

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN THE EFL CLASSROOM

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Abstract

Nowadays, students in the educational environment have different problems related to interpersonal relationships that involve their attitude and behaviors among students and even towards their teachers, those behaviors affect the successful learning process of students. Therefore, it was necessary to implement a plan that helped students to improve their relations and promote a favorable coexistence.

For that reason, this qualitative study was carried out at Colombo Latino School with thirty students of fourth grade who participated in order to determine, if fables might contribute to generate a reflection about the importance of personal values. With the aim to improve students' behavior among them and towards their teacher, this study was carried out through the implementation of fables using the pre, while and post reading activities.

Finally, the data gathered through the different research instruments evidenced that students generated a reflection through a process in which they recognized the consequences of bad actions, they were aware that they have behaved inappropriately in their lifetime and finally they reflected about those behaviors understanding what they should do in different situations.

Key words: Socio-affective dimension, personal values, fables.

Resumen

En la actualidad, los estudiantes en el entorno educativo tienen diferentes problemas relacionados con las relaciones interpersonales que incluyen su actitud y comportamiento entre los estudiantes e incluso hacia sus profesores, estos comportamientos afectan el proceso exitoso de aprendizaje de los estudiantes. Por ende, fue necesario implementar un plan que ayudara a los estudiantes a mejorar sus relación y fomentar una convivencia favorable.

Por esta razón, este estudio cualitativo fue llevado a cabo en el colegio Colombo Latino con treinta estudiantes de grado cuarto quienes participaron para determinar, si las fábulas podían contribuir para generar una reflexión acerca de la importancia de los valores personales. Todo eso, con el objetivo de mejorar el comportamiento entre ellos y hacia su profesora, esto fue llevado a cabo a través de la implementación de las fabulas usando actividades previas, durante y después de la lectura.

Finalmente, la información recolectada a través de diferentes instrumentos de investigación evidenciaron que los estudiantes generaron una reflexión a través de un proceso en el cual ellos reconocieron las consecuencias de las malas acciones, fueron conscientes que ellos se han comportado inapropiadamente en algunas situaciones en diferentes contextos y finalmente reflexionaron acerca de esos comportamientos entendiendo que deben hacer en diferentes situaciones.

Palabras clave: Dimensión socio- afectiva, valores personales, fábulas.

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Introduction

The aim of this document is to show readers a research project which involved the teaching of personal values during the English classes so that, students were conscious of their attitude, and behavior, and they could learn much more than a foreign language. According to Morales and Ferradas (2007) “quality education involves much more than great language teaching, it involves educating the whole person” (p.4). Therefore, it can be said, the education and specifically the English classes should keep in mind different aspects, which means, not only the language focus, but also the needs and problems that happen in the English classroom

Thus, it is important to teach values, not just for the academic field, but also for students’ life. Hence, Jimenez (2008) stated that “for the well-being of a community, it is necessary to have shared rules that guide the behavior of its members, otherwise the community will not function satisfactorily for the majority” (p.4). This means that people should have the same rules in other words values because they allow people to behave appropriately in different contexts in order to have a good relationship and coexistence within society.

Furthermore, if teachers can teach values, students probably develop their abilities, their capacities, and increase knowledge during the learning process, as well as it is important that they learn to be well-rounded people; this means, that they learn and put into practice the values that make people behave properly inside the society in which they are immersed. Hence, the purpose of this research was that English classes had a different

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contribution to learning English as a foreign language in order to integrate knowledge with values education through fables so that, English classes may offer students something that goes beyond and contributes to their lives. Additionally, students might have good relationships and they might analyze several situations according to their thoughts and reflections. For that reason, it is very important the use of fables in the development of the personal values because fables use different reflective messages so that, students take them into account and they might reflect about their actions in their own lives.

From researchers' experience, as students and teachers, we can conclude that values' training does not have the importance it should have in education. For that reason, different behavioral problems happen in some schools because it is given more importance to the language knowledge than values.

The issue previously mentioned, could be noticed during some observations that researchers did at Colombo Latino school where there were not values promoted in the classroom; as a result, fourth grade students have not developed good relationships among them; thus, disputes, disrespect and intolerance arise in the class due to the lack or weakness of values; for that, reason the learning process of students was affected and the interpersonal relationships too.

To start with this research, in the first chapter, you will find the justification, then the statement of problem, which includes, the research problem and the relevance of this project. In the same chapter, the reader will find the general research question and the objectives which established the starting point of this project.

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In the second chapter, it is found the literature review in which there are three studies that support our project. These helped us to find and know what differentiates us from other projects. In the second part of this chapter, you will find the theoretical framework where the socio affective dimension is defined as well as the type of values, and specifically the values that we chose for this research, the personal values.

In the third chapter, the paradigm this research belongs to, is presented and the approach through which was developed it. Also, there will be the descriptions of the participants, including their ages, the amount of students, their English level, and so on; another aspect of this chapter is the description of the setting. Moreover, the data collection instruments used to collect data are explained. In this part each instrument is defined in a detailed way. Also, it is explained why we chose them and how we used them during this research because it is really important to clarify what we did during the whole process in order to know what students thought and did.

Next, in the fourth chapter the reader will find the instructional design which includes the activities proposed for each class, and how each activity was done regarding the use of fables as a tool to teach values in English as a foreign language classroom.

Furthermore, in the fifth chapter, you will see the data analysis, and all the information we found during the implementation of the activities with the use of the instruments that we chose. In the sixth chapter, the reader will find the conclusions; they were divided in relevant findings and the research questions answers, as well as the

pedagogical implications. Finally, in this document, the reader will find the limitations and further research.

Chapter I

Justification

Throughout our experience, we have noticed that in English classes; several language skills are usually developed so that students can speak holistically the language which is an important aspect for Colombian education. However, based on the observations we did, it was evident that students do not pay attention since they keep on fighting, screaming, hurting themselves by using bad words, and so forth. Likewise, a research about scholastic violence in Bogotá, in 2006 carried out by “Secretario de Gobierno de Bogotá” in collaboration with "la Universidad de los Andes" and "DANE" found that “one of three students have been victims of punches and physical mistreatment by his/her partners in the school (32%); towards the victims one of two, insulted a partner in the year before (46%), and one of three, offended and punched another partner (32%)” (as cited in Arenas, Hincapié, & Gutierrez, 2008, p.10).

It can be said, based on the previous statistics that in Colombia there is a great number of violence issues in classrooms. However, if problems are fixed from the English class environment, the situation may change in favor of the national education. Furthermore, not only through teaching grammar rules, vocabulary, and all the aspects related to English language should be enough for improving children’s education, but English classes should

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have another contribution to students' lives, that is, English teachers should inquire about what needs and problems students might have; those that are not associated to the language but about their personal contexts in order to improve them through the English class.

Bearing in mind the previous statements, it may be said that affairs related to behavior are one of the most common problems upon the classroom. Every student has different ways to communicate, think and behave; for that reason, many of them experience problems in the classroom since they have different points of views which might not be taken into account by other students. Hence, the problem is the way they intend to solve them and in fact, we as teachers we can still do something because behavior can be modified during their development; even more when students are very young. Therefore, behavior can be improved so that there are fewer misunderstandings in students' personal and academic life. Sometimes students feel jealous, envy, and apathy to other classmates; consequently, those kinds of behaviors make people violent where big consequences may be experienced by students.

Therefore, students' behavior might say much more about who they are. On the way students often act, you can know what kind of students they are; this means that the way they speak, express themselves and behave can reflect their personality and everything surrounded them, because according to the observations we did at Colombo Latino School, it was reflected that students were disrespectful, and also they were aggressive among themselves. For that reason, in English classes, teacher should try to improve those problems so that English classes might be better, but above all students can strengthen their

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socio affective dimension and specially their personal values (which come from this dimension) so that they are less discourteous and more critical and aware of their acts.

Moreover, according to United Nations (2003) “Every society needs to be bound together by common values, so that its members know what to expect of each other, and have some shared principles by which to manage their differences without resorting to violence” (p.9). Hence, in this case students should have the same or similar values so that they avoid fighting, that is, students should take into account the personal values because these values promote the elemental, but important values such as the respect, responsibility, honesty, etc.

Now, in order to work the personal values; we considered as a suitable resource the use of the fables. Fables are moral tales, often involving animals that represent people. They reveal human experiences and/or show conflicts over issues. They are generally short and concise stories (Detlor, 2001, p.5). Therefore, if we want to promote the personal values, the fables are indicated because they are striking for young learners because they have interesting characters as well as they are short and bring a reflection. Besides, working with fables enables children to build literacy, build ethical and moral development, build classroom community, develop an understanding of metaphor and translate ethical issues into real life (Detlor, 2001, p.5). In that way, young learners are not only entertained, but also they may develop other skills related to language and their acts.

And eventually, if personal values are promoted through the fables, students will probably be more conscious of their actions and their speech in order to avoid problems and

students would not be disrespectful with the people around them because the most of students are impolite, that is, they say some bad words or fight among them and so forth. Although, English classes should contribute to learn another language (different to the native language), this does not mean that teachers should be only focused on the learning of another language, but also as we should notice the different problems or needs that students have in the class, for example, if students have bad behaviors, teachers can investigate why or simply how they can improve that so as to have a better environment with a specific aim and students will have an enriching education.

Statement of the problem

In the learning process of students it is important to create a favorable environment in the educational context and in the classroom as well, an environment in which students can feel well and comfortable with the teacher and also with other students in order to develop and promote good relationships among the people that are involved there. According to Harecker (n.d) “the aim of values education is to encourage young people’s awareness of having values and their corresponding relationship to the world in which they live” (p.1).

Hence, this research project arose due to the necessity to improve the social relationships among the members of an educational context. Furthermore, the research problem of this project emerged when in the English class was evidenced that a favorable environment was not promoted. Based on some observations that researchers did at Colombo Latino School specifically in fourth grade it was evidenced that students had a bad behavior towards the teacher and among them. On the one hand, those problems

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affected the successful learning process of students because the classes were interrupted all the time for those behaviors. On the other hand, good relationships among students were not promoted.

The inappropriate behaviors that students had with the teacher and among them were that they were not respectful and during the English class they were aggressive and impolite, in spite of that the teacher did not say anything. Besides when the teacher told something to students they answered inappropriately. Those students' behaviors may be due to the lack or weakness of values. Azmitia, Margarita, and Gewirtz (1992) state that "values, together with motivations, are forms that determine the thinking and behavior of people" (quoted in Baena, Martínez, Soto, Martínez, & Restrepo, 2009, p.126). Therefore, the values help us to recognize our behavior in difficult situations where we are not able to keep calm and we have to bear in mind the values because those allow us to have good relationships within the society determining the kind of person that we are.

Therefore, it is necessary that schools take into account the problems related to behavior and think about any strategy in order to solve them, because it is really important to educate students as well- rounded individuals, not only teach them knowledge about any field such as mathematics or sciences, but also, teach them values that will be useful for their lives and can make them better people.

