

Using Problem Based Learning approach to experience values from a different  
perspective in the EFL classroom

**USING PROBLEM- BASED LEARNING APPROACH TO EXPERIENCE VALUES  
FROM A DIFFERENT PERSPECTIVE IN THE EFL CLASSROOM**

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Language Teaching

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## **DEDICATION**

To God for giving us the wisdom and the road  
to make this project possible.

To our families for supporting us and being with  
us during this time.

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**ABSTRACT**

In this research project we are looking a way to teach values in the EFL classroom through of the implementation of some stages of the Problem Based Learning approach. At the same time, this study pretend to show a different perspective to educate human beings not only teaching knowledge but also teaching values that it is important in the integral education of human beings. In order to develop this purpose, we applied a series of activities that involved vocabulary about lack of respect using real situations in which our twenty participants took part of the problem and they tried to find possible solutions.

It describes the real context and the real situations of many students here in our country in which all people do not have the same education level for many reasons, but the most interesting part is that this research try to orientate to our students to find a possible solution to many problem related with lack of respect that they have.

The data analyzed suggested that in the families the lack of respect is a general problem that occurs for many circumstances in which the members of the family using violence and shouts to solve it. Also our participants were conscious that they can apply other strategies like dialogue in order to solve problems of lack of respect in their homes.

**Key words:** Problem Based Learning approach, teaching values, lack of values, lack of respect, students' real life context.

## INTRODUCTION

During our practicum and some experiences outside the university as teachers of English, many observations of English classes and our own experience as students of English, we decided to focus our research on teaching values in the classroom. It means teaching English taking into account the context of students because we found that the majority of the students were disrespectful in the classroom and at the same time students presented the same behavior at their homes, so we wanted to know what happened with the EFL learning process of fifth grade students making special emphasis on the students' perspectives about their environment, the situations that occurred around them, and the different ways in which they expressed and described the context in which they live every day. For example, the family, the school, and the neighborhood.

Additionally, we decided to implement some activities in a private school, in which students were more interested in learning and being conscious about their behavior, taking in to account the teaching of values in the classroom. At the same time, students could improve their vocabulary.

In the classes of the private school, we reflected about what happened when values are included in an EFL (English as a Foreign Language) classroom, through a problem that was identified in students' behavior which was "lack of respect". When we talked about the teaching of values in the classroom, we basically mean that some actions and behaviors of the students are not appropriate and it can make the process of teaching difficult.

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In Chapter two, we present the theoretical framework, in which the main constructs that support our research are developed. The constructs are teaching values in the classroom and Problem based learning, an approach to develop a problem related with lack of respect.

Chapter three contains the research design and includes the research questions (how could the problem based learning approach be implemented in the teaching of values in an EFL classroom in Bogota? And what is the contribution of problem based learning approach in the teaching of values in the EFL classroom? That established the starting point of the study. Using those questions, we stated the objectives we expected to achieve at the end of the teaching practicum. The chapter also has the description of the context and participants in the research, the type of study we used during the project and the description of the instruments used to collect the data needed to answer the research question.

Chapter four contains the instructional design. We show the way we implemented some important aspects from the cultural context in which our students were involved every day at their home and school. We applied strategies in order to solve a specific problem in our English classes, which helped us to develop our research. Chapter five contains the data analysis that shows the results from the connection between the Theoretical Framework and the Instructional Design. There is also the description about the process used to collect and analyze data. It is presented in categories for each question. The categories are explained according to the data information and contrasted with the theory.

Then, in chapter six, we present a booklet of values as a complement of the Problem Based Learning approach implementation for our participants. Finally, in chapter seven, we presented the conclusions that showed the final statement about this research project and the results of this process.

## **CHAPTER 1**

### **STATEMENT OF THE PROBLEM**

In this time, it is important to learn a foreign language, especially English, because it is a significant aspect in the curriculum. It facilitates the teaching of values and interactions among students. It means that an English class is not only a scenario to teach new knowledge but an opportunity to help students with their human development. It is considerable to remember that teachers should educate in all aspects of human being, it includes values which facilitates relationships and communications among students-students, teacher-students, teacher-parents.

We found our research problem through our experience as students of English in high school and university, and then as teachers of English in our professional practicum and outside it. We observed that in the majority of classrooms students behave in different ways and there are some ways that overtake other peoples' rights, and it can interfere with the classroom environment.

We observed that our students were badly behaved. They did not respect each other during the classes and also during the break. We wanted to contribute with strategies that could improve the behavior on them, so we started to observe their performance in class and in the break to identify what they needed to learn.

In addition, we identified that the lack of values was affecting students' behavior. Many times, teachers could see how parents were permissive with their children. Students never received emendation from their parents about their bad behavior. For that reason we started

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to look for the values they needed to learn at school, which additionally, it would help them in their home environment.

Liceo Ciudad Capital is a private school, located in the city of Bogotá, in Bosa El Recreo. It is a school for low-income families. Students live close to the school in the same neighborhood. The school offers preschool, primary, and secondary education. It is organized by cycles and is connected to higher education. They have an agreement with the SENA, which is an institution of technological educational programs. Its PEI (Proyecto Educativo Institucional) includes the slogan “Forging citizens in values for the third millennium” (Agenda escolar, 2014; page 5).

Also, the pedagogical model is the Meaningful Learning. It consists of a kind of learning in which the student relates new information to that already possesses and previous knowledge with new information about something. It is a theory of learning that focuses on the student, because it deals with the processes themselves that students use, and it involves many factors like what happens in the classroom, the nature of the process of learning, their results and the evaluation (Ausubel, 1976) cited by Agenda escolar (2014).

Liceo Ciudad Capital plans to be leading institution of education with an emphasis on entrepreneurship from interdisciplinary of knowledge consistent with the cultural pedagogical, technological and scientific developments in 2016. According to its mission statement, they want to educate children with values, characterized by significant learning so that they can respond effectively to the needs of society as responsible of social transformation (Agenda escolar, 2014; page 7).

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The main objective of the Liceo Ciudad Capital is to create citizens with moral principles, social, scientific, technological, cultural and sports that allow them to build a life in the service of the society, city and country. (Agenda escolar, 2014; page). At the same time this school promotes chess. Students have a special class for chess and a specialist teacher for this subject. In 2014, a student from the school won the championships in USA.

We decided to work with fifth graders, because we developed our practicum with this group. This group had problems with the coexistence between them. In the group there were some students that were abandoned by their parents, which cause that had a bad behavior and it was difficult for them to have a healthy relation with their classmates. Also, due to their bad behavior, there were no teachers who wanted to be in charge of them. This group did not have a head teacher.

We observer those situations during our practicum, in one class in which we taught a topic that was “My Family” through some activities in which students had to complete a format and answer with some simple questions such as: Who is with you when you arrive home from the school in the afternoon? Who do you live with? Some students shared that they were alone almost all the time and at their homes there was violence.

In this activity, we found that students have different points of view about family, because each of them lives their family context in several ways. They also learnt from what they live, see and listen at their homes, for that reason, for us it was fundamental to see how to include the teaching of values to the English syllabus. That activity showed us the necessity to teach values in the classroom. We want to explain how the teaching of values in the classroom can contribute to make the learning more significant for them. Additionally, this research will

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permit teachers to contemplate and reflect about different strategies in which teachers can include the teaching of values in the process of learning English.

According to the previous ideas and some activities for fifth grade, we could apply activities in which we can see the inclusion of values in the classroom, working with the problem of lack of respect they had and acquire information about the students' context and finally analyze the way in which the teaching of values in the classroom permeate or participate in the teaching of a foreign language in the process of teaching learning in the fifth grade. At the same time, this work will permit teachers to know a different way in which students could include their values not only in the process of learning English, also and the most important thing is that students can apply this in their own lives.



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### **Justification**

This research project was developed in order to show how teachers can educate in a comprehensive, it means, teach knowledge and also teach values; teachers can educate human beings integrally and teach values in the classroom, because it facilitates the relations between students and teachers in a comfortable environment. The process of teaching learning should be based according to the context, the background and the environment of each student, in which they feel motivated to learn and change behaviors and attitudes that are not good in their lives promoting a meaningful learning.

It was necessary to teach values because in the social context in which the research project was developed, families and students were not conscious about the lack of values at their homes and school. That lack of values did not help us in the developments of classes, for that reason we took advantage of that to improve the process of teaching learning.

According to Johnston (2003), the teaching of values plays an important role in English language teaching (ELT), because it is concerning the role of the teacher. The author explains that it is impossible to teach without values and it is totally true, we are agree because respect is essential to have a good school, in order to keep a comfortable environment in which students respect the ideas from the others classmates, accept the different between them, be tolerant and kind. And for teachers, we have to use a correct classroom management in which the teacher promotes interaction in students with positive behavior in the classroom.

Another important thing that teachers should have in mind is to think about societal problems in which our students are involved. We agree that: "... we live in a society that is shouting out a new charter to us. Values in the education are one powerful means by which

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we might realize this charter” (Lovat 2005). The author explains in his book (Values education and teacher’s work: a quality teaching perspective, New Horizons in Education) that quality of education involves much more than great language teaching. It involves educating the whole person with values like caring, compassion, friendship, respect, honesty, and trustworthiness. It tries to be a bridge between school and home, facilitating the process of teaching learning in the classroom obtaining good results at school and homes.

Furthermore, Lightburn (2007) points out that “Learning and using English through such activities is not only productive for the students but it also gives the educator a motivating experience in which her own awareness of values is heightened and enriched” The activities, which Lightburn (2007) refers to, are value-based activities for EFL classrooms. From this we can understand that teaching values in an EFL classroom gives motivation for students but also for teachers. Teaching values provides an experience in which students and teachers learning is increased in double via due to the motivation that it produces and all ELF teachers should know that motivation in language classes it really necessary for a good classroom environment.

Taking in to account the previous ideas, teaching values in the EFL classroom not only facilitates the classroom management and the process of teaching learning, but also helps the teacher educate in values a human being and it will to contribute for a better future in the country, in which students will acquire a different perspective of the life.

Also it is relevant to mention that this project was developed in an English class, but it will be wonderful and helpful that if all teachers of all subjects will apply it in their classes. Teaching values is not a work of only one teacher; it is a work of all people that interact in

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the life of children. The values that this research project suggests to work in EFL classroom are: honesty, responsibility, cooperation and love, as fundamental part of the principal value of this research project which is respect.

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## **Research Question and Objectives**

### **Research Questions**

#### **Research Question 1**

How could the problem based learning approach be implemented in the teaching of values in an EFL classroom in Bogota?

#### **Research Question 2**

What is the contribution of problem based learning approach in the teaching of values in an EFL classroom in Bogotá?

### **Research Objectives**

#### **General objective:**

- To describe the how problem based learning approach can be included and its contributions in the teaching of values in an EFL classroom in Bogotá.

#### **Specific objective:**

- To use problem based learning stages to teach values in the EFL classroom with fifth grade in a private school in Bogota.
- To design a didactic booklet about values as a complement of the problem based learning implementation for our participants.

## **CHAPTER 2**

### **Theoretical Framework and Literature Review**

The objectives of this project are to include the teaching of values in the English syllabus in a fifth grade EFL classroom in a private school in Bogota and to describe how could the problem based learning method be implemented in the teaching of values in an EFL classroom in Bogota. According to this, we consider it is important to understand the advantages of teaching values in classroom through of a general problem that occurs at school which is “Lack of respect”. In this chapter, we explained some theories and concepts about teaching values in the classroom, taking into account the stages of the problem based learning.

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### **Previous Studies**

In order to contextualize our research, it is meaningful to take into account similar previous studies to our research. It permitted us to understand and acquire information from the similar studies to our project in which researchers talk about teaching values and the importance of these in the classroom. To continue, we mentioned three research projects that orientated our research.

The first one is a study done in Pereira, Colombia related to Teaching Foreign Language Implementing Human Values Activities. This research project was developed by three students from the University Technologic of Pereira in 2008. This research project shows the impact of the human values instruction in the English class with students of seventh graders. The focus of this study was to strengthen students' human values using the English class, besides the learners had the possibility to learn new vocabulary, pronunciation, reading, writing and speaking skills related to values.

The activities of this project were developed in groups, with the purpose of involving the students interchanging information. The main purpose was to make the students reflect on different possible situations in the real life. This problem was found take into account the social problems of our country, problems like violence and poverty, in schools and homes. The research described the reasons for the students to adopt violent attitudes in their schools, including different factors such as family problems, bad social environment, and lack of human values. In order to contextualize the problem, the students created the next two research questions: the first one, how could the problem based learning method be implemented in the teaching of values in an EFL classroom in Bogota? And the second one,

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what is the contribution of problem based learning method in the teaching of values in the EFL classroom? This study is similar to our project because both research projects try to establish what happen when teacher implements the teaching of values in a classroom.

In order to develop the questions, the researchers use the constructs: Human values, in which they describe the meaning of that and the importance in the society. Secondly, they talked about content based instruction in which they describe information about the method. Then, researchers also mention the problem based learning similar to our project in order to use the steps to develop a problem. This study is different from our study because researchers used different instruments for the data collections. In this study they use questionnaires, journals, interviews and video recordings; we used observations, field notes and students artifacts.

The second research is an international study related with our topic. It is about the relations between Teachers' Classroom Goals and Values: A Case Study of High School Teachers in Far North Queensland, Australia. This research project was developed by Claudia E. Pudelko and Helen J. Boon in Australia in 2014. In this study, researchers show that values and goals are primary influences on achieving motivation in students. The goals give students the purpose to pursue tasks and motivate effective learning behavior: The main purpose of this study was defined as cognitive representations of future events that motivate behavior.

This project is different from our project because researchers worked with teachers, and we worked with students. The researchers of this project selected a representative sample. They invited 406 teachers across a range of teaching areas and seven schools to participate. School participation was based on the Principals' agreement. The resulting sample consisted

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of 8 to 12 teachers from three states, two Catholic and two independent schools in Cairns. The respondents were 57 % females and 43 % males and varied by demographics.

The instrument that they used in order to collect information was an anonymous self-report questionnaire, in which they evaluated nine (9) items in the answers of the questionnaires. Those items were: creativity, power, social concern, stimulation, conformity, humility, hedonism, independence and benevolence. The analysis showed frequent positive relations between teachers' classroom goals and values and academic goals correlated with fewer and less similar values than social goals. No measured values correlated negatively to any classroom goals. In order to develop these questions, researches developed topic: Teachers' Influence on Students' Achievement Goals, taking into account contextual factor in which students are involved, Achievement Goals and Academic Performance, the meaning of the word value and how the acquisition of values is. They established the relation between values and goals.

Taking into account the last topics, goals and values have been shown to be shaped by culture because individuals from different cultures and from different beliefs think about desirable qualities and success criteria. In this part, we found a wide relation with our project because we also consider that the values depending on the context of each student, because not all of them have the same ideas, behaviors and beliefs that are part of the culture of each one.

The third research is an international study about Value Based Activities for the EFL Classroom, developed by Jane A. Lightburn from the Aichi Gakuin University in 2007. This study shows the importance of values in foreign language education. This uses values as the



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basis for its curriculum, activities, evaluation and classroom management aspects of education. It provides the educators with both skills and tools to create a positive atmosphere in their class and practical approaches for including and adapting values into their language curriculum.

This study was focused on a project called “The Living Values Project”. It was piloted in 1997 and expanded into the four levels of curriculum components by 2000. The participants were children between 3 and 7 years, children between 8 and 14 years, young adults, and refugee children affected by war. The curriculum was based on twelve (12) key universal values: peace, love, respect, freedom, humility, honesty, tolerance, cooperation, happiness, simplicity, responsibility, and unity.

The main aim of this program was to “encourage educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development and choices so they may integrate themselves into the community with respect, confidence and purpose.” (Tillman, 2000, p.21). This program is currently ongoing in at least 64 different countries and continues to offer assistance to educators everywhere.

This project is similar to our project because it emphasizes the joint values-based role of the teacher and the students in the classroom on various levels including the role of the teacher, relationships with students, activities, discipline, and evaluation issues.

Johnston (2003) states that it is in the best interest of ELT educators to become “aware of the moral meanings our words and actions may convey and to be sensitive ourselves to this usually invisible but always important dimension of classroom interaction” (p. 32). In order to develop this project, Johnston taken into account topics like value based class activities,

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using activities as group creative poster activity, all class English language theme banner, and values based group board games and storytelling with illustration boards. It means, to practice activities in which students can interact with others classmates and share ideas between them taking decisions that can facilitate their development.

In conclusion, those activities are the product of the cooperation of the class work of our students in which the teacher is a facilitator, putting the student at the center of the activity. It means that creative activities can facilitate the work of a teacher and the learning of students because students can be engaged in those activities and it will be easier and interesting to learn something. These kind of activities are helpful to creating a values-based atmosphere and motivate both educator and learner and at the same time generate motivation, creativity, interest and a meaningful learning in the EFL classroom.

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### **Teaching values in the classroom**

Teaching values in the classroom can result a work for teachers of Ethics, religion or values, maybe, it results difficult to understand that it can be a work for teachers of whole areas and subjects, but it is the reality, teaching values is a work of all teachers in a school, because teachers not only teach knowledge, also it is very important educate human beings in order students can be taught in all the aspects that they need in their lives, because it is useless to be an intelligent and studious person if that person do not know about values in the life. When a person has values, that person acts in a different way. It means that this person is able to give the best of it to the others while a person that does not have values does not pay attention to the others persons.

For many years, values have been an important topic around the world, specifically in the age of the multiculturalism, in which you can find different types of people in the same society. Nowadays it is common to see people with different religion and political beliefs that generate intolerance and violence among them. An example of this is the soccer teams in our country, in which their fans after a football game attack fans from others teams even if they win or if they lose without any reasons. It is a clear example of intolerance and violence of people that do not have values. Those situations affect the education in several levels of behavior in a school, in which if students do not have values, can acquire bad actions. It means that students start to think in a different way in which they pretend to follow to the others to learning and experiencing new things or new ideologies that are not accepted in our society.

According to Scapp (2003), teaching values is about considering some of the many alleged moral principles at work in teaching, something "good " teachers and all who are involved

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with education should do periodically because education is not only teaching knowledge, it is also the formation of the person in all aspects. In this part, we mean, that good teachers are able to educate integrally their students in all the aspects that a human being need to be acceptable in a society.

Firstly, it is necessary to have a clear concept about what values mean and Kluckhohn (1951) describes values as levels of goodness, worth or beauty which guide the thoughts, feelings and actions of people. Furthermore, a value is not just an action; a value can be something considered to be morally good or bad. According to the author, for the majority of people, values are good actions that present people in a situation in the daily life.

Secondly, it is important to know what the importance of values in the classroom is. In order to develop this it is important to take into account mainly the relations of the teacher and students and students-students in the classroom, if the environment of a class is an environment of tolerance and respect, teachers will not have any difficulty to teach and work in that classroom. But, what happens in a classroom in which values do not exist. Simply, it will be a great difficulty for teachers, because if values do not exist in a classroom, teacher cannot work in a good way, because the relation between students – students and teachers – students will not be the best and not only it can affect and difficulty the work of the teacher and the process of teaching-learning, it will be reflected in the attitudes and behaviors of the students who do not have an education in values and possibly they can have problems with the others.

Johnston (2003) mentions that every teacher should have a set of values that determine how he or she handles various situations that occur in the classroom, but until now there has

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not been a focus on such issues in the English language classroom. However, we consider that each situation which occurs in the classroom can be an opportunity to teach values, in order to clarify and talk in the same moment in that the event pass, in this way, students can acquire knowledge about values. Based on the premise that it is impossible to teach without values, the author contends that "it is only by confronting the moral complexity and ambiguity of our teaching that we can hope to identify the good and right things to do in any given set of circumstances, that is, to know the right way to teach". (p. 21)

Johnston (2003) focuses on moral decisions that English language teachers must make as they interact with students, with the curriculum and with their role as a representative of their school. These categories include issues such as classroom rules, teachers' expectations of their students, cross-cultural issues between the culture of the teacher and that of the students, values in the textbook, choosing which variety of English will be taught and the teacher's role as agent of the school or other institution versus the teacher to the students. Perhaps the most important argument made in this chapter is that teachers cannot make general decisions on these issues, but those decisions must be made based on the teacher's own values along with how these values interact with each individual context or situation. It means that each student present a specific problem in the classroom, for those reason teachers cannot generalize it, but they can create a specific strategy to solve it.

For Johnston (2003), it is indispensable the English language teacher identity. He argues that exist three aspects of this identity: teacher-student, the professional role of the teacher and the place of religious beliefs in the classroom. The first argument is that each teacher will face the moral dilemma of how much to become involved in students' lives. Some involvement is inevitable, but much of the teacher-student relationship is based on moral

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choices. Another choice teachers must make is to determine the balance between the authority and respect as the teacher and yet remain approachable to the students. Religion plays a part in teacher identity for several reasons. The author presents the historical background on religion and education in general.

It is also noted that teachers' personal beliefs do affect how they conduct their classes, because many teachers consider that the way in which they were educated is a correct way that they can use to educate their students. But, what happen? The educational process is in constantly change and the generations of now are not the same of twenty years ago, for that reason teachers have to accommodate to these changes. Others may even make moral choices in deciding whether to talk about their religious beliefs and practices. Lastly, there is the issue of students' beliefs and how teachers must be prepared to deal with students who believe differently than themselves.

It is also expressed that many of the debates surrounding ELT and teaching as a whole are due to differing values. There is also the question of values in teacher education. In this part, we established its relation with values in which the values play an important role in the ELT because it is essential that students learn a second language, in this case English, in a comfortable full environment of respect and tolerance in which students accept the ideas from the other classmates and they can help to correct possible mistakes that a student present without laugh or make them feel embarrassed and teachers are the main facilitator in this process because them have to know the correct way to correct a mistake in a way in which student do not feel bad.

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Taking into account that teaching values in the EFL classroom is the central part of this research project but at the same time it is connected to behaviors and actions depending on the cultural context of each student, we want to show the importance of teaching values in the ELF classroom using real situations and problems of the behavior of our students. Also showing how language is an important tool in order to preserve what children could express about what they live and what they feel. For that reason in the next part it is going to be presented a methodology called Problem-based Learning in which learning occurs from the real problems that students face in their everyday life.

