful work with students - learning activities in and out of the classroom, in responses to the questions: Why and for what purposes should students learn; what, when, how much, and how students must learn; and what, when, and how to assess student achievements -learning activity implementation and efficacy, and

- *Parents*— in accurate pursuing of the achievement of competencies of their children in certain periods of time based on knowledge, behavior, feelings and attitudes that they manifest in different life situations, in harmony with the learning outcomes of curricular areas and stages. (MEST, 2012:10)

Finally, in today’s society, ethics is important in many aspects of life. Education is also a fundamental aspect of human life. As a result, ethics plays a critical and beneficial role in education. Ethics

should be taught as a way to become a better citizen in the educational system. Education, as a fundamental technique of human life, has also become crucial in terms of ethics. In education, ethics is a critical topic. In order to comprehend the importance of ethics, it is necessary to integrate ethics into the educational system.

1.1 The seven habits of highly effective teens by Sean Covey

Within a timeframe of five weeks students worked on hand-on activities to visualize, create and think critically on the seven habits as defined by Sean Covey. Each week students had to work on one habit. While engaging in the activities, students reflected on many aspects related to self-growth and building sustainable and healthy relationship with themselves and others.

The seven habits elaborated with explanations and examples by Sean Covey in his book “The Seven Habits of Highly Effective Teens” are as follows:

Habit 1: Be proactive

Habit 2: Begin with the end in mind

Habit 3: Put first things first

Habit 4: Think win-win

Habit 5: Seek first to understand, then to be understood

Habit 6: Synergize

Habit 7: Sharpen the saw

The first three habits are concerned with intrapersonal skills, but the next four are associated with interpersonal skills and how we communicate and interact with others.

- Be proactive in your approach.

The key to unlocking the other behaviours is to be proactive. Assist your adolescent in taking charge of her life. People that are proactive recognize that they are solely accountable for their own pleasure or dissatisfaction. They do not hold others responsible for their own sentiments or behaviours.

- Starting with the end in mind is a good way to go.

Teens who aren't sure where they want to go in life, their beliefs, ambitions, and what they stand for will wander, waste time, and be tossed around by other people's opinions. Assist your child in developing a personal purpose statement that will serve as a road map for his decision-making.

- Prioritize your efforts.

This habit aids adolescents in prioritizing and managing their time so that they can concentrate on and finish the most important tasks in their lives. Putting first things first also entails overcoming fears and remaining strong in the face of changes. It is about prioritizing what matters most in life.

- Consider the win-win scenario.

Teens might learn to believe that in every relationship, it is possible to create a win-win situation. This habit promotes the concept that in any given discussion or scenario, both parties can find a win-win solution. Instead of being threatened by others' accomplishments, your teen will learn to celebrate them.

- Synergize

Synergy occurs when two or more people collaborate to create something that is better than either could have done alone. Teens learn from this practice that there is a better, higher way to accomplish things than “your way” or “my way.” Synergy enables adolescents to value differences and accept others more genuinely.

- Sharpen the Saw

Adolescents should never be too preoccupied with their daily lives to take time to rejuvenate themselves. When an adolescent “sharpens the saw,” it means they keep their personal self-sharp so they can deal with life more effectively. It entails refreshing and strengthening the four essential components of existence — body, brain, heart, and soul — on a regular basis. (Covey, 2014)

2. Methodology

The study used a mixed-method approach with a specific group of 50 senior students. Document review, focus groups with instructors, and observations were done as part of the qualitative approach. Survey questionnaires (Pre-Post training) were employed on students and teachers for the quantitative approach. In this study, the group of 50 students was chosen at random from the workshops to provide data twice (once before starting the training, and once after the workshops).

The study aimed to answer the following research questions:

1. Are ethical habits integrated in the ELT classroom? If so, which ethical elements should be included in the curriculum?
2. Do the views of senior students differ in terms of ethical awareness?

3. Discussion

Quantitative analysis was performed on data received from 50 respondents. Male students made up half of the responders, while females made up the other half. The study revealed that at the beginning, students were unable to comprehend the process and level of integration across courses and activities.

The findings of this survey revealed that while all students identified ethics as an important aspect of the classroom, their opinions on how to rank certain ethical habits differed. The most valuable ethic among participants was “get in the habit,” whereas the least

valuable ethic was “sharpen the saw or me-time.” The findings demonstrated that students’ ethical considerations in the classroom were cantered on the teachers’ demeanor and morals, such as having a good rapport and being lively. Teachers’ education courses

should address enhancing teachers’ understanding of ethical issues in the classroom, according to the learners’ perceptions. This is in line with another study, in which Şakar (2014) evaluated the ethical opinions of primary classroom teachers in Turkey.