All in all, different researches such as Arrieta, Beleño and Villa's research (2015) and Campuzano, Granda, and Herrera (2014) have been carried out about the development of values in order to improve the relationships and coexistence. But, we noticed that it has not

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been worked from the language teaching, therefore it is relevant to work on values in other areas such as in English class in order to contribute to the development of integral people able to live in harmony in different contexts.

Finally, this study aimed to contribute in first instance to students that were involved in the problem identified in order to improve the relationships among them and also strengthen their personal values that are important in their whole life to coexist in different contexts, however the researchers also wanted that this project benefit the participants' parents with the purpose of they understood the importance of reinforcing the values of their children. Besides, the educational community in this case Colombo Latino School could implement the strategies in the different areas to foster and strengthen the values of all students, and as a result improve the relationship of the whole community. Furthermore, another benefit of this research was to demonstrate to the educational community that values could be developed from any knowledge field. Last but not least, we as researchers wanted to know how from a foreign language teaching we could work on the different social problems that happen in the daily life such as violence, social inequality, discrimination and so forth.

Research question

How might fables generate a reflection about the importance of personal values in EFL classroom with fourth graders at Colombo Latino School?

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Objectives

General objective

To determine the possible contributions of fables to reflect about the importance of personal values in EFL classroom with fourth graders at Colombo Latino School.

Specific Objectives

1. To explore the kind of fables that can be used according to the project's purpose.
2. To describe the process students have to achieve awareness and reflection through fables.
3. To analyze the students' reflections after the implementation of fables.

Chapter II

Literature Review

In order to strengthen the students' values to promote a favorable environment and good relationships among them, some researches have been developed. These studies that are going to be described below implemented strategies and methodologies, in order to demonstrate that through fables students could strengthen and develop their values as well as the development of useful skills in personal and academic fields.

The first research involves the development of values in students of first grade at Docente de Turbaco School. Arrieta, Beleño and Villa's research (2015) was developed in

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Cartagena and their general objective was to develop pedagogical strategies based on stories, fables and myths in order to promote values in students.

The specific objectives were in first place, to determine the possible cause of behavior in first grade students. The second objective was to describe the pedagogical strategies that may strengthen some values in students. Finally, the third one was to implement the strategies through storytelling of fables and myths. Furthermore, their research was developed because they could identify that in those schools students had inappropriate behaviors which generated violence and verbal and psychological mistreatments, as a result the environment was not appropriate to develop a successful learning process.

Therefore, Arrieta et al (2015) wanted to strengthen the values in students such as respect, tolerance, love, friendship among others in order to create appropriate environments and tools to improve the relationships among them. Moreover, this research used the case study and qualitative approach and they based on Ovidio Decroly's ideas in which the respect and personality of children are important to prepare them to live in freedom.

In addition to that, the methodology that was carried out in their research was to implement some activities and ludic strategies such as storytelling, puppetry, dramatization and drawings. For that, they created different reading spaces in which students could choose different texts and they discussed about them, for each activity the researchers implemented one or two values through different texts.

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The results of the previous research were positive because they achieved the awareness of students, parents and teachers about the necessity to strengthen values in students. Besides, promoting values could guarantee a successful environment for a good learning development and peaceful coexistence of students and finally, through those activities parents and teacher could participate in order to build up values in students.

Likewise, as Arrieta et al (2015) the project that was carried out aimed to generate awareness about the importance to strengthen values in students and do a collaborative work among the members of the educational contexts and also the family because they play an important role in values education. Moreover, the most important aims were to strengthen their values; so that students could be better people and also, it was to create a favorable environment, thus students could coexist better in the entire context that they were immersed.

The contribution of Arrieta et al research (2015) is the methodology that they implemented because the activities were creative and suitable for participants, as well as they used of dramatizations, puppetry and activities that involved painting and drawing. Besides, they promoted for each activity values and chose a fable related to that value hence, it was a proper way to strengthen values in students. What is more, in all the activities they involved all students and promoted the cooperation and tolerance so, it made that the environment was favorable promoting an appropriate coexistence among them.

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Finally, the differences between Arrieta et al (2015) and this research are on the one hand, it was not implemented with the fables but also, myths and storytelling and this research just implemented fables because of the moral that it provides us. On the other hand, Arrieta et al (2015) project was not implemented in the English classroom; therefore, it makes that this research different because besides fostering the personal values also this research aimed to develop some skills in English learning.

In contrast, there is another study that was done in Praga, Czech Republic and it is called “The Role of Values in Teaching” by Štika (2012). In this study, he wanted to reflect about the importance of teaching values, so the first problem he found in Praga was “many teachers feel unprepared to teach values, which is one of the causes of frequent reliance on the hidden curriculum” (Štika, 2012, p.12). Therefore, his objectives were to examine the role of values in teaching as seen by Czech teachers as well as to find out what importance Czech teachers attribute to moral values in teaching and planning.

Štika’s research was qualitative and his approach was phenomenology. He used the anonymous questionnaire and interviews in order to know if teachers really did not feel safe to teach values because they did not know it, and also if teaching values was important in school education, besides if they had prior knowledge about the values and finally which values were the most relevant issue.

As a result, in the Štika’s research teachers from higher levels of education exhibited a strong tendency to select self-direction that is a type of values from Schwart (2005). Most of the teachers in his research said that the teaching values is really important part in their

occupation and finally other fact is that “It is especially true of teachers in lower levels of education such as elementary schools or pre-schools with university teachers showing the lowest willingness to acknowledge that values are important in their courses” (Štika, 2012, p.39). Therefore, teachers who teach in basic primary and other low courses do not take into account the importance of teaching values, although the teaching of values should be the priority in those types of courses, because the students’ personality and characteristics are built up in the first years of their life.

So, it can be said that the greatest contribution of that project to this one is that the teaching of values is really relevant within curriculum, and also teachers should know the importance of working on values, since these allow people to create a new thinking and reflection about what values mean in general for the education because nowadays, values should be important inside school so that Colombian students have self-awareness about their behavior during this time because they have created high levels of violence and disrespectful actions towards other people. Indeed, if teachers promote values teaching, students will be more aware, and they can behave better within this society. Although, some teachers do not have absolute knowledge of this field, it is through their experiences they can teach and present them in their classes. Hence, Štika’s research (2102) is great support to make public the implementation and development of values because it is extremely important in the students’ lives and education itself.

And lastly, the other study is related to the socio affective dimension which encompasses different aspects such as the values, personality, thinking, relationships and

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also, emotions. Therefore, those aspects need to be worked in order to develop students as well- rounded individuals. In contrast to the research above, the research of Campuzano, Granda, and Herrera´s research (2014) called “dificultades socio afectivas de los niños y las niñas del hogar infantil Travesuras” carried out in Bello, Antioquia, was developed in order to promote in students the socio affective dimension more specifically emotions and the capacity to socialize, because the researchers could identify that in that kindergarten children had difficulties establishing relationships and expressing their feelings and thoughts because of different problems related to violence because the kindergarten is located in a neighborhood of Bello, Antioquia in which there were social problems related to delinquency as a consequence, the environment did not allow those children to develop the socio affective dimension in an appropriate way.

As objectives, Campuzano et al research (2014) proposed, first; to identify the teacher´s role importance facing the socio-affective development, second, to observe the positive and negative conditions about the socio affective environment and finally, to evidence the importance of socio affective dimension in the integral development of children. The design of this research was action research with a qualitative approach to collect data.

Additionally, Campuzano et al research (2014) took into account Maria Montessori´s model due to the importance of its ideas in the learning environment. Furthermore, the methodology was carried out through different didactic activities promoting the cooperation among children and participation too, this methodology had different phases; the first one

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was, awareness in which researchers socialize the project to teachers and parents, the second one was, training in this part the action plan to solve the problem was shared and the third one was, implementation phase in which the activities were carried out and finally, projection phase the results were shared.

The conclusions of Campuzano et al research (2014) were that the activities carried out allowed creating favorable spaces in which students could build up relationships and were able to express their feelings and thoughts. Additionally, those activities allowed them to strengthen the learning process of children as well- rounded people.

All in all, Campuzano et al research (2014) contributed to this research in the implementation of the different phases to carry out the methodology because it was an appropriate way to do it, it made the methodology organized and it could integrate the different members of the specific context such as teachers and parents and also it allowed sharing the strategies that were used in order to solve the problem; as a result, all members could participate during the whole process.

Lastly, the difference between Campuzano et al (2014) and this research is the problem identified because it was about students had difficulties expressing their feelings, emotions and socializing; those aspects make part of the socio-affective dimension. Furthermore, this research was focused on generate a reflection about the importance of personal values of students in order to improve their interpersonal relationships. Thus, unlike Campuzano et al research (2014) the participants of this research were not able to

express their feelings and also they had behavioral problems in the classroom because they had lack of values that allow them to socialize and coexist properly.

Theoretical Framework

In this theoretical framework, the constructs which involve this research will be defined, all of that in order to clarify the specific concepts which allowed us to address our problem. The first construct to be defined is the socio affective dimension, in this construct there are several aspects like personality, self-esteem, relationships, ethic, moral and values. For that reason, the values were selected and they fit perfectly with the problem and the purpose of this research. In addition, we are going to define what fables are so that reader can notice its importance during this project. Furthermore, in the first instance, you are going to find the socio affective dimension where the values and other aspects come from.

The socio-affectiveness in EFL classroom

The socio-affective dimension is really important for the development of children from an early age that is why this research wanted to work on this dimension so that students have a favorable development and training within their academic process. However, to carry it out in this research it is necessary to define this construct properly and for that reason there will be different points of views in order to describe and highlight the most important aspects of this dimension in the classroom.

Firstly, it is essential to know what the socio affective dimension is and for this the Ministry of National Education of Colombia (2002) states that:

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The socio - affectivity implies facilitating the expression of emotions, also the anger, rage, fear, crying, as well as wellness, joy, love, enthusiasm, give children security in their actions, providing the opportunity to choose, decide and evaluate within a relationship of mutual respect, acceptance, voluntary cooperation, freedom of expression, appreciation of their own values and solidarity and participation, it is part of the training for life, because it allows children to create their own scheme of moral convictions and ways of relating to others (Translated quotation that appeared in the paper: Lineamientos curriculares, p.17).

From the above, the Ministry of National Education emphasizes that the socio-affective dimension contributes to the formation of the children's personality, because it involves their emotions, thinking and relationship with others. As a result, children's behaviors allow knowing how they are treated; for example people who are around them are models so that children learn from them, because it is here where students are able to recognize themselves and the emotions of others. Consequently, since our experience as teachers and students, the relationship between teachers and parents are involved in the children's behavior that is, if parents are aggressive and use an impolite language, most of the children will do the same. Lastly, the emotional part is suitable for their development.