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### **Problem-based Learning**

Problem-based learning approach was implemented at the first time by medical education in 1950s. Barrows cited by Hung, Jonassen & Liu (n.d) says that this approach was born because the students from the traditional health science education had problems in memorizing fragments form biomedical knowledge and the idea was to promote the independent learning and problem solving in which students could reduce the lecture hours and other factors that permit evaluate the ability to learn in an autonomous way.

Problem Based Learning approach born by General Proffesional Education of the Physician and College Preparation for Medicine. It was quickly expanded through different universities. Not only in medicine but also in areas such as architecture, business administration, engineering studies, social work among other include education. At the beginning, Barrows & Kelson (1993) cited by Hung, Jonassen & Liu developed PBL curricula and teacher-training programs for all high-school core subjects (Hung et al., n.d, p. 487) and after that the PBL was promoted to be used in basic education.

The main assumption of PBL, according to Barrows and Tamblyn (1980) cited by Hung et al. (n.d) is when we “solve the problems we face every day, learning occurs” (p. 488) this assumption permits to reconsider the idea that learning only occurs when it happens in formal environments like school, but according to this statement, people can learn in any place or any situation, because through our daily experience and all the things that a person can live every day, learning can occur.

Another definition about PBL approach is given by the “Servicio de Innovación Educativa” from the Polytechnic University of Madrid (n.d) which argues that PBL is an



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approach that is centered on the learning, the research, and the reflection that the students have to achieve in order to solve a determinate problem (p.1). Also Barrows (cited by the Polytechnic University of Madrid, n.d) defines the PBL as a learning method which is based on the principal to use problems as a starting point for the acquisition and integration of new knowledge (p.1). It means that the knowledge is acquired through of real situations that involve the students in which they are part of the problem.

Problem-based learning is based on some learning aspects about constructivist which is important to review in order to know and understand the bases that PBL has about learning. In those assumptions, learning is constructed individually and socially co-constructed from interactions with the environment. There are multiple perspectives related to every phenomenon, and also meanings come from learners that interact with the context in which they are (Hung et al., n.d, p. 488). Taking into account it is essential for students to learn from the interactions that each of them creates individually and in group for acquiring from each context everything that can be productive and enhancing learning by requiring learners to solve the problems of each context.

Hung, Jonassen & Liu (n.d) mentioned that PBL is a student-centered and self-directed approach because students assume responsibilities individually and collaboratively, in order to acquire learning and experience needed to develop real situations that they can find through daily life (p.488). It means that a group of students are guided by a teacher in order to find answer or a solution of a specific problem in which students have to search, understand and integrate the ideas that they have.

## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

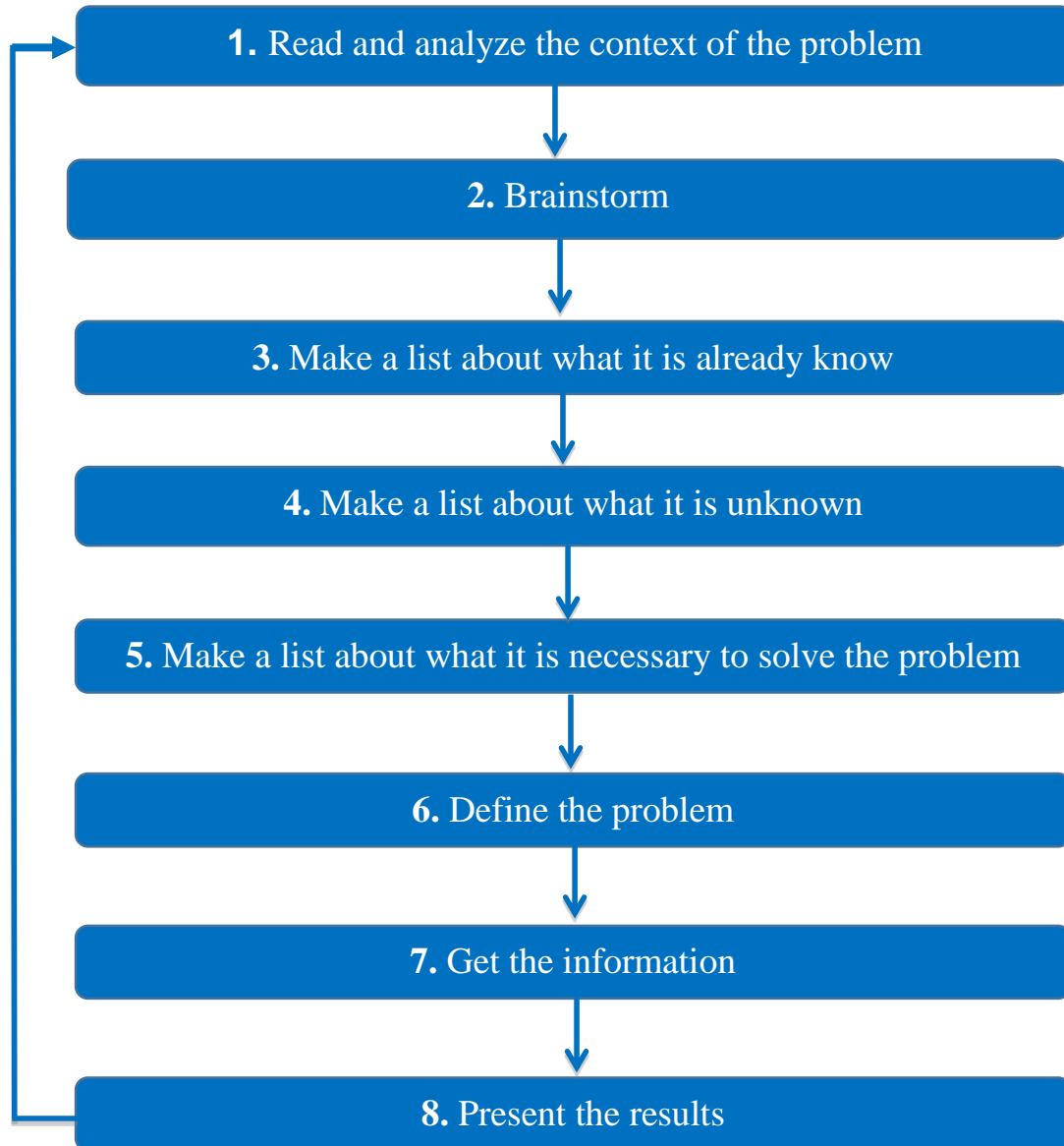
Besides the skills and the content is based and organized around problems making that exist a relationship between knowledge and the problem. In this approach it is indispensable the role of the teacher because he is a facilitator in the learning process and it is the one who supports and models the reasoning processes, facilitates group processes and interpersonal dynamics, checks students' knowledge deeply, and never interjects content or provides direct answers to questions (p. 488-489). It will help teachers to understand and see their role from a different perspective; because teacher will teach values being a guide and they will not impose values as a rule of behavior in classroom.

In the PBL there are different ways to implement or develop the approach; of course all of them have specific steps. Based on Hung (n.d) express the method involves five steps: first, students create their group work and then they find the problem. Secondly they set the learning goals based on what they know to create a hypothesis and what they need to know to understand well the problem and what learning activities they need to achieve the goal. The third step consists of the study and the collection of the resources such an ideas, beliefs and behaviors by students in order to prepare a report for the group. Fourth, each student shares the information with the group and then the whole group check all information collected and generate new hypothesis about the new strategies that they learn and how it can be useful in their lives. Finally the fifth step is when the students summarize and integrate the learning (p. 489). These steps can help students to learn about autonomy because, as it was said before teacher facilitates knowledge but students have to work in group to get the information, and it will help students to establish learning goals and ways to get those goals.

Morales & Landa (cited by the "Servicio de Innovación Educativa" from the Polytechnic University of Madrid n.d ) establish that the process of the PBL occurs in eight steps which

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are a bit more specific that those given before. The following graphic presents those steps given by Morales & Landa (2004) <sup>(1)</sup>:



*Figure 1. Desarrollo del Proceso de ABP Morales & Landa, (2004) cited by the Universidad Politecnica de Madrid, (2008)*

Even though the model presented by Morales & Landa (2004) which are more specific and gives the teacher a clear idea about how to carry out this approach with the students:

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- **First:** Explore the problematic situation identifying the main learning topics and finding a hypothesis for each topic.
- **Second:** Define what students already know applying their previous learning.
- **Third:** Identify what they do not know.
- **Fourth:** Select the learning needs according to the defined goals and organized the work between the group works.
- **Fifth:** Search for the information.
- **Sixth:** Share the information between the groups.
- **Seventh:** Apply the new knowledge to the situation.
- **Eighth:** Take the knowledge that can be applied to another situation.
- **Ninth:** Reflect about individually and collaborative learning process including the achievement of the goals.
- **Tenth:** Review the improvements and evaluate the personal work and the interactions with the group and the tutor.

Taking into account the different perspectives about the stages that PBL, it can be said there is a similarity among all of them. This research has decided to work with the concepts of teaching values and PBL due to there is a special connection between them. When we talk about values we understand that a person comes with some values from their family and from the context in which this person comes. PBL permits in a deeper way to work with teaching of values due to it can make the learning process more meaningful and it can make that students become more critical and conscious about their reality.

## CHAPTER 3

### RESEARCH DESIGN

This section of the research includes the methodological framework that was taken into account to develop this research project. This chapter shows the description of the context and the participants of this research. Finally, the description of the instruments all the data needed to achieve the goals proposed.

#### **Type of Study**

##### **Qualitative research**

- *Research Paradigm*

Our project is a qualitative action research. Gerson and Horowitz (2002) argue that qualitative action research “involves some kind of direct encounter with the world, whether it takes the form of ongoing daily life or interactions with a selected group” (p.199). They also affirm that in the qualitative research the researchers are not concerned only with measurable facts or events as in the quantitative research, but also with the ways that people construct, interpret and give meaning to these experiences. This paradigm of research offers the possibility to describe and interpret in a detailed way the findings provided by the data in order to understand the phenomena.

Also, this model has some characteristics. The first one states that qualitative research takes place in the natural setting in order to enable the researcher being involved in actual experiences of the participants. The second characteristic mentions that during the qualitative research the questions may change and be refined along the process as the researcher learns what to ask and to whom it should be asked (Creswell, 2003).

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In our research we paid special attention to the students' feelings and perceptions about the real life according to the context in which they live. Moreover, the qualitative research involves the understanding of the problem detected from the inside, in other words, an emic research perspective, which we explained in chapter five.

### **Action research**

- *Research approach*

The approach used for this project was action research because it was developed using a specific real life problem. It means that the participants had an active role and worked with the researcher proposing alternatives to solve the situation. Moreover, action research allows the reflection to bring about change and improvement in practice (Burns, 2003).

According to Johnson and Christensen (2004) "Action Research is focused on solving specific problems that local practitioners face in their schools and communities" (p. 11). Also, it provides the elements and information necessary to explain phenomena and improve the educational practices.

### **Participants**

The participants in this project are 20 fifth-grade students from the Liceo Ciudad Capital, a private school located in the South of Bogota, Colombia. They are between 9 and 10 years old and they are mixed (10 girls and 10 boys). The students come from low income families who live near the school. The majority of the students of fifth grade are at the school by an agreement of the district. Some students were abandoned by their parents, which made them

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had a bad behavior and it was difficult for them to interact with their classmates, it means that they did not know how to accept others.

They had problems with teachers because they did not respect them and also their parents. For that reason they did not have a head teacher because there were no teachers who liked to be in charge of them. In addition, there are students who had problems at their homes due to their parents are permissive with them and they did not orient them for their bad actions. In conclusion, this group needed to learn about the importance of having values to generate a change at their homes and school.

### **Setting**

The activities were developed in a private school located in the South of Bogota, Colombia. Students have English classes three hours per week with a specific teacher of English, two hours are of English class and one hour is for English Club. Also, school has important didactic material that facilitates the process of teaching learning. Also, the school develops some projects that motivate their students to learn English. For example, school celebrates the English day, where students present their best products like songs, pictures, role plays, and among others. Also, each group has in the classroom an English corner with different topics. Children are motivated to decorate that corner with their favorite topics.

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### **Data Collection Instruments**

It is necessary to show how PBL can be implemented to teach values in an English class. For that reason some instruments were selected to gather the data necessary in order to achieve that purpose.

### **Field notes**

One of the principal advantages highlighted in the field notes is that when they are taken regularly, they provide an excellent way of chronicling ordinary and extraordinary research events. Events like behaviors or expressions of the students in the classroom in which we observed lack of respect. (Burns, 2003). Moreover, they could be useful for later reflection and they can help to acquire information about the different situations that were presented in the classroom. In our research, these aspects like reflections from our students were the most important, because it helped to reflect about the behaviors after each observation. Observations were written in key words when the students developed the activities using the strategies given. It was important to take rigorous notes after each session.

### **Students' Artifacts**

Physical material as a form of document consists of physical objects found within the study setting. Anthropologists refer to these objects as artifacts, which include the tools, implements, utensils, and instruments of everyday living. (Merriam, 1998).

In this study, the workshops were developed by students based on teaching values through PBL (Problem Based Learning) in order to get the research objectives. Those workshops were about activities in which were involved vocabulary about values, some pictures about



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adjectives, a short review about pronouns, pictures about some situations in which people present situation of lack of respect, implementation of the use of can and cannot and strategies to solve a problem. This material was collected after each session. We designed seven workshops, one for each session, in which we could summarize the main ideas, expressions and feelings about lack of respect of students at their homes (*Annex 1*).

## CHAPTER 4

### Instructional Design

In this chapter, you will find the way in which activities were designed. According to our first observations, we noticed that “lack of respect” had become a common practice in the English classroom. Students were disrespectful with parents, classmates, and even with teachers.

To solve the problem of lack of respect, it was used the stages from the Problem-Based Learning, which permitted us to design each session based on teaching values in the EFL classroom. Additionally, in the planning chart you will find the learning objectives, the description of the activities that were applied as part of the pedagogical intervention, and finally, a general description of the workshops developed. (*See appendix 34*).

The implementation of this project was developed in seven sessions in the English class. In each session lasted two hours per week, in which the students developed different activities related to teaching values and around a problem called “lack of respect,” which was identified in the statement of the problem. The students had to develop this activities using the different stages of the process of PBL. Finally, students had to solve the problem about lack of respect using all the previous knowledge and the strategies that they developed during the sessions.

The design of each session was based on the eight different stages of Problem-based Learning taking into account the teaching of values in the EFL classroom. That information will be presented in the next chart:

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**TABLE 1**

**Chosen Stages from Problem Based Learning approach**

Session	Stages from problem based learning	General description
1	<ol style="list-style-type: none"> <li>1. Read and analyze the context of the problem.</li> <li>2. Brainstorm.</li> </ol>	It was presented what lack of respect is and its characteristics.
2	<ol style="list-style-type: none"> <li>3. Make a list about what is already know.</li> <li>4. Make a list about what is unknown.</li> </ol>	It was identified what students knew about the problem.
3	<ol style="list-style-type: none"> <li>5. Make a list about what it is necessary to solve the problem.</li> </ol>	It was the identification of learners 'needs and what they needed to solve the problem.
4	<ol style="list-style-type: none"> <li>6. Define the problem.</li> </ol>	It were proposed some strategies in order to solve the problem.
5	<ol style="list-style-type: none"> <li>7. Get the information.</li> </ol>	Students identified the information they need to solve the problem.
6 & 7	<ol style="list-style-type: none"> <li>8. Present the results using writing skills.</li> </ol>	It was presented the results about what students did at their homes.

## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

The general topic was “lack of respect”. It was developed in seven sessions. In the first session, it was presented what lack of respect is and its characteristics. For that reason, we presented some vocabulary about verbs like shout, insult, scoff, tell lies and ignore. Some adjectives like aggressive, grumpy, kind, tolerant, unfriendly students remembered the pronouns. Then, teachers put on the board some images about lack of respect and students had to identify the vocabulary worked. Next, students answered a question: Why the lack of respect occurs? Finally, students drew three different situations of lack of respect they wrote a sentence using the vocabulary learned.

In the second session, it was identified what students knew about the problem. In this session, the teachers made a short review from the first session and then, students had to develop two questions: How they are disrespectful in their homes and how their families react when they are disrespectful. For each question, they had to do a drawing. In the third session, it was the identification of learners ‘needs and what they needed to solve the problem. For this session, students identified what happened after those situations of lack of respect. It means how people feel after those disrespectful situations.

In the four session, it was proposed some strategies in order to solve the problem. For that reason, students had to complete a chart using should, can and cannot according to the situation and then, students had to write and draw two things that they can do, two things that they cannot and two things that they should do at their homes in order to propose strategies to change and avoid the lack of respect.

In the fifth session, students identified the information they need to solve the problem, in which students complete a comic strip they identified five strategies to use in order to develop

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom a problem. Finally, students wrote a short sentence explaining what will happen if they use those strategies in disrespectful situations. Finally, in the sixth and seventh sessions the results were presented. In those results, students had to create a superhero with some features like name, age and them characteristics. Then, students completed a chart in order to relate lack of respect, strategies and possible solutions. The final result students had a homework in which they had to avoid making bad actions that generates lack of respect at their homes and using the strategies worked in class. They had to select some and solve the problem write a short text in which they show what happen when they use the strategies, how do they feel and how do their families feel. *(The implementation table is on the annex 114).*

## CHAPTER 5

### Data Analysis and Findings

In this chapter, we present the analysis of the data that we gathered in our sessions of implementation of our study. First of all, it was mentioned the data analysis approach we adopted and the research perspective. Secondly, we described the procedures that were developed during the analysis. Besides this, we presented the categories and subcategories of the data, not forgetting the conceptualization of the findings.

After each session, it was possible to see how students were more interested in the things they were learning and the language they produced. Students wanted to have more hours for the English club since they were motivated for the vocabulary and the activities that were presented to them.

#### Data analysis approach

To analyze the data that we collected during this process, we adopted both approaches. For the first research question, we had two categories: understanding a Problem through actions and values and being conscious about the way of thinking and behaving. For those categories we use a priori approach, because it was worked based on theoretical framework. Then, the theories were compared with the information that we collected from the research instruments making an interpretation and then an explanation with that information and the relationship with the results that we found.

## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

To analyze the data, we adopted the a priori approach, in which the researcher looks for things that were determined in advance (Freeman, 1998). We applied preexisting categories to the data gathered, taking into account the activities of the portfolio that we implemented in the seven sessions. The data that we analyzed were the students' productions and artifacts and field notes of each session.

For the second question, we had one category: The meaningful learning of values through a specific problem based on students' context. For this one we used Grounded theory. We as researchers looked first the information that we acquired from the resources that we used: observations, field notes and students artifacts to understand, explain and interpret the theory that we use in this research.

To understand what Grounded Theory is, Glaser and Strauss (1967) cited by Calman (n.d) define it as the discovery of theory from data in regular order obtained from social research. (p. 2). This approach is ideal for exploring integral social relationship and the behavior of groups where there has been little exploration of the context factors that affect individual's lives (Crooks (2001) cited by Calman (n.d)). For that reason, we found some categories from the data that we gathered taking into account the main problem which was lack of respect. It was implemented in a fifth grade classroom in a private school. The data we analyzed was basically composed by students' productions or artifacts, their opinions, perceptions, feelings and experiences of the real life according to their own context and the personal situation of each student.

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### **Research perspective**

Taking into account the topic of our project and the data analyzed. We paid special attention to the expressions, thoughts, and reactions of students in front of the development of the implementation part. For that reason, the perspective we took into account was emic. An emic approach is referred to as “insider,” “inductive,” or “bottom-up”. It means that the information is based on the perspectives of the participants in a research. According to Lett (1990), from an anthropological perspective, “Emic constructs are accounts, descriptions and analysis expressed in terms of the conceptual schemes and categories regarded as meaningful and appropriate by the native members of the culture whose beliefs and behaviors are being studied” (p. 130).

Based on the above statement, the categories of the data analysis reflect the beliefs and the behaviors of our students. We started from the participation of each student. It means that we cared about what our students felt, what they thought, the way they behaved, and from those elements we started to create the categories, as Lett (1990) said, emic approach referred to as “bottom-up”, we took the little elements that each student gave us in the implementation, to generate categories that expressed common and individual points of view in front of the teaching of values in student’s context to solve daily life problems. It is possible to see this emic approach in the category for the second research question.

### **Data analysis procedures**

In the procedure of the analysis of data, as a first step, we organized the students’ artifacts (workshops) session by session. To analyze and summarize common things or ideas from the students. It permitted to find similarities in those groups to establish categories and subcategories. Secondly, when we had some preliminary categories and subcategories



Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom identified. It was necessary to recognize the relationships among them. The next step about displaying permitted us to describe the interpretation of the categories and subcategories found and in the final step about naming, we wrote and summarized the results in three categories with names that called our attention and the attention of the others.

We started with the students' artifacts analyzing the ideas, feelings and drawings that students made during the implementation process, at the same time we analyzed our field notes of each observation during each session.

### **Categories of analysis**

It is necessary to remember that the purpose of this research project is to show the importance of teaching values in the EFL classroom in order to understand the categories and subcategories that were found during the process of data analysis. The categories and subcategories settled were organized in a diagram. Each one is related to one of the research questions.

