

TEACHING ENGLISH AND HUMAN VALUES

TEACHING FOREIGN LANGUAGE IMPLEMENTING HUMAN VALUES ACTIVITIES

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Trabajo de grado presentado como requisito parcial para obtener el título de licenciado en la  
enseñanza de la lengua inglesa

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## RESUMEN

El objetivo principal de este proyecto es reportar el impacto de la instrucción de los valores humanos, a través de la clase de inglés a estudiantes de grado séptimo. Observar las reflexiones y perspectivas de los estudiantes acerca de las actividades aplicadas en la instrucción de los valores humanos estuvo presente como objetivo específico durante la realización del presente proyecto.

El estudio se basó en el fortalecimiento de los valores de los estudiantes a través de la clase de inglés, además los educandos tuvieron la oportunidad de optimizar aspectos del idioma como vocabulario, pronunciación, lectura, escritura y producción oral.

Las actividades de este proyecto se llevaron a cabo de manera grupal, con el fin de lograr que los estudiantes se integraran e intercambiaran información, y se conocieran más a fondo. El propósito de dichas actividades era impulsar a los estudiantes a reflexionar acerca de diferentes situaciones que se podrían presentar en la vida cotidiana, así como también a expresar sus perspectivas, pensamientos y sentimientos respecto a estas.

El impacto que causó en los estudiantes la aplicación de los valores humanos en la clase de Inglés, se reflejó en los resultados principales de este estudio, tales como; el punto de vista de los estudiantes acerca de la instrucción de los valores humanos en la clase de Inglés, y el desarrollo de las habilidades del idioma extranjero, además del fortalecimiento de lazos y autoconciencia a través de la interacción de los estudiantes. Finalmente, obtuvimos un resultado inesperado de este estudio el cual fue el hecho de que los estudiantes notaron la

metodología de las clases utilizada en este proyecto comparado con la metodología de sus clases de inglés habituales.

Como conclusiones, sugerimos llevar a cabo el mismo contenido de valores humanos en otras materias además del inglés, teniendo en cuenta el rol de modelos que tienen los profesores y padres de familia, frente a los estudiantes. Finalmente concluimos que entre más tenga relación el contenido con la realidad, mas se envolverán los estudiantes con la clase, ya que de esta manera podrían aplicar lo aprendido en clase a su contexto real.

**ABSTRACT**

The main objective of this project is to report, the impact of the human values instruction through the English class in seventh graders. Observing the students' reflections and perspectives about the activities of the human values instruction was the specific objective of the present project.

The focus of the study was strengthen students' human values through the English class, besides the learners had the possibility to optimize aspects of the foreign language like vocabulary, pronunciation, reading, writing and speaking.

The activities of this project were carried collectively, with the purpose of enable the students integrated among them and interchanging information; additionally students could know better each other. The purpose of the activities was to make the students reflect on different possible situations in the daily life. Furthermore, the learners were also encouraged to express their perspectives, thoughts, and feelings related to those circumstances.

The impact that the human values instruction caused in the students through the English class, was reflected in the main results of this study, such as the students' point of view about the content class, English skills development, and the bonding and self consciousness improvement through the group interaction. Finally, we obtained an unexpected finding from this research which was that the students noticed the methodology used in the classes of the study in comparison with their regular English classes.

As conclusions we suggested to carried out the same content of human values in other subjects beside English, taking into account the teachers' and parents' role model respect to the students. Finally we conclude that the more relation has the content with reality, the more students get involved in the class, because they can use in their real context what they learnt during the lessons.

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## 1. INTRODUCTION

The aim of this document is to show readers a research project involving a human values instruction, in which students are the center of the class as well as reflections, points of view, and feelings after each of the activities implemented along the course.

A strong reason to conduct this research project was the need to grow future professionals academically and humanly prepared. This country needs professionals with human values, people who know how to act different situations in a peaceful way and how to control their reactions in order to avoid violent expressions.

The purpose of this study was to implement the instruction of the human values through the English class in seventh graders, and later to report the impact that the students showed after the research. The questions that guided this research project were:

- ✓ What is the impact of the implementation of human values in the English class?
- ✓ What are the students' responses to the instruction on human values in English class?

The research method used in the present project was a descriptive case study in the framework of a qualitative study. This project was performed in a semi-public school of Dosquebradas with eight female seventh graders.

The data were collected through one interview, two questionnaires, and a daily reflexive journal done by the teacher after each class. The data were analyzed first at all organizing by codes, then grouping and finally categorizing all the information.

The instructional design involve one of the researchers as a teacher in a Saturday course, in which the lessons were designed with content based instruction on human values, and where the participants exercise the four language skills (listening, speaking, reading and writing.).



The findings illustrated from the data, reflect the positive responses of the students after the application of the human values instruction. We consider that it is important to continue doing research about human values in the English class, but also it would be interesting to apply the same content in other subjects since the human values are part of human being essence.

## 2. STATEMENT OF THE PROBLEM

When we talk about Colombia, it is important to know that Colombia is a country that faces a lot of social problems, with some few economic resources. As Uribe (2005) argues that the violence in Colombia is a mixed war; exposing some characteristics from the mixed ability, like physic violence (e.g. murders, massacres and attacks on civilian populations), economic violence (e.g. restrictions on people's access to food and medicine, extortion, kidnapping), and psychological violence (e.g. destruction of history, human values, culture, self esteem, and confidence). For this reason some people act as Herbert Spencer's phrase (1864) in his Principles of Biology (after he read the Origin of Species by Charles Darwin): "the survival of the fittest". So, many people proceed as if anybody cares, fighting for their survival no matters who could suffer.

All of these problems that our country faces day after day, could be reflected on the kids and teenagers who are usually exposed to some acts of violence in the public and private schools where they attend. A recent research about scholastic violence in Bogotá, in 2006 conducted by the "secretaria de gobierno de Bogotá" with the help of "la Universidad de los Andes" and the "DANE" (Departamento Nacional de Estadística) to 1.000 educative institutions which covered more than 82.000 students interviewees, showed the following worried ciphers: one of two students have been stolen in her/his school (56%); one of three have been victims of punches and physical mistreatment by his/her partners in the school (32%); towards the victims one of two, insulted to a partner in the year before (46%), and one of three, offended and punched to another partner (32%).

According to Mills (2004) "The relationship between mistreatment and an increased risk of behavioral problems, aggression, and even crime is also widely demonstrated in the literature. It follows that mistreated children are at greater risk of behavioral difficulties in the

classroom.” All these complex situations cause some others such as absenteeism, school dropouts and low academic performance. Something similar happens at home; children and adolescents around us or that sometime had appeared in news, show disrespect to their parents and to themselves. But we cannot generalize by saying that the entire population of young people had experienced those kinds of events. Nevertheless, those who had not lived negative episodes should be prepared and be guided to face or to avoid them.

Some of the possible reasons for the students to adopt violent attitudes in their schools, include different factors such as family problems, bad social environment, and lack of human values; Attributable to this last one factor the present project proposes the implementation of some activities for the development of a foreign language as well as for the enrichment in matter of human values; with the intention that learners have the opportunity to reflect about their actions and feelings, so through the communication they may find a means to express all their discrepancies in a constructive way, so they find a positive cohabitation; they also exercise their social abilities by solving their problems with clear thoughts; these abilities create self control to handle their negative and impulsive actions analyzing them from a reflective view.

The activities applied in this project and which are going to explain through this document, look for making the students to reflect about their acts and their thoughts; as well as, mirror in others partners no matter whom. Moreover, students had the chance to share experiences and beliefs in order to try to encourage confidence among them. All their perspectives emerged in the English class.

*“With the aim to create a truly learning environment in the class, teachers should have personal virtues in order to become a teacher with educative mission, showing respect, happiness, friendly attitude, emotional maturity, sincerity, and interest for*

*their students as people with individuality, virtues, flaws and self personality. Teacher should show preoccupation and affection for their students, be attentive for their needs and moods, and work with them so the student will show the same characteristics with their partners and family.” (Bravo, A., 2007)*

In relation to this excerpt, it is also imperative to have in mind that teachers need to be a role model to follow, they must represent actions that involve human values and they must take care of their students not only on the academic growth, but also on the personal.

As a way of conclusion, the purpose of this study is to apply the content of human values through the English class, to report all the situations that could occur during the process and the results that the implementation may cause on the participants.

### **3. THE PRESENT STUDY**

The present study seeks to describe the impact of the instruction of human values through the English class on seventh graders. The impact was estimated by considering the participants' perspectives and reflections, concerning the application of the human values instruction.