As a result, the affective part involves an effective learning because of the interactions between teacher and student and also among students, for that reason the use of the affective part is a good strategy so that they might learn together, that is, collectively. This

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factor provides students to discover how to work as a team and also they can develop social skills and build their behavior and personality.

In addition, the National Association of Geoscience Teachers (NAGT, n.d) states “the socio affective dimension includes factors such as student motivation, attitudes, perceptions and values. Teachers can increase their effectiveness by considering the affective domain in planning courses, activities, and assessing student learning” (p.2) Thus, it refers that the affectivity in the classroom includes the motivation, for example, how the teacher is able to encourage students to make learning effective. It can be said that the activities that are done in the classroom are related to the development of this dimension, where students have the opportunity to be outgoing and also know their values through their life experiences.

Besides, the affective part in the classroom carries out the recognition of virtues and qualities for the interpersonal and intrapersonal relationships. As a result, Habte (2009) mentions that “it involves stimulating learning through establishing a level of empathy between the teacher and student. It includes considering factors such as emotions and attitudes” (para.4). It means that education not only involves the cognitive development in which students enrich their knowledge in specific subjects, but also education, especially in the classroom can contribute to the children’s relationship, for example the teamwork, their thoughts, emotions, feelings which drive their behavior and also students are more aware of their actions and they are more responsible and autonomy people.

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Furthermore, the social side of the student is important not only to develop the body and verbal communication, but also for increasing the confidence, the self-reliance, among other characteristics that help the student to succeed in their life, as Patrick (2003) states “To understand students’ success at school, therefore, we must attend to their relationships with others at school and ways that the environment promotes different types of social interactions and relationships” (p.9). As a consequence, the social relationships allow children to have success in life so it is important the development of the effective part in the classroom. Maintaining a social environment makes students interact not only to know themselves but also to know others and to recognize their feelings, thoughts, and so on.

In conclusion, the socio-affective encompasses different factors such as the development of the personality, the behavior and how children can think, feel and even as the way children act. For that reason, this study wants to be more specific in order to develop a specific socio-affective characteristic that in this case are personal values. So, personal values will be defined in the next stage.

Values

In human development, values fulfill different fields; one of them is the individual motivational goals. Values form and develop in interaction with others, while the surrounding environment contributes to variability across cultures and changes across time (Brosch & Sander, 2015, p.35). Therefore, it can be said that values start from different fields such as personal, family, cultural, among others. The role of values in everyday life is related to the interaction with each other, as well as the values can be considered and

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constructed through secondary factors, such as the environment where the person lives, the people around him or her as well as his/her cultural background.

“Values guide the selection or evaluation of actions, policies, people, and events, but people decide what is good or what is not, justified or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values” (Schwartz, 2012, p.3). As a result, values imply that individuals are aware and critical people according to their actions and mindsets, in order to know what is good and bad, that is, values help the individual to deliberate or in other words, values are a guide that allows the individual to make the right decisions according to what they think that is right.

“Talking about values is often about knowledge or justice in which both can be promoted and also guide one's actions, such as when someone maintains that democracy and autonomy or when another person speaks about reliability and integrity as someone's personal values” (Brosch & Sander, 2015, p.6). Therefore, in order to know how to have some autonomy to decide for themselves and be able to determine their own judgment what is right and wrong, values allow people to be guided and they can make their own choices.

Nevertheless, there are different types of values which can be characterized for working on specific areas. The most common values are family values, this kind of values are ideas or beliefs that give great importance to the traditional family of a mother, a father, and children all living together (Cambridge Dictionary, 2016, p.1). Also, Farooq (2014) remarks that “the socio-cultural values are hereditary and form core of the culture, it includes customs, rituals, convention, styles, and fashions which refer to the core culture”

(p.1). As well as, Richins (2004) indicates that “the material values are the way that people interpret their environment and even their lives” (p. 209).

Other values are the Spiritual which are the connection with a higher power and give a sense of purpose beyond our material existence (Hereford, n.d, p.1). Besides, the moral values are the attitudes and behaviors that a society considers essential for coexistence, order, and general well-being (Jimenez, 2008, p.1). And finally, the personal values which are defined next.

Personal Values.

The personal values are really important within the growing of children because they involve their family, but also their interpersonal relationships. What is more, personal values mean to consider essential principles in which we are building our life and guide us to relate with other people. They are usually a blend of family values and social-cultural values, together with our own individual ones, according to our experiences (Jimenez, 2008, p.1). Personal values are the main and important values in the children’s lives because they are a combination between family and socio-cultural values where children can interact to each other as well as develop their interpersonal relationships and also build up their own beliefs.

Besides, Raj Son College (n.d) stated, “Personal values help to achieve to enhance self-awareness, more effective time management and greater integrity” (“Clarify and Apply Personal Values,” para. 12). On the one hand, it can be said personal values contribute to interpersonal relationships, in which the interaction is really important in

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order to know different perceptions from young people to old people. On the other hand, the confidence is also important so that they feel comfortable, their time management, autonomy, critical thinking and so forth.

Nonetheless, according to the State of New South Wales (NSW, 2009) “as human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives. Our family, friends, community and the experiences we have had all contribute to our sense of who we are and how we view the world”. It means, we have our own personal values, but the family, people around us and even our cultural background can influence our perception about our actions and how we have to behave. Although, all of that influence us, it does not mean that we think like the others, it just means, people have a history, but you decide your own perception of the life.

In addition, the personal values are built up through our history, that is, our culture, our triumphs or the problems that we have had in political, social, and economic aspects. Our families also help us to build up who we are, however it does not mean, we can change or we have to agree with the system and our family.

Lastly, personal values include the students' perceptions where they know what is right and what is not good for them. As it was mentioned before, the socio affective dimension specifically the personal values will be worked through fables. That is why; the next construct to be explained is related to this literary genre.

Fables

The reading material chosen to promote values inside the EFL classroom in this project was the fables. So first of all, you have to know what a fable is, therefore according to Casildo (2011) “A fable is a literary composition, in prose or verse, in which, through a fiction of allegorical type and the personification of irrational animals, inanimate objects or abstract ideas, it is try to providing a practical teaching, sometimes even with the intervention of human and divine characters” (quoted in Carrascal, n.d, p.11). In this way, a fable has brevity narrative that is easy to understand; also fables have few characters that usually are animals that are not in the same position it means that a character is in a good situation and the other one is not. Besides that, through the characters most of the times animals reflect the behaviors and attitudes of humans with the purpose of giving a moral message to the reader, it develops some values and regulate the conduct and attitudes in order to improve the relationships in the society.

Therefore, Forzani (2009), states that “children love folktales and fables. With their simple characters and settings, as well as an enticing conflict early in the story”. (World Folktales and Fables, para.1). According to the previous statement, fables are very good for students, especially primary children because there are interesting and striking characters that help to capture the attention of students, besides fables involve certain characteristics in the monologues and dialogues of the characters where they play with the reader's emotions, making fables adequate to provoke reflective thoughts or reactions in students.

Moreover, according to Forzani (2009) “Reading world folktales and fables is not only a wonderful way to entertain and bond with children; it is also an effective way to educate them. The stories in classic folklore offer both social lessons as well as an opportunity to teach languages” (World Folktales and Fables para. 3). Hence, the fable is not only interesting and appealing to children due to their characters, but there is something more important because fables have also a background or a history that involves values, but especially about education so that students can analyze and start to read with a huge understanding and at the same time students could have different points of views according to the fable and practice their teaching.

To conclude, fables are a literary genre that is suitable for children who are involved in this research because it calls their attention, as well as they can develop their English and reading skills, but at the same they can be more critical and aware during the reading process because they analyze what is happening, they can notice the different values that appear in a fable through characters’ actions, thoughts and so on. Thus, students can reflect and learn from the different stories or situations that fables provide.

Chapter III

Research Design

This chapter includes the methodological framework that was taken into account to develop this research. First, the type of study explaining the paradigm and the approach are presented. The chapter is also composed by the description of the setting in which the research was carried out as well as the participants in the project; finally, the reader will

find the description of the instruments chosen to collect all the qualitative data needed to answer the question proposed.

Research paradigm

Qualitative research.

This project was carried out through the qualitative paradigm. Mack (2005) explains that “qualitative Research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations” (p.21). This characterizes the most relevant part of this project in order to know and answer our question; it needs to address issues such as participants' behaviors, their social contexts, their opinions and all the aspects related to their personality and actions, so it allows us to understand the students' experiences and also it can help students to express their perspectives.

Besides, qualitative research is also used to describe what is seen locally and sometimes to come up with or generate new hypotheses and theories (Johnson & Christensen, 2012). Hence, it was meaningful for this project because this paradigm allowed us to describe in detail the way in which we saw the relevant issues, students' thoughts and behaviors, however it was not only focused on the participants, but also in general, that is to say everything that surrounds it.

Additionally, Gritlee (2012) stated that “the qualitative research is used when little is known about a topic or phenomenon and when one wants to discover or learn more about

it” (p.12). Thus, it can be said that the central focus on this research which is the socio affective dimension is not very well-known, for that reason; there are not many results about it, especially in Colombia as well as in English teaching. Hence, it is a plus that gives this paradigm, and also this research because we can investigate and get further on this issue.

Lastly, this paradigm was chosen because we as researchers want to know if students might reflect through fables the importance of the socio affective dimension and specifically the personal values, for that reason the process in a qualitative way which helps to describe in detail what is seen during the investigation as students' behaviors, situations, and even their thoughts.

Research approach

Action research.

This research was carried out through action research, Burns (2010) remarks, “the central idea of action part of AR is to intervene in a deliberate way in the problematic situation in order to bring out changes and, even better, improvements in practice” (p. 2). Hence, this approach aims to act and generate some changes in the specific context, solving the problem that was identified by researchers. It refers to the students’ inappropriate behavior in the English class toward the teacher and also among them; as a consequence, the learning process of students in the English class was affected. For that reason, the researchers wanted to intervene implementing fables as a strategy to improve the behavior

of students generating in the students a reflection about their acts and the importance to put into practice in the educational context the values education from their families.

Additionally, the research approach that was carried out in this study was action research. According to Nunan (1992) and Mckernan (1996) “the major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring, settings, and primarily using methods common to qualitative research” (quoted in Burns, 2003, p.24). Thus, action research has as aim to solve a problem that is firstly identified by a researcher in a specific group or community. The idea of action research is to collect qualitative data in order to understand better the problem, this is why researchers have to organize, interpret and analyze the data, and then think in a possible solution of that problem. In addition, we have to develop a plan or strategy and implement it, so that through action research, we might help this issue which affects the specific context and also improve the teaching practice in order to contribute to English learning process of students.

Furthermore, Burns (1994) indicates that “action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen” (as cited in Burns, 2013, p. 30). Indeed, action research has as an objective to solve a problem, for that reason, it is necessary researchers identify clearly the problem and think about a proper way to solve it, but the researchers do not work in the problem alone, the researchers need to work in a collaborative and participatory way with

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the people involved in the problem in order to clear it up and as result generate changes in the specific context.