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### Visual representation of the categories resulting from the analysis

#### CATEGORIES OF THE ANALYSIS

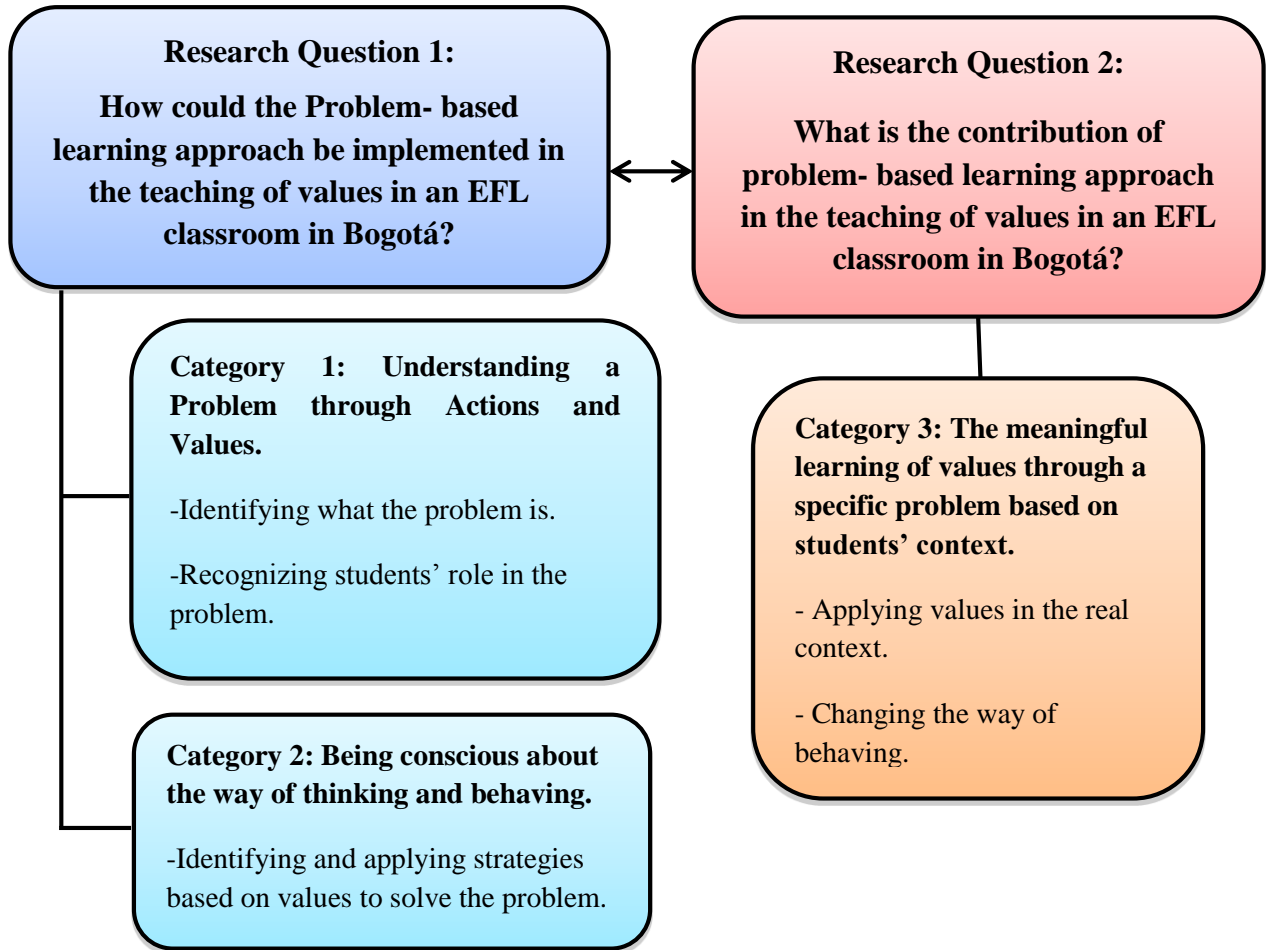


Figure 2. Categories of Analysis

Regarding the first research question, the category N° 1, *Understanding a Problem through Actions and Values* showed the first phase in which values can be taught in a fifth grade in an EFL classroom through Problem-based learning approach. The data analyzed showed how the process of the first phase was. *Identifying what the problem is* was the first step that helped students to identify and understand the meaning of lack of respect as a problem. The lack of respect was something repetitive in students and we could identify it through their daily school life. In this part, students learnt about vocabulary related to lack

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom of respect and learnt it in different situations. After that, in *recognizing students' role in the problem*, students started to identify the problem at their homes and being aware that they are members of their families and that in the problem of lack of respect they are principal actors who play an important role in the problem of lack of respect.

For the category two, *Being conscious about the way of thinking and behaving*, students looked what the reactions of their family were after they were disrespectful at their homes, letting them understand that as important and active members of their family their actions may produce good or bad reactions in their families. Later in *Identifying and applying strategies based on values to solve the problem*, there were some strategies presented by the teachers. Each student chose five of these strategies, to put them in practice to deal and manage the lack of respect at their homes.

Concerning the second research question, the category N° 3, *The meaningful learning of values through a specific problem based on students' context* showed how after values were worked in the classroom as a way of recognizing the lack of respect at each home, students were more conscious about the topic, and they started to apply what they learnt in classroom. For that reason the subcategory *Applying values in the real context* shows how each students live the process at their homes applying what they learnt. Additionally, *changing the way of behaving* shows how students could change some manners of behaving at their homes and also in classroom since they understood the importance of values in their life.

### **Category 1: Understanding a Problem through Actions and Values**

This category was taken from the whole process that students had during the seven sessions working in the development of the problem about lack of respect. This category

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom refers to the following process. First identifying the problem and everything that the problem involve and second, recognizing themselves as part and principal actors in the problem based on their own context and real experiences.

At the beginning, the teachers presented different situations in which it was possible to see actions, which according to what students said, represent ways of being disrespectful and they took it as a problem that was everywhere. Students could identify actions near to them and connected those actions to the lack of respect that was represented on the pictures, for example, people behaving on the Transmilenio (public transport in Bogota) or the disrespectful situations that happened at the school like one boy was being bullied by their classmates because he was black and the students recognized that there was lack of respect because the classmates were violating his rights as human being.

An example of the actions and the lack of values that students identified are those presented by one student in his/her sentences:

“Why lack of respect occurs?

People are selfish. People ignore people who need help”.

(Artifact 12/ Session 1. April 08th, 2015)

Here it is possible to understand this statement in two ways. The first one is the background that students may have to say this, and the second one, is the values that are behind the question. The student relate the lack of respect to the fact that people are selfish and people are not solidary. It can be product of his own concept about what is good and what is bad. Also it may be lack of respect for him because the selfishness in his house might

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom produce disrespectful situations, which made this student create relations between what he lived and what he learnt until this moment.

The second one, is about how this students made associations between values. He related the respect with the solidarity, adding the selfishness to a behavior that represent lack of values. Specifically in this question, the students identify the lack of values like solidarity and being unselfish. In this part, it must be clarified that not all the lack of respect situations occurs for the lack of values aforementioned.

At that point, students had identified the lack of values as a problem related with respect that they could find on the streets, at school, and probably at their homes. Then they started to identify what lack of respect was by speaking of situations that happened in the school. For them, people in pictures were disrespectful and they did not have values. Then they looked for the problem at their homes. They could find that there were also lack of values, including the fact that they also had an active role in the problem.





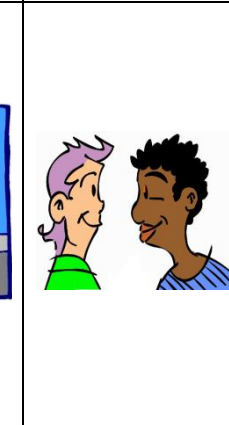
### ***Identifying what the problem is***

As it was explained in the statement of the problem, when we were working at the Liceo Ciudad Capital, in the daily life we could observe that students were disrespectful not only with their classmates but also with their teachers. That was something repetitive and natural for them. In PBL all the participants look for a problem in order to study and solve it, but in this research project we decided to give them the problem that was lack of respect, and made them conscious about the lack of values with real situations closer to them, like the behaviors of people on Transmilenio, on the streets among others.

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

There were different pictures that researchers put on the board and students had to describe what they could identify on them. The pictures are:

**TABLE 2**

PICTURE N° 1:	PICTURE N° 2:	PICTURE N° 3:	PICTURE N° 4:	PICTURE N° 5:
				

Based on these pictures, a student describe the people in each picture in this way:

Picture # 1: \_\_\_He is grumpy.\_\_\_\_\_

Picture # 2: \_\_\_They are aggressive.\_\_\_\_\_

Picture # 3: \_\_\_He is unfriendly.\_\_\_\_\_

Picture # 4: \_\_\_They are kind.\_\_\_\_\_

Picture # 5: \_\_\_They are tolerant.\_\_\_\_\_

(Artifact 14/ Session 1. April 08<sup>th</sup>, 2015)

In this student interpretation, we should see what the possible elements that made this student had a perspective of each picture are. The first three pictures reflect what is the point

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom of view of this students in front of the situations presented. The student assigned adjectives to those characters that might show a way of being, which in this case they are not good adjectives to describe a person. Maybe the students felt the freedom to describe without embarrassment. Here it is available to say that children almost all the time say the truth about people and more when they felt people are not good human beings. Also noteworthy here, how the student made a relation between what is being unfriendly to what it is possible to see in the picture, which is closer to being selfish.

In the last two pictures, the student related the picture n° 4 to a well- known action, which is help senior citizen to cross the road. This idea comes more frequently from English-speaking cultures, in which it show kindness and solidarity. When we make this idea real in our context we know that this type of actions do not happened in a city like Bogotá and less in the neighborhood context that this research project took place. For that, the student may be connect that foreign idea with the picture. Finally the students understood the difference of skin color as a way to be tolerance, which is an excellent interpretation from the student.

After students made associations of different values like solidarity, tolerance, kindness, to the value of respect, they started to have an idea of what a lack of respect was. When students had a notion about values and the lack of respect in imaginary situations, it helped them to make connections with the real situation that they faced at their homes:

“Students feel comfortable in the class and they talk and share the problems and situations that they live in their homes”.

(Field note 3. April 22<sup>nd</sup>, 2015)

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The teaching of values promotes motivation in EFL classroom. Here it is possible to see how students felt motivated in class to talk about situations of their life that are not easy to share in public. Additionally, using language to express what they live, which it is something really important for us as teachers, because our principal aim is that students use language out of linguistic purposes, it means that they use language to express what they are thinking, living and feeling, instead of using language just for an specific language learning task. Based on this, teaching values in an EFL classroom is helpful for students but also for teachers because it increase motivation, which is an aspect really necessary in EFL classes.

Students had the opportunity to classify some phrases, which include values, into good and bad actions based on what they thought. They had to classify the way they act in their daily life home situations, in which they though their actions had been good or bad. After having identify values and lack of values in imaginary situations, they could start to see their own real context:

Good actions	Bad actions
I share	I fight with family
I smile	I am rude
I help to my family	I am dishonest
I am Patient	I use bad words ignore
I am Tolerant	I am aggressive
I am respectful	

**Now, draw a good action and a bad action that people make in your home.**

**Good action**

**Bad actions**

(Artifact 1/ Session 3. April 22th, 2015)



## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

It is possible to see how the student could understand through his actions a problem and identified what the lack of respect was, using the knowledge that they had from their own experience and using what he was learning. Besides this, the student tried to represent how his family acted with him. We can interpret the good action as the value of sharing and the bad action as the lack of tolerance, which is related with aggressiveness. Through this example we could see how the student used his language to express a problem that he was identifying through the values and actions.

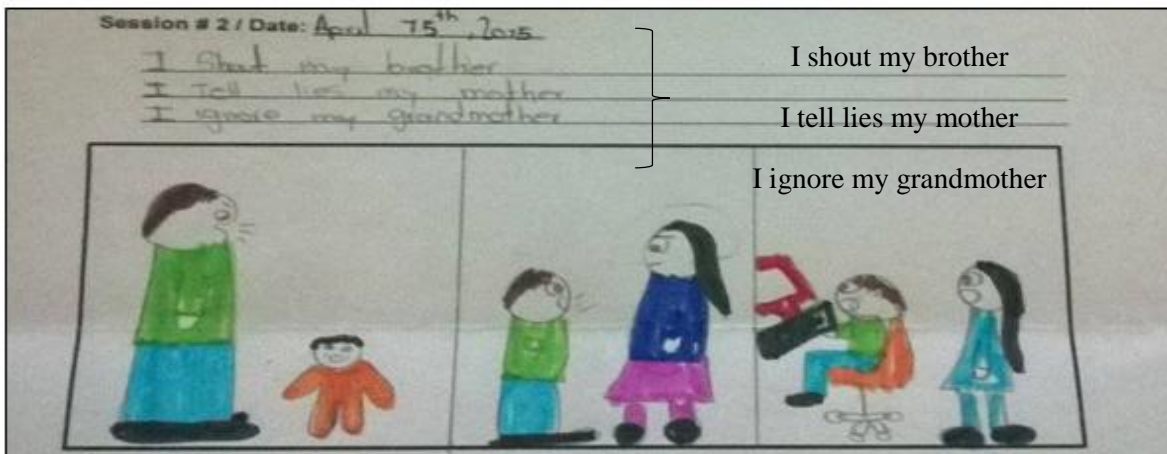
### ***Recognizing students' role in the problem***

In the process of identifying what the problem was, the students started to talk in a freeway about the problems their families had concerning the lack of respect, but in that process they were not conscious that they were part of the problem. Johnston (2003) points out that "it is only by confronting the moral complexity and ambiguity of our teaching that we can hope to identify the good and right things to do in any given set of circumstances, that is, to know the right way to teach". (p. 21). It talks about the teaching of values but it can be applied in any situation, if a student confront or is confronted in his moral actions, they as students will know which good thing he should do. For that reason, it was indispensable to confront students to let them understand the importance of values.

The first thing that students had to do was to describe through adjectives like kind, unfriendly, tolerant, and verbs like shout, tell lies, among others, that they had learnt how they were disrespectful in their homes:

Describe how you behave at home.
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Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom



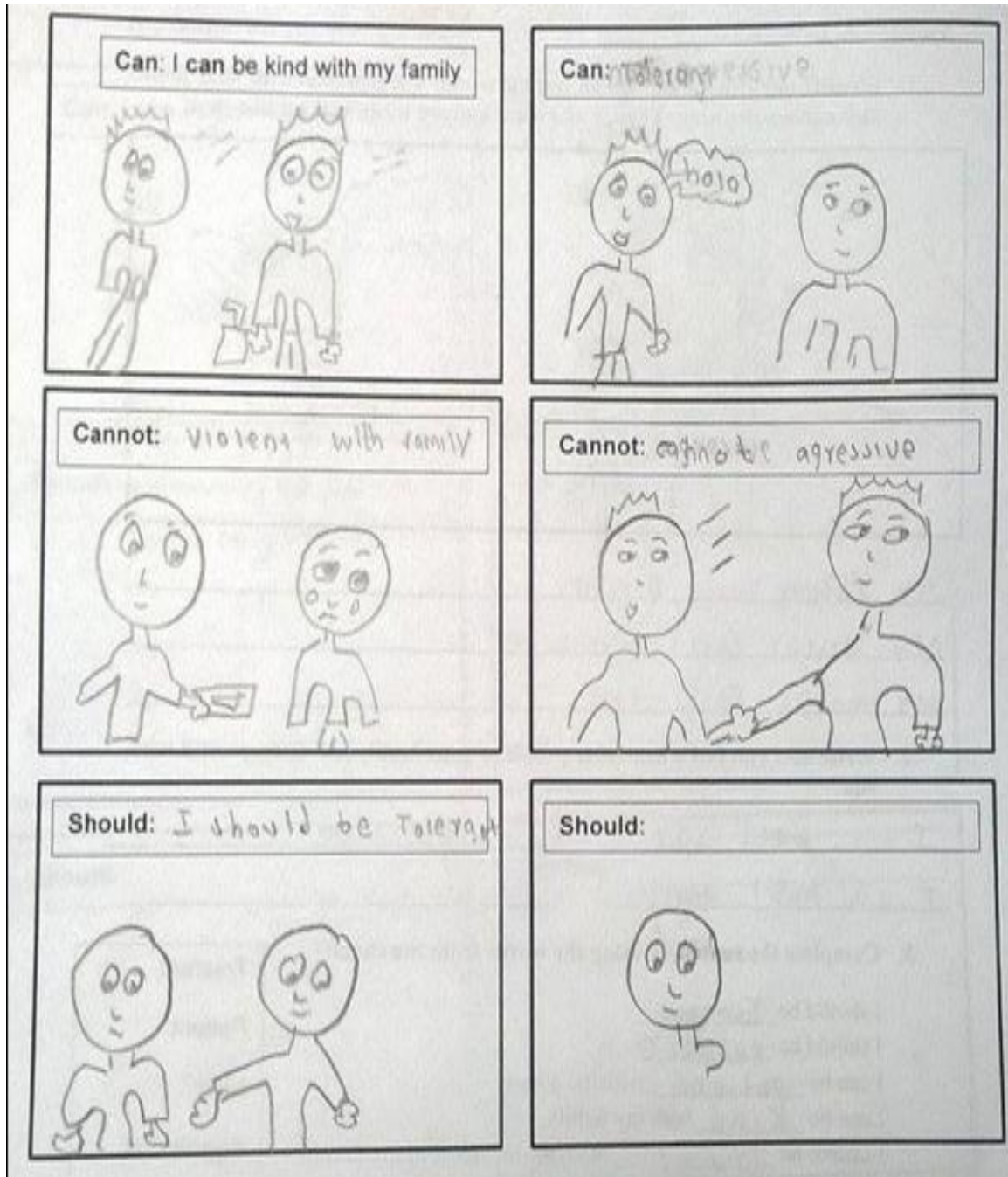
(Artifact 17/ Session 2. April 15<sup>th</sup>, 2015)

In this artifact, it is possible to see how the student through short sentences and drawings expressed three different situations (I shout my brother, I tell lies to my mother and I ignore to my grandmother). In the learning process, teachers encourage students to learn from mistakes. To help students in this process, they have to recognize that they make mistakes. In this case the student identified three specific actions, which for him, they are related to being disrespectful. Even if it is easy or not to recognize errors, the difficult part is to express those mistakes to others. With these three actions, the student used his language to express the mistakes or the bad actions that he was doing at his home. Looking for a problem and its solution, motivated students to recognize and the situations that contributed to the problem. In the same session, teachers could see that when students talked about situations in their homes, they felt bad.

Students started discovering that they were part of the problem and as principal actors they did actions that cause lack of respect, for that, as being part of the problem, they identified what those actions were.

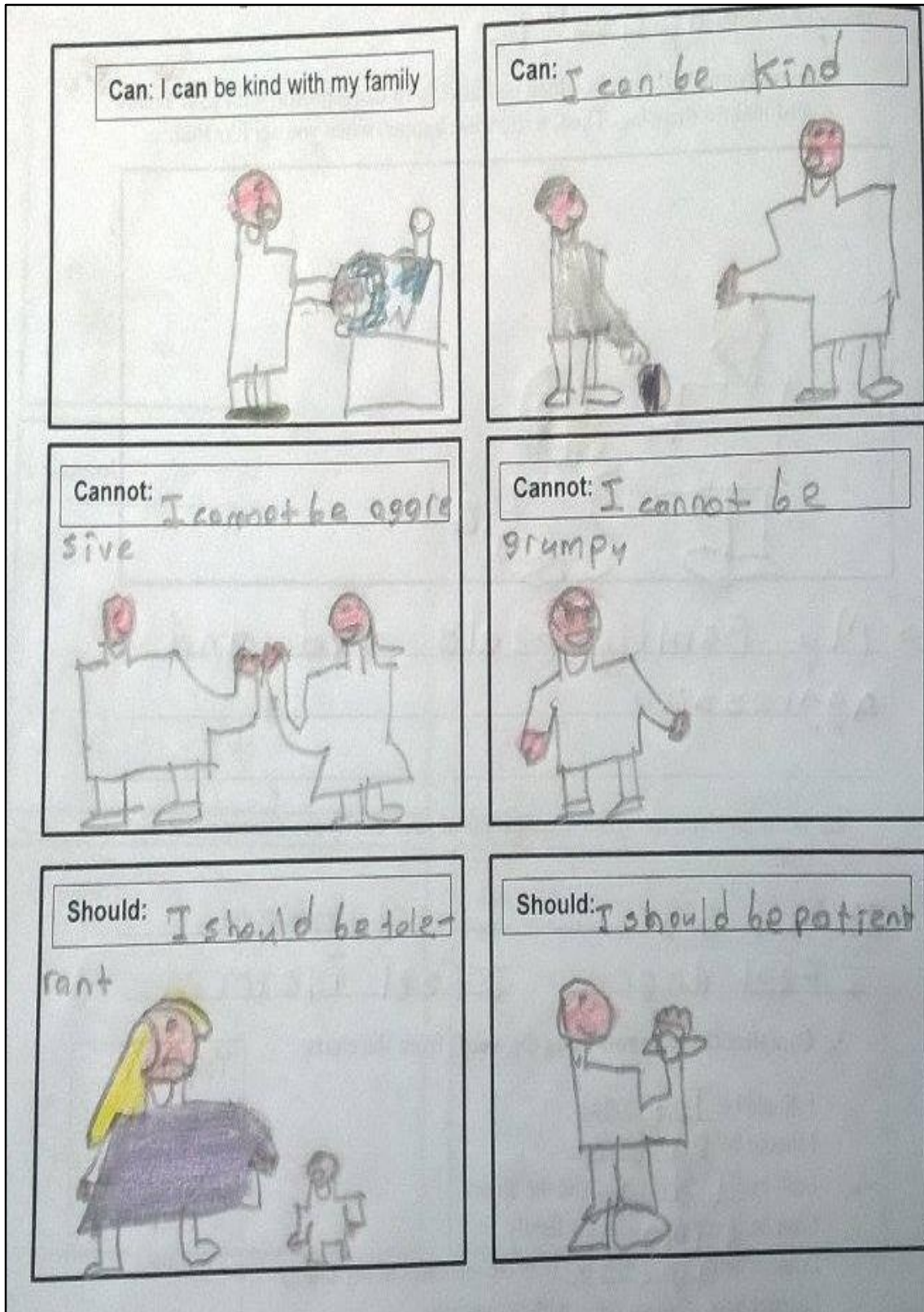
Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

Use the words in bold to identify situations at your home.



(Artifact 18/ Session 4. April 29<sup>th</sup>, 2015)

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom



(Artifact 15/ Session 4. April 29<sup>th</sup>, 2015)

## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

The previous artifacts are evidence that students identified roles that they could adapt at their homes to avoid the lack of respect through values, showing at that point that they had already understood the meaning of lack of respect according to their own background.

In this activity, it is relevant to highlight that modal verbs like can, cannot in the negative form, and should, they gave to the students the opportunity to identify abilities, restrictions, and duties as members of their family. Here it is visible in the artifacts, how students use the modal can to express that they were able to be kind and to be tolerant. It shows that students made connections between the language and the values they were learning. It permitted us to infer that we acquired some values from our social context but also that we can decide to choose which values we can be able to use in daily life.

The student in the artifact 18 showed that it was possible to be tolerant. The student could not be violent and aggressive, and again he reaffirmed that he should be tolerant. In the drawings it is possible to see that it is difficult for him to represent values like tolerance because tolerance is an abstract concept for children, and they cannot draw this value yet, but he had the intention to have the value of tolerance.

The previous artifacts reflect the importance for students to understand that in each problem they faced in life they are participants, and after having identified the meaning of a problem which in this case is lack of respect, it is necessary to understand the role that each student has in the problem.