#### 4. RESEARCH QUESTIONS

- ♣ What is the impact of the implementation of human values in the English class?

#### **Related Question**

- ♣ What are the students' responses to the instruction on human values in English class?

## 5. TERM DEFINITIONS

### **Human Values**

The human values are an important aspect to build people that can establish relationships in society in a successful and satisfactory way. Human values improve the human being quality, because they help him to become more human (Campero, 2008). It is important to help students to construct themselves academically and personally, guide them through all the stages of their lives and for this it is necessary to provide them with elements like human values. Rath (cited by Martínez, 1985; 13) argues that “people have experiences, growth, and learn from them; then appear some conducts. These conducts give direction to life and could be called values”.

This is why facilitating children good environment is vital, moreover contexts where kids can have enriching experiences that enhance learning not only in relation to language, but also in terms of human cohabitation.

### **Content Based Instruction**

According to Davies (2003), “content based instruction (CBI) is a teaching method that emphasizes learning about something rather than learning about language.” Teachers in general must concern about including in their classes productive content apart from the subject; in other words education involves academic issues but also personal growth of the children. The content of the English class of this project was based on values; consequently the activities had a lot of topics related with human values. The content based instruction was an important subject matter since the spotlight of every class was the content, while the grammar was implicit in each session as well as aspects like pronunciation and vocabulary.

## **Bonding**

According to Absolute Astronomy (2009) “Human bonding refers to the development of a close, interpersonal relationship between family members or friends. Bonding is a mutual, interactive process.” This is why; teachers have the responsibility to enhance interaction in the classroom in order to give the learners the possibility not only to exchange knowledge, but also to create bonds in order to establish strong relationships among them. Bonding typically refers to the process of attachment that develops between romantic partners, close friends, or parents and children. This bond is characterized by emotions such as affection and trust.

## **Self Consciousness**

Self-consciousness is considered as the process in which human being recognize own feelings, thoughts, characteristics, through life experiences. Schneider (2006) defines self-consciousness as “the development of identity. In an epistemological sense, self-consciousness is a personal understanding of the very core of one's own identity.” During the process of the personality’s development children need to be guided by people like parents and teachers hence students can acquire from the context what is constructive for their lives

## **Body language**

Body language refers to the conveying of messages through body movements other than those movements that form a part of sign or spoken languages. Some gestures can have quite specific meanings, such as those for saying good-bye or for asking someone to approach. Other gestures more generally accompany speech, such as those used to emphasize a particular point. “In school education, body language plays a positive role in cultivating the students' characters. Body language is also an important media through which people communicate with each other. Briefly speaking, Body Language is expressing a certain



meaning of a kind of silent language by gesture, manner and countenance, which includes eyesight language, facial language, hand language, body language and so on". (Fraid Dubin and Elite Olshtain, 2002).

### **Problem-Based Learning (PBL)**

"PBL is any learning environment in which the problem drives the learning. That is, before students learn some knowledge they are given a problem. The problem is posed so that the students discover that they need to learn some new knowledge before they can solve the problem" (Haseli, 2008). PBL is based on the idea that students learn what is meaningful to them and learn better if they feel in control of what they are learning. Haseli (2008) argues that the problem solving activities are the focus of the PBL because it starts with a problem that is presented to the students and that requires to be solved. Through the present project, students were encouraged to deal with imaginary situations that were presented in each session with the implementation of problem solving activities. Those activities were presented in English in order to reinforce students' language skills, like: reading, writing, listening, and speaking at a basic level of proficiency. Additionally, the students were asked to reflect about the possible solutions for the diverse situations presented each session, that process required that the students exercise their problem-solving abilities at the same time they put into practice their human values knowledge and own convictions.

### **Pronunciation Teaching and Learning**

Pronunciation teaching is an essential aspect when you are teaching a foreign language; because it is important to develop it on the students hence they can have a successful oral communication for enriching their communicative competence (Hişmanoğlu 2006). The pronunciation teaching has a strong impact on the students of the present study caused by the lack of use in the classes of English at the school. The insecurity and the nervousness was

present when a student started to read but the constant feedback and impetus offered by the teacher permitted that the students were more fluent to pronounce in English. The pronunciation plays an important play also on the personal development of the students since, according to Hişmanoğlu 2006 “pronunciation is very sensitive to emotional factors and that its nature is strongly related to students' ego, identity and the level of self-confidence, new trends in teaching pronunciation put a strong emphasis on the affective domain of learning to counterbalance the traditional focus placed exclusively on intellectual learning.”

### **L1 Support**

The L1 (mother tongue) support plays an important role in the project given that students were using it in order to give complex ideas and to answer when teacher asked for understanding. according to Piasecka (cited by Asli, 2009) there are occasions in which L1 should be used such as setting the scene at the beginning of class, resolving individual areas of difficulty, personal contact, assessment of comprehension, and so forth. L1 reduces anxiety and enhance the effective environment for learning, facilitating the incorporation of the learners' life experiences (Asli, 2009). The L1 gives the students the enough confidence to participate and give their opinions about their thoughts feeling a member of a group.

### **Interaction**

The interaction in the classroom is extremely normal, but in this case it is one of the principle ingredients to develop the activities in the classroom. In that sense Howarth (2006) cited that interaction allowed that the language learning and the social skills of the students were develop; it is highly important that the teacher let that the interaction have a relevant role in the classroom. The interaction of the students in this study permitted not only the confidence to speak in public in another language but also to give their ideas (using L1) without feeling

embarrassed. The teacher's role in this case was important since the teacher gave the students the necessary impetus to participate and was very persistent with respect other opinions. It is necessary that learners practice as much as possible if they want to be successful, hence interaction maximizes the opportunities to practice more and more in the language (Howarth, 2006).

## 6. LITERATURE REVIEW

For the human values instruction in an English class, it is important that teachers realize what kind of role they will perform for their students. Teachers must choose between being a role model and just taking a neutral position towards human values instruction. According to Veugelers (2000) teachers do not explicitly express the values that they find important for their students and learners get the impression that all values are of equal worth. Veugelers (2000) carried out a study divide in three phases, about the different ways to teach values. For the first phase, Veugelers (2000) applied a questionnaire to 415 teachers in order to find out what values they considered important for their students. The study showed that teachers cared for teaching values to their students, as well as for teaching them content and skills. The authors interpreted these results as the teacher caring for “methodology” due to teachers selected 4 types of positions that Veugelers called “strategies” to teach human values. Moreover, “methodology” showed that teachers use four instruction strategies to teach values:

- (A). the teacher tries not to express his/her own values.
- (B). the teacher makes explicit which values he/she finds important.
- (C). the teacher stresses differences in values without expressing the values he/she finds important.
- (D). the teacher indicates differences in values, but also expresses the values he/she finds important.

For Veugelers’ (2000) second phase, an interview was conducted from the finding “methodology”, to teachers from five upper secondary schools. This interview had the purpose to indicate what the instructional strategies teachers used to teach values in their

lessons. The finding gave evidence not only of what strategies teachers used but also of a pattern in the teachers' modus operandi. The pattern is: using strategy A, then strategy C, and ends with strategy D. Teachers used this pattern because they wanted that their students develop their own opinions, and because teachers also thought that telling their opinions to the learners would probably make them repeat teachers' perceptions. After this result with teachers, Veugelers focused on the students on the third and the last phase. Veugelers (2000) asked questions to 118 students of three secondary schools about which teachers' strategies they preferred for instruction and which of these instructions their teachers used in their class. Veugelers (2000) categorized the answers in "preference: instruction D" as the best strategy, "second: instruction C" as the second strategy they wanted that teacher used, "third: instruction A" as their third choice and "don't like: instruction B" as the strategy wanted the less for students. Veugelers (2000) declared the importance of teachers role in relation to human values instruction and English class, not only from the point of the view of the teachers but also from the students' who are the main character of the process of learning.