Moreover, Kemmis and MacTaggart (1988) advocate the view that “action research occurs through a dynamic and complementary process, which consist of four essential “moments”: of planning, action, observation and reflection” (as cited in Burns, 2003, p. 32). Therefore, it means this approach has a specific process and according to these authors, we wanted to develop our action research in this way. Nevertheless, you can see it better in the following illustration.

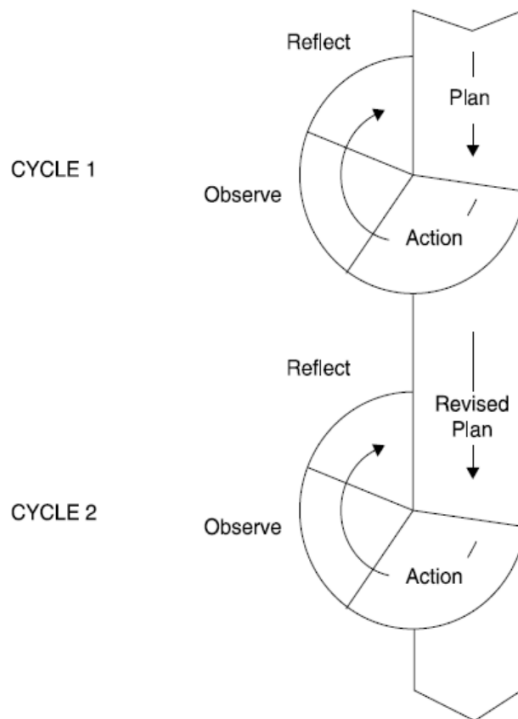


Figure 1 Cyclical AR model based on Kemmis and Mcaggart (1988)

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Additionally, those set of steps that have to be carefully developed in order to have a successful research. For that, it is necessary that researchers after identifying the problem, collect the data, design a strategy, proposal or methodology that help to solve the problem and then apply to the group or community involved in the problem, the researchers have to analyze, interpret and organize the results of the entire process in order to reflect about it and the results of the study and think if the strategy or methodology that they applied was successful and help to solve the problem identified.

To sum up, action research wants to solve a problem that affects the teaching or learning process in an educational context. As a consequence, researchers are able to generate some changes in the context that allow the improvement of the social situations. Indeed, this research aimed to improve the behavior of students toward the English teacher and among students because it affects their successful learning process, this was carried out through the implementation of fables that give students a moral that help them to acquire and reinforce the personal values. Accordingly, the behavior of students will change and improve as well as the environment of the English class.

Participatory action research (PAR) approach.

In order to have excellent results we chose the participatory action research because we thought that our participation, that is, our opinions, analysis, and thoughts were really relevant for the development of this project. Moreover, according to McDonald (2012) states that “participatory action research (PAR) is considered a subset of action research, which involves a cyclic process of research, reflection, and action” (p.35). In fact, PAR is a

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complement of the approach that we chose and for gathering more information so that we might answer our question.

In addition to that, PAR demands that all participants reflect on the changes occurring and decisions that need to be made before further work is undertaken (cited in Guerin, 2011). For that reason, students and even we as researchers need to participate and show what we thought about the events that happened during each session that is why researchers used suitable instruments in order to gather researchers' analysis and reflection as well as students' opinions and thoughts. And also, if participants work together in the decision-making process to investigate questions that are meaningful to them and they have the opportunity to address problems related to the implementation of research as they work (as cited in Guerin, 2011). In this way, altogether we might notice if through fables children might reflect on the importance of personal values because of the different evidence that each one gives.

Lastly, Kemmis and McTaggart (n.d) say that "Three particular attributes are often used to distinguish participatory research from conventional research: shared ownership of research projects, community-based analysis of social problems, and an orientation toward community action" (p.273). Therefore, everybody worked as a team so that we all may achieve the objectives that we created at the beginning of this research, and it was achieved due to students and teachers' effort, that is, the hard work of describing how we felt, thought, analyzed and were aware.

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Setting

This research was carried out at Colombo Latino School, located in the neighborhood Leon XIII, Soacha and its social stratum is two. This school offers education from kindergarten to high school and it is focused on artistic and technological education. In addition, Acosta and Escobar (2000) explain, that “the vision of this school is to promote the development of individuals able to acquire a cultural identity through the art, culture, and science” (p.17). Furthermore, this school aims to educate integral individuals responsible with the National heritage.

Additionally, this school is focused on educating individuals with a cultural identity as well as promoting some values to create a favorable environment such values are faith and life in order to develop a peaceful coexistence among the members of the community. According to the philosophy of this school the most important is that students develop a cultural identity, for that in this school different activities are developed in order to promote the arts and culture in students thus, the school strengthens the values that were acquired from family.

Participants

We decided to work with one group of fourth graders that in this case is the four hundred one (401) as it is called in this school. This group is different from the other groups because the school usually divides the girls and boys to put them in different groups. Nevertheless, this group is mixed where we can find fifteen (15) boys and ten (10) girls, in total there are twenty five (25) children.

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Participants that involve this project are found in social stratum 2 and they are between nine (9) and eleven (11) years old. These students seem to be happy, energetic, and enthusiastic. On the one hand, when participants are in class, we could notice during the previous observations that boys had a lot of energy and they might not sit down or pay attention for a long time. About the English level of the boys, we could notice that they might recognize and know some vocabulary, as well as they participate actively. Nevertheless, the grammar part is a little more difficult for them.

On the other hand, the girls are a little more aggressive because they fight for little things, as well as girls do not pay too much attention and they are screaming and running during most of the English classes. According to the grades and exams that students' teacher showed us, we might infer that the English level of the girls, we could realize that they do not participate too much; however, when they have some doubts, they ask a lot. In addition, girls might not understand the grammar rules very quickly, so it is a little bit difficult for them as boys.

Finally, they usually work more the grammatical aspects and teacher uses grammar books, but students do not reflect some knowledge about what they have worked. Lastly, the previous observations helped us to identify students' characteristics and some of those characteristics were similar, in fact we decided to work on a sampling in order to gather information from students with these similar particularities.

Purposive Sampling

Regarding the sample that we have chosen it was purposive sampling, so, Creswell and Plano Clark (2011) state that “this involves identifying and selecting individuals or groups of individuals that are specifically knowledgeable about or experienced with a phenomenon of interest”(as cited in Palinkas et al., 2013, p. 3). Hence, the researchers selected the participants through their personal judgment taking into account the observations that were done in which we could identify the different behaviors that students had during the English class, for example most of them are disrespectful with the teacher, and also they are aggressive among them.

Additionally, according to Palys (2008) “to say one will engage in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where and how one does one's research. This statement implies that the way that researchers sample must be tried to their objectives” (p. 697). For that reason, this kind of sampling is suitable for our research because we wanted to answer our question, as well as develop our objectives and those aims would be developed in a better way through this in order to be specific and discover what we wanted to find out.

Ethics

Taking into account the ethics of this research, it was necessary to develop consent forms for the school (see appendix A), the parents (see appendix B), and also for the participants (see appendix C). These formats were created in order to ask for their

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permission, and we could carry out the project at Colombo Latino School. In addition, we needed to create a consent form specifically for students' parents in order to work with their children since they are underage, and in this way they might participate in this research. Finally, other type of consent form was given to the participants, so that they felt comfortable and interested in participating and developing the different activities that were carried out during the whole project.

Besides, to continue with the ethic of this project and avoid disclosing the identity of our participants taking into account that they were under age we decided not to use their real names. Furthermore, we assigned them a number that they had to write in their journals as well as in the worksheets for that reason, in the excerpts that we write in the categories appear a number that correspond to students that made part of the sampling.

Data collection instruments

Interviews

Interviews are necessary for this project because they helped us to have enough contact with participants. According to Johnson and Christensen (2012) “an interview is a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant)” (p.198). As a result, with an interview some questions can be asked in order to know what the participants think and also if the process was developed successfully. In addition, this project was focused on the in-person interviews where face to face encounters are involved.

Informal conversational interview.

Johnson and Christensen (2012) claim “the informal conversational interview is the most spontaneous and loosely structured of the three types of qualitative interviews” (p. 203). Hence, we just chose this type of interview because it is interesting because it might have a closer relationship with the participant and also have a comfortable environment, so that this person is open to express their thoughts more naturally and safely. Through this kind of interview, we could analyze different actions or things that they were doing during the interview.

In these types of interviews protocols are not necessary so it is better for this research that the participants would be able to express them in a sincere way, in order to be conscious with the process. Thus, Johnson and Christensen (2012) indicate “the interviewer discusses the topics of interest and follows all leads that emerge during the discussion” (p. 203). In this part, the researchers could take advantage and they could ask about the process, the tasks, the fables if all of those are interesting, suitable, but also if it contributes to something for them in order to know if they were conscious with their process of developing the socio affective dimension.

In addition, this was one of the main instruments in this research because researchers needed to know what the participants thought from the beginning of the investigation, each two classes and at the end of it. Therefore, this data collection instrument was used since the beginning in order to interact with the participants, and gather information about what they thought, how they thought and learn more about the use of fables, what they learned

from fables, as well as if they liked and so forth. Secondly, this instrument was also used at the end in order to know if students had changed some aspects from the beginning to the end of the process.

Field notes

This data collection instrument was relevant for this research in order to observe and take notes of what happened during each session. Although, we wanted to talk to them, for us it is very important to observe because it is not the same when teachers are teaching or when teachers are observing, therefore we could analyze the participants' behaviors, movements, what they did during the activities more carefully. For that reason, this instrument was chosen in this research.

Firstly, this instrument involves several notes that are written down by the observer during and after making observations. Therefore, field notes involve the description of what researchers see within the observation in order to clarify the relevant points into this process. Additionally, it might help us in order to take into account specific events that happen during the class, and also we might gather all the important information so that we do not forget it.

However, Burns (1994) points out “the note information are focused on answering wh questions and can be organized in different categories to record descriptions, reflections or analyses of events” (as cited in Burns, 2003, p. 87). For that reason, while this instrument was being implemented during the investigation, we might file the most

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interesting students' characteristics and issues of class. Hence, the development of each observation was in order to have accurate and consistent information.

Indeed, this instrument allowed us to notice what we could not perceive during the session, not only for the students' thoughts (taking into account their opinions), but also from the point of view of researchers in order to write what happened and what students did (with facts), which is absolutely important because this project involves the behavior.

Besides, according to Cohen and Crabtree (2006) “when observing a culture, setting, or social situation, field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being observed”(p.13). The social situation greatly influences in the students' behavior and is in this part where researchers can also analyze such factors which would be interesting; however, this project is focused on the behavior and the students' attitudes. Moreover, through this instrument researchers could notice and analyze in order to support the process that this research has.