After they identified their role in the problem, they could remember easily what they had learnt:

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

“They could remember easily the vocabulary that express easily what really happens in their homes. They could connect vocabulary to real situations and when teacher asked about vocabulary taught in class, they say: “Tell lies, teacher””.

(Field note 4. April 29<sup>th</sup>, 2015)

At the beginning of each session, teachers asked about the vocabulary and they answered in an active way. According to what they lived in their homes they remember easier the vocabulary, because students learnt from their own experiences and it motivated them to participate in class. So again, teaching values generated motivation in students and permitted them to learn in a significant way.

**Category 2: Being conscious about the way of thinking and behaving.**

This category shows how it was possible to make students become aware of the problem, because they did not recognize that there was lack of respect in the school and they were principal actors of that.

In this category, we took the information and data from the whole process that students had during the seven sessions working in the development of the problem about lack of respect. This category refers to the process of the different ways that students have to think and behave in the multiple situations, problems and experiences that they live at their homes in relation to the main problem of lack of respect”, and at the same time, taken into account the way they acted in this way according to the context and background in which they live.

To show the process of different ways of thinking and behaving in our students, we made some activities (portfolio, pag. 103) in which they have to express their own experiences and situations in which they consider that it was bad behavior.

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“Profe, cuando yo ignoro a mi hermana, ella se pone triste y llora (cry)”

(Field note 4. April 29<sup>nd</sup>, 2015)

According to that, it was important that our students understood that some bad actions like intolerance, violence or disrespect, can generate other problems like abandonment, low moods and depression in the members of the family. When they act in a bad way. But the idea was to motivate children to understand that they can change part of their reality by learning values, even though, for them it results difficult because they grow up in a context in which the problems were developed with bad actions. It is completely normal because it is their context, their own background in which they live. During the seven sessions, students started to think they can turn bad actions into good actions.

To develop this category, we present some exercises that participants developed in the session two, in which participants had to identify and write how they were disrespectful at their homes. In this activity, we could identify different ways of lack of respect that occurred at their homes, like shouting, pushing, among others. Secondly, participants had to describe and draw how their families react when they are disrespectful. It permitted to us to explain and interpret the way of thinking and behaving in their homes.

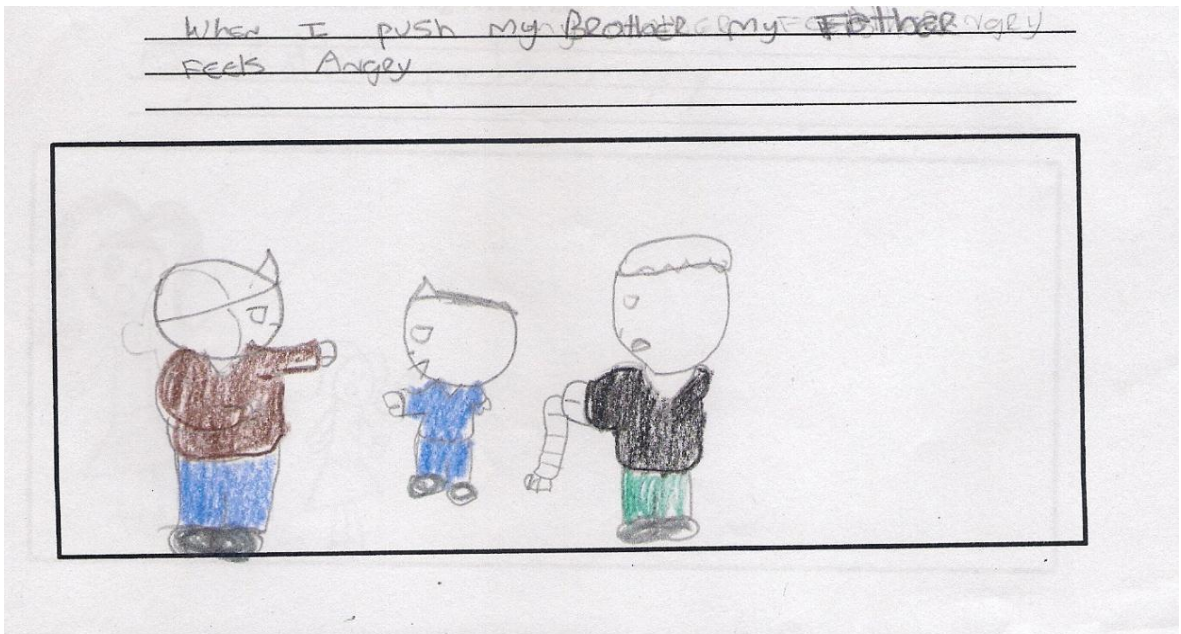
Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

Describe how you are disrespectful in your home.



(Artifact 3/ Session 2. April 15th, 2015)

What's the reaction of your family?



(Artifact 3/ Session 2. April 15th, 2015)



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Describe how you are disrespectful in your home.



(Artifact 6/ Session 2. April 15<sup>th</sup>, 2015)

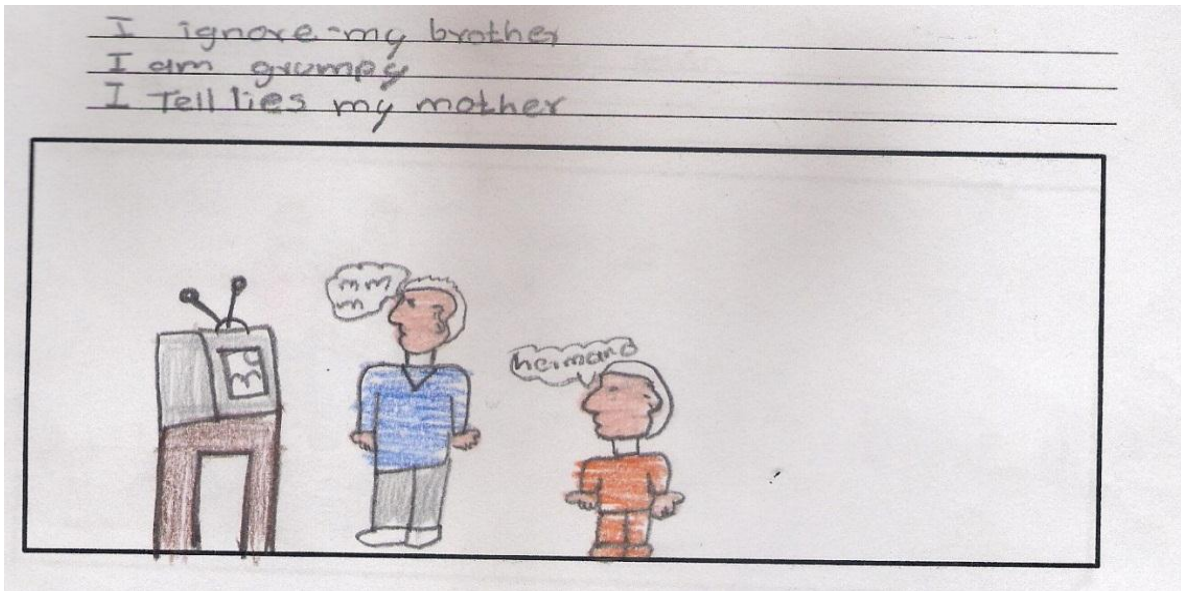
What's the reaction of your family?



(Artifact 6/ Session 2. April 15<sup>th</sup>, 2015)

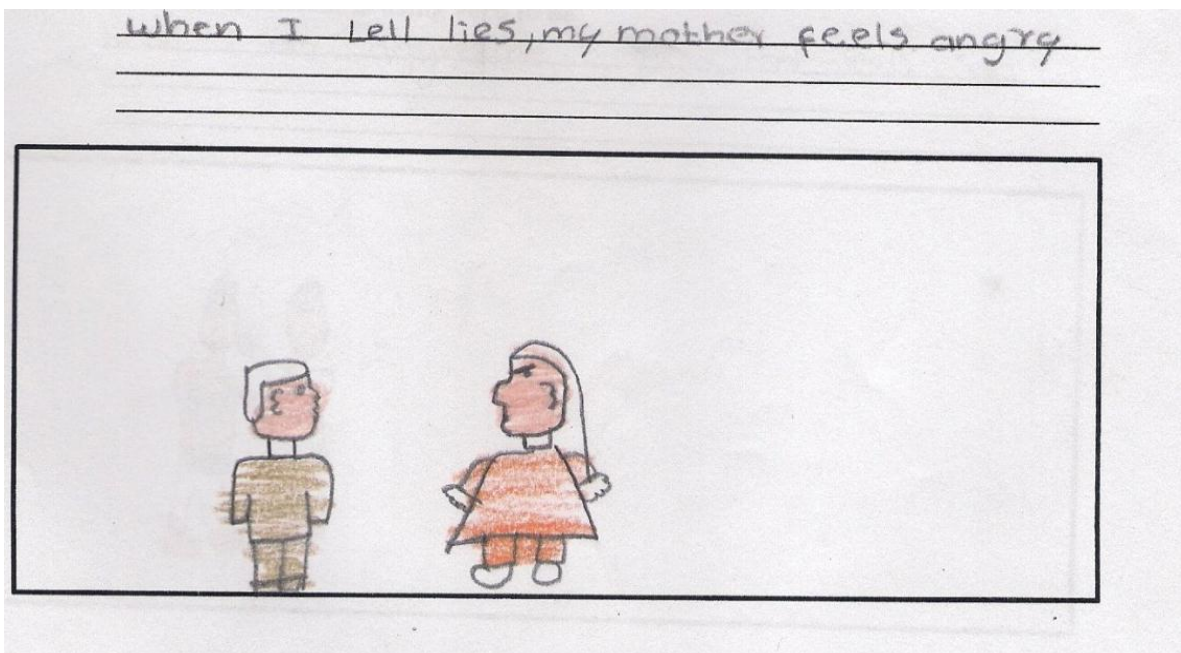
Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

Describe how you are disrespectful in your home.



(Artifact 10/ Session 2. April 15<sup>th</sup>, 2015)

What's the reaction of your family?



(Artifact 10/ Session 2. April 15<sup>th</sup>, 2015)

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

Based on the last students' artifacts above, it is possible to see how participants understood that the lack of respect is directly related with bad behavior. Also, participants are conscious that a bad action will bring consequences with their parents, brothers, and all his family. Those consequences can bring situations in which family members react in an aggressive way, conflicts between members, physical and/ or psychological violence, among others. For that reason it was necessary to find a strategy, like think before speak, to finish or reduce that problem of lack of respect at their homes, in which members of the family try to change bad behavior or bad actions in a good way.

***Identifying and applying strategies based on values to solve the problem.***

In this part, we wrote approximately 15 strategies on the board, of which participants had to select only five of them that they could implement easily at their homes. To develop that activity. Here, one example of this:

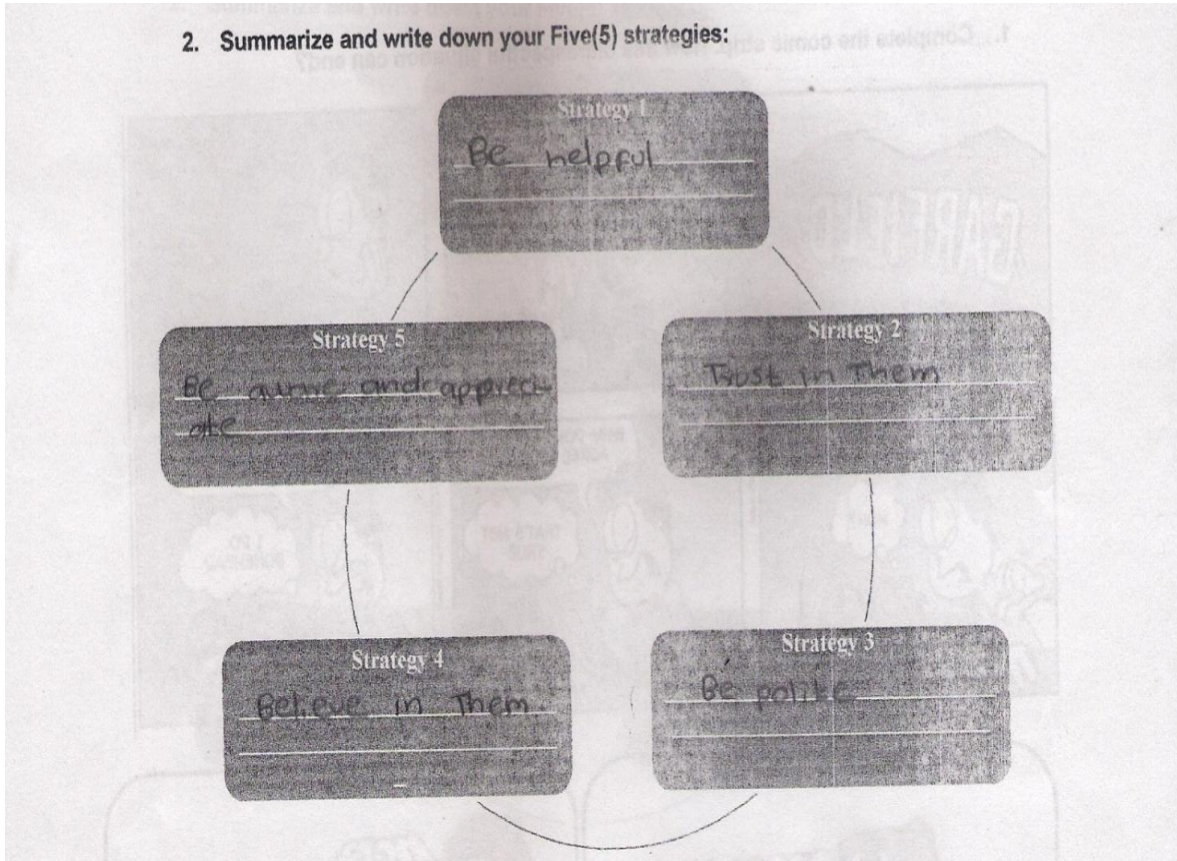
Point # 1: Summarize and write down your five strategies:

1. Be aware and appreciate
2. Be helpful
3. Be polite
4. Do not discriminate
5. Believe in them (My family)

(Artifact 9/ Session 5. May 13<sup>th</sup>, 2015)

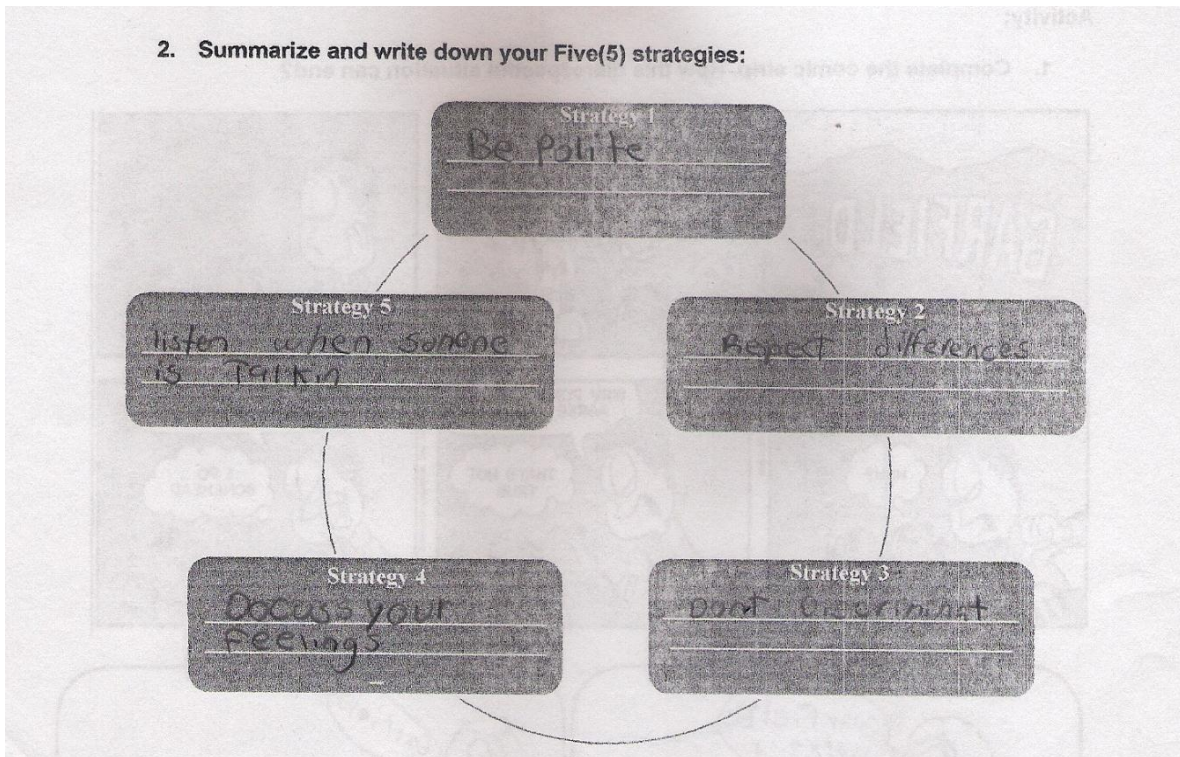
Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

The most important part is that students were conscious and felt part of the problem. They were involved in all the activities, because they showed interest in the situation that they live in their homes, which generated a particular expectation to learn and find possible solutions to avoid the lack of respect.



(Artifact 10/Session # 5 / Date: May 13<sup>th</sup> 2015)

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(Artifact 7/Session # 5 / Date: May 13<sup>th</sup> 2015)

According to the last activity, participants selected some strategies in order to develop problems of lack of respect at their homes in a good way using good actions that not affect the rest of the member's family. At the same time, it is relevant to take into account that the majority of the participants do not use the dialogue in a problem, because people choose other ways to solve a problem. We can infer this from their behavior, because before the implementation, students did not use dialogue in problem- solving, even they were really young, it was common for them to solve them through the use of bad words or, in advance cases, use physical violence.

**Category 3: The meaningful learning of values through a specific problem based on students' context.**

Regarding what was the process of students in the first research question, it appears the category for the second research question. At the beginning of the whole process students

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom had to understand what a problem was through actions and values, and identify the meaning of a problem, lack of respect was one but they identified other problems at their homes. Then they had to understand and identify themselves as part of the problem and identified the context of the problem which was their home, and after that they were more conscious about the way of thinking and behaving in their homes.

Also, the learning experience permitted students not only to apply strategies but also change the way of behave as in the next statement of a student:

A student said: “Niños hagan silencio y no molesten miren que estamos trabajando el respeto y no estamos respetando a la profesora”.

(Field note 5. May 13<sup>th</sup>, 2015)

This student did not express in English what was happening in that moment in the classroom but he used all the knowledge and understanding that he had to apply it in a real and daily life situation, in which some students were bothering another student and they were not permitting the class continued. It was a significant and meaningful learning based on a relationship between language and values. It was significant and meaningful because we as teachers can evaluate learning process not only by formal exams but also in the daily life school. When students are able to put in practice what they have learnt in class, it means that they are competent students. That process becomes in a learning that goes beyond. Values are elements that can be reflected in the way we behave every day, and language, no matter which type, is a medium that permits to express our beliefs, thoughts and perspectives. Language and values in a good combination to work in class.

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

Based on the own context of each student, they have to imagine themselves as super heroes expressing what they could do in order to solve the problem:

2. Create the superhero that you are:

Your character has to do:

Name: wonder woman


Age: 10

Characteristics: Kind comprehensive

\_\_\_\_\_

\_\_\_\_\_

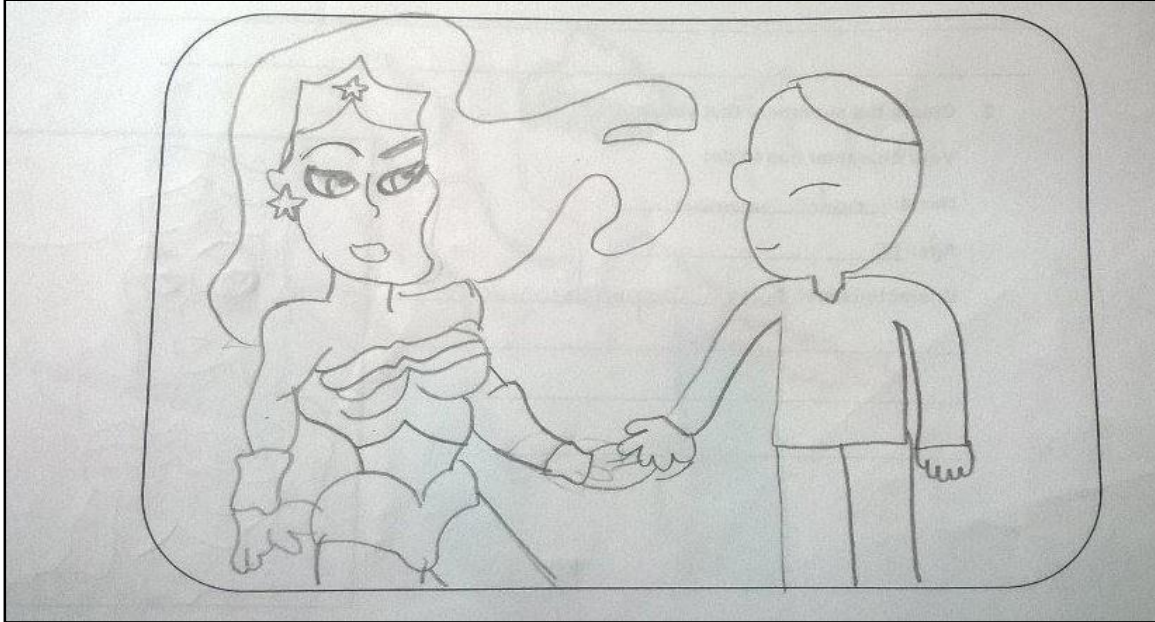
\_\_\_\_\_



(Artifact 12/ Session 6. May 27<sup>th</sup>, 2015)

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Draw you superhero showing the characteristics



(Artifact 12/ Session 6. May 27<sup>th</sup>, 2015)

This student imagined herself as a superhero whose powers were to be kind and comprehensive. Children use to have a superhero and almost they imagine them as superheroes too. This activity permitted them to use a part of their imagination, because the majority of the activities were designed to use the real context, but in this one, they used what they had learnt to put it in an imaginary situation. Values can be worked with activities that promotes the use of the context but also unreal situations. At the beginning of this activity they did not understand that having super powers do not mean to have paranormal or unnatural abilities. For that reason, teachers had to explain them how they could be heroes using values to change problem wherever they be.