When we talk about teaching human values it is important to have in mind the right positions that teacher assumes towards teaching values; nevertheless teachers have also to take into account that children's behavior is influenced by the context in which they grow up. Factors like culture, socio-economic level, and domestic relationships should be considered when human values are implemented in an English class. Subsequently, a diagnostic process before implementing instruction related to human values in the English class is appropriate and necessary as well. A study conducted by López & López,( 2003) with fifteen eighth and ninth graders, whose ages ranged from twelve to eighteen, suggested that the use of instruments and techniques like: observations, sociograms, transcripts, informal chats, surveys, and a chart with students' judgment of human values

importance; were highly useful in the diagnostic stage in order to establish which the human values students needs to improve were. The authors identified key elements such as students' behavior in class, the level of interaction among them, and the characteristics of the community around the school. These elements served to decide the design of the workshops, which dealt with human values and with English language. After the workshops were finished López & López (2003) concluded from their study that learning processes involve school and home as well. Parents' role in children's formation is also relevant, not only in relation to academic learning, but also and particularly in terms of human values. Moreover, the authors highlighted the importance of both teachers and parent's responsibility in kids learning, considering that values begin at home and are reinforced in the school.

A similar action research study, focused on human values in the English class, was done by Mejia (2003), with seven students from seventh grade who were disrupting the class and causing a lot of problems to the teachers and to their classmates. Mejia (2003) investigated the reasons of the bad behavior of these students by means of interviews and surveys to the teachers and to the students, discovering that economical and domestic problems were the main causes for the inappropriate classroom behaviors. Through observations, Mejia (2003) figured out that the core of the problem was the lack of two human values: tolerance and self-esteem. The author selected eight workshops that dealt with human values topics, after having developed eight workshops with the seventh grade, Mejia (2003) searched for improvement or alteration on the students' behaviors. Mejia (2003) declared some changes occurred from the diagnostic stage done at the beginning and after the implementation of the workshops. Some of the changes included the improvement of the students' attitude with their teachers and their partners showing more

tolerance. Also, the seven students started to appreciate their work done in class and showed interest in the workshops, giving evidence of an increase on their self-esteem.

Finally, from these three studies we concluded that when somebody is conducting a study that implies human values in the education three main aspects must be considered. First, it is important to know the students' opinions about the instruction teachers should use to teach values. Second, really get to know more about students' in order to establish their conduct. And third, that the process of teaching values should include teacher as well as the parents' involvement hence the values knowledge can be reinforced.

## 7. METHODOLOGY

### 7.1 Type of study

Qualitative studies are conducted in natural environments where the participants behave as they do it in their daily life. Besides that, the variables are defined with the purpose of neither being manipulated nor being controlled experimentally.

Data collection is deeply influenced by the experiences and the priorities of the participants of the research, more than for the application of an standardized, structured and predetermined instrument where the meanings are obtained from the data and they do not need to be reduced to numbers and do not necessarily need to be analyzed statistically (M.A. Rothery, R. Grinnell and Creswell (1997). We have used qualitative research because we have observed how the students interact in the classroom, how they express their feelings, thoughts, and ideas through the use of the foreign language, English.

Based on that we have been qualitative researchers; Neuman (1994) mentions the main activities of a Qualitative Researcher:

- Observes ordinary events and daily activities in the way they happen in their natural settings, moreover, of any unusual event.
- He/she is directly involved with the people that are being studied and with the personal experiences

After having defined the qualitative procedure, it is necessary to mention that a study should be involved in that process in this case descriptive. Descriptive studies look for specify the important properties of people, groups, communities, or any other phenomenon subjected to analysis (Dankhe, 1986)

The present project fits to the definition of a descriptive study, due to it focused on the analysis of all the characteristics of the people involved in the process and their behavioral



aspects. We evaluated different components of the phenomena that we were interested in. For this project we used one of the ways that descriptive research can be applied, case study is the one of them. Seliger & Shohamy (2003) explained the process of the descriptive case study, “The case study approach is used where the investigator is interested in describing some aspects of the school language performance or development of one or more subjects as individuals, because it is believed that individual performance will be more revealing than studying large groups of subjects.”

In our research the main interest was to center our attention in each student as a person that is part of a group. For this reason each participant followed a personal learning process in terms of language development and personal growth.

## **7.2 Context**

Seventh graders at the semipublic educative institution Maria Auxiliadora, which is managed by nuns; it is located in Dosquebradas in the neighborhood of Buenos Aires. This school works with female students; children and young teenagers from pre-scholar to eleventh grade. The schedule is the following: in the morning, from sixth to eleventh grade and in the afternoon from pre-scholar to fifth grade. Each grade has between 35 and 42 students.

There is no teacher for the English subject in the primary session; there is a teacher for each subject in the secondary session, including the English area. Their mission and vision are related to religion due to it is a catholic school. There is a church inside the school where the students go to pray.

## **7.3 Participants**

The participants were students of seventh grade of the Educative Institution Maria Auxiliadora. All the participants were girls between the 13 and 15 years. The participants came from different neighborhoods of Dosquebradas: (Bombay, Guadalupe, Buenos Aires,

Los Naranjos, Molinos, etc). The attendance of the participants to the course was voluntary. The schedule to the sessions was on Saturdays, from 9 am to 12 pm.

#### **7.4 Role of the researcher**

At the beginning of this study, the implementation of the human values content in the English class and the data collection procedure were carried out by a single person, who played the role of researcher and teacher at the same time. The researcher implemented two questionnaires, an interview and she also videotaped two classes. Henceforward, two more researchers joined to the study, with the purpose to analyze, to codify and to classify all the information collected. The three researchers created categories that become findings soon after.

#### **7.5. DATA COLLECTION PROCEDURE**

##### **Journals**

“Journals are regular dated accounts of teaching/learning plans, activities and classroom occurrences, including personal philosophies, feelings, reactions, reflections, observations, explanations.” (Freeman, 1998). The journal method used in this research was with the purpose to follow a process in the development of the students’ activities, and also noticed the different feelings and reactions of the participant after the application of each activity; with the implementation of the journal method, we could also discovered the students’ feelings and reflections about the human values content worked in class. We implemented six journals written after the activities in order to gather important student’s reflections and reactions.

##### **Questionnaires**

“Questionnaires are printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously. They do not differ greatly from interviews in that both require subjects to provide information in response to a stimulus provided by the researcher and they are, in fact, often used, in combination”. (Seliger & Shohamy, 1989). For this research project were implemented two questionnaires distributed in the following way: the first questionnaire was about the student’s opinions concerning each activity they developed among the course, and it contained multiple choice questions in order to give the participants the opportunity to explain their answers. The second questionnaire was at the end of the course, in order to collect the participant’s opinions about the lessons, this last questionnaire contained closed and open questions.

### **Interviews**

“The purpose of the interview is to obtain information by actually talking to the subject. The interviewer asks questions and the subject either in a face-to-face situation or by telephone. Interviews are personalized and therefore permit a level of in-depth information-gathering, free response and flexibility that cannot be obtained by other procedures”. (Seliger & Shohamy 1989). An interview was applied at the end of the course in order to reinforce the student’s answers in the last questionnaire which was about the student’s views of the classes and its activities. With the interview method students had the opportunity to express what they thought in an extended way, saying every single thing that they thought at the moment to answer, just by talking without been requested to write.

### **Video Recording**

According to Freeman, (1998) “a video recording captures both verbal and nonverbal interactions in an activity or lesson.” Video recordings determined interesting episodes in the

interaction; it was used just twice during some of the activities, because of its complexity at the time to transcribe. This method is very appropriate to detail the participant's attitudes and behavior after the implementation of the activities. Nevertheless at the moment of transcribing the recordings we realized that the data collected through this method did not provide the information that we were waiting, given that students' reactions were totally different compared with their every day behavior. At the end of the study, the video recording had information that helped to create another type of information.

## **7.6. DATA ANALYSIS PROCEDURE**

After we had all the collected data from the four methods (journal, video recording, interview, and questionnaire), we transcribed everything and printed it out for our thesis advisor. Henceforth, we will describe the process from all the methods used one by one.

For the journal it was important to write the reflections after each session, due to we did not want to lose reliability. It was necessary to establish some questions for the journals in order to gather helpful data and to avoid lose important information. What we expected from the journal was to reflect on the instruction about values through the English class and to know if the activities had got the initial purpose or not. Additionally, with the use of journals the students' response was examined as well as teacher's feelings and thoughts. The journal was done by the teacher after each session.

With this information gathered, it was essential that the teacher make a self assessment about her own development in the classroom as a teacher and as a friend for the students. Hereafter, we transcribed digitally the journals and we gave some line numbers to the journals. We found relevant to make these line numbers at the end because we sometimes remember important aspects from the class development which should be included.

For the video recording method it was recommended that the videos were made from a video camera that could record all the sounds. After we made three videos, we transcribed them to analyze what we can take from those videos; finally, we organized all that information by numbering each line of the transcription. Nevertheless, this method was not as successful as we expected given that the participants of the study got intimidated because of the camera, so they became shy, nervous, and embarrassed. Consequently, the expression of the students' thoughts about the activity was very poor in comparison with the other sessions in which the camera was not used.