Hence, the field notes were used in the process of this project in consequence of when researchers started to find suitable fables and tasks, this instrument was appropriated to collect all the events that were happening when they were reading the fables, their opinions about the reading, the development of the tasks and also their interactions during all the class. For instance, how they were talking and behaving, so this instrument allowed us to gather detailed information and thus write it in order to remember what happened

during class. Therefore, this instrument was used in the course of this research and development even to the end.

Lastly, this instrument was carried out by recording everything that happened within the class. It was made in order to have order and analyze each observation, and then we divided it into three parts, at the beginning, during and at the end of each class so that researchers' notes were detailed and explicit. For that reason, we created a format in order to write down the description and analysis of the events as well as the reflection about the class (see appendix D).

Students Journals

This instrument is a successful tool to collect data because it provides the researcher information about personal thinking, feelings, reactions and reflections about the research process from the beginning to the end so, researchers can know what students think of the process, if they are really interested in the different activities and if the methodology is having successful results.

In this instrument, Burns (2003) explains that “Diaries and journals contain more subjective and personal reflections and interpretations than the relatively formalized recordings of notes” (p. 89). Hence, this research is focused on reinforcing the personal values that make part of the life of students and build them up as human beings so this instrument to collect data is really useful in this research so through journals students could

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share, reflect and write what they felt, thought about their life and how they act depending on the situations.

Therefore, through journals researchers could build a picture about the students and understand deeply the reason why they behaved in that way and also, know what values needed to be more strengthen so, it provided researchers with valuable information that allowed them to reflect and improve different aspects during the research.

Accordingly, Hitchcock and Hughes (1995) suggest that “The fieldwork journal or diary is the place where the researcher in conversations with herself, can record hopes, fears, confusions and enlightenment. It is the place where personal side of fieldwork equation can be reordered” (as cited in Burns, 2003 p. 89). In addition to that, the journal is the appropriate instrument in which different aspects can be recorded, such as hopes, fears, and confusions as well as the perceptions, feelings, thoughts and so on.

To conclude, this instrument provided researchers with subjective information about participants so, it let us know the behavior, feelings and thoughts of students. Besides, we could know what students thought about the research if they were interested or not and also knew the perspective that they had during the process. Thus, it allowed researchers to reflect about the process and improve the things that could affect the successful process. Hence, researchers designed a format that students developed at the end of each class in which students wrote what did they do, the value worked during the fable, the moral message, and an example of any real life situation related to the fable (see appendix E)

Documentary evidence/ Students' artifacts

This instrument was valuable for this research because researchers could evidence all the things that participants did during the process, also it provides rich data about the different activities that were implemented (see appendix F). According to Burns (2010) “the use of such material can provide background information and understanding of issues that would not otherwise be available” (p.122). On the one hand, collecting and analyzing these data researchers had better understanding participants' thoughts about the activities that were implemented and also, to know if the participants had understood the different activities done during the implementation of this research. On the other hand, this kind of data gives to this research credibility because with the artifacts that they did can be evidenced that all the activities and the production of students in the case of this research the reflection of students after the reading of fables.

Additionally, one of the advantages of these instruments according to Burns (2010) is that it “provides an easy way of obtaining other people's perceptions” (p.123). Hence, through this instrument the researchers could analyze and understand what students thought while students were doing the activities. In this way a valuable data for this research could be obtained.

Chapter IV

Instructional design

In this chapter, you will see the lesson plans created in order to show what we did in each session, and also the strategy that we used for the development of the readings. First of all, we did an opening session where we told students what we were doing in each session, after that we had six sessions in which we wanted to promote a specific value and in this way develop the class around the value that was chosen, finally we did a closing session in order to thank and know more about what they learned. The sessions were developed on Wednesdays, we had one hour of class and on Fridays we spent two hours.

In those sessions, as we said before, a different value was involved and this also implied a different fable. Nevertheless, we wanted the readings were even more effective, so we needed to use a strategy which would allow us to improve the children's understanding, and for that reason we divided the sessions in pre reading, while reading, and post reading moments.

According to Kintsch (1998) and Van Dijk (1983) pre reading activities help readers “to identify and determine previously the text structure, allows to the reader predict the kind of information that pretend to be communicated”(as cited in Gutierrez & Salmerón, 2012, p. 186). Furthermore, in this stage of the reading it is important that students know the kind of reading they have and understand how the text is structured, so it allows students to have an assumption about the text and also to follow the sequence of it.

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On one hand, the pre reading is also important to take into account the knowledge that students have, so that they are able to integrate it with the knowledge that the reading is going to provide them. Hence, according to Ramirez and Chacón (2007) “reading, from the point of view of reading comprehension should not be seen as a simple mechanic act, but also as a critical reflect processes about what is reading, because the last is a fundamental requirement to process, develop and assimilate knowledge”(as cited in Moncada & Belkys, 2013, p. 124). For that reason, in each session we decided to create several steps and activities where we could develop the pre reading so that, students could have a general idea about what the reading was about. Most of the sessions, we decided to write or decorate the title with capital letters in order to elicit ideas from students about the reading. As well as to show them the vocabulary that probably they didn’t know, so that they could understand better when we started to read or tell them the story in different ways.

Therefore, in the pre reading activities we started from the fables’ title in order to elicit answers from students related to it, and also we elicited vocabulary that probably they knew. After that, in order to put in context the students we taught them the vocabulary using different strategies and materials such as flashcards and posters with the main characters. After presenting the vocabulary, students could practice through different games such as memory games, domino, and lottery in order to use and check the vocabulary already taught.

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On the other hand, the while reading stage the students listened to the story that we told them through storytelling, dramatizations and also using different materials such as pictures, customs, a big book and so forth. Moreover, in this part was crucial that students learn the vocabulary previously so that they could understand better the fable because it is easier to associate the reading with the previous knowledge. So that, According to Block, Pressley (2007) and Kintch (1998) “It is crucial the use of strategies to develop with effectiveness recognition word processes, phrases and paragraph interpretation, text comprehension and supervise it” (as cited in Gutierrez & Salmerón, 2012, p. 187). Therefore, during this process it is necessary students are able to recognize the vocabulary that was taught into the sentences, so that they might recognize or build the sense of a sentence in order to understand what we were reading. For that reason, we decided to implement the strategies and material mentioned before.

Finally, in the post reading stage we checked that students understood the fable, learned the vocabulary and generated a reflection from the moral of the fable, so we did different activities in which students had to write, draw and so forth working in groups or individually. Besides, in each session they had to develop the students’ journal in which they wrote what they learned, if they recognized the value, the moral of the fable and also an example of their life so, in this way the students could reflect about their personal values.

In addition to that, in this stage it was expected students understood the text and they could answer the questions that emerged at the beginning and during the reading. As well

as students could reflect about what they read and they were able to express their feelings and thoughts after the reading, so that is why we wanted to do through worksheets, role plays, letters and so on in order to know if they learned, and what they thought about the reading.

Besides that, in order to be able to create the lesson planning we took into account the point of view that we as researchers have about the language, learning, and classroom. Therefore, the way in which we understand these aspects will be reflected in the lesson planning that the reader will see below.

Vision of language

The language is an important part of our lives, but the language might be seen in different ways. On the one hand as a system (linguistic), on the other hand as something functional, that is with a purpose. According to Tudor (2001) “In a system-based view of language, the learning goal is ‘out there’ in the form of the grammar, vocabulary, etc. of the language, and in a functional view of language in the form of the objectively observable uses that learners will have to make of the language.” (p.65). Now, it can be said that according to that definition, we tried to see and use the language as a functional approach so that students were able to communicate and they might socialize in order to share knowledge and create relationship. Indeed the language more than set of words, sentences, among others; the language has a purpose that is to communicate and give a message to the receiver.

Likewise, the language might be an expression that is the starting point, and language works following two stages: the immediate input from the teacher, and then the follow-up work conducted on the recording of the conversation (Tudor, 2001). Hence, teacher should see the language as an opportunity to give specific information to students in order to accomplish the objective that is the students might speak the language. The purpose of this is to try students might develop the activities and also students may have the opportunity to use the language in order to communicate.

Moreover, we want to clarify that this project was not focused on the language, but it does not mean that we do not care about it. In fact, we want to teach the language in an implicit way. It is very important since students need to understand what the readings are about, for that reason we wanted to teach step by step with the pre reading, while reading and post reading strategy so that students learn also the language in order to understand. During the pre-reading, we usually tried to explain to them the vocabulary and it was nice because they had the opportunity to know new words. And during the while reading it was interesting because through these fable students could infer what the texts wanted to say, so we wanted that the language was acquired by a natural approach.

Vision of learning

We as researchers believed that the vision of learning was the experiential learning that is composed by five main principles according to Tudor (2001) are the following; message focus, holistic practice, the use of authentic materials, the use of communication strategies and the use of collaborative modes of learning. Nevertheless, we thought that the

most appropriate according to the context and what we wanted to choose was the analytical learning.

Analytical learning

This type of learning is the ability to analyze situations, to decide upon a course of action, and to plan the implementation of decisions (Tudor, 2001). It means students have the opportunity to learn through analyzing all the situations and materials that teachers give to them so that students might learn in an implicit and inductive way. As teachers we believe that the best way to teach is that students build by themselves their own knowledge and teachers only have to guide them in order to reach the learning objective.

Additionally, students should be able to apply their ability to analyze data and to reflect on their choices within the context of their language study as they do in other aspects of their life (Tudor, 2001). Through this type of learning students are able to learn by themselves as well as they might develop different skills where they may analyze and reflect in order to find out information in detail where students will learn much more than they expect.

Hence, the methodology that was implemented for the reading of fables was carried out through the pre, while and post activities which allowed researchers to take into account the previous knowledge that students had and also, gave them the opportunity to think and guess what the fables were about, and also the vocabulary that they will find and learn from the story. In this way, we allowed students to analyze as well as have different experiences

through the reading of each fable where they could relate and compare their life to the fables from different real situations that they have had throughout their lifetime. Thus, students were able to analyze the fables recognizing the values as well as the moral message of it.

Vision of classroom

The classroom as a school of autonomy.

Researchers perceive the classroom as a school of autonomy where students are able to learn by themselves for that, the classroom has to provide to all learners need so that they be autonomous in the construction of their own learning.

This vision according to Tudor (2001) has two basic principles. “The first is that language learners are thinking human beings who bring with them to the classroom a variety of knowledge, experience, and insights which can allow them to play an active role in their language learning”. Therefore, it is important to take into account the previous knowledge that learners have; thus, they will be active in the construction of their own knowledge. Besides that, the background that learners have facilitates their effective learning process. Also, it is important that learners know that the learning that they have constructed during their lifetime is valuable and it helps them to be empowered.

The second principle is that the active engagement of learners’ human potential can enrich the learning process itself and help students to develop independent learning skills which they will be able to transfer to their subsequent learning and use of language (Tudor,

2001). So, it benefits the learning process of learners and provides them different skills that will help them throughout the process accordingly they be able to be active participants of their own learning. Besides, all the abilities and capacities that they acquire when they learn autonomously will help them in different contexts of their lifetime.