The majority felt exciting about recreating themselves as superheroes. At the beginning they started to say: “¿ Profe como puedo decir que tengo super vision y que puedo volar?”

(Field Note 6. May 27<sup>th</sup>, 2015)



## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

The students learnt that they could be themselves and do, as they said “good actions”, and at the same time be superheroes. It was personal and meaningful learning because each of them recreates themselves based on what they could do and based on the necessities of their homes. At the end they wrote in Spanish and in English what they had learnt during the whole process:

“¿Cómo mejorar el respeto en mi casa?”

“Pues me porte bien, no pelee con mi hermano, ayude a mi mama a lavar la loza y hacer aseo y no fui envidiosa con mi hermano, antes compartí con él e hice caso a todo lo que me dijeron y me sentí diferente y cambiada y seguiré siendo juiciosa y hacer caso.”

(Free writing artifact 3/ Session 6. May 27<sup>th</sup>, 2015)

The important point here is that his writing is an evidence about the meaningful learning she could have. It was meaningful because she felt different by the actions that she was applying in her home. She learnt the value of solidarity due to she helped more in her home and it encourage her to act in that way. It means that value activities based on the PBL approach had an impact on this student in her way of thinking and behaving. Also, something essential in this piece of writing, is that she consider that help her mother, avoid to fight with her brother and share with him can contribute in the lack of respect. Certainly, she has the reason, because those are strategies that can prevent the lack of respect.

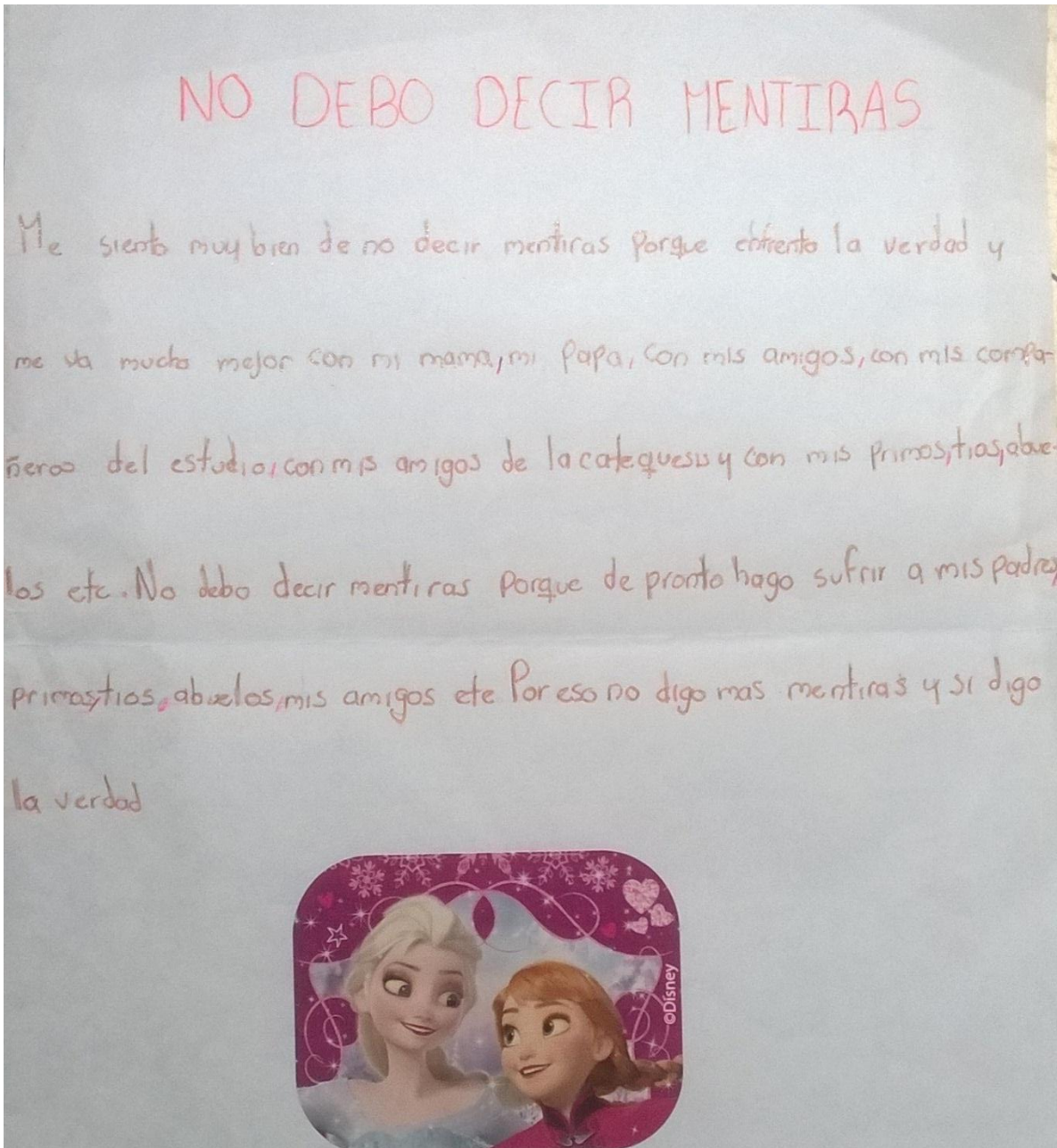
### ***Applying values in a real context***

Before making the final writings for the last session, students had to make one writing in Spanish telling how the process of applying the strategies that they had chosen had been in their houses. They decided to do it first in Spanish since it was more comfortable. After they

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

did it in Spanish they felt freer to write in English because they already had clear in their minds what they were going to write.

In the writings that they did, it was possible to see how they were conscious about the process and recognizing that there was a change of behaviors and ways of thinking. Here is an example of this:



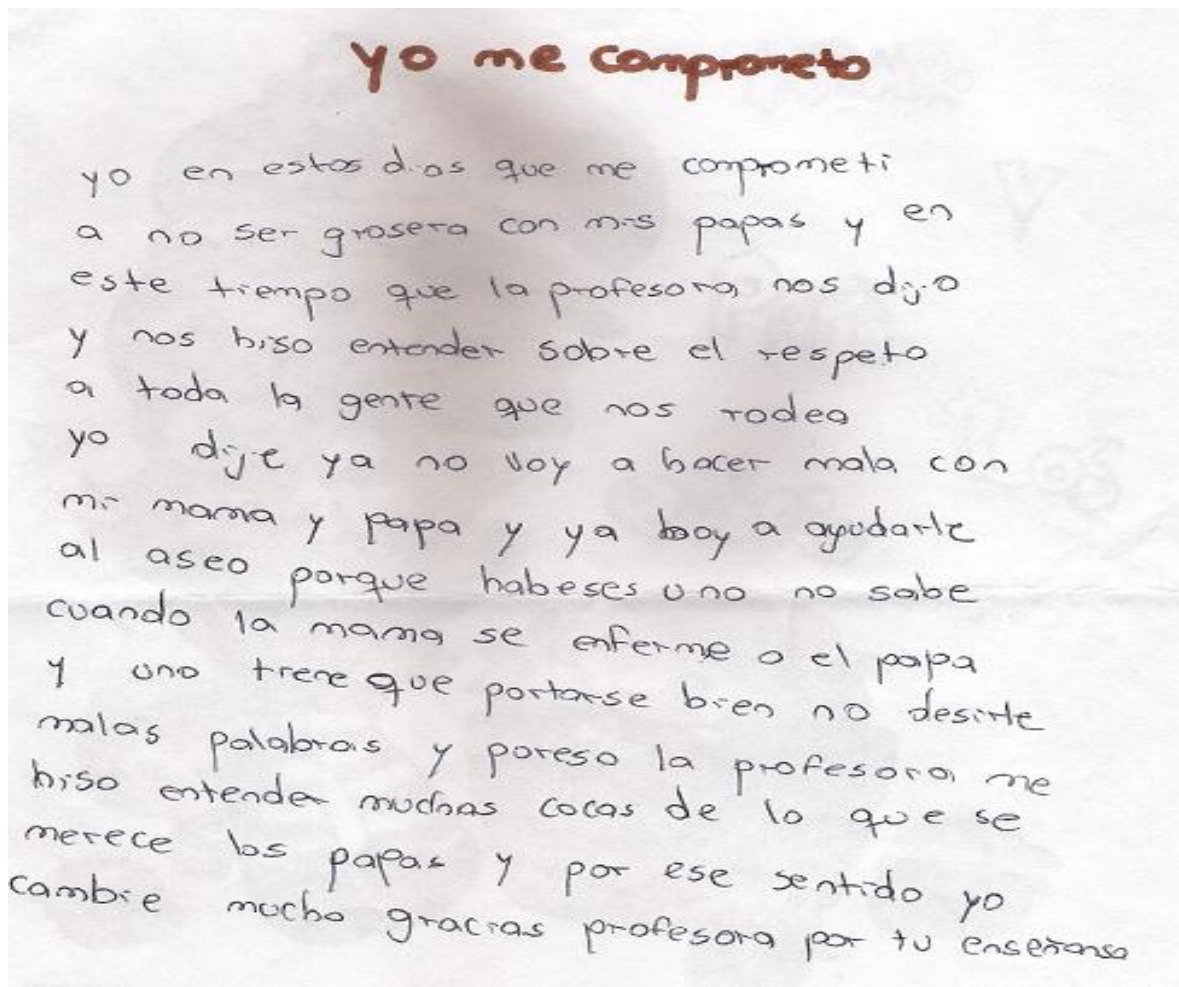
(Free writing artifact 1/ Session 6. May 27<sup>th</sup>, 2015)

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In those writings we could see how they recognized that they started to do “good actions”.

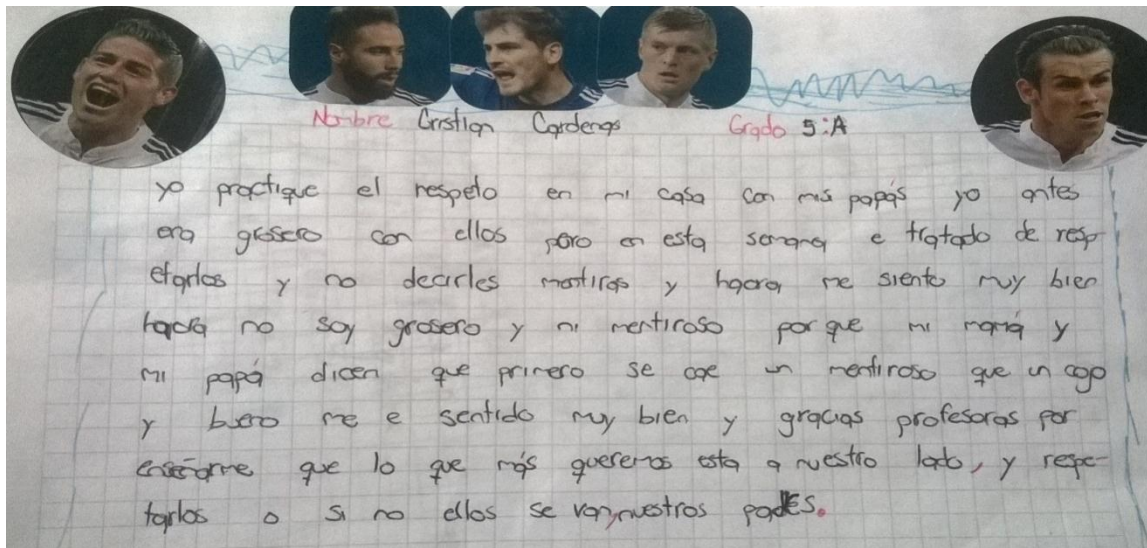
In the first writing this student recognized that he used to tell lies and that made his parents felt bad. Additionally, this student expressed that when he did a good action it made him felt good. As it was mentioned before in the second category they were conscious about the way of behaving and now it is clear to see it in this writing. Student recognized that telling lies is a bad action that contribute in a lack of respect, because she is not sincere with her family and she tries to cover up something bad.

Additionally students were conscious that the change that they had made them felt different and some of them were so grateful to the teachers.

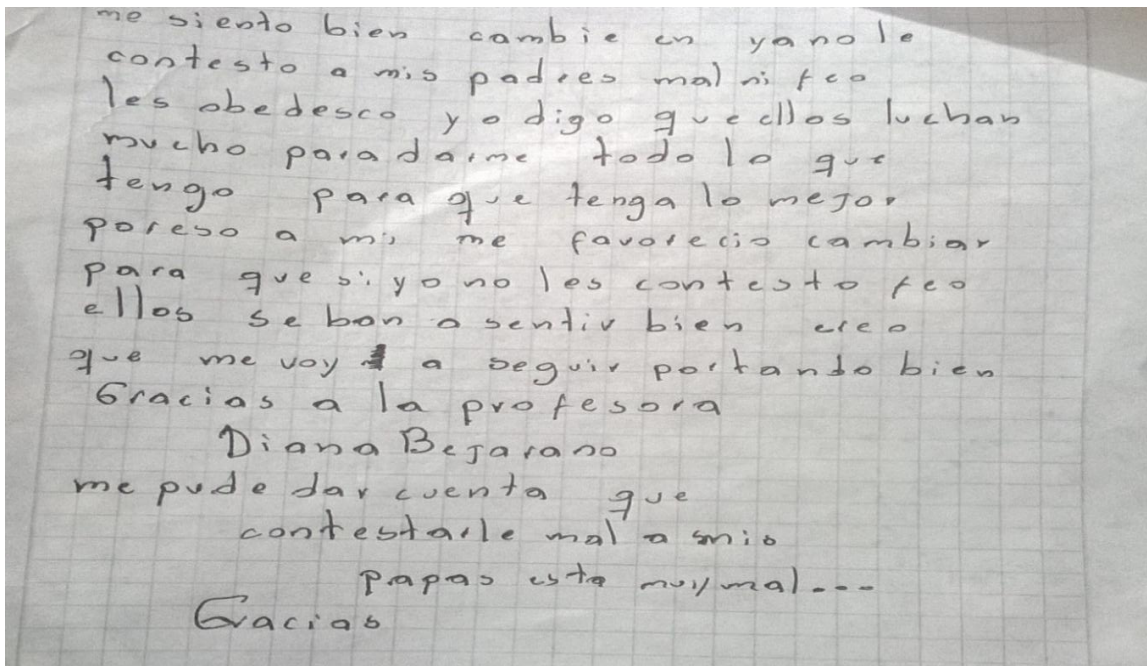


(Free writing artifact 12/ Session 6. May 27<sup>th</sup>, 2015)

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(Free writing artifact 4/ Session 6. May 27<sup>th</sup>, 2015)



(Free writing artifact 5/ Session 6. May 27<sup>th</sup>, 2015)

In the free writing artifact 12, it can be highlighted, how the student told about the process in the implementation. The student could recognize the importance of values. Here, there was a meaningful learning because the student was able to apply the learning but also it was

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom possible to have a different point of view about the problem of lack of values in her home. Usually in the curriculum, the subject to teach or work specifically with values is in ethic education. In contrast, this writings showed us how values can increased motivation, give opportunities to apply values in real contexts, change manner of behaving, use language to express feelings and beliefs, among other important aspect for a good classroom environment, special in EFL classroom.

Summing up, we could reflect about how in this process it was possible to solve a problem like lack of respect through Problem-based learning but also it was possible to teach values and that was so meaningful for each student. At the same time we observed that students related the majority of the values with respect, for example when they tell lies it is a lack of respect with themselves and with their parents, because they have not been honest.

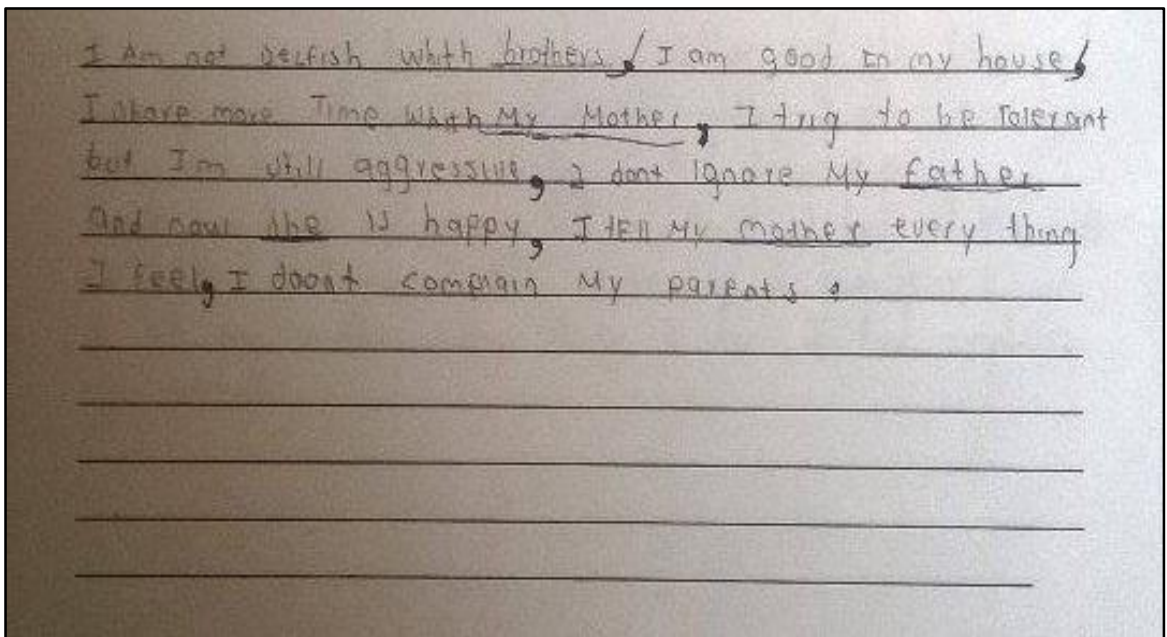
The application of values in the solution of a problem permits to create strong connections between values and real life situation, because each student applied the strategies that they thought they were able to do. It means that they had to see what their abilities were to connect them with values. After they applied the strategies they choose, they reflected about how values helped them to solve a part of the problem presented in their homes, like violence. The application of values in their own context made they had a meaningful learning of those values; honesty, solidarity, cooperation, caring, among others. Because, students become competent, which it something necessary nowadays for our national education guidelines. In add, learning a language in a real context increase the application of itself, and it was possible to see this in the whole implementation process.

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### *Changing the way of behaving*

In the last sub-category it was possible to see how students applied the strategies to use values in their homes. In this sub-category, we will see how after the application of the strategies, students experience a change in the way they behave in their homes and also, in the school.

At the end, each student had to present a short writing in which they expressed how they had changed the lack of respect in their homes, using the English they had learnt based on the real context of their homes. We present some of those writings:

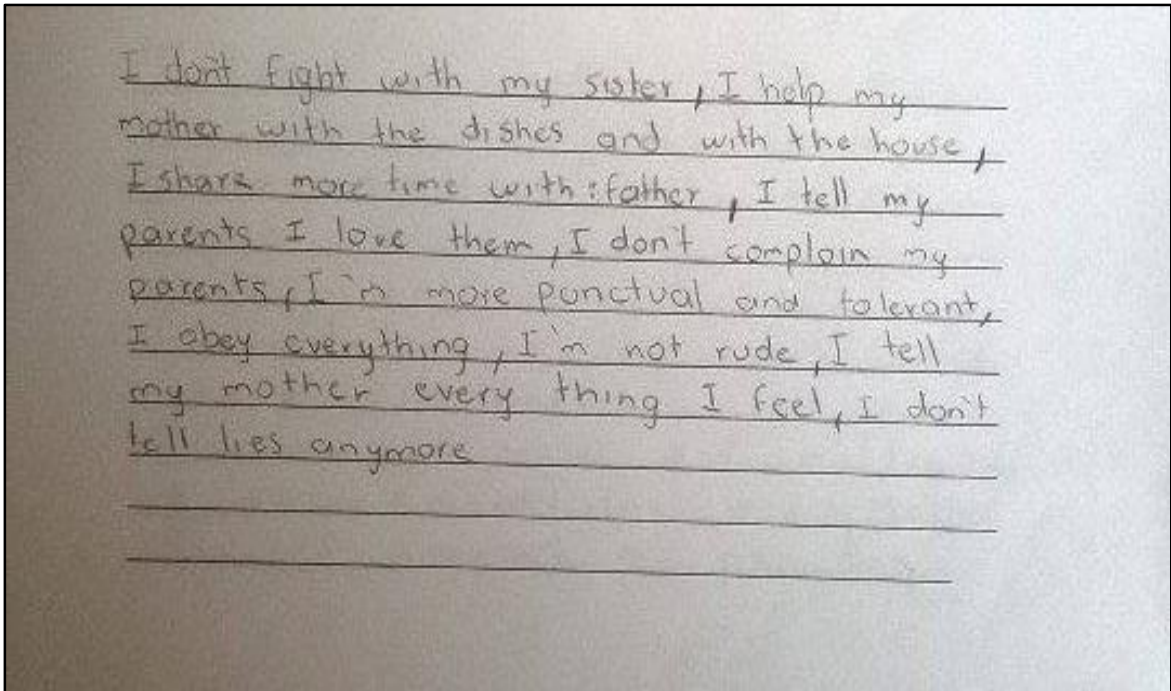


(Artifact 11/ Session 7. June 03<sup>rd</sup>, 2015)

In this writing, there is something that call the attention in a special way. This student described actions or attitudes that reflect how the problem of lack of values was after the applying of strategies. Furthermore, the students made the specification that he/she tried to be tolerant but it was still aggressiveness. This permitted us to understand that success

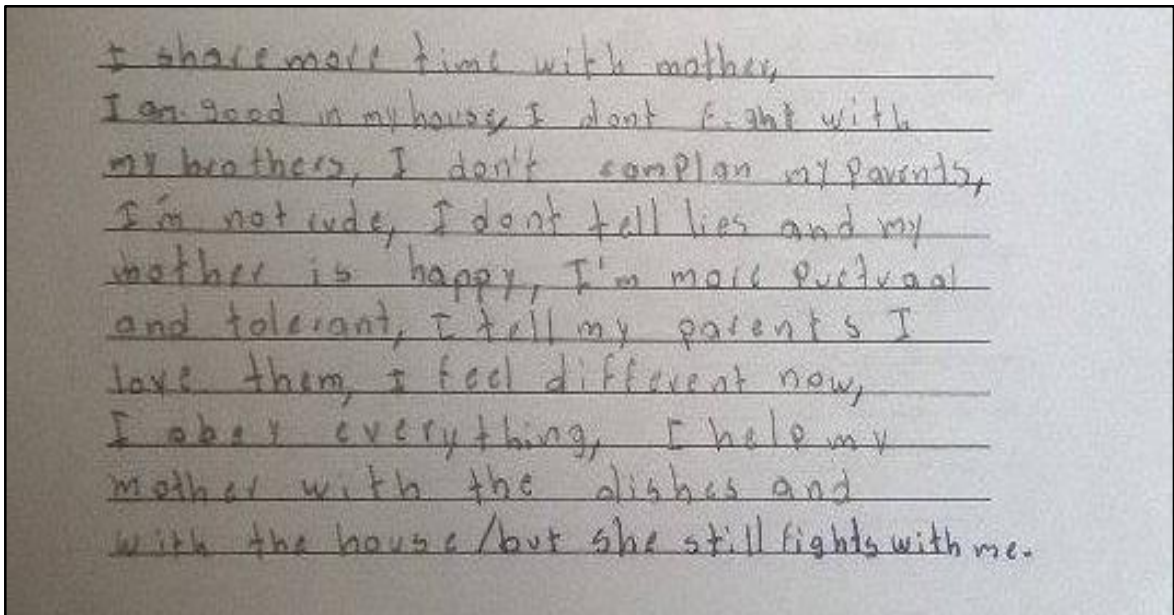
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learning is not only when the problem is totally solve, but it is also when students make conscious about their weaknesses and start to work from there. For that, learning become more transcendental because it never stops and promotes in students to improve their mistakes.