For obtaining the students' response, two questionnaires and one interview were made. The questionnaires were conducted in this way: the first one was implemented at the middle of the process and it was done to check if the activities' purpose was working suitably and the second one was done at the end of the activities to check if the students achieved the goals proposed in the course. Then, we processed the two questionnaires in order to find similarities among the answers. Subsequently, we elaborated also two charts with the same purpose.

For the interview, we conducted some questions to complement the answer obtained through the questionnaires. We audio recorded the interviews in order to avoid omitting or forgetting useful facts. Some other questions came out during the interview in order to explore more about the students' answers or thoughts. All the information recorded was transcribed.

After having collected the information through the methods mentioned above, all the data obtained was classified according to the common answers. Consequently, we gave some codes to those similarities. As we were looking for categories we printed out the documents containing all the data from the methods, and we gave different colours to each category in order to carry out an organized process and to avoid waste of time. This was a process that

required being reviewed one and other time, due to we did not want to miss important facts that the data offered.

Having all the categories defined, we were able to recognize the findings taking elements from each group in order to have a complete and tough finding.

#### **7.77.6 INSTRUCTIONAL DESIGN**

The present Project has as content human values, it was developed in a period of four months, during which the learners attended voluntarily a course every Saturday from 9:00 am to 11:00am. The group was integrated by seven girls between fourteen and fifteen years old. The lessons were designed in English with content based instruction on human values, and at the same time the activities permitted the participants exercise language skills such as pronunciation, vocabulary, reading and writing. Most of the tasks developed by the students were problem solving assignments; due to it was the activity that students enjoyed the most and that enhanced debates in class. The following sequence describes the way in which problem solving activities were carried out:

- 1) The students were given a text and they should read it aloud. Hereafter, teacher asked learners if they had understood the reading and they reported their ideas in Spanish (L1)
- 2) The students should solve a task in a written way. Teacher went chair by chair helping learners only with grammar aspects to develop their answers. The teacher wrote on the board some useful sentences so students could ask questions like: “how do you say...?”; “how do you write...?”; “how do you pronounce...?” Moreover, the teacher also wrote sentences, like: “I chose option... because ...”.so students could start to give their answers to the situation presented in the text.

- 3) The students shared their answers by reading them aloud. While the learners were reading, the teacher gave them feedback on their pronunciation.
- 4) Some students were asked to report their partners' answers. The students used Spanish to report their partner's responses and to discuss what they thought about those answers.

The teacher used English language during all the classes, some exceptions were given when the students did not understand in spite of the fact that the teacher made use of synonyms or body language to clarify vocabulary. At the beginning of the course, the students rarely used English; but along the course, students used Spanish to express what they thought or felt but they also began to use English to express simple ideas. With the purpose of giving the students the opportunity of reinforcing their human values, all the activities were designed to encourage the learners to reflect about each task and about some exercises dealing with imaginary situations that could be likely to be faced in real life. The learners were also encouraged to interact with all their partners by sharing different perceptions, feelings, and thoughts.

In the first session, an activity called "Who I Am" was developed; its purpose was the students to start knowing more about all their partners in order to create a bond among them. The activity requested the students to write in English their likes, dislikes, hobbies, strengths, and so on. After having written everything, each learner had the chance to read aloud her answers, the teacher was constantly attentive and she asked any learner to report what the other had said. Additionally, the teacher also corrected aspects of grammar and pronunciation. Finally, students expressed that they were surprised because they had discovered aspects that they did not know about their partners, in spite that they had studied together almost all the grades in high school.

All the sessions were developed basically in the same way, and all of them proposed the learners similar activities that dealt with human values. The students were always sitting in a semicircle, to permit an appropriate eye contact and group management. The rest of the classes embraced tasks such as: “Problem Solving”, “Personal Qualities”, “Beautiful” (Song), “Love Questionnaire”, “Qualities Puzzle” and “Lies Reading”.

After some of the activities, all the learners were interviewed, those interviews were audio recorded; the students also answered two questionnaires which are part of this study as well. All the collection of the data was done after some sessions.



## 8. FINDINGS

After the analysis of our collected data, we categorized the findings under two main themes: the first theme refers to aspects of the students' perceptions of the incorporation of human values in the English class. The second theme revolves around creating bonds and self-consciousness among the students throughout the interaction in class.

### 1. Students' Perspectives On The Incorporation Of Human Values In The English Class

- **Students' Positive Responses to the Integration of Human Values Instruction in the English Class.**

Students did not expect that the English class was going to be geared towards discussions around human values. Their expectation about the class was simply that they would receive instruction on topics around grammar and around a textbook. One student mentioned that in their regular English classes, the teacher focused on the textbook and on developing activities from handouts. Soon after the instruction began, the students realized that this English class was different. One of the aspects students became aware of was that the English class revolved around a topic related to human values. The students' answers to questionnaires and interviews showed their views about the class activities and reflected their interest in the value-related topics. The relevance of their views is in the fact that the students figured out by themselves what was implicit in the instructional content. The students added that the discussions around human values in the English class raised their interest in the instruction. Notice these views in the examples below:

*Natalia: “Excelente por que aprendi muchos valores mientras aprendíamos ingles al mismo tiempo; me pareció muy interesante esta combinación de valores y ingles.”*

One student mentioned implicitly that the value-related English classes allowed her to get to know her classmates better. She also found it stimulating to get to know more about English and about the values and qualities of the other members of the class.

*Elizabeth: “pues [las actividades eran] muy buenas, porque no solo aprendíamos así como a estudiar inglés sino que también aprendimos valores, valores de las demás personas que estuvimos en la clase, las cualidades de las demás y pues si muy chévere”*

- **Students’ Awareness about Human Values Methodology with Content Based Instruction**

The development of the classes was carried out bearing in mind the inclusion of a content based approach in human values. Nevertheless, it was something implicit into the course and the students became aware of it by themselves. Teachers expectations towards the students responses regarding to the class, was that the seventh graders will learn about the English language and about human values. However, some learners expressed they had recognized that the teacher implemented a different methodology in comparison with the normal class in high school. The participants realized they were being taught human values at the same time that they expressed the importance of that content to their lives and to their personal growth. Additionally, they also emphasized that the activities done in class were different. This is supported by the following example from an interview.

***Natalia:** “en las clases de ingles suyas, nosotras hacemos unas cosas muy distintas y que son también... intervienen mucho los valores, mientras que ingles ya no, pues son cosas que uno aprende pero no para la vida así mucho, como el comportamiento de nosotras.”*

Some students also highlighted that they recognized the teacher used a different methodology; one of them associated the use of textbooks or worksheets with her regular English class; and the use of interactive activities with Saturday’s English class. The class based on human values content offered the students opportunities to express their perspectives and to listen to their partners’. Another student mentioned that given the content that the lessons offered, the class was enjoyable and that it enabled change the routine too. The students pointed out that both classes were poles apart. It can be noticed in the following excerpts from an interview.

***Lina:** “en las clases de ingles uno siempre es cómo lo mismo, las cosas del libro y talleres y todo, en cambio en la de ingles los sábados con usted ya son como actividades nosotras mismas, como si alegres y cada una pues como respondemos entre todas, y si damos opiniones. Osea es diferente”*

***Laura:** “pues no, muy buenas, porque se aprende como muchas cosas como fuera de lo que uno ve en inglés normal en el colegio y pues y es más alegre, como cambiando la rutina”.*

The content of the classes was one of the differences the students noticed in the lessons and they became aware of content’s significance, compared with their regular English classes.

Even though one student made an association between human values and social relationships, considering human values as the requirement to avoid conflicts.

***Elizabeth:** “aprendí que con los valores respetamos más a las personas, y si no hubiera los valores uno no sería una persona de bien sino una persona, de esas que pelean por todo, esas personas conflictivas”.*

Another student also reported that she recognized that human values knowledge was relevant to deal with everyday situations. It can also be inferred that she internalized those values for her life.

***Margarita:** “aprendí, aprendí de la clase que debemos, que debemos solucionar bien los problemas, y que debemos de tener en cuenta para esto todos los valores”.*

Students’ perspectives showed their awareness in terms of human values and methodology. Those views are confirmed by some lines of the teacher’s journal. The following is evidence of a real situation presented in class; and which was registered by the teacher.