Table 1. Awareness about Ethical Habits

| Awareness about Ethical habits | Before the training |
|--------------------------------|---------------------|
| Not sure | 5% |
| Integrated | 15% |
| Not integrated | 35% |

Research question 1:

1. Are ethical habits integrated in the ELT classroom? If so, which ethical elements should be included in the curriculum?

The students stated that the “Awareness about Ethical habits” before the training was 35% for the non-integrated ethical issues, 15% integrated and 5% of the respondents stated that they are not aware about the integration of ethical habits in the classroom. In total, more than 43% of senior year students stated that the ethics workshops taught them how to be more organized in their personal lives, and reflect on the most important aspects of their personalities.

“The excellence through ethics workshops has played a significant influence. A training program like ethics offered a lot of value to us at the time we were in the transition phase. It has enabled me to see a broader view of life and everything than I had previously

thought of. In short, this training has taught us how to deal with life, how to think, and how to deal with people in our hectic lives as senior students”.

Furthermore, there were certain advantages to teaching ethics through workshops. The table shows how ethical aspects might improve learning, skill acquisition, and ability to collaborate with others. The training program also revealed a favorable trend toward learning more about yourselves and others. Most importantly, ensure that school does not get in the way of your education. Grades are significant because they influence future employment and educational opportunities; but education is about so much more than grades. The “mean” for each habit was determined to highlight the highest-rated habit among senior students. Table 1 shows the most highly-rated habits among participants.

Table 2. The Highest-Rated Habits among Students

| Habit | Mean |
|---|------|
| Get in the habit | 4.55 |
| Paradigms and principles | 4.34 |
| The personal bank account (starting with the man in the mirror) | 4.28 |
| Being proactive | 4.08 |
| Begin with the end in mind | 4.07 |
| Put first things first | 4.04 |
| The relationship bank account | 3.93 |
| Think Win-Win | 3.81 |
| Seek first to understand, then to be understood | 3.66 |
| Commitment to me time (Sharpen the Saw) | 3.28 |

Research question 2:

1. Do the views of senior students differ in terms of ethical awareness?

The majority of participants indicated that the habits included in the survey were sophisticated enough. The students, on the other hand, stated that most of them need more time to adjust to others

because of their personal or inner issues, and 12 students expressed their displeasure with their personality test scores. As shown in Table 1, the highest-rated habit is “to get in the habit”, *Mean* 4. 55. Whereas, the last rated was “Commitment to me time”, *Mean* 3. 28. The results indicate that adolescents face difficulties when it comes to personal principals, values

and habits. The data provided above is just a sample of what could be used to teach ethics or principles, as well as improve adolescents' attitudes towards personal and

professional growth. Table3 shows the frequencies in percentage related to the personal growth habits.

Table 3. Ethics Frequencies

| Habit | Frequency of Students |
|---|-----------------------|
| Get in the habit | 40% |
| The personal bank account (starting with the man in the mirror) | 15% |
| Being Proactive | 18% |

Table 4. Integration of Ethical Habits

| Habit | Frequency of integrated habits | Frequency of non-integrated habits |
|--|--------------------------------|------------------------------------|
| not having an organized schedule | 18% | 45% |
| ethical subjects at school | 5% | - |
| teachers should not induce their habits to students | 30% | - |
| personal issues being discussed in front of the class | - | 40% |
| peer-to-peer relationships or rapport out of the class | 20% | 18% |

Although the ethical standards listed above are popular among students, the application of each concept in a given scenario is not always integrated. Because most ethical habits for teachers are behavioural guidelines rather than code of conduct, debates among teachers over whether a specific behavior is ethical or not can often result in a wide range of viewpoints and perspectives. As a result, we urge that teachers take a proactive approach by deepening their awareness of ethical teaching concepts and reflecting on their use in the classroom.

3.1 Benefits of Integrating Ethics in ELT

Ethics is characterized by a high degree of differentiation. At the same time, a level of coherence and integration is achieved. This trend applies to a wide spectrum of educational programs. "There is no profession that can really exist lacking a code of ethics to lead the behavior of its participants" (Campbell, 2000 in Alemi 2020, p. 351). Therefore, integrating subjects, activities, and courses from other domains can strengthen learning through ethical education.

Our study correlates with the findings of the case study by (Biedenweg, Monroe, & Oxarart, 2013;

cited in Rahman, 2020:133) where students from many disciplines found that the course ethics increased their thinking and learning for sustainable behaviors in both their personal and professional life. Respectively, intertwined ethics with other subjects reinforces the interaction with other subjects, improves study-skills, increase the academic outcomes, reinforce the interaction with others and builds self-confidence.