To sum up, promoting a classroom as a school of autonomy brings different benefits to the educational life as well as in other context in which students are immersed because it provides learners skills to help them build their own learning. Also, when students are autonomous it helps them in different aspects for instance; in their daily life and also they are able to carry out the things that they have to do without someone else telling them. In this way, they can develop their capacities and potentialities that help students to have self-confidence, self-esteem as well as think and make decisions by themselves.

In addition, students were able to recognize the value of each fable as well as the moral message and thus, carry out the awareness and reflection process about their behavior in the classroom and in the other contexts in which students were immersed. Although, the reading of fables was guided by us through different strategies, students were able to understand the message of the fable and they were autonomous with the activities implemented and with their own process.

Now, all the lesson plans that we used out in this research following the pre, while and post reading stages will be presented describing in detail, the date, the objective, the activities that were carried out with its procedure and also the kind of data to be collected.

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Lesson Planning

Session N° 1

Session and date	Learning objectives	Value and fable	Pedagogical Activity/ies	Kind of data To be collected
Session 1 October 21 st	To reflect on behavior that students have among them	Respect “The Fox and the Stork” (Appedix J; Detlor T, 2001)	<p>First of all, in order to present Ss the new vocabulary from the fable, we are going to use flashcards so that Ss can guess what the reading is about. Then, Ts are listing the things that Ss tell. Secondly, Ts are going to ask Ss to read the title of the fable. Thirdly, Ts are going to give Ss the fable. Then, each student will have to read every sentence and so on with the other sentences so that each student participates in the reading. Once, Ss finish. Ts ask Ss what they understood about the fable.</p> <p>So, Ts will write on the board some questions about the fable, and then TS tell students that we are going play “tingo tango”, so TS will give to students a ball and they have to pass it among them and when the Ts say stop the student who has the ball has to</p>	Gathering the student's' thoughts about the fable and the student's behaviors during the English class

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			<p>answer one question, and the same with all of them in order to discuss about the fable.</p> <p>In order to check their reading comprehension, Ss will have groups of 3 and then Ts are going to give a set of cards in which each group has to organize the sequence of the fable.</p> <p>After that, Ts are going to give a piece of paper to Ss because Ss will choose the scene that they really liked and Ss have to write why they liked and if they were the main characters, what they would have done. Finally, Ss have to complete the journal in order to reflect about it.</p>	
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Session N° 2

Session and date	Learning objectives	Value and fable	Pedagogical Activity/ies	Kind of data To be collected
Session 2 October 21 st	To make aware the students of the importance of telling the	Honesty The Shepherd	Firstly, Ts are going to ask Ss what the reading is about once Ts finished reading the fable's title. Therefore, when Ts start to elicit Ss' ideas, Ts are	Gathering the students' reflections about

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	truth	<p>Who Cried "Wolf!" (Appendix K; Detlor T, 2001)</p>	<p>going to make a list of them. After that, Ts will introduce more vocabulary through flashcards so that Ss might understand better the reading.</p> <p>In order to practice the vocabulary that Ss have learned, Ss are going to play a memory game. Then, Ts are going to do a mini play where Ss participate during the development of this. It means that one teacher is going to be the actress and another teacher is going to be the narrator. During this mini play the T1 (narrator) is going to make some questions in order to check Ss' reading comprehension as well as Ss have to repeat animals sounds.</p> <p>Finally, Ts are going to tell Ss to write a letter giving an advice to the shepherd telling him what they would do in his situation and what he should do. For that, Ts are going to give them a paper to write the letter.</p>	telling the truth
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Session N° 3

Session and date	Learning Objectives	Value and fable	Pedagogical Activity/ies	Kind of data to be collected
Session 3 October 26th	To sensitize the students about the responsibilities that they have in the different contexts	Responsibility “The ant and the grasshopper” (Appendix L; Detlor T, 2001)	<p>First of all, Ts are going to paste a poster on the whiteboard, in this poster Ss will find the main characters of the fables. Hence, Ts are going to ask Ss if they know those animals and objects in English if it is not the case, Ts are going to explain. Then, Ts are going to ask Ss what the main characters are doing in order to teach some verbs. After that, Ss will do groups of four, so that Ss might play “domino” in order to learn up the vocabulary Ss have already learned.</p> <p>Once, Ss finished that game, Ss will sit down in a circle because within this circle there will have some pictures in which Ss will have to organize the events of fables as they think that the fable is. Later, Ts are going to read the whole fable, so that</p>	Thoughts that students have about their responsibilities

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			<p>Ss might listen to it and they might check if the order is correct or if it is not, Ss might put in the correct order.</p> <p>Finally, Ss are going to be organized in groups of three people. Then, Ts will give to each group a sheet of craft paper. After that, Ts are going to give to each group a specific context, i.e., the first one is at home, the second one is at school and the third one is at break time. The idea is that Ss draw different responsibilities according to the context that Ts gave them.</p> <p>Later, when students finish drawing Ts are going to choose some groups, so that they share their drawings and explain their responsibilities, even we might socialize with the whole class</p>	
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Session N° 4

Session and date	Learning objectives	Value and fable	Pedagogical Activity/ies	Kind of data To be collected
Session 4 October 28 st	To express their feelings of empathy and gratitude with their friends and classmates.	Friendship and fellowship “The Lion and the Mouse” (Appendix M; Detlor T, 2001)	Once the class starts, Ts are going to write on the whiteboard the title of the fable. After that, Ts will divide Ss by three rows and each row will be a group. All Ss will have their dictionaries on their tables because T1 is going to write a Spanish word on the whiteboard. Then, Ss have to look for it in their dictionaries and when Ss find the word in English they have to raise their hands in order to win points. Later, Ss will have groups of four because Ss will play lottery in order to review the vocabulary. After that, Ts are going to paste a frieze where it shows the fable, however Ts are only going to show the beginning and the middle of the fable because Ss will have to guess	Gathering the students' thoughts about the relationship among them

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			<p>and create the end of the fable. Then, Ts are going to read the whole fable, so that Ss compare and after that we might socialize the fable.</p> <p>Lastly, Ts are going to tell Ss that they are going to write a letter to another classmate saying thanks for any favor that he or she did or a friend that they have. Then, when Ss finish writing the letter they are going to give it to the person who they wrote it to. So, Ss are going to read it and then they are going to share their letters.</p>	
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Session N° 5

Session and date	Learning objectives	Value and fable	Pedagogical Activity/ies	Kind of data To be collected
Session 5 November 2nd	To recognize the characteristic of a persevering	Perseverance “The tortoise and	Once the class starts, Ss will stay in their rows because we are going to play ‘‘Pictionary’’. Ts are going to choose one student of each row and the Ts are going to give him/her a	Gathering the student’s perceptions about the characteristics of

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	<p>person</p>	<p>the hare” (Appendix N; Detlor T, 2001)</p>	<p>paper. In this paper, there will have a word (in Spanish), and then the students will use the marker and he/she will start to draw what student say in the paper. After that, Ts will ask Ss what is that? (the drawing that student did), so the other Ss will have to guess what the student draw. Once, they know what the drawing is about, Ts will say that word in English in order to create a list on the whiteboard in order to show them the new vocabulary. Then, Ts will show a game where there are different numbers, after that Ts will ask for a number so that Ts might look for that number in the list and choose the students that will participate, that student have to choose a number and one teacher will turn around the number, there will be a picture related to the vocabulary that they learned, but this time the student has to say in English in order to check if they understood.</p> <p>Later, Ts are going to paste on the board the title of the fable, and then Ts are going to ask to students if they</p>	<p>a persevering person</p>
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			<p>know and what they think that the fable is about. After, Ts are going to elicit answer from Ss in order to know if they have a background of a fable, that is, if Ss have heard before. Then, Ts are going to recreate the background where the fable was carried out, so Ts are going to paste some trees, the sun, clouds and also the finish mark of the race, later Ts are going to disguise about the main characters. As soon as Ts finish, they will do the dramatization of the fable, so, one teacher is going to be the tortoise and the other the hare. Once, Ts finish to do the dramatization they are going to ask some questions in order to check Ss' reading comprehension. Finally, Ss will make groups of four, so that Ts might give them a poster where Ss may find two sketches, the first one is the sketch of a tortoise and the other one is the sketch of a child. Ss will have to write the tortoise's characteristics within the tortoise's sketch and once they finish, they will have to write within the child's sketch (at the top)</p>	
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			<p>their characteristics if they consider that they are persevering, but if not.</p> <p>In the bottom, they have to write the characteristics that a persevering person has.</p>	
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Session N° 6

Session and date	Learning objectives	Value and fable	Pedagogical Activity/ies	Kind of data To be collected
Session 6 November 4th	To teach the students the importance to be thankful for what they have	Gratitude “the frogs who wanted a king” (Appendix O Aesopica: Aesop's Fables in English Latin & Greek, n.d)	<p>First at all, Ts are going to greet the students and then, Ts are going to show a big book. However the cover will be empty in order to elicit what Ss are going to read this time. Once, Ts know what Ss think, Ts are going to show the next page where Ss might find the main vocabulary, for example the characters, the place, among others. After that, Ts are going to write the title and the new vocabulary on the board and also Ts are going to do a chorus repetition in order to practice pronunciation.</p> <p>After that, Ts are going to read through the big book where Ss will</p>	Gathering the student's thoughts about what the frogs did, that is if they are able to recognize if the frogs did not do the right thing

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			<p>only find the pictures related to the reading. Nonetheless, during the reading Tss are going to check the Ss' understanding with several questions.</p> <p>Lastly, Ts and Ss will discuss about the fable, Ts are going to ask some question in order to check the Ss' understanding as well as Ts are going to compare with the real life in order to know their thoughts and if they thank to their family. Finally, Ss will do the journal.</p>	
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Chapter V

Data Analysis

This chapter was built in order to show the evidence, and analysis of data done after the implementation. Furthermore, for analyzing the following information we used an approach adapted from Freeman (2000) that is called Category System, so that we could carry out the analysis in an organized way because of the different research instruments used such as interviews, field notes, journals and artifacts. This approach was well-known as the grounded approach, through this approach we could determine, analyze and divided all the data gathered (Freeman, 2000).

Indeed, the data analysis of this research was carried out by the following basic elements of Freeman's approach which are transcription, segmenting, coding and master list. In the next paragraphs we will explain in detail these elements as well as what we did in each of it.

Firstly, **transcription** was necessary in order to organize and have in a tangible way the data gathered from interviews and observations. Freeman (2000) indicates that "transcription is the process of transforming qualitative data, such as audio recording of interviews or field notes that were written into typed text by us, and this typed text is called a transcript. In short, transcription involves transferring data from a less usable to a more usable form". (p.520). On one hand, in order to transfer the information gathered from the two interviews developed we were listening to each audio recording and typing at the same time. On the other hand, with the field notes we organized them on a chart that was created

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by us in order to describe the different situations that happened in each lesson as well as our interpretation and reflection. Besides, researchers created a chart where we transcribed the relevant data gathered in the instruments such as the students' journals and artifacts in order to facilitate the other steps of the grounded approach.