***Teacher:** [...] Then, the discussion spun in the class because there were two girls who had a very bad attitude, some other students started to say that those girls needed to change that attitude...*

On the one hand, the group reacted in front of a real situation, they were aware of the bad attitude their two partners had, so the group intervened and tried to persuade the girls that

were disrupting the class. From this, we speculate that the students were able to put into practice what they had learnt about human values.

*Teacher: [...] subsequently, the girls said that they were responsible for their attitude and that they will try to change their behavior in the class. They apologized for others classes where they were disrespectful to the teacher.*

On the other hand, the girls that were interrupting the class became aware of the importance of assuming a change of attitude in order to permit the class development and the good environment. Both students realized they should apologize because of their disrespectful behavior. Consequently, we could speculate that the learners' awareness in terms of human values such as responsibility and compromise was present in a real situation that emerged in class.

- **Opportunities for Students to Exercise their Problem Solving Abilities**

The content of the lessons included activities where students reflected about different circumstances and they also discovered how they would react when they are likely to confront similar situations. These activities encouraged the students to share information about them and to express their opinions in regard to different situations. All the activities were designed dealing with human values and with the purpose of enhancing seventh graders to think in a reflective way. In the next example the student gave her opinion about contextualizing what they learn.

*Vanessa: [...] como ver si esos problemas pueden pasar así en la vida real y pueden, no sé, puede presentarse una circunstancia así y saberla, ya saber como solucionarlo o no sé, sí.*

Another student perceived the solving problem activities as significant, because she made a connection between the ability of solving problems and the possibility of helping others. Notice these perspectives in the following example:

*Elizabeth: Esto nos sirve para la vida, cuando tengamos que afrontar problemas y los podamos aplicar solucionándolos y a ser buenos compañeros de todos.*

The following is another sample taken from the teacher's journal which shows the students' opinions about how a problem solving activity was developed.

*Journal: In today's class, students were discussing about their answers. This was the situation:*

*Student 1: I would be mad at my friend if she does not pay me.*

*Student 2: No, I think that friendship is first and money is nothing*

*Student 1: No, because if my friend does not pay me, so, she does not respect me or value my friendship.*

*Teacher: girls, for me both answers are equally strong; remember that we should respect the other person's opinion.*

In the previous excerpt we can see how human values took place on these kinds of activities and students could recognize those values and prefer them as a solution to some

situations. Also, we can notice that the teacher got involved in the interaction and pointed out the value of respect, as another way of learning human values.

## **2. Creating Bonds and Self Consciousness through students interaction**

- **Students Build Bonds through Sharing their Answers with the Class**

Through the progress of the human values lessons, interaction was promoted among students. The learners developed different tasks in which they should give information about themselves. They discussed different opinions about their partners, and they also reflected on different imaginary situations. After each activity the learners were offered the chance to share orally their answers; in this way the girls could know each other, they discovered own and others' qualities, likes, dislikes, and some others aspects that helped the girls to create bonds. Notice that this was registered in the teacher's journal.

*Teacher: "the students gave their answers about the personal qualities of their partners and one of the girls started to cry. I was worried, so I asked her, and she told me that she had never imagined that her friend could consider her so special and that she really felt so happy for that."*

The activity also enabled the learners to share their feelings and thoughts about the others'. Additionally students' reactions made us possible to perceive that the learners bonds were making them capable to communicate their perception about others and to cause positive effects on the others.

One student perceived the activities as an opportunity to learn and to work collaboratively which demonstrated that the rapport among the learners encouraged their

learning process and their cooperative work as well. Moreover, the participant highlighted the relevance of the explanation of the teacher as meaningful at the moment of developing the activities. This is corroborated in the following example taken from a questionnaire.

**Stephany:** *“Exelente, porque aprendimos muchas cosas nos integramos demaciado y siempre tratamos de trabajar en equipo y porque la profesora sabia explicarnos muy bien.”*

In the following examples students realized they learn more about their partners which shows that their connection was increased and that their relationships made stronger. With these statements we observed how students reached the initial purpose of the activities which was interaction.

**Natalia:** *“lo de las cualidades de la amiga, porque uno ahí como que aclara que es lo que le gusta de la amiga de uno”*

**Laura:** *“En esta actividad yo aprendi de como eran mis compañeras como que le gustaba, que no le gustaba, con quien vivia, que soñaba.”*

The learners drew attention to the fact that they discovered more about their partners; additionally they found it pleasant as well. Both students coincided mentioning that being in contact with the others was a joyful experience.

**Vanessa:** *“Exelente, porque estuvimos con nuestras compañeras, nos divertimos y aprendimos que es lo que más me gusta”.*



*Daniela:* “Si, el compañerismo y mucha alegría en las actividades, y aprendí a compartir con mis compañeras etc.”

- **Students Increase Knowledge about Themselves and Their Partners**

Some of the activities’ purposes were that the students could make introspections about their perspectives, opinions and feelings. The activities gave the students the opportunity to get to know more about their partners at the same time that they were discovering different aspects about themselves. They find out about their own likes, dislikes, thoughts, and so on while they were in contact with the language and with the content of the class; human values.

*Elizabeth:* “Todas las actividades fueron buenos, pues porque... porque digamos nosotras aprendimos a conocernos a nosotras mismas. Osea, si me entiende? Pues, como saber que nos gusta, saber que... queeee es lo que pensamos y sentimos.”

*Daniela:*” Me encanto pork asi podemos aprender más sobre nuestras propias cualidades”.

Considering the previous examples, we can speculate that the participants became aware on the subject of their own human values. Additionally, they discovered different aspects about themselves.

*Vanessa:* “Sí, aprendí mis valores y los valores de mis compañeras como la sinceridad y el compañerismo.”

The students highlighted that they were learning about their partners in terms of human values like sincerity and companionship. Furthermore, they were discovering different aspects about themselves.

*Ana: “Fue una autoevaluación para mí pues defini mis propias cualidades y las de una de mis compañeras.”*

*Margarita: “Me parecio muy vacano porque aprendimos cualidades de nosotras y la de las compañeras.”*

Both learners coincided that they learnt about their partners’ qualities, the students also emphasized that they were realizing about themselves.

### **3. Students’ and Teacher’s Viewpoint about Language Development**

- **Students perceptions about their English Pronunciation and Vocabulary Development**

In the English classes, the students had the opportunity to use English to develop activities where they expressed their opinions and feelings about situations that involved human values. The learners were offered chances to exercise the four language skills (reading, speaking, writing, and reading). One area in which the students perceived their improvement was in their pronunciation. We notice that the first time the students read they couldn’t figure out how to pronounce certain words, after a couple of times that the students practice, they were able to do it naturally. Notice what the following student reported in her interview:

*Milena: pues se trata de aprender Inglés, de cómo aprender a pronunciarlo más.*

In the following example the student emphasized the fact that she learnt to pronounce words related to the content of the course. Additionally, she reported that she was able to comprehend the meaning of those words and that she was able to spell them accurately.

*Vanessa: Estuvo bien ya que aprendimos, palabras desconocidas y su pronunciación.”*

*Elizabeth: “en esta actividad yo aprendí a pronunciar cualidades, a entender su significado y a copiarlas.”*

So according to this, we can speculate that the student followed an assimilation process of language skills. The student’s perception coincides with the following extract from the teacher’s journal.

*Teacher: “at the beginning of the course the students didn’t know the meaning or the pronunciation of a lot words including those related to human values and I had constantly to remind them the correct way to use and pronounce them...”*

We decided to split the example taken from the journal to highlight that the teacher’s perception aligns with the students’ in terms of language skills performance and improvement.

*Teacher: “...In today’s class I noticed that the students have assimilated and they are already able to use the vocabulary in different situations and activities.”*

The teacher registered a progress in the student's English skills process, such as pronunciation and vocabulary. Taking into account teacher's notes, it could be considered that the learners were able to contextualize the words according to the situation and that along time the learners recognized human values meaning in contrast with the beginning of the course.

- **Teacher's role in students' English skills development**

The content that the course offered to the students was a very relevant aspect for them to get involved in each class and in all the topics that were presented every session. Nevertheless, the way in which the classes were carried out, and the methodology implemented by the teacher were equally imperative to get results in relation to language skills development. Teacher's role importance was evidenced in the sessions that were video-recorded and they showed aspects like classroom interaction, teacher's strategies, and students' responses. The following examples illustrate how the facilitator promoted students language learning; in this case in relation to pronunciation.