Moreover, most scholarly articles in the ethics literature focusing on educational leadership, according to Furman (2004), pays insufficient attention to "the communal practices that are necessary to realize the moral ends of schooling in the twenty-first century" (Furman, 2004, p. 220). Furman (2004) developed the ethical framework in teacher education and incorporated the three most widely accepted ethics paradigms—critique, justice, and care, along with Shapiro and Stefkovich's ethic of the profession. This framework offers a variety of ethical perspectives through which educators can evaluate challenges, comprehend diverse points of view, and conduct more mindful decisions.

Table 5. Ethical Frameworks in Teacher Education

| Framework(s) | Focus | Main Ideas | Role of Teacher |
|--------------|--|---|---|
| Care | Compassion oriented; values people over principles | Caring for individuals promoting compassion, empathy, maintaining relationships and dignity | Meets individual student needs, and develops positive relationships that show nurturing and care for students |
| Justice | Rules based decision making | Promoting fairness by valuing rights, rules and | Respects individual students and deals with them with |

| | | | |
|------------|---|---|---|
| | | laws, supporting equitable treatment | fairness, follows due process to protect civil and human rights |
| Critique | A paradigm that can see the law as distinct from ethics | Challenging status quo, initiating social discourse to confront moral issues and inequities | Engages in discourses of questioning the status quo, analyzes and evaluates who benefited from the laws, and demonstrates sensitivity to inequities |
| Profession | Guiding values within the teaching profession | Serving best interest of the student, promoting professional standards and decision-making | Uses professional code of ethics and keeps the student at the center of decisions |
| | Community-based decision for the best interest | Promoting leadership through community values | Concerns with community issues, i.e., student |

(Furman, 2004 in Mathur and Corley, 2014: 138)

In this regard, Burroughs (2021) discusses the many different types of ethical dilemmas we face, as well as ways to improve our ethical consciousness and the importance of incorporating ethics into our schooling. Burroughs also talks about the relevance of ethics in adolescent lives and how adults might try to understand and learn from youngsters in ethical discussions. <http://ted.com/tedx>

Ethics in education is extremely important for all students since it contributes in the development of their personalities. Also, ethics in Education contributes in the management of the educational system and ensures that these behaviors contribute to human well-being in a positive way. Ethical knowledge is an inherent aspect of awareness that exists between moral and ethical standards. Academic responsibility and honesty, as well as self-discipline, should be acquired by students by the time they leave high school.

4. Conclusion

This study emphasized the importance of ethical habits on students' personal and professional growth and suggested that a climate be created that arouses and inspires moral and ethical elements of living, learning, and teaching. Reasons to explicitly discuss ethics in the classroom, as well as challenges to doing so have been noted. All aspects of human development, as well as moral development, should always be addressed in the educational system. Family and school play an important role in instilling a feeling of good and wrong in our children's values.

In addition to ethical aspects, 21st-century schools should include entrepreneurship skills in their curricula. The demands for new programs vary according to the demands not only of the labour market but also of 21st century trends. According to a study by (Deloitte, 2017) by 2030, soft skills intensive jobs will account for 63% of all employment. Therefore, undergraduate program providers need to consider the relationship between study programs and labour market needs.

Ethics covers a wide range of topics. There are still a number of topics of ethics that have not been well researched. Prospective studies must depict the diverse types and aspects of varied ethics that have yet to be addressed. The purpose of this study was to look into how students felt about ethics in the classroom. As a result, the impact of characteristics like age and social background was not examined. Furthermore, this research was limited to senior students. As a result, further research in this topic can be broadened to other

teaching contexts such as universities and schools in various Kosovar educational institutions. Further research could look into the differences in ethical perceptions across native, ESL, and EFL teachers and students.

As with all of the other virtues, one of the most important ethics in education is responsibility. When students take an active role in their studies and recognize that they are responsible for their academic performance, they demonstrate student responsibility. The findings show that senior students believe that a variety of ethical components should be introduced into language teaching in order to foster intercultural competence. In this way, the findings are likely to aid in the development of intercultural competence-focused foreign language teaching curricula.

Finally, this paper makes a modest contribution to the field of ethics, especially in the Kosovar context. Different studies examining teachers' and students' opinions and preferences may benefit educators in recognizing current educational trends, better understanding their meaning and significance, and possibly improving the curriculum.