Secondly, with the purpose of identifying meaningful data from the different instruments we use **segmenting**. For that, we highlighted data using different colors with the information that was constantly repeated by the participants in the instruments. So that, Freeman (1998) states that, "segmenting involves dividing the data into meaningful analytical units. A meaningful unit of text can be a word, a single sentence, or several sentences, or it might include a larger passage such as a paragraph or even a complete document. The segment of the text must have meaning that the researcher thinks should be documented". (p. 520). Hence, we always highlighted a complete sentence taking into account if we found it relevant.

Thirdly, we used **coding** in order to organize all the information that was found, but also give a name to those sentences or paragraphs which were similar. Freeman (1998) explains that "It is the process of making segments of data (usually text data) with symbols, descriptive words, or category names when a researcher finds a meaningful segment of text in a transcript, he or she assigns a code or category to signify or identify that particular segment." (p.521). Hence, we read again what was highlighted and we gave the same name to the similar sentences that were found.

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Fourthly, the **master list** was used so that we might put in order all the data gathered between several categories and subcategories. Indeed, this process is simply a list of all the codes used in the research study. “The master list should include each code followed by the full code name and a brief description or definition of the code. During coding, the codes on the master list should be reapplied to new segments of text each time an appropriate segment is encountered” (Freeman, 1998, p. 521). Likewise, we started to classify all the information found between similar categories. As a result we got three categories which were: *Doing bad things brings consequences, relating my life to the fables and improving my relationships and behaviors from the moral*. After that, we looked at data again, and per each category we started to divide into two subcategories because some information had similar characteristics that is the reason why we divided it once again.

In short, that process will be reflected in the following diagram and paragraphs which are going to show all the analysis, excerpts from the students, and findings that we could perceive and notice in order to demonstrate fables helped students to understand the importance of bearing in mind the personal values not only for our personal life, but also for our professional life.

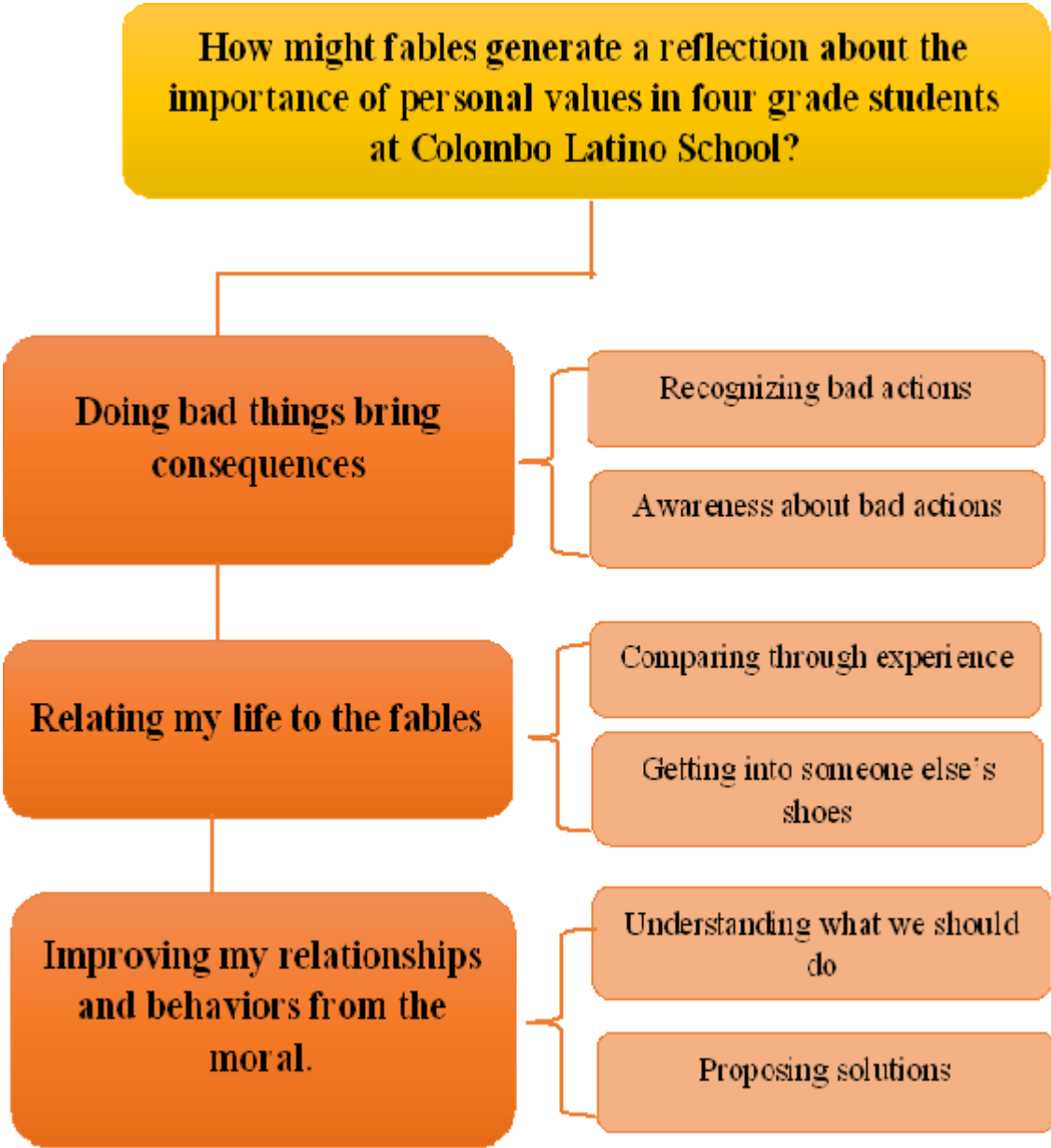


Figure 2. Categories

Category 1: “Doing bad things brings consequences”

This category is about what we found before, during and after the implementation.

During this process we did one interview at the beginning of the implementation in order to know what students thought and how they behaved. After that, we worked with some fables so that students made a reflection on different actions that were shown during those readings. And in fact, they had to develop different activities related to the fables so we could gather information and also we might give an answer to our question.

Indeed, one of the main points of the activities we did was to make students remember what they did in the past, so that they started to make judgments in order to deliberate if they have done good or bad actions according to their experiences. As we said before, students tried to relate the fables to their life and for that reason some students realized that if they did bad actions, they could have several bad consequences; you will see in the following examples:

S7: “Yo de ti no hubiera dicho mentiras sino la verdad porque decir mentiras es algo malo” (S7. Artifact 2. Fable. The Shepherd who Cried “Wolf”). October 21st, 2016)

S9: “No decir esa mentira porque si la dices una y otra vez después nadie te va a creer” (S9. Artifact 2. Fable. The Shepherd who Cried “Wolf”). October 21st, 2016)

S3: “Es no ser desagradecidos con lo que nos dan porque muy pronto lo podemos necesitar” (S3. Journal 6. Fable: The Frogs who Wished for a King. November 4th, 2016)

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Teacher Catherine: “after the reading out loud of the fable they shared their perception of the moral message saying that they do not have to be ungrateful with the things that they have because one day they will need it” (field note 3. Fable: The Frogs who wished for a King. November 4th, 2016).

In addition, finding consequences so that students might recognize the different bad actions had a complex process in which they had to recognize when they did not do well, and when someone else did not do well too. For that reason, this category is divided into two sub categories such as recognizing bad actions and the second one is being aware and reflecting about bad actions since those categories are the process the students had so that they could conclude that doing bad action bring consequences. In short, this first category is focused on showing all the findings as well as what students could discover that the bad actions bring.

Subcategory 1.1: “Recognizing bad actions”

Most of the fables had several consequences when the main characters did not do well, so that is why we chose this kind of reading as we said before, but also it was focused on an important moral message in which students could reflect from it. Nonetheless, we tried to work on these readings as entertaining as possible so that students could understand better and also they could have a deep reflection. First of all, we used a way to carry out the reading as well as several instruments in order to gather truthful information, but also the reader might notice students have done a conscious job.

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Children think about what they have done, heard and learned, interpret these experiences, and take their own meaning and understanding from them (Aistear, 2007). It means children are able to make judgments and connections about what they have learned, so that in this way they know if their acts are good or bad. Hence, in the following excerpts it is shown that students were able to find out aspects related to their own behaviors.

S9: “A mí me ha pasado que no respeto” (S9. Journal 1. Fable: the Fox and the Stork. October 19th, 2016)

S12: “Yo soy respetuoso, pero a veces grosero” (S12. Journal 1 Fable: the Fox and the Stork. October 19th 2016)

S9: “Yo le dije dos mentiras a mi mama a mi abuela y a mi tía” (S9. Journal 2. Fable: The Shepherd who Cried "Wolf!". October 21st, 2016)

S13: “A veces no hago mis deberes” (S13. Journal 3. Fable: The Ant and the Grasshopper. October 26th, 2016)

Teacher Angie: Students were discussing about the shepherd’s actions and they said that the shepherd did not have to joke in that way because it could be real. One partner agreed with that partner and after that they started to talk about all the actions that the shepherd did and also if those were right. (Field note 2. Fable: The Shepherd Who Cried “Wolf!”. October 21st, 2016).

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Recognizing bad actions and even their own action is more difficult than we thought, but in this case students could conclude what they do not do well making a comparison between other students' experiences, fables and so forth. Fables showed an excellent and witty situation where students could make reflections about their behaviors, actions during different context for example, in the school, at home, and among others.

On the one hand, according to Zafiropoulos (2001) " Most fables suggest that one should reason carefully before acting " (p.173). So, students noticed through fables that some actions were not appropriate but, now they know that it is better to think about what we should do before doing whatever action that could affect someone or something. On the other hand, Clayton (2008) states that "Fables are meant to be warning tales, warning of the dangers of being the weakest part, and providing advice on how to behave." (p.181). Bearing in mind what it is mentioned previously, now students might infer how to act, and recognize the different dangers that they may find if they do not behave appropriately.

To sum up, students were able to notice their bad actions, but at the same time they knew that those actions might bring strong consequences which they might regret later. Students also know that consequences are not good for them because those might affect people who they love, their credibility, and even they know they may lose something that they really love or want. Besides, the comparison between the fables and their backgrounds experiences allow them to reflect and divide the good and bad actions.

Subcategory 1.2: “Being aware and reflecting of bad actions”

The process of recognizing bad actions is in order to obtain a reflection about the situations which happened, but this process is deeper than you might think because as we showed before students should have been able to recognize, and once they have done the first step, they should be aware and after that they have to make their own reflection. The purpose of recognizing our mistakes is not to repeat the same mistake, indeed it is the opposite, because the idea is to improve or be more careful the next time in order to avoid the consequences that we might have because of our actions.