- *While a student was reading, she was a little confused with the pronunciation of the words "thirsty" and "thirty" and she asked the teacher, who clarified through the use of body language.*

In the previous description of the session, it can be noticed how the teacher helped the student to understand the pronunciation as well as the meaning of the words. It is vital to highlight that the use of body language was effective and it avoided the use of translation into L1.

- *One learner was reading a sentence after having solved an activity. The teacher detected a mistake in the pronunciation of the word “know”. She started to correct the student:*
- *Student: don't K-now*
- *Teacher: don't know*
- *Student: don't K-now*
- *Teacher: don't know*
- *The teacher used the board to explain the pronunciation of “know” to clarify that the “k” has no sound. Finally, the student understood and said the sentence correctly.*

The previous example shows how the teacher used different strategies in order to clarify students' doubts and to promote language learning. In comparison to the first example and in spite that in both cases the pronunciation was the aspect that should be improved, the facilitator applied different strategies; in the first case body language was the tool that served to promote understanding while in the second case, the use of the board was necessary and accurate.

Another aspect that we consider important from teacher's role in students' learning process was the fact that the teacher went to the point every time when she wanted to give instructions for the development of any activity. We confirmed that the students were able to comprehend the teacher's directions and some learners even explained to their partners what they should do. This is evidenced in the following example taken from one of the classes that were video recorded.

- *Teacher: problem solving, you know that there are three problems...they need a solution...or, the solution you want to give them.*

- *Student: no, leámoslo todas y los solucionamos todo.*
- *Teacher: ok, who wants to read the problem number one?*
- *Student: (started to read)*

The previous example shows that the students were able to understand what the teacher said in English, in spite that they are not able to express everything they think using L2. The teacher did not have to repeat or emphasize the instructions for the students to comprehend and react according to what she had said.

The learning was also seen in terms of reading. The learners mentioned that the English classes supported the enrichment of their vocabulary in the foreign language, as well as the correct way to read words. This is supported by the following examples.

*Ana: (...) porque aprendíamos como teníamos que leer y aprendimos a pronunciar.*

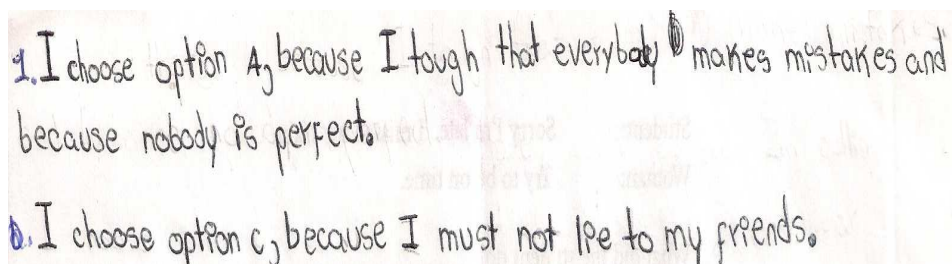
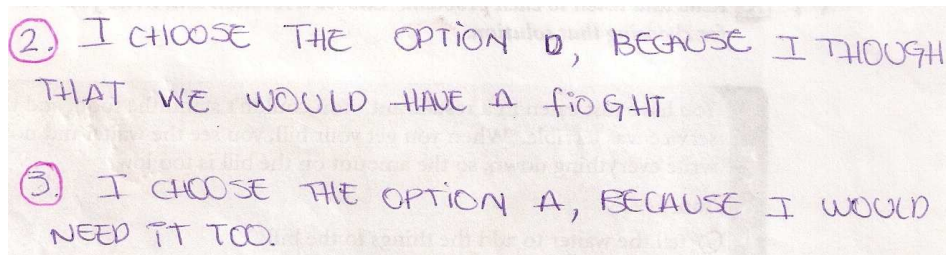
From this example it is also important to highlight that the role of L1 was really relevant during the development of the activities, because it showed to the teacher that the reading comprehension of the students was really effective and also it served as a support for the students to make mental connections with their previous knowledge. This can be confirmed in the next example.

- *Teacher: who wants to read? (the students are distracted)*
- *Teacher: who wants to read?!*
- *Student 1: que quién quiere leer!*
- *Student 2: si profe, puedo leer?*
- *Teacher: yes.*
- *Student: (she reads the text)*

- *Teacher: what did you understand?*
- *Student: ... que para los esposos de las esposas mentirosas y para los políticos que no cumplen sus promesas.*
- *Teacher: excellent!*

According to the previous example we can perceive that the use of L1 became crucial for the students to carry out the activities. Learners' interest in each topic presented during the classes was manifested through their participation when they were asked to read and to share their opinions especially in the problem solving activities. The L1 also provided to the teacher the assessment for understanding.

Furthermore, the teacher gathered evidence from the students' writing development. The following examples are taken from the appendix of one of the activities of problem solving. In spite that the answers of the students had some mistakes, it is important to mention that the students with the teacher aid could constructed sentences grammatically correct.



The speaking skill was also reinforced through the lessons and the development of the different activities, which required students' participation. The learners were able to begin to

use English to communicate simple ideas in class. This is supported by the next example taken from one of the video recordings.

*After having read a text a student said to the teacher:*

***Student 1:*** “*what is... what is lawyer?*”

*Then, during the development of another activity one student said:*

***Student 3:*** “*niñas, silence*”

***Student 2:*** “*teacher, teacher what is pocket?*”

During the development of the activities it was also evidenced that the students were able to correct their partners when they were speaking. The next example taken from one of the videos recorded in class confirms this statement.

*Student 1:* “*profe qué es plug?*”

*Student 2:* “*how do you say...?*”

*Student 1:* “*no, what is, what is plug?*”

*Student 2:* “*what is plug?*”

## 9. DISCUSSION

We split the discussion into three parts. Each part references a group of findings deriving from our study. In the first part, we addressed the findings about our content-based instruction on human values in the English class, human values awareness, problem solving ability, and methodology awareness. In the second part, we dealt with the findings on the interaction and its effects on Bonding, and Self consciousness. In the third part, we concentrated on the development of the pronunciation skill from student’s and teacher’s points of view and the L1 support.



The purpose of our study was to offer the students an opportunity to practice English language at the same time that we exposed the students to learn content about human values. According to Davies (2003), content-based instruction (CBI) involves language and content learning, with an emphasis on content. Our findings evidenced that the students found more relevant an English class with content (in this case human values) than in a normal English class with most of the emphasis on grammar aspects.

The content was not the only aspect that students noticed as useful; the teacher's strategies were something that also called learners' attention and that they found different from their English class in high school. The findings reported by Veugelers (2000) described the strategies that the teachers used to teach human values and the students responses towards those strategies. Some of those strategies included that teachers showed their preferences to values. The researcher concluded that students agreed with the fact that the teacher let them know her perspectives in relation to human values; however the learners liked better teachers that briefly expressed their perceptions about values. A relevant difference between the Veugelers' (2000) study and ours is that in our study the teacher used the strategy of briefly showing her perceptions towards human values without knowing how successful it was going to be, due to the fact that educator did not know previously student's acuity about these strategies. Nevertheless, students showed positive reactions towards the instruction. We attribute the students' reactions to the fact that although the teacher sometimes expressed her perceptions in relation to human values, she constantly reminded the students that if they had different opinions it did not mean that they were wrong. It is important to highlight that this strategy was used by the teacher in order to promote human values like respect for others' opinions.

Human values are an important aspect in education, since they determine human being behavior in society. According to Wallon (cited by Mejia, 2003) in spite that the children

learn at home all the social rules and the human values to live in community, the school and specially the class are the places where these values are reinforced. This is why we considered important that the human values should be implicit in the content of the class, like we did in the design of each activity and in the methodology. A complementary statement was done by Flannery (cited by Mejia, 2003) who affirmed that the main factor to teach and learn values is the teacher who is the one who activates this significant process of including values in education, being the group-class the basic step to establish and adjust those values. We agreed with Flannery since for us human values should be included in teaching, in this case the English class. Our results underscore the importance of Mejia's statements since our findings showed positive responses due to the fact that the human values learning allowed students to have better relationships with their classmates.