References

- Alemi, M. (2020). *EFL Learners' Perceptions of Ethics in the Classroom*. Research in English Language Pedagogy, 8(2), 349-373. Doi: 10.30486/relp.2020.1883420.1169
- Attar, A. (2019). *Ethics and English Language Teaching Objectives*. Globus Journal of Progressive Education a Refereed Research Journal Vol 9 / No 2 / Jul-Dec 2019 ISSN: 2231-1335. Retrieved from: <https://www.globusedujournal.in/wp-content/uploads/2020/01/GE-JD193-Appalal-Attar.pdf>
- Atjonen, P. (2012). *Student teachers' outlooks upon the ethics of their mentors during teaching practice*. Scandinavian Journal of Educational Research, 56(1), 39-53.
- Birch, S.H., & Ladd, G.W. (1996). *Interpersonal relationships in the school environment and children's early school adjustment: The role of teachers and peers*. In J. Juvonen & K. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment* (pp. 58-64). New York: Cambridge University Press.
- Bullough, R.V.Jr. (2011). *Ethical and moral matters in teaching and teacher education*. Teaching and Teacher Education, 27, 21-28. <http://dx.doi.org/10.1016/j.tate.2010.09.007>
- Mathur S. R. & Corley K. M. (2014). *Bringing Ethics into the Classroom: Making a Case for Frameworks, Multiple Perspectives and Narrative Sharing*. *International Education Studies*; Published by Canadian Center of Science and Education. Vol. 7, No. 9; 2014. ISSN 1913-9020 E-ISSN 1913-9039.

Burroughs, M.D. (2021) “*Dialogue and Ethics in the Classroom*,” *Teaching Ethics: Instructional Models, Methods, and Modalities for University Studies*, ed. Daniel W. Wueste (Lanham: Rowman & Littlefield, 2021), 25-38.

Core Curriculum for Upper Secondary Education in Kosovo (2012).

https://www.dvvinternational.ge/fileadmin/file_s/caucasusturkey/Kosovo/Resources/New_Curriculum_for_upper_secondary_education_in_Kosovo.pdf

Covey, S. (2014). *The 7 Habits of Highly Effective Teens*. First published in 1998. Revised and Updated Edition in 2014. Simon & Schuster. ISBN13: 9781476764665

Deloitte Global Human Capital Trends (2017).

<https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/central-europe/ce-global-human-capital-trends.pdf>

Erzikova, E. (2009). *University teachers' perceptions and evaluations of ethics instruction in public relations curriculum*. *Procedia- Public Relations Review*, 36(3), 316-318. Scopus.

Furman, G. (2004). *The ethic of community*. *Journal of Educational Administration*, 42, 215-235. <http://dx.doi.org/10.1108/09578230410525612>.

In Mathur S.R. & Corley K.M. (2014). *Bringing Ethics into the Classroom: Making a Case for Frameworks, Multiple Perspectives and Narrative Sharing*. *International Education Studies*; Published by Canadian Center of Science and Education. Vol. 7, No. 9; 2014. ISSN 1913-9020 E-ISSN 1913-9039

KaraaLaç Tuna, Y. & Razi, S. (2016). Integrating Culture into ELT Classes: What, Why, and How? *Procedia - Social and Behavioral Sciences*, Volume 232, 2016, Pages 41-48, ISSN 1877-0428, <https://doi.org/10.1016/j.sbspro.2016.10.009> Elsevier.

Kohlberg, L., & Hersh, R. H. (1977). *Moral Development: A Review of Theory. Theory into Practice*, 53-59. Elsevier.

Malla, L., & Puhan, R.R. (2013). Code of ethics for school teachers: A means of facilitating learning of students- a critical Analysis. *Scholarly Research for Interdisciplinary Studies*. 1(4), 887-894.

Mathur S.R. & Corley K.M. (2014). *Bringing Ethics into the Classroom: Making a Case for Frameworks, Multiple Perspectives and Narrative Sharing*. *International Education Studies*; Published by Canadian Center of Science and Education. Vol. 7, No. 9; 2014. ISSN 1913-9020 E-ISSN 1913-9039

Rahman, A. (2015). *Future Prospect of Ethics Teaching: A Comparative Study*. *International Journal of Education & Applied Sciences Research*, 28-37.

Şakar, M.C. (2014). *Evaluation of ethics perceptions' primary school teachers*. *Procedia-Social and Behavioral Sciences*, 1(1), 2352- 2356.

Shahid, Z., Hamzah, A. B., & Khan, S. (2020). Holistic Education Model: A key for child Development. *Opción*, 36(26), 1764-1775.

Shapiro, J.P., & Stefkovich, J.A. (2001). *Ethical leadership and decision-making in education: Applying theoretical perspectives to complex dilemmas*. Mahwah, NJ: Lawrence Erlbaum Associates.

Unsworth, L. & Mills, K.A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing*, Volume 47, 100712, ISSN 1060-3743, <https://doi.org/10.1016/j.jslw.2020.100712>

<https://www.sciencedirect.com/science/article/pii/S1060374320300035>

Websites

<https://dictionary.cambridge.org>
<https://www.ecoleglobale.com/blog/ethics-in-education/>