In fact, those kinds of fables allowed showing that some actions were not correct in our society, so children might determine the proper behaviors that we should have so that we can live peacefully. For that reason, Horgan (2014) points out that “the stories also provided an opportunity for a measure of self-reflection. At those moments when Greeks suspected their culture or civilization was not living up to expectations, the fables provided an opportunity for a degree of self-reflection.”(p.1). Regarding the previous quote, students had success as Greek people had when they used the fables because they were conscious about their own actions.

At this point, we are going to show all the excerpts that we could find through the different instruments we used. The reader may notice students were able to do a deep comparison between the situation presented during the fable, their past behaviors, and what they would do in the future in order to act in a different way in those situations.

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S11: “Moraleja que no debo hacer lo que no quiero que me hagan” (S11. Artifact 1.

Fable: The Fox and the Stork. October 10th, 2016)

S7: “No decir mentiras porque después nadie te va a creer” (S7. Journal 2. The

Shepherd who Cried “Wolf”. October 21st, 2016)

S8: “Una vez le dije a mi mama y me metí en graves problemas con ella” (S8.

Journal 2. The Shepherd who Cried “Wolf”. October 21st, 2016)

S12: “Decir la verdad para no meterse en problemas” (S12. Journal 2. The Shepherd

who Cried “Wolf”. October 21st, 2016)

S3: “Siempre decir la verdad no ser mentiroso en la vida porque puede pasar

muchos problemas” (S3. Artifact 2. The Shepherd who Cried “Wolf”. October 21st,
2016)

S14: “Yo de ti no hubiera sido mentiroso porque por mentiroso a tu ovejas se las

comió el lobo”. (S14. Artifact 2. The Shepherd who Cried “Wolf”. October 21st, 2016)

S6: “No ser desagradecidos con lo que te dan porque después lo necesitarás” (S6.

Journal 6. Fable: The Frog who wished for a King. November 4th, 2016)

Teacher Catherine: “we could notice that they reflected about being thankful and
value all that they have and they recognized all of the efforts that their parents do.

So, we achieved the objective of the session”. (Field note 3. Fable: The Frog who
wished for a King. November 4th, 2016)

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Mainly in the previous excerpts, we might notice students were able to achieve the understanding of the fables' main point as well as they could reflect about the bad situations that happened and what they might do or not in order to avoid bad results. Horgan (2014) "Fables are designed to highlight both desired and undesirable human behaviors: what to do or what not to do."(p.2). With the aforementioned, we may infer students could get a reflection because of the fables, so this sort of reading goes beyond telling a story, since these readings allowed us to analyze our actions from different situations that usually occur in the everyday life.

To conclude, fables allowed children to fulfil the goal which was to reflect and recognize different values. However, as children could reflect; we had to create several explicit activities so that they could understand and discover the consequences that were showed through the fables on their own, and after that children could reflect and make a judgment about those actions and consequences, so at the end of each fable they might analyze and make a comparison with their lives and even with their partners' lives in order to infer what they consider that are good or bad actions and also they may make their own decisions.

Category 2: "Relating my life to the fables"

This category emerged from the journals and artifacts that students developed during the post reading activities. So, students could generate a relationship between the fable and their life answering some questions and developing some activities. In this way, they provided us some examples about their experiences comparing their life to the fable.

Hence, in the development of journals students answered some questions about the fable and also, provided an example of a real life situation. On the one hand, this allowed students to recognize the value and the moral message from the fable. On the other hand, they could relate the fable to their life because they had experienced that situation.

In the activities carried out in the post stage students had the opportunity to get into the characters of the fables telling what they would have probably done if they were the character of the fable and also comparing similar situations that they have experienced during their lifetime.

Thus, this category is composed by two subcategories that are called, comparing through experiences and getting into people's shoes. The first one, is focused on the comparison that students did between the fable and their life providing an experience or situation. The second one, is about how they identified themselves with the characters of the fables.

Subcategory 2.1: "Comparing the fables with their experiences"

In the post reading strategies students had the opportunity to develop the journals in which they shared some experiences. Thus, students generated a comparison between situations or experiences that they have had in their lifetime with the fables, providing some examples. According to Morón (2010) "Literature helps children develop the capacity to judge characters' attitudes facing a problematical situation and relate such attitudes with their own experiences and values". Therefore, as fables represent some attitudes, situations

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or problems of human beings allowed students to compare the fable with their life because they felt identified with the characters or with some situations because probably they have experienced something similar to the characters of the fable.

Hence, below there are some examples provided by students in the journals and artifacts where they shared some similar experiences of their lifetime related to the fable.

S11: “Si es que yo fui malagradecida con mi mamá” (S11. Journal 1. Fable: The Fox and the Stork. October 21st, 2016).

S1: “Yo un día dije mentiras y cuando dije la verdad no me creyeron por eso digo la verdad”. (S1. Journal 2. Fable: The Shepherd who Cried “Wolf”. October 21st, 2016)

S4: “Yo una vez le dije a mi mamá y a mi hermano una mentira y ahora digo la verdad”. (S4. Journal 2. Fable: The Shepherd who Cried “Wolf”. October 21st, 2016)

S12: “Mentí solo una vez, mis papas me pidieron que me acosté temprano y mentí diciendo sí, y no me acosté” (S12. Journal 2. Fable: The Shepherd who Cried “Wolf”. October 21st, 2016)

Teacher Catherine: “students shared with us some situations of their life in which they have behaved as the characters of the fable” (field note 3. Fable: The Frog who wished for a King. November 4th, 2016)

Teacher Catherine: “They shared some situations in which they have given up and also, they told us that they want to be a persevering person as the tortoise and

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achieve their goals so, it made me feel happy” (field note 2. Fable: The Tortoise and the Hare. November 2nd, 2016).

Nonetheless, for human beings sometimes it is difficult to recognize and accept the times in which we act in a wrong or inappropriate way even when we make mistakes. However, through fables implemented students had the opportunity to reflect and recognize the times in which they have acted or misbehaved providing an example of any situation of their lifetime. In this way they related their life to the fables.

According to Clayton (2008) “There must be similarities between animal and human behavior, otherwise “the animal fable would not exist” (as cited in Pelletier & Beatty, 2015 p. 3). So that, these fables’ characteristics allow students to recognize and identify some situations that they have experienced, because fables show everyday situations, attitudes, mistakes, deficiencies of human beings. Furthermore, it facilitated that students accept and have a connection with some situations where they were like the characters of the story.

To conclude, students were able to recognize some situations where they acted in an inappropriate way with their family or friends. Indeed, fables enabled that they made a connection between their life and the story and also, to identify the times in which they were wrong, made something incorrect or had inappropriate behavior toward something or someone.

Subcategory 2.2: “Getting into people's shoes”

This subcategory refers to some examples about what students would have done if they were the characters of the fables and also, pieces of advice that students gave to the fables ‘characters in order to behave or act properly. In other words, students had the opportunity to feel identified with the characters of fables getting into characters shoes in order to give a judgment about what they considered correct to do. Therefore, in the journals and artifacts developed by students was provided that they understood and recognized that the fables’ characters behaved inadequately. Indeed, this contribution of fables is really important to make that students reflect about their actions and think about how they could behave better if they were the characters. In this way, that connection between students with the fables allowed that they reflect about bad or incorrect behaviors demonstrating that there was a better or appropriate way to behave.

Regarding to the above, Pelettier and Beatty (2015) advocate the view that “An understanding of fables requires that the individual take the perspective of the main characters, with an appreciation not only of who is tricking whom, but also with an educational goal of teaching children a life lesson” (p3). So, in order to understand and comprehend the moral message of fables it is crucial that the person tries to get into character’s shoes to understand how they behave and what was wrong in the story. As a result, of that connection they could identify what was the lesson and what they should do in order to act properly and be a better person.

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S6: “Si yo estuviera en la historia hubiera respetado a la cigüeña” (S6. Artifact 1.

Fable: The Fox and the Stork. October 19th, 2016)

S9: “Yo hubiera ayudado a la cigüeña” (S. Artifact 1. Fable: The Fox and the Stork.

October 19th, 2016)

S2: “Si yo fuera tu yo no sería malo con los aldeanos y entonces pediría ayuda y me hubieran ayudado y no se hubieran comido las ovejas” (S2. Artifact 2. Fable: The Shepherd who Cried “Wolf”). October 21st, 2016)

S6: “En tu situación no hubiera dicho esas mentiras yo te aconsejo que no dijeras más mentiras” (S6. Artifact 2. Fable: The Shepherd who Cried “Wolf”). October 21st, 2016)

S7: “Yo de ti no hubiera dicho mentiras sino la verdad porque decir mentiras es algo malo” (S7. Artifact 2. Fable: The Shepherd who Cried “Wolf”). October 21st, 2016)

S1: “Yo me hubiera disculpado con los aldeanos students” (S1. Artifact 2. Fable: The Shepherd who Cried “Wolf”). October 21st, 2016)

S5: “Que yo agradecería así no importa lo que nos den” (S5. Journal 6. Fable: The Frog who wished for a King. November 4th, 2016)

Notably, the excerpts of students show that they identified and understood that the characters were wrong and that they must not behave in that way because of the consequences and also because it was improper. Therefore, the connection that students did

demonstrated that they reflected from the characters' behaviors and thought in a better way to behave. The result is, that they learned from the moral message of the fables as well as the objective of the lesson was achieved.

In short, the advantage that the characters of fables are animals that represent some attitudes and behavior of human beings, individuals are able to do a connection and get into characters shoes to deliberate that certain behaviors are inappropriate. Thus, it allowed students to think about different situations in a better way to behave in different circumstances in order to act in the best and proper way.

Category 3: "Improving my relationships and behaviors from the moral"

Interact with people is something that is really necessary for our lives in order to increase and create new relationships, but those relationships sometimes might be affected because of the way that we talk or act. For that reason, it is very important to know how to behave into a society and think before talking. So that we know how to behave we need to recognize what we do not have to do, as well as people should be able to know what we should do if we have discussions or conflicts.

Through this research, we realized that students could decide between what they have to do or not. Furthermore, students were able to give solutions to different problems that appeared during the fable. And all of that, was because of the fables' moral message which students could figure out and they started to reflect about different topics such as dividing actions between good or bad, why those actions might affect their lives and even their

relations (for example their family and friends). For that reason, this category was divided between subcategories in which the reader might recognize students' conclusions.

Subcategory 3.1: “Understanding what we should do”

This category arose from the reflections of students after the implementation of the activities. In this way, it was evidenced that students learned from the fables and we could achieve each aim of the sessions. Therefore, valuable information was gathered through journals, artifacts, and interviews. This was attained due to fables provide a moral message so that, it allows students to understand, learn and reflect about how they act in different circumstances. Accordingly, they judged themselves and deliberated about what they should do in order to be a better person or act appropriate in different contexts and situations.

Hence, Tomasulo and