A way to exercise human values is through problem solving activities, which play an important role in helping exercise cognitive processes. The implementation of these kinds of tasks permits the learners deal with circumstances that can be likely to be faced in real life situations. Our findings suggest that the problem solving activities were significant for the learners. According to Haseli (2008) "the PBL embodies most of the principles known to improve learning; this learning environment is active, cooperative, self-assessed, provides prompt feedback, allows a better opportunity to account for personal learning preferences and is highly effective". This effectiveness was reflected in our results thanks to the debates originated from the topics presented in the problem solving activities during which elements like feedback, cooperation, and self-assessment were presented. Students had the opportunity of reflecting on some real-life circumstances at the same time that they realized that they could put into practice their human values (e. g. respect.) in the situations discussed during the lessons. The students had the chance to share their own answers and to know their partners' opinions, feelings and perceptions about the different situations and the way in which they

would solve them. Problem solving lessons were considered so worthy to the students, because they had the possibility to exercise the ability to solve problems; students learnt to have a better control over their emotions. Our data showed that students were already contextualizing those situations presented in the lessons, and most important including human values as a solution.

One significant aspect of the problem solving lessons was the opportunity that the teacher gave to the students to interact during the development of each activity. Communication played an important role in each lesson, because of the social involvement that interaction implies. A similar observation was stated by Lopez & Lopez (2003), who said that interaction plays an important role in language learning given that communication processes encourage language practice. Furthermore, our results showed how exchanging information and being in contact with partners made the students closer and more confident.

Additionally, interaction lead that self consciousness and bonding take part in social processes. Both of these elements were promoted in our lessons through interaction. Solorzano (cited by Lopez & Lopez, 2003) stated processes like been satisfied with ourselves, be able to express what we think, feel or wish, as well as establishing strong relationships deal with self esteem. This confirms how the way in which the classes were developed in the present study, encouraged the students to learn aspects about themselves as well as to discover different characteristics about their partners that permitted the relationships among students to become closer. The size of the group was something that facilitated the creation of bonds among the learners. Since the group was small, all the students had the opportunity to share their opinions, feelings, and thoughts. Besides, thanks to the content of human values the students learned to accept and respect the others' perceptions, which is a vital element of interaction.

Interaction also encouraged the learners to discover more about themselves, this was evidenced through the discussions, which promoted reflection. Howarth (2006) states the language primarily exists to facilitate communication, therefore interaction in that language must have an important role to play in developing a learner's ability in that language. For that reason, teachers need to promote learner interaction in order to help the learners succeed. Accordingly, the lessons provided by the teacher offered opportunities for the learners to reflect and to express their perspectives towards different situations and at the same time students had the chance to defend their thoughts and to discover how their own opinions were part of them as individuals.

Finally, the teaching and learning on pronunciation was one of the skill most developed and constantly mentioned by the students and the professor on the findings. Our findings are supported by Hişmanoğlu who states that “teachers should pay attention to reassessing learner needs and learners goals, instructional objectives, and learning/teaching methodologies. They should attach importance to current directions in language learning and teaching theory and pedagogy.” For this reason the pronunciation development was so important in the classroom, in order to create an environment where communication permitted the success of the language in the students.

## 10. INSTRUCTIONAL AND RESEARCH IMPLICATIONS

Our study, about the teaching English with human values, has two types of implications such as: instruction which refers to pedagogical issues and research implications which refers to some other issues that can be explored.

- **Instructional Implications:**

After finished the process of the teaching English with values, we can say that this process should be included in the English classes, in order to improve the English language development as well as the human values reinforcement. Furthermore, the class

will be more joined and will have more confidence as a group to express their opinions at a basic level of proficiency using English language. We think that the human values topic is an excellent content for the English class for the students' growth not only academically but also personally.

Also, it is very important that parents take place in further studies since they are usually in charge of the personal development of children. According to Wynne & Ryan (cited by Adler & Foster, 1997) "those in favor of including moral or character education argue that if schools work cooperatively and comprehensively with parents and other social institutions the outcome will be an increase in ethical and pro-social values and behavior." This is why it would be constructive if the teachers have the support of the students' parents in order to develop successful learning processes.

- **Research Implications**

Once having finished our investigation, we think that some aspects should be considered in the implementation of human values in the English class. We consider that the content based on values could be applied in the future in a bigger group and that some others values, such as responsibility, tolerance and so on, should be included in future investigations. We perceive that the implementation of human values is apt to be applied in others subjects since this is something that is part of human being essence and that is not only important in teachers' formation, but also in children's. Additionally, the inclusion of the students' parents as participants of a potential study would be interesting in order to evaluate the most common aspects and characteristics that influence kids' perceptions towards human values. We also judge that the material could be redesigned in order to offer the students variety. The use of videos, movies, songs would be

recommendable for potential further studies; nevertheless, the use of readings like the ones that were used during this study would be also appropriate.

## **11. CONCLUSIONS**

After having conducted this research, we can highlight two main aspects that emerged from the study. The first one refers to the positive results of the implementation of human values in the English class. The second one states in the effects over the whole group, improving each of the student image of themselves, and the relationship among them.

First, through the interview and the questionnaires the students expressed that they noticed some characteristics of the class like the fusion of English language and human values content. The human values component in the English class was appreciated by the students

even though it was not implicated by the teacher. Furthermore, the integration of both elements was noticed by the students and highlighted as an interesting arrangement since they considered important those kinds of issues for their lives.

Additionally, the use of activities with the content of human values allowed the learners to increase their proficiency in language aspects, mostly in pronunciation and vocabulary. Also, the activities promoted the seventh graders' awareness about their improvement in relation to their understanding about the meaning of human values and its importance to their lives. We can also conclude that the design of the activities was significant for the students since it offered appropriate content, allowed the students get to know more about themselves and their partners, and it gave the students the opportunity to reflect about situations that they are likely to face in real life.

Second, the interaction amongst the students played an important role in the development of the lessons, because the students had the chance to share information about them, building stronger relationships with their partners. The interaction was promoted in each class and it encouraged the development of the self-consciousness, due to the fact that students could get to know more about themselves and their partners through responses that were exchanged by the whole group during the lessons.

Furthermore, given that the implementation of the human values in the English class had positive results on values as well as on language, we can conclude that other subjects besides English could be carried out with the same content, expecting to get similar results. The results obtained from the pronunciation confirmed that the methodology, interaction, the constant participation and some other factors contribute to develop in students English language skills at the proper level of proficiency. Moreover, the material with content about human values could be redesigned and adapted depending on the age and/or the grade of the learners.



Likewise, the teachers' role in the students' formation is highly relevant; teachers not only guide students academically, but also personally because students spend a lot of time in the school and the educator become a role model for them. Besides, teachers' responsibility should be shared with parents' who give the children the basis for them to build their human values system. It is necessary to give children the adequate support and context, in order to guarantee a successful learning process.

Finally, we learnt that the more relation has the content with reality, the more students get involved in the class, because they can use in their context what they learn during the lessons. It is necessary to mention that the human values content in the English class facilitated the process of language learning, because the topic resulted motivating for the students and more important because aspects like grammar and pronunciation were not explicitly taught, but those aspects were encountered implicit by the learners each session. Moreover, students' motivation allowed that they could express their thoughts, feelings and perceptions about the relevance of the topic using English language and promoting aspects of language improvement as well as reinforcing human relationships.

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**APENDIX 1**

**QUESTIONNAIRE # 1**

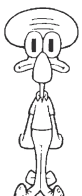
| <b>Actividad “Who am I?”<br/>Como estuvo:</b>            | <b>Nº de estudiantes</b> | <b>Que aprendió?</b>                      | <b>Nº de estudiantes</b> |
|----------------------------------------------------------|--------------------------|-------------------------------------------|--------------------------|
| Buena                                                    | 7                        | Palabras en ingles                        | 4                        |
| Regular                                                  | 0                        | Conocí a mis<br>compañeras                | 4                        |
| Mala                                                     | 0                        | Conocimiento de si<br>mismo               | 1                        |
| Normal                                                   | 0                        | Perder el miedo al<br>hablar en publico   | 1                        |
| <b>Actividad “Solving<br/>Problems” Como<br/>estuvo:</b> | <b>Nº de estudiantes</b> | <b>Que aprendió?</b>                      | <b>Nº de estudiantes</b> |
| Buena                                                    | 3                        | Solucionar problemas                      | 3                        |
| Regular                                                  | 0                        | Palabras en ingles                        | 2                        |
| Mala                                                     | 0                        | Leer en ingles                            | 1                        |
| Normal                                                   | 4                        | Dar opiniones en ingles                   | 1                        |
| <b>Actividad “Qualities”<br/>Como estuvo:</b>            | <b>Nº de estudiantes</b> | <b>Que aprendió?</b>                      | <b>Nº de estudiantes</b> |
| Buena                                                    | 6                        | Cualidades propias y de<br>las compañeras | 4                        |