I dont fight with my sister, I help my mother with the dishes and with the house, I share more time with father, I tell my parents I love them, I dont complain my parents, I'm more punctual and tolerant, I obey everything, I'm not rude, I tell my mother every thing I feel, I dont tell lies anymore

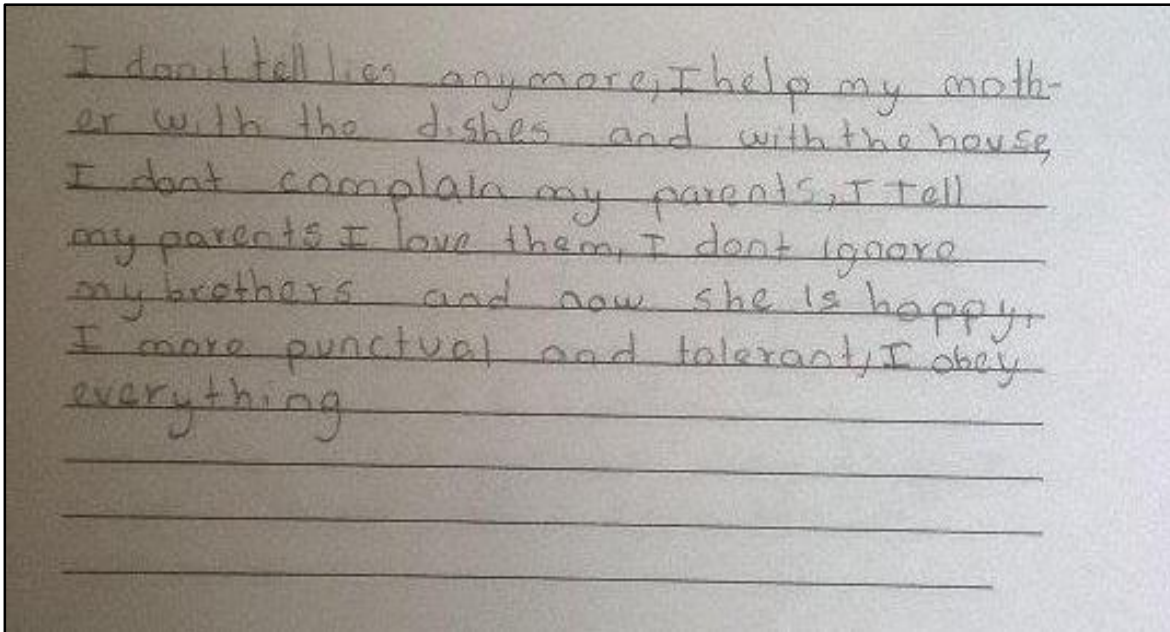
(Artifact 14/ Session 7. June 03<sup>rd</sup>, 2015)



I share more time with mother, I am good in my house, I dont fight with my brothers, I dont complain my parents, I'm not rude, I dont tell lies and my mother is happy, I'm more punctual and tolerant, I tell my parents I love them, I feel different now, I obey everything, I help my mother with the dishes and with the house / but she still fights with me.

(Artifact 18/ Session 7. June 03<sup>rd</sup>, 2015)

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom



(Artifact 20/ Session 7. June 03<sup>rd</sup>, 2015)

In the previous students' artifacts it is possible to see how each student express with their language how the problem of lack of respect changed in their homes by the actions that they started apply, also because they changed their way of behave. At the beginning students understood a problem through actions and at the end in all writing it is shown how they implemented actions in their homes that made the environment and the relationships better. Also some parents came near to the teachers and asked about the process of the project and what it was about because they could see how their children were changing some attitudes at home.

Nowadays the majority of parents have to work extensive work hours and children have to learn and do things in house from early ages, maybe for that reason is that in all writings students wrote that they started to help more to their mothers with housework because for them it is a manner to show of respect with their parents who work all day or maybe all night. Here it is important to take into account that make children do adults' work all the time it is



Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom not correct, but giving some help at home it is an example of collaborative and solidarity values, because when parents saw that their children were giving more help at home, it showed them that their children were solidarity and thankful with their parents.

Besides this, in the writings it is possible to see how they recognized by themselves that everything is not perfect, because some of them expressed how they tried to be more tolerant but they were still aggressive, showing that they was doing his best effort to avoid the lack of respect but it was still difficult for him and also it was an opportunity and a challenge for change. Additionally another student wrote that he helped his mother with the housework but she still fought with him, recognizing that as he is not perfect also the members of their family are not too, and since he change his behavior now it is turn for his mother to change too. This is important because students became more critical with their own behavior and with the people who is around them but in a good and constructive way. Also, students learnt values through their experiences that life with their families.

## CHAPTER 6

### PEDAGOGICAL PROPOSAL

Having an experience in the teaching of values permitted us as teachers to think about how we can motivate students to learn values in an attractive way. From the experiences with the students in the implementation part of this research project, it was born this pedagogical proposal which is called “Didactic booklet let’s play and learn values!”

This pedagogical proposal was design as a complement of the implementation of this research project. We decided to do it as an extra tool because we think that the implementation of the PLB in the teaching of values is an opportunity to explore values in daily life problems. In that implementation we did not find and extra tool that helped us to motivate students to learn values, for that reason we believe that it is convenient to give this proposal.

The principal objective of this didactic booklet is to show a tool of how values can be worked in the classroom to motivate students to learn about values and use language in the learning process. This pedagogical proposal was designed as a complement of the implementation, because it will help students to go deeper in the learning of values, and also, because the activities presented in this didactic booklet were not based in PBL method, as it was mentioned in the above paragraph.

This didactic booklet wanted to give different activities in which students can identify values through real situations for them. The activities are divided into 4 different values: respect, responsibility, honesty and humility. Each value presents activities that will help

Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom each student to understand the meaning of the value and also will give known examples for students to put them in practice.

There are activities of drawing, singing, finding solutions, identifying situations, coloring, filling gaps, and games like ladders and snakes. All the activities have simple instructions that interact with the two characters of this didactic booklet, who are Diana and Andres. After each value has been worked, there are some activities which will help students to remember the values worked. The proposal was created and designed by us the researchers, and the pictures or activities that were taken from other sites referenced at the end of the didactic booklet.

This didactic booklet can be used by students, teachers, and also parents. Values are taught and learned in school but also in home because it is the first encounter of learning that kids have. For that reason parents also can use this booklet to teach values to their children, mixed with daily life situations, to make the learning more meaningful for children. Teachers can use it taking as a base the PBL method in teaching values, and the didactic booklet as an additional helpful tool to teach values. The idea is students can work in this pedagogical proposal with the company of teacher, parents, or both.

Also, this didactic booklet can help schools:

- To teach values in different areas and in a different way.
- To work the area of Ethics from a different perspective.
- To add a space in which students become motivated to learn and put in practice values, among others.

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This didactic booklet can be helpful to work values in an attractive and joyful way, understanding that it can increase motivation in the teaching and learning of values, and in the learning of a foreign language. This is just a general idea, which could be developed in a bigger and deeper way.

## CHAPTER 7

### Conclusions and Implications

The next chapter presents the conclusions of the research study based on the findings presented in the chapter 5, as well as the implications of teaching values in the EFL classroom through stages of PBL in the participants in relation with their family members and teachers at the school. Besides, the limitations of the research project and finally, some recommendations to take into account for further research.

The purposes for this research were to describe how problem based learning approach can be included and its contributions in the teaching of values in the ELF classroom, design a didactic booklet about values as a complement of PBL implementation. In order to develop these purposes, we worked with participants of fifth grade during seven sessions in which they had to do some activities that permitted us to acquire information to answer our questions, we could conclude that: students were interested in the topic and they felt identified with it because it is a topic about lack of respect in which they are involve and all of them were motivated for the sessions and they shared their experiences with the classmates and researches to find a possible solution.

When participants listened something about a problem of lack of respect; immediately, they related this with bad actions, bad behaviors and negative things, because they understood that values are synonyms of good actions. Using a methodology as PBL in order to teach values in a EFL classroom can work, since the principals of PBL are, that learning occurs from the real problems that people face in the daily life and values are everywhere and also values are immerse in culture due to a person constructs individually and socially. For that

## Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

reason the learning of a foreign language as English was more real and more meaningful for students.

Participants showed many feelings, experiences and possible ideas to solve a problem in a context in which language and values were reflected. Students felt motivated for the topic about lack of respect, they participated and at the same time they try to acquire new ideas that permit change the real context using new strategies to solve different situations in a good way.

### **Relevant findings**

Taking into account the results obtained in the last chapter, we can mention some meaningful aspects about this research; the most significant for us is that the majority of the participants established a relationship between help or collaborate in their homes with the lack of respect. It was difficult to understand why the reason was, but when participants talked about the lack of respect in their homes, we analyze that some problems of lack of respect occurred when they do not collaborate in their homes and it originated the lack of respect. For us, this should not be so, because children can help their parents in the housework but parents have to establish some rulers to contribute in the housework, in this way participants avoid lack of respect with their parents and at the same time students will be more conscious about the difficult situation of their parents when they have to work all day and at the same time make the difficult job of the house. Also, students have to be more conscious about the responsibilities that they have such a family members in which all of them have to collaborate and obey the norms at their homes without necessity that parents have to remember it all the time, because students know that a bad action can bring bad consequences.

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Other relevant finding from this research project is about the way in which many families act when they have some problem of lack of respect. In many cases, participants mentioned that the way to solve a problem is using the violence, shouts, hits etc. and it is very common to see it in our days because it is a form to expression when people do not like something, but it is not the correct way. Exist other ways to develop a problem in which people can use some strategies of the PBL like research possible solutions, talk with the family and try to find a solution, be more conscious about the consequences of the bad actions etc; in this part our participants consider that if they avoid bad actions, it helps to reduce the lack of respect in their homes and at the school.

### **Research question answers**

According to the questions of this research (How could the problem based learning approach be implemented in the teaching of values in an EFL classroom in Bogota? And what is the contribution of problem based learning approach in the teaching of values in the EFL classroom?) We can mention that the PBL approach is a useful tool to use in the EFL classroom because it generates to solve a situation through some stages that permitted to the participants understand and analyze the consequences of a problem. In this way participants think in a better way before to act when they have a conflict of lack of respect in their homes or at the school. PBL can be implemented in the EFL classroom teaching values in order to find a solution of a problem using the stages of PBL.

Problem Based Learning approach could be implemented in the teaching of values in the EFL classroom through the different real situations that students evidence every day such a conflicts between classmates, problems in the process of teaching learning, difficulties with their homework when they do not present it at time for different motives, for example, they

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do not understand, they want not to do homework or parents are not pending of the process of their sons. Those situations are part of the multiples situations that involve values like responsibility, honesty, respect and tolerance that contribute in great part in the development of a comfortable environment in a classroom.

Taking into account it, teachers can implement the teaching of values every day after a lack of respect occurs in a class; it is necessary to act in the same moment that the event passes with the end of solve the problem at time providing possible alternatives to change attitudes and behaviors in the students.

About the second question (What is the contribution of problem based learning approach in the teaching of values in the EFL classroom?), PBL approach can contribute in the teaching of values in the EFL classroom to the extent that participants try to find possible solutions to avoid bad actions like tell lies, hit and shout to their brothers and sisters, ignore to their parents etc. PBL provides a meaningful learning about the strategies to solve a difficult situation in which participants were involved in a problem of lack of respect and they are the responsible to search a solution to the problem. In addition, PBL method help to motivate students and teachers to use daily life problems to enhance the learning of values. PBL help to create a good environment for students to learn English, which is really necessary for teachers to have good relationships with students.

### **Implications**

To complement this section, the present study brings out relevant implications for the participants of the research study. The most important implication is being aware of their role in a problem of lack of respect. It is essential to know the possible consequences in a problem and the role that the participant had in it, taking into account the perspective and the position in front of the problem.



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Moreover, with this project the active role of the students was evident because they were motivated, interested and involved like a part of the solution. It occurred because the lack of respect is a problem that they live every day in the real context. Also, it was notable the change of bad behaviors and bad attitudes of our participants, because they developed an activity in which they had to avoid to do things that they consider that were bad in their homes during a week. Students were very motivated for the activity, because they assumed the challenge to avoid to do bad actions at their homes, which involves to be respectful with their family members, to avoid tell lies, to accept the differences with others and try to be a better person. A week later, we asked them about the activity and participants answered positive aspects like: my mom was very happy because I did not shout to my brothers. Then in the parent meeting, some parents talked and asked to us about the project. They are interest in knowing about it because they considered that their children presented good actions, behaviors and attitudes in their homes.

In addition, for the participants it was remarkable the gratitude to the teachers for the knowledge that we gave them, because they considered that teaching values is something indispensable in the life of all human being that permitted to be better persons in order to contribute in the education of the students.

### **Pedagogical implications**

When we realized that the lack of values is something immersed in the EFL classroom, it is possible to see that it can also affect the learning process. In an observation that we made in a class about teaching vocabulary of family with the students we realized that for them it was difficult to learn the vocabulary about family because we were giving them a structure of family that they did not know, so when we change the activities understanding that each student has a different concept of family it was more meaningful for them. It means that not

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all the students has the general structure of a family such a father, a mother, sisters, brothers and grandparents because in many cases the family of a student is only the mother or it is only the father or the grandmother. For that reason students do not have the same concept of family.

Language became an amazing tool to express their views, experience, thinking about the problem and the solutions that the proposed to solve it. The language in this case was a little difficult to communicate, because sometimes in EFL classroom students felt nervous or afraid to talk but in this case it was and opposite reaction because it was difficult try to control all the comments that students were to share with their partners and teachers, so the combination of teaching values and PBL through a tool that was language was an opportunity to explore a new and different dimension of what the teaching and learning of a foreign language can be. The majority of the participants tried to use the vocabulary learned in the first's sessions but in some cases they used Spanish to express some situations.

We can conclude that in an English class, teachers of English not only teach communicative skills, but also use the language as an instrument to facilitate the process of communication. Having used action research we had the opportunity to find aspects to improve our practice as teachers of English, specifically in the classroom like the lack of respect, because we consider that to be a general problem, so, we discovered that it is important to teach values in our students and it can benefit and facilitate the process of teaching learning of a second language and at the same time it will permit to contribute in the education of the human beings that it will be useful for the future of our students, because when teachers and parents teach values to the children they acquire, learn and apply it in their lives, they never forget it and they always have it presents in their minds.

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### **Limitations**

Now we will mention the challenges we faced along the implementation of the research study. Even though we had the opportunity to develop our implementation in private school in which we developed our practice, the groups were very big. For that reason, we selected one of them and we worked with 40 students but at the end, we only selected 20 artifacts from our participants.

This research helped us acquire more experience as teachers and helped us grow as researchers; we faced some limitations that had to do with time. It was very short, because the day that coordinator facilitate was a day in which students went to their house more early than the others days. But in some cases we took ten minutes from the students break in order to finish our activities and the most gratifying for us was that students do not have problem to give us this time, on the contrary they were happy in our class. Besides, we had a particular case of a student that presented many problems from his home, it had been of great help for us, but he never could participate in our sessions for the same problems that he has.

### **Further research**

This research provides a significant perspective for the teachers of whole the subjects in a school, because teaching values in the EFL classroom can be applied in all the subjects and it facilitates not only the process of teaching learning, but also it generates a comfortable environment and provides excellent relations between students - students, teachers - students, students - parents etc. At the same time teaching values in a classroom help to improve the control management and the most important part is that teachers not only give and teach knowledge about something, but also teachers can form human beings with values in order to contribute in an excellent future.

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Based on the process of this research project, there are some further researches ideas that we would like to work with values, but applying it to the parents of the participants, in order to analyze and compare two different perspectives about the lack of respect. Also, it will be interest to implement more contexts different from the home, for example the environment or the city make emphasis in the care of the resources, because values not only are important to share and life with others, but also it is essential to show values with the resources around us, implementing other strategies in the participants, for example the free choice about a problem that they can identify in their environment.

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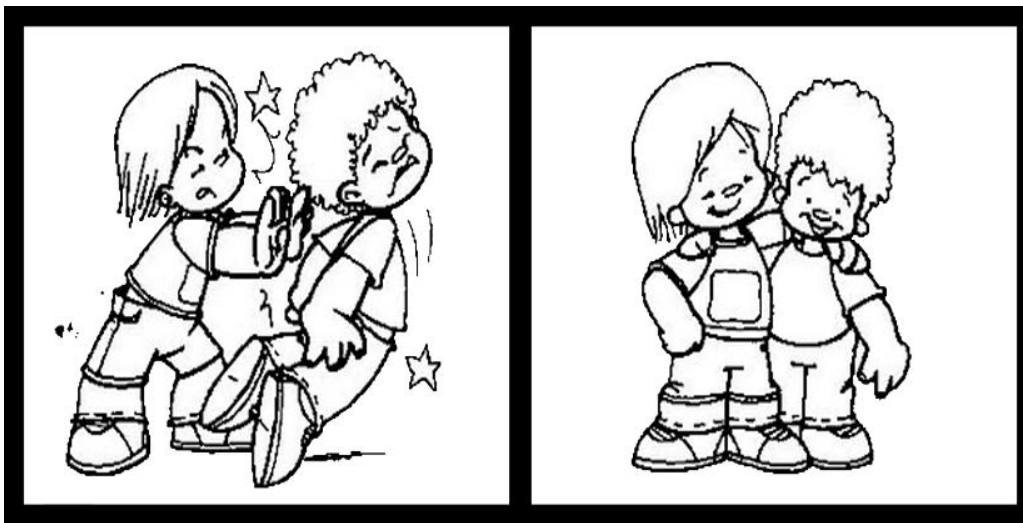
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APPENDIX 1

PORTFOLIO

# PORTFOLIO

## "Lack of respect"



School: \_\_\_\_\_

Student's name: \_\_\_\_\_

Grade: \_\_\_\_\_

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Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Session # 1 / Date: \_\_\_\_\_

Problem: "Lack of respect"

**Vocabulary**

**Verbs:** Hit, shout, abuse/ insult, scoff, push, tell lies, ignore.

**Adjectives:** Aggressive, grumpy, kind, patient, tolerant, selfish, unfriendly.

**Pronouns:** I, you, she, he, it, we, they.

**Example:**

- I am tolerant
- I am aggressive

**Activity:**

1. **Write a sentence about each picture** (Teacher put 5 pictures on the board)

Picture # 1: \_\_\_\_\_

Picture # 2: \_\_\_\_\_

Picture # 3: \_\_\_\_\_

Picture # 4: \_\_\_\_\_

Picture # 5: \_\_\_\_\_

2. **Why the lack of respect occurs?**

\_\_\_\_\_

\_\_\_\_\_

3. **Draw three situations in which you are disrespectful in your home and write three sentences using present simple and the verbs.**

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\_\_\_\_\_

\_\_\_\_\_



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Name: \_\_\_\_\_ Grade: \_\_\_\_\_

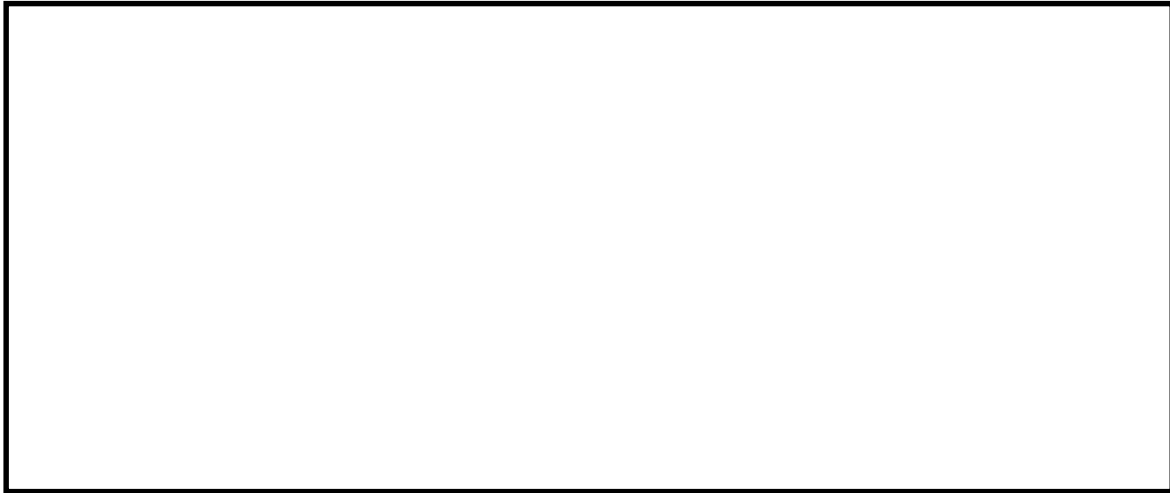
Session # 2 / Date: \_\_\_\_\_

1. Write how you are disrespectful in your home using the verb to be and the adjectives.  
Make a draw.

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2. How does your family react when you are disrespectful? Make a drawing and write three sentences using verb to be.

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Session # 3 / Date: \_\_\_\_\_

1. **What happen after those situations? How they think people feel after those disrespectful situations?**

**Example:** Sad, angry.

_____	_____
_____	_____
_____	_____

2. **Describe five good actions and five bad actions that people make in your home.**

**Good actions**

**Bad actions**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. **Now, draw a good action and a bad action that people make in your home.**

<b>Good action</b>

<b>Bad actions</b>

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Session # 4 / Date: \_\_\_\_\_

1. Identify one situation in which you have been disrespectful with your family and make a drawing. Then, write what happen when you act like that.

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2. Write how you feel when other people of your family are disrespectful with you:

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3. Complete the sentences using the words from the chart:

I should be \_\_\_\_\_.

I should be \_\_\_\_\_.

I can be \_\_\_\_\_ with the others.

I can be \_\_\_\_\_ with my family.

I cannot be \_\_\_\_\_ with the members of my family.

I cannot be \_\_\_\_\_ with my parents.

- Tolerant

Patient

Kind

Aggressive

Grumpy

Respectful

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4. Write and draw two things that you can do, two things that you cannot do and two things that you should do in your home.

**Can:** I can be kind with my family

**Can:**

**Can't:**

**Can't:**

**Should:**

**Should:**

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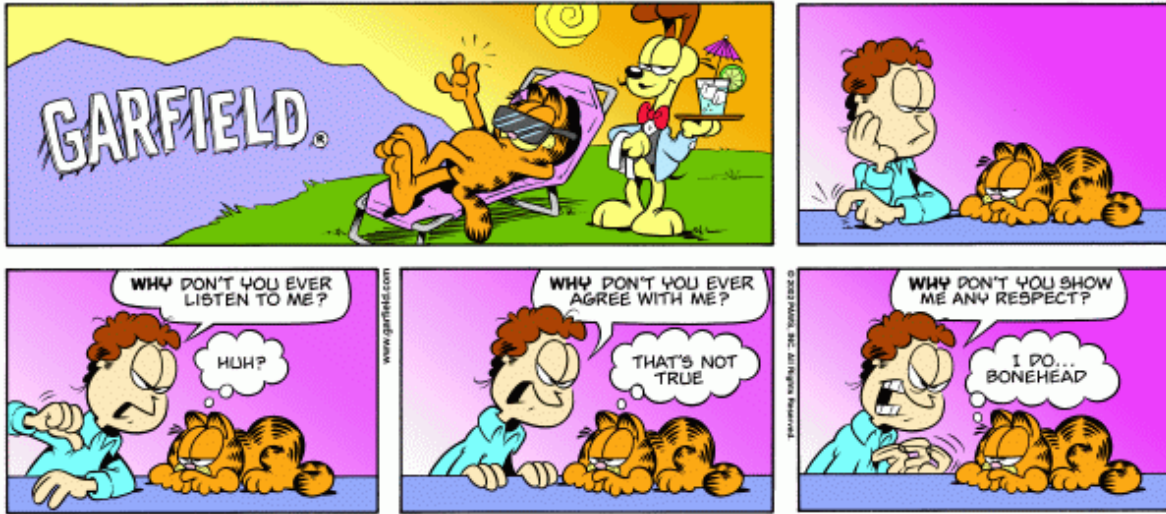
Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Session # 5 / Date: \_\_\_\_\_

Problem: "Lack of respect"

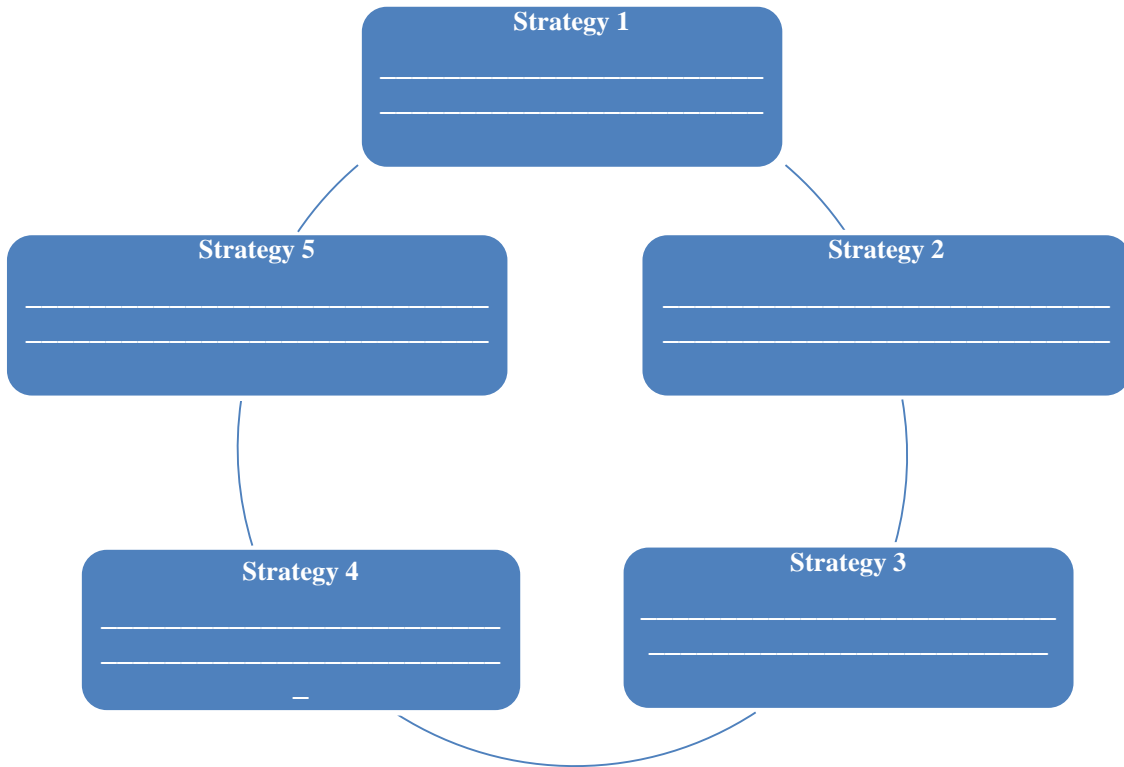
Activity:

1. Complete the comic strip. How this disrespectful situation can end?



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1. Summarize and write down your Five(5) strategies as a group:



2. What would happen if the people use those strategies in a disrespectful situation?

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Session # 6 / Date: \_\_\_\_\_

**Problem:** "Lack of respect"

**Activity:**

1. Imagine a situation in your home in which there was lack of respect. Make a drawing with words and a short description.



**Description:**

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2. Create the superhero that you are:

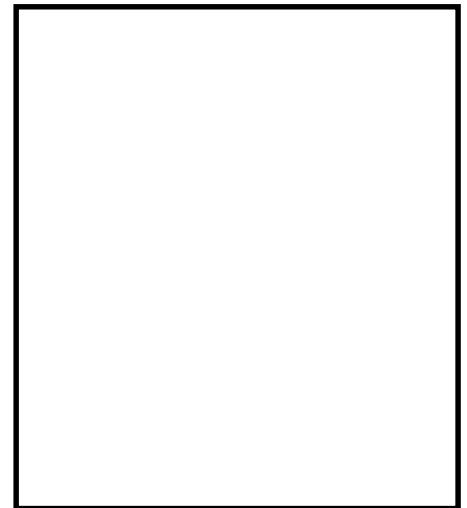
Your character has to do:

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Characteristics: \_\_\_\_\_

\_\_\_\_\_



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3. Complete the columns with words that express each title:

LACK OF RESPECT	STRATEGY	SOLUTION
1.		
2.		
3.		
4.		
5.		

4. Make a drawing you as superhero with the solution.







**APPENDIX 2**

**Activities and time table**

**Context:** My home

**TOPIC:** Lack of respect

**TABLE 4**

**IMPLEMENTATION ACTIVITIES**

<b>Session and date</b>	<b>Problem based learning stage</b>	<b>Linguistic Learning objectives</b>	<b>Pedagogical activity/ies</b>	<b>Kind of data to be collected</b>
<b>Session 1</b>	1. Present the problem: <b>Lack of respect.</b> 2. <u>Identify</u> the characteristics of the problem (Hypothesis about	<i>Learning objective:</i> The student will be able to describe people behaviors using verb to be and present simple. <b><u>Vocabulary</u></b> <b>Verbs:</b>	<i>Activity 1: Learning new things!!</i> 1. Teacher will introduce the vocabulary about verbs which show disrespect, for that the teacher will present some flashcards that show the verbs Hit, shout, abuse/ insult, scoff, push, tell lies, ignore. After the teacher	<ul style="list-style-type: none"> <li>• Their thoughts about what situations of disrespectful happen in their homes.</li> <li>• Their own situations that show how they are disrespectful in their homes.</li> <li>• Their ideas about why the lack of respect occurs.</li> </ul>

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<p><b>April</b> <b>8<sup>th</sup></b> <b>2015</b></p>	<p>why the problem is given). Students identify their role in the problem from homes.</p>	<p>Hit, shout, abuse/ insult, scoff, push, tell lies, ignore. <b>Adjectives:</b> Aggressive, grumpy, kind, patient, tolerant, selfish, unfriendly.</p>	<p>presents the flashcards everybody is going to make drilling about the vocabulary. 2. Teacher will present some flashcards in which there are the pronouns I, you, she, he, it, we and they and teacher will explain how those pronouns replace people or things, for example Maria is she, Camilo is he, etc. 3. Teacher then will give them some sentences as example about using present simple, it will be with flashcards so for example teacher will put on the board the sentences I play in the park, they play in the park, and when teacher put she play in the park teacher will add a flashcard with an s, and teacher</p>	
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			<p>will explain the s with third personal pronouns.</p> <p><i>Activity 2:</i></p> <p><b><i>What happen with People!!</i></b></p> <p>1. Then teacher will put 5 pictures on the board; each picture presents a problem that they can identify in their homes. And in a worksheet students will write a short description about the picture and at the same time, students will write why the lack of respect occurs?</p> <p>2. Then students will think about in three different situations in which they are disrespectful in their homes and write three</p>	
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			sentences using present simple and the verbs.	
<p><b>Session 2</b></p> <p><b>April 15<sup>th</sup> 2015</b></p>	<p>1. Identify what students know and what students need to know about the problem and its consequences.</p> <p><b>(Consequences)</b></p> <p>Students will understand how their acts have a reaction in the environment.</p>	<p><i>Learning objective:</i></p> <p>Students will be able to think about the consequences that generate the lack of respect around them using present simple.</p> <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> <li>• What happen if you are .... (Aggressive, grumpy, kind,</li> </ul>	<p><i>Activity 1: What I know!</i></p> <p>1. Teacher will make a review about the verbs and the present simple of the last lesson, it would be through some flashcards they will have to guess what is the meaning of the verb and then they will match on the board what is the flashcard for I or for she etc. we will make drilling about the vocabulary.</p> <p>2. Then teacher will make the review of the verb to be and the adjectives, this time everybody is going to play “Simon Says”, so</p>	<ul style="list-style-type: none"> <li>• Their experiences about the consequences of their own acts when they are disrespectful in their homes.</li> </ul>

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		<p>patient, tolerant, selfish, unfriendly)? Sad, violent, angry, impatient.</p>	<p>for example when the teacher says Simon Says look aggressive they will have to make the mimic. Then teacher will present the flashcards about in which there is not respect, those are from the last lesson, and the students will have to say a sentences using verb to be.</p> <p>3. Then in a piece of paper, students have to write how they are disrespectful in their homes using the verb to be and the adjectives with sentences and drawings; and then, students have to write and draw how does their family react when they are disrespectful in their homes, they have to</p>	
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			do a drawing and write three sentences using verb to be.	
<b>Session 3</b>	<p>1. Identify learning needs.</p> <p>2. What students need to solve the problem?</p> <p><b>(How avoid it?)</b></p>	<p><i>Learning objective:</i></p> <p>Students will be able to identify how people feel when they are disrespectful in their homes, using vocabulary about feelings.</p> <p><i>(Furious, violent, aggressive, sad, depressed, angry, humiliated, rude, happy)</i></p>	<p><i>Activity 1: Let's go for feelings!</i></p> <p>1. Teacher will present the vocabulary about feelings (Furious, violent, aggressive, sad, depressed, angry, humiliated, rude, happy) through some flashcards and then teacher will make drilling.</p> <p>2. With the flashcards of the situations in which there is disrespect, the teacher will ask students what happen after that situations, how they think people feel after that disrespectful situations and teacher will give</p>	<ul style="list-style-type: none"> <li>• How they and their families feel when lack of respect in their homes occurs.</li> <li>• Their thoughts and feelings in which they identify what happen when they are disrespectful with their family and how they feel when other people of their home are disrespectful with them.</li> </ul>
<b>April 22<sup>nd</sup> 2015</b>	<p>Students will identify how to avoid disrespect starting from their homes</p>			

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			<p>them an example like they feel sad or she feels angry.</p> <p>3. The teacher will introduce the word when using a sentence as guide, for example when the people shout, other people feels afraid. For each picture they will say a sentences telling how the people might feel after a disrespectful situation.</p> <p><i>Activity 2: what about my home?</i></p> <p>1. The students will think on how other people feel when they are disrespectful; for that they will identify and write six feelings about how people feel after a situation of disrespectful in their homes.</p>	
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			<p>2. Then, students have to identify and write three good actions that they made in their homes and three bad actions that people made in their homes.</p> <p>3. Finally, students have to draw a good action and a bad action that people made in their homes; students have to represent situations in which they have been disrespectful with their family and they will write what happen when they act like that.</p>	
<p><b>Session</b></p> <p><b>4</b></p>	<p>To solve or propose alternatives to the problem.</p>	<p><i>Learning objective:</i></p> <p>Students will be able to identify and describe what is necessary for avoid it in</p>	<p><i>Activity 1: Remember the last class!!!</i></p> <p>At the beginning of this session, we started with a short activity to remember the vocabulary from the last class; in this</p>	<ul style="list-style-type: none"> <li>• Their ideas about how avoid those situations, with things they can do, things they cannot do and what things they should do in your homes to change</li> </ul>

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<p><b>April 29<sup>th</sup> 2015</b></p>		<p>their contexts, using modal verbs (Can, cannot, should)</p> <p><i>Vocabulary</i></p> <p>I can ...</p> <p>I cannot ...</p> <p>I should ...</p>	<p>activity, students have to identify a situation in which they have been disrespectful with their families and they have to do a drawing and they have to write what happen when you act like that and explain how people feel after that situations.</p> <p><i>Activity 2: I can - I cannot – I should</i></p> <p>1. Teacher will present the topic about can and cannot with physical activities (We will teach the verbs with the use of mimics and gestures); for example:</p> <ul style="list-style-type: none"> <li>• I can jump (Students jump)</li> <li>• I can clap (Students clap)</li> <li>• I can run (Students run)</li> </ul>	<p>possible problems of lack of respect.</p> <ul style="list-style-type: none"> <li>• Their opinions about why a good action is important in their homes.</li> </ul>
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			<ul style="list-style-type: none"><li>• I cannot fly</li><li>• I cannot swim</li><li>• I cannot drive a car</li><li>• I should be kind</li><li>• I should be tolerant</li><li>• I should be patient</li></ul> <p>2. Teacher will present to their students some examples of things and acts that students can, cannot and should do in your homes; for example:</p> <ul style="list-style-type: none"><li>• I can be tolerant with the others.</li><li>• I can be kind with my family.</li></ul> <p>And some examples of things and acts that students cannot do in their homes; for example:</p>	
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			<ul style="list-style-type: none"><li>• I cannot be aggressive with the members of my family.</li><li>• I cannot be grumpy with my parents.</li></ul> <p><i>Activity 2: What I can do?</i></p> <p>1. Teacher will put on the board some flashcards in which students will have to identify what things they can do (I can be kind with my mom and I can be patient with my brothers), what things they cannot do (I cannot shout to my parents and I cannot hit to my sister) and what things they should do in their homes (I should be tolerant and I should be kind).</p> <p>Students will have to classify it and draw in a worksheet (That we will give to them) two</p>	
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Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

			things that they can do. Two things that they cannot do and two things that they should do in their homes.	
<b>Session 5</b>	Get the information in order to solve the problem.	<i>Learning objective:</i> Students will be able to find strategies or alternatives to solve the problem with the use of the vocabulary that they will work during the last sessions in order to deal with disrespectful situations.	<i>Activity 1:</i> <b><i>What do you need for change?</i></b> 1. Teacher will present some flashcards of good actions that students can do in their homes (I can be kind, I can be tolerant, I can help to my parents) and students will have to answer why it action is important in their homes (Students participation). 2. Then, teacher will give a paper to each student in which students have to write short	<ul style="list-style-type: none"> <li>• Their own ideas and their different ways to finish the story that they must complete in order to know about what are their thoughts about the end of the disrespectful situation.</li> <li>• The strategies that they select and their thoughts about how the disrespectful situation would change with their strategies.</li> <li>• <b>Homework:</b> With the homework, we want to know which</li> </ul>
<b>May 13<sup>th</sup> 2015</b>				

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			<p>sentences about how they think that they can avoid those problems in your home.</p> <p><i>Activity 2:</i></p> <p><i>What I need to know...</i></p> <ol style="list-style-type: none"> <li>1. The teacher will make a review about present simple to make descriptions of people and activities. For this the teacher will present some pictures and the teacher will describe what they are or what they do in order to review the structures of present simple.</li> <li>2. To practice the present simple, the teacher will present a story in which there is a disrespectful situation and the story is telling by boxes but the story is not complete, so the</li> </ol>	<p>strategies students select and applied in their homes to solve a problem of lack of respect and the way that they use to avoid this situations; also it provides to us information about how do they feel and how their families feel?</p>
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Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

			<p>students must complete the story using present simple.</p> <p><i>Activity 3:</i></p> <p><b><i>Sharing information!</i></b></p> <ol style="list-style-type: none"><li>1. In this activity, teacher will write on the board 15 strategies that students or people can use to avoid the lack of respect in their homes. Teacher explains one by one strategy.</li><li>2. After students understand each strategy, they have to select five (5) strategies that they can do in their homes to avoid the lack of respect in their homes.</li></ol> <p><i>Activity 4:</i></p>	
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Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

			<p><b><i>Doing a short homework!</i></b></p> <p>For homework students have to avoid do or act things that represent lack of respect during the week; and at the same time they have to do a short writing about what happen? How do they feel? etc.</p>	
<p><b>Session</b></p> <p><b>6</b></p>	<p>Present the result and solve the problem.</p>	<p><i>Learning objective:</i></p> <p>Students will be able to apply in their life what they found in the last lesson and propose a solution.</p>	<p><b><i>Activity 1:</i></b></p> <p><b><i>Remembering vocabulary!!!</i></b></p> <p>1. In order to remember vocabulary and activities that students worked in the last sessions, they have to imagine a situation in their homes in which there was lack of respect and they have to make a drawing with words and a short description.</p>	<ul style="list-style-type: none"> <li>• The possible ideas or solutions that they propose to solve the problem in their homes.</li> <li>• The strategies that they select in order to develop the problem.</li> <li>• How they can be part of the solution and start to change the bad actions starting from their homes.</li> </ul>



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<p><b>May</b> <b>27<sup>th</sup></b> <b>2015</b></p>			<p>2. Then teacher will re-use the flashcards about pronouns and will teach the use of verb to be in affirmative and negative way even though they've already know some things about it, for this teacher will use the flashcards of pronouns, the am, is and are and the adjectives. The teacher will be the first to give them a sentence as an example.</p> <p><i>Activity 2:</i></p> <p><i>In my real world:</i></p> <p>1. The students will have to recall everything that they have done during the five last lessons, for this they are going to set a situation in which in their home there was a disrespectful situation and they are going to</p>	
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Using Problem Based Learning approach to experience values from a different perspective in the EFL classroom

			<p>make a drawing and a short description of that situation.</p> <p>2. They are going to choose the strategies that they think they can apply in that situation and in future situations. After they have selected the strategies they are going to create a famous person that in this case it would be a hero, themselves are the heroes and their power are the strategies that they can use in order to deal in a disrespectful situation in their home. For this activity they will have to draw the hero and write down the powers as part of the solution.</p> <p>3. Students have to create a superhero that helps to avoid situations of lack of respect;</p>	
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			<p>this superhero has to have a name, an age and some specific characteristics that students want.</p> <p>4. Finally, students have to present their own superhero with a solution to the problem of lack of respect.</p> <p><i>Activity 3: (Based in the homework of the writing)</i></p> <p><b><i>I am a reflective person:</i></b></p> <p>1. They will have to write how the interactions in their homes would change if they apply the strategies. For this they will have to make a list of words making reference about how was the lack of respect in their homes, in the</p>	
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			<p>second column the strategy they choose, and in the third one how the situation would change after using the strategy.</p> <p>Finally they are going to draw themselves as superheroes solving the lack of respect.</p>	
<p><b>Session 7</b></p>	<p>Present the result and solve the problem.  (Part II)</p>	<p><i>Learning objective:</i>  Students will be able to apply in their life what they found in the last lesson and propose a solution through a short writing.</p>	<p><i>Activity 1: (Based in the homework of the writing)</i>  <b><i>Finding a possible solution!!!</i></b></p> <ol style="list-style-type: none"> <li>1. At the beginning of the session, teachers collected the writings of the students.</li> <li>2. Then, students share the ideas, feelings and thoughts about the possible solution that they found. For his activity it is very</li> </ol>	<ul style="list-style-type: none"> <li>• Feelings, opinions, ideas expressions and answers about the strategies that each student use to find a possible solution.</li> <li>• How they feel during the process of this project, what they learn, why it is important to find a strategy to change some attitudes in their homes.</li> </ul>

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<p><b>June</b> <b>3<sup>rd</sup></b> <b>2015</b></p>			<p>important to listen the different opinions and answers of our students.</p> <p><i>Activity 2: Thank you for to be part of our project!!!</i></p> <p>Teachers thank their students for their participation in this project.</p>	
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**APPENDIX**

**Informed consents**

Permiso solicitado al Colegio Liceo Ciudad Capital

Bogotá D.C, Marzo 20 2015

Corporación Universitaria Minuto de Dios

**Señora:**

**Luz Marina Camelo**

**Asunto:** Solicitud académica

Estimada señora,

Por medio de la presente me dirijo a usted de manera muy cordial con el propósito de darle a conocer el proyecto de investigación en el programa de Licenciatura en Idioma Extranjero Ingles de la Universidad Minuto de Dios que están desarrollando las estudiantes Diana Patricia Bejarano Beltrán y Diana Yucely Guevara Pérez, quienes se encuentran terminando su tesis para iniciar proceso de grado.