|         |   |                                           |   |
|---------|---|-------------------------------------------|---|
| Regular | 0 | Conocerse y compartir                     | 1 |
| Mala    | 0 | Significado y pronunciación de cualidades | 1 |

|                                     |                   |
|-------------------------------------|-------------------|
| <b>1) Como le pareció el curso?</b> | Nº de estudiantes |
|-------------------------------------|-------------------|

|                                                  |                   |                                          |                   |
|--------------------------------------------------|-------------------|------------------------------------------|-------------------|
| Normal                                           | 1                 | Expresar sentimientos a otras compañeras | 1                 |
| <b>Actividad “Solving Problems” Como estuvo:</b> | Nº de estudiantes | Que aprendió?                            | Nº de estudiantes |
| Buena                                            | 3                 | Solucionar problemas                     | 3                 |
| Regular                                          | 0                 | Palabras en ingles                       | 2                 |
| Mala                                             | 0                 | Leer en ingles                           | 1                 |
| Normal                                           | 4                 | Dar opiniones en ingles                  | 1                 |
| <b>Sugerencia o comentario</b>                   |                   | <b>Nº de estudiantes</b>                 |                   |
| Ninguno. Todo estuvo bien.                       |                   | 3                                        |                   |
| Mas dinamicas.                                   |                   | 2                                        |                   |
| Mejoria de disciplina.                           |                   | 1                                        |                   |
| Cambio de horario: 9:30 am.                      |                   | 1                                        |                   |

|                                                                |                   |
|----------------------------------------------------------------|-------------------|
| Excelente                                                      | 8                 |
| Bueno                                                          | 0                 |
| Regular                                                        | 0                 |
| Malo                                                           | 0                 |
| <b>2) Cree usted que aprendió valores con las actividades?</b> | Nº de estudiantes |
| Respeto                                                        | 4                 |
| Alegría                                                        | 4                 |
| Generosidad                                                    | 4                 |
| Silencio (respeto por la palabra)                              | 3                 |
| Compañerismo (amistad)                                         | 2                 |
| Sinceridad                                                     | 1                 |
| Solidaridad                                                    | 1                 |
| Puntualidad                                                    | 1                 |
| <b>4) Como le parecieron las actividades?</b>                  | Nº de estudiantes |
| Excelente                                                      | 6                 |
| Bueno                                                          | 2                 |
| Regular                                                        | 0                 |
| Malo                                                           | 0                 |
| <b>5) Los valores son fundamentales para qué?</b>              | Nº de estudiantes |
| Tener buenas relaciones con la sociedad                        | 3                 |
| Para la vida                                                   | 3                 |
| Ser una persona integra                                        | 1                 |
| Solucionar problemas                                           | 1                 |
| Para nuestro desarrollo                                        | 1                 |

**QUESTIONNAIRE # 2****CUESTIONARIO GRUPO DE ESTUDIO 7A.**

NOMBRE: \_\_\_\_\_  
INSTITUCION: \_\_\_\_\_  
GRADO: \_\_\_\_\_ EDAD: \_\_\_\_\_

1. Referente a la actividad N° 1 “who am i”, como considera usted que estuvo:

- |                                  |                                 |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> Buena   | <input type="checkbox"/> Mala   |
| <input type="checkbox"/> Regular | <input type="checkbox"/> Normal |

De un comentario, acerca de lo que aprendió con esta actividad:

---

---

2. Referente a la actividad “Solving Problems”, como considera usted que estuvo:

- |                                  |                                 |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> Buena   | <input type="checkbox"/> Mala   |
| <input type="checkbox"/> Regular | <input type="checkbox"/> Normal |

De un comentario, acerca de lo que aprendió con esta actividad:

---

---

3. Referente a la actividad “Qualities”, como considera usted que estuvo:

- |                                  |                                 |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> Buena   | <input type="checkbox"/> Mala   |
| <input type="checkbox"/> Regular | <input type="checkbox"/> Normal |

De un comentario, acerca de lo que aprendió con esta actividad:

---

---

4. Por favor, de alguna sugerencia, o algún comentario a mejorar sobre las tres actividades.

---

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## APPENDIX 2

## ACTIVITIES

### **WHO AM I? ACTIVITY**

**(taken from Vilma Ramirez' thesis)**

**Purpose:** the students think introspectively and reflectively about who they really are and what they really like. Also to encourage the students to share the important aspects in their lives with the group. They will write and speak using the simple present and some adjectives to express their feelings and opinions.

**Procedure:** Ask the students to think about the basic things in their lives, like name, age, family, likes, dislikes, best friends, favorite food, favorite pets, the school, strengths, and the internal and external qualities. Sequentially, I will mention the importance of knowing themselves; it is not only a quality or a human values, but also excellent tool to know how to control their emotions and impulses. When they finish writing give them the opportunity to say at aloud all the thoughts and feelings.

### **PERSONAL QUALITIES ACTIVITY**

**(taken from Vilma Ramirez' thesis)**

**Purpose:** to think about their best friends and the relationships that they have in the school and outside it. Also, to know more qualities of friendship, and to try to reinforce the loving relationships with everybody. In this activity they will know adjectives to describe their friends but also the comparatives.

**Procedure:** they have must to fill up this chart below and they will select the 5 best friends in the classroom and to write the names in the square.



When everybody has finished the activity then I will ask them in order to start a debate: what qualities are more important to you in your friendship? What qualities are not important to you in your friendship?, Which friend is most similar to you? Why?

**PROBLEM SOLVING ACTIVITY**  
**(taken from “Speaking of values”)**

Read and listen to each problem. Choose a solution and write your reason for choosing that solution.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem 1</b> | <p>You have just eaten in a restaurant. You couldn't stand the food, and the service was terrible. When you get your bill, you see the waiter did not write everything down, so the amount on the bill is too low.</p> <p>You:</p> <ol style="list-style-type: none"> <li>Tell the waiter to add the things to the bill.</li> <li>Tell the cashier about the mistake when you leave.</li> <li>Don't say anything and pay the amount of the bill.</li> <li>Pay the bill and leave the extra money as a tip.</li> <li>Other: _____</li> </ol> <p>REASON: _____</p> |
| <b>Problem 2</b> | <p>Your friend bought a new sweater. She asks what you think of it. You don't like it, but you know she can't return the sweater.</p> <p>You:</p> <ol style="list-style-type: none"> <li>Say, "it's a beautiful sweater."</li> <li>Say, "I'm not crazy about the sweater."</li> <li>Say, "I don't like it"</li> <li>Change the subject.</li> <li>Other: _____</li> </ol> <p>REASON: _____</p>                                                                                                                                                                    |
| <b>Problem 3</b> | <p>You are taking a final exam. Your good friend wants to see your answers. You want to help him out, but you don't want to get into trouble.</p> <p>You:</p> <ol style="list-style-type: none"> <li>Show him your answers and hope neither of you gets into trouble.</li> <li>Show him the answers because that's what friends are for.</li> <li>Don't show him the answers because it's wrong to cheat.</li> <li>Don't show him the answers because you don't want to get into trouble.</li> <li>Other: _____</li> </ol> <p>REASON: _____</p>                  |

**LOVE QUESTIONNAIRE**  
(taken from "Speaking of values")

What kind of person makes a good husband or wife? Complete the questionnaire. Write the number next to each item. Then compare your answers with a partner.

| <b>QUESTIONNAIRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 = very important   2 = important   3 = not very important   4 = not important</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>__ a. a person who can save money</p> <p>__ b. a person who can make enough money for a family to live well</p> <p>__ c. a person who can cook well</p> <p>__ d. a person my parents like</p> <p>__ e. a person who likes my parents</p> <p>__ f. a romantic person</p> <p>__ g. an honest person</p> <p>__ h. a hardworking person</p> <p>__ i. a person who stays with me when things are bad</p> <p>__ j. a person who laughs at the same things I do</p> <p>__ k. a person who loves children</p> <p>__ l. an attractive person</p> <p>__ m. a spiritual person</p> |

**1.** Which items are very important for the women in your class? For the men?

**WOMEN**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MEN**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROBLEM SOLVING STUDENTS' ANSWERS**

②. I CHOOSE THE OPTION D, BECAUSE I THOUGH THAT WE WOULD HAVE A FIGHT

③. I CHOOSE THE OPTION A, BECAUSE I WOULD NEED IT TOO.

1. I choose option A, because I tough that everybody makes mistakes and because nobody is perfect.

2. I choose option C, because I must not lie to my friends.