Debido a que dicha investigación en el área de Ingles es de gran importancia en el campo pedagógico en el área de formación de nuestras estudiantes, solicitamos a ustedes de forma muy amable el permiso de llevar a cabo la implementación de dicho trabajo de grado en su institución.

El énfasis de este proyecto es la implementación de actividades basadas en la enseñanza de una lengua extranjera tomando como referencia la visión de la cultura, teniendo en cuenta la perspectiva y la experiencia individual de cada uno de los estudiantes a través de la escritura. Este proyecto consiste en 7 sesiones de implementación, en las cuales se recogerán datos para el análisis y conclusión de dicho trabajo de grado. La población requerida para dicha implementación comprende el grado quinto, dependiendo de su disponibilidad. El nombre de los estudiantes y de la institución será protegido en caso de que así lo deseara.

Agradezco mucho la atención prestada y colaboración que pueda prestar a nuestras estudiantes.

**Atentamente,**

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Blanca Lucia Cely Betancourt

Directora

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**Solicitud de permiso enviado a los padres de los participantes**

Bogotá, Marzo 24 2015

Estimados padres de familia:

Nuestros nombres son Diana Bejarano, docente del área de inglés del colegio Liceo Ciudad Capital y Diana Guevara docente de inglés de \_\_\_\_\_, graduadas de la Corporación Universitaria Minuto de Dios.

Por medio de la presente, solicito muy comedidamente la colaboración de su hijo/a en un proyecto de investigación, el cual se llevará a cabo durante el segundo periodo académico, que involucra a los estudiantes que actualmente están cursando quinto grado.

Este estudio busca describir que pasa cuando la cultura como práctica es incluida en un salón de clase de quinto grado en un colegio privado de Bogotá. La participación en este estudio requiere que su hijo/a durante la clase de inglés, desarrolle algunas actividades académicas que nos permitan alcanzar nuestro objetivo.

La participación en este estudio es totalmente voluntaria. Si su hijo/a desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Sin embargo, es de gran importancia para nosotras contar con su permiso y autorización para que su hijo/a participe en el proyecto. Motivo por el solicitamos de forma muy amable completar el formato de la parte de debajo de esta carta y devolverlo.

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, (actividades y trabajos en clase) en las que participe, tendrán el mismo carácter de confidencialidad.

Si tiene alguna inquietud, acerca del estudio se puede comunicar con Diana Bejarano al número 3125914402 o con Diana Guevara al número 3153787452 o puede enviar un correo electrónico a [dpbejar@hotmail.com](mailto:dpbejar@hotmail.com) y allí con mucho gusto se atenderá la inquietud.

Cordialmente:

Diana Bejarano \_\_\_\_\_

Diana Guevara \_\_\_\_\_

-----  
*Devolver este formato indicando sí usted está o no está de acuerdo en que su hijo/a participe en el estudio descrito anteriormente.*

Yo \_\_\_\_\_, acudiente del estudiante \_\_\_\_\_, del grado \_\_\_\_\_ deseo que mi hijo/a sea parte de este estudio de investigación.

Nombre del acudiente \_\_\_\_\_

Firma del acudiente \_\_\_\_\_

Fecha \_\_\_\_\_

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## APPENDIX

### FIELD NOTES

(Format to Specify the Research Problem)

**Title of the Project:**  
**Objectives:**  
**Place:**

FIELD NOTE #

DATE:

# OF PARTICIPANTS:

RESEARCHER:

OBSERVATION	COMMENTS
Here the student describes what happen in the classroom.	Here is written the student's interpretations about the events in the classroom.

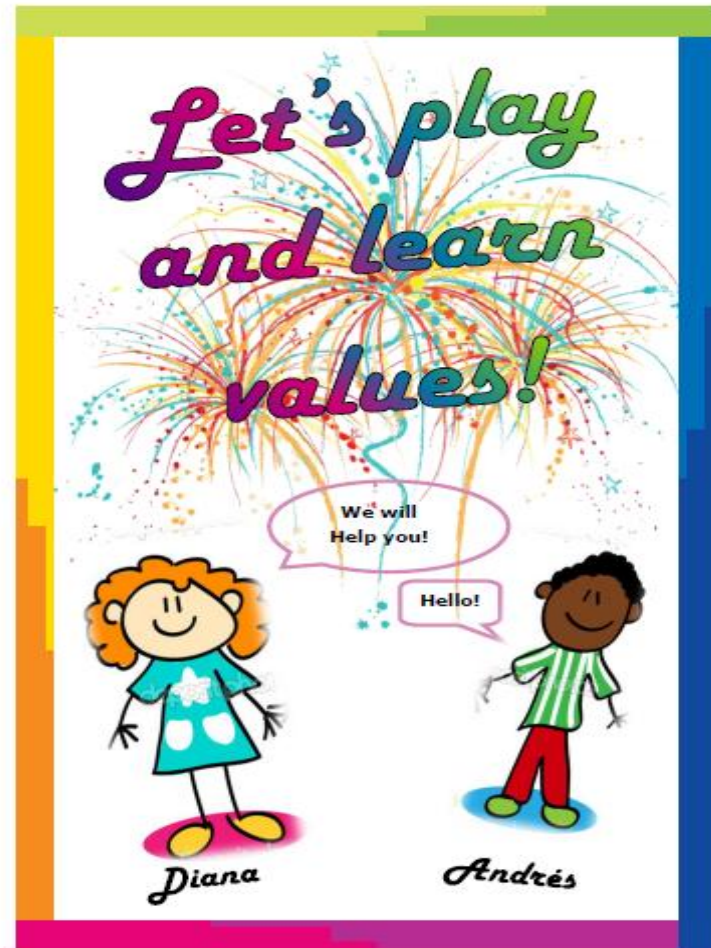
Page \_\_\_\_ of \_\_\_\_

Adapted from: Angela María Gamboa  
Mg. English Language Teaching  
Universidad Pedagógica Nacional

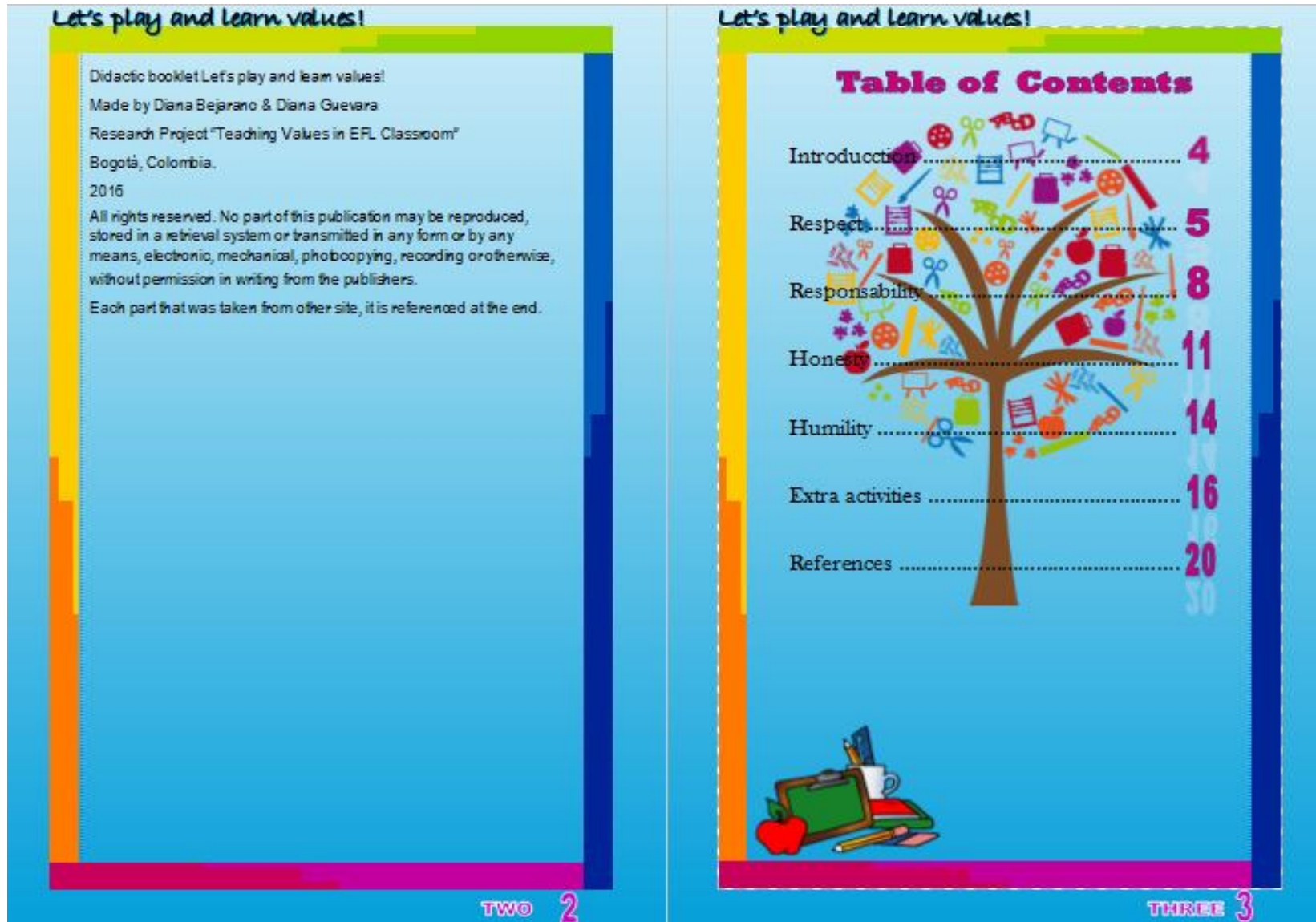


## APPENDIX


### PEDAGOGICAL PROPOSAL Didactic Booklet Let's Play and Learn Values!



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**Let's play and learn values!**



Help us to find values!

RESPECT	N	J	W	S	F	M	T	Z						
C	O	M	M	I	T	M	E	N	T	N	R	G	W	U
S	O	L	I	D	A	R	I	T	Y	G	I	K	E	V
Z	O	P	X	B	T	U	P	O	H	E	E	Z	B	X
N	R	F	T	T	O	E	R	G	O	N	N	C	E	Y
H	W	C	R	H	L	Z	E	N	N	E	D	F	D	K
K	O	V	B	S	E	A	S	R	E	R	S	D	H	A
T	S	R	J	C	R	T	E	E	S	O	H	I	O	F
P	M	J	K	C	A	F	R	U	T	S	I	B	P	P
A	Y	B	O	N	N	Z	V	K	Y	I	P	K	A	Z
P	P	A	W	K	C	R	A	M	W	T	I	P	F	D
C	I	A	W	Y	E	U	T	X	G	Y	P	B	F	O
R	E	S	P	O	N	S	I	B	I	L	I	T	Y	D
T	O	X	L	O	V	E	O	J	H	N	L	L	W	J
V	L	X	I	A	U	X	N	T	K	C	T	N	M	V

http://www.101ways.com/2010/11/101-ways-to-teach-values-101.html

Commitment  
Friendship  
Generosity  
Honesty  
Love  
Preservation  
Respect  
Responsibility  
Solidarity  
Tolerance

**Draw yourself. Write values you like most.**

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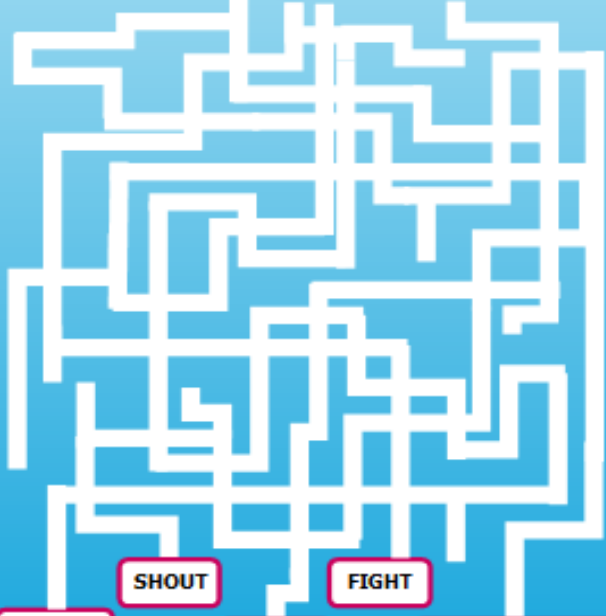
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**FOUR 4**

**Let's play and learn values!**

Help Andrés to find the ways to show respect.  
Color the correct roads.

SHOUT

FIGHT

LISTEN

SHARE

BE GRATEFUL

**FIVE 5**

Let's play and learn values!



How do you  
Respect others?

Make a drawing about the ways you respect others. Ex: Listen classmates' ideas.



SIX 6

Let's play and learn values!

Let's sing about respect!

### Respect Song



Everybody is special  
In their own way  
In the way that they look  
And the things that they say  
On this wonderful day!

If you show respect  
To your neighbor  
They will give it back as a favor  
Let's all get along  
On this wonderful day!

Chorus:  
Respect yourself!  
Respect others!  
Respect the school!




Listen the song on <https://www.youtube.com/watch?v=ZgldfFs-14M>

SEVEN 7

Let's play and learn values!

## Responsibility is...



**Practice**  
**Self-control**

**Finish what you begin**

**Do your best and keep trying**

**Be accountable for your choices**

EIGHT 8

Let's play and learn values!

Circle Responsibilities That you most usually do.



## At home

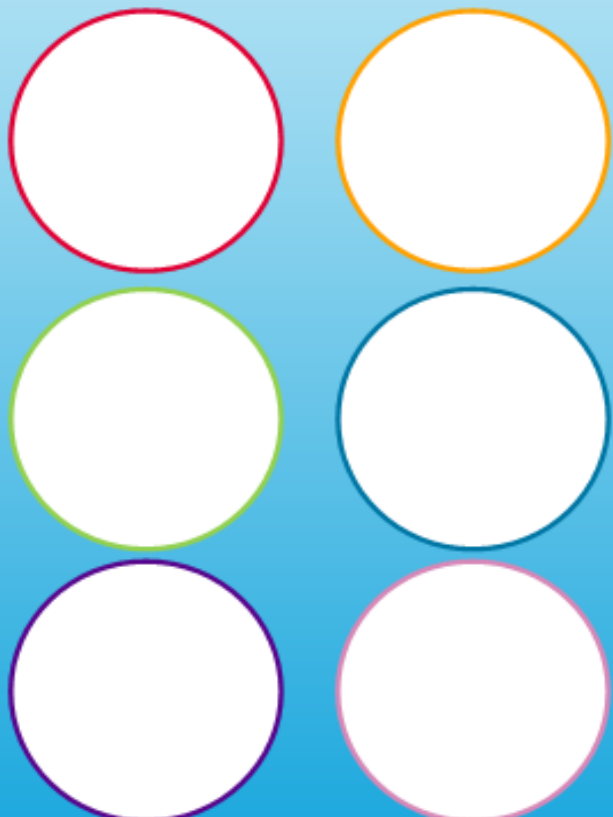
clean/vacuum 	clean up toys 
make the bed 	pet care 
brush your teeth 	clean room 
take out trash 	get dressed 
help mommy 	clean dishes 

NINE 9

Let's play and learn values!

Draw your responsibilities.

## At school




TEN 10

This worksheet is titled 'Let's play and learn values!' and 'Draw your responsibilities.' It features a large section titled 'At school' with six empty circles arranged in a 3x2 grid, intended for students to draw their responsibilities. The page is numbered 'TEN 10' at the bottom.

Let's play and learn values!

Why did pinocchio's nose grow?  
Color the answer



Smile

Tell lies

Listen

What value was missing in pinocchio?  
Color the answer


HONESTY LOVE TOLERANCE

ELEVEN 11

This worksheet is titled 'Let's play and learn values!' and contains two questions. The first question is 'Why did pinocchio's nose grow? Color the answer' with three wavy answer boxes containing 'Smile', 'Tell lies', and 'Listen'. The second question is 'What value was missing in pinocchio? Color the answer' with three heart-shaped answer boxes containing 'HONESTY', 'LOVE', and 'TOLERANCE'. An illustration of Pinocchio is shown on the left. The page is numbered 'ELEVEN 11' at the bottom.


Let's play and learn values!

# Be honest is...




Being open  
and sincere;  
truthful!


Those are ways to be dishonest. Match pictures with the words.



Don't copy



Don't Tell lies




Don't steal

TWELVE 12

Let's play and learn values!

Let's color!

# Honesty is THE BEST Policy




THIRTEEN 13

Let's play and learn values!



To understand Humility let's write what an arrogant person will say!

I'm the BEST!




I won and you lose!

FOURTEEN 14


Let's play and learn values!

**Be humble is to recognize your strengths and weaknesses to do good to others, saying nothing.**


Organize the words according to the picture.



second the or humble the Be when get place first you one.



than Don't feel others better.




good Accept with mistakes a your attitude.

FIFTEEN 15



Let's play and learn values!


Remember the four values we learned!  
Color the hands and write the values .



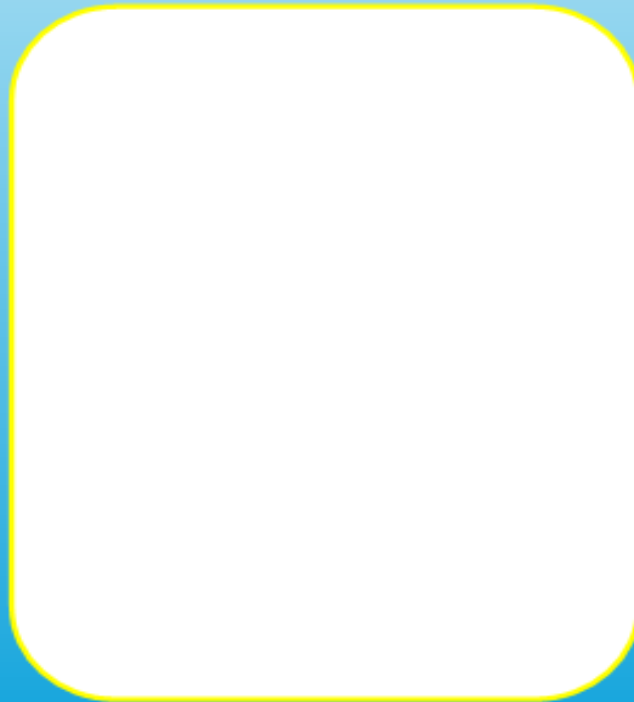
SIXTEEN 16

This worksheet features a light blue background with a decorative border on the left and right sides. At the top, the text 'Let's play and learn values!' is written in a playful font. Below this, two lines of text instruct the student to remember four values and to color the hands and write the values. The central area contains four hand outlines arranged in a 2x2 grid. Each hand has a horizontal line at the wrist, intended for writing a value. At the bottom of the page, the word 'SIXTEEN' and the number '16' are printed in a pink, stylized font.

Let's play and learn values!



Let's see your home!  
Draw your family members  
and then write your family  
values!



SEVENTEEN 17

This worksheet has a light blue background with a decorative border. At the top, it says 'Let's play and learn values!'. Below the text is a cartoon illustration of a girl with orange curly hair, wearing a blue dress with white polka dots and a white star. A speech bubble next to her contains the text: 'Let's see your home! Draw your family members and then write your family values!'. The main body of the page is a large, empty white rounded rectangle with a yellow border, designed for the student to draw their family and write values. At the bottom, the word 'SEVENTEEN' and the number '17' are printed in a pink, stylized font.

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Let's play and learn values!

Let's play ladders and snakes!

20 FINISH	19	18 What's your favorite value?	17 Go a head one space
13 When you find a pencil in your classroom, what do you do?	14	15	16 Miss a turn
12	11	10 Return one space	9
5 Is arrogance a synonym of humility?	6	7	8 How are you responsible at home?
4 What's respect for you?	2	1 START	

EIGHTEEN 18

Let's play and learn values!

Thank you  
for playing  
and learning  
with us!

NINETEEN 19

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**Let's play and learn values!**

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- <http://www.canstockphoto.es/ni%C3%B1o-robar-dinero-23052306.html>
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- <https://www.youtube.com/watch?v=ZgjdFs-J4m>
- <http://www.havefunteaching.com/shop/downloads/videos/character-videos/respect-video/>
- <http://casacoloresblog.blogspot.com.co/2015/02/reperitorio-para-nuestro-carnaval-indios.html>
- [http://es.123rf.com/photo\\_9708081\\_band-a-de-musica-de-jovenes-ninos-jugando-y-cantando.html](http://es.123rf.com/photo_9708081_band-a-de-musica-de-jovenes-ninos-jugando-y-cantando.html)
- <http://www.egatouviaggi.it/wordpress/wp-content/uploads/2015/04/pentagramma-colorato.png>
- <http://www.clipartanda.com/categorias/school-supplies-clipart-free>

**TWENTY 20**

**Let's play and learn values!**

- [http://servieduca.com/comunidad/wp-content/uploads/2013/11/arbol\\_iniciat.png](http://servieduca.com/comunidad/wp-content/uploads/2013/11/arbol_iniciat.png)
- <http://zeze2.z.e.pic.centerblog.net/40dfbf0e.png>
- <http://www.dreamstime.com/stock-photography-generic-cartoon-person-walking-confidently-vector-clip-art-illustration-forward-image34534212>
- <http://www.aulafacil.com/cursos/120402/autoyuda/autoyuda/humildad-y-sobrerbia/utilidad-de-la-virtud-de-la-humildad-para-evitar-el-vicio-de-la-sobrerbia>
- <http://devotions.kevinspear.com/humility/tested-by-praise>
- <http://cliparts.co/clip-art-management>
- <http://sweetclipart.com/colorable-hand-prints-974>
- <https://pixabay.com/es/serpiente-verde-reptil-rastreo-36377/>
- <https://opencart.org/detail/167237/ladder>
- <http://www.ciker.com/clipart-easter-colors.html>
- <http://www.clipartbest.com/free-mexican-clipart>

**TWENTY-ONE 21**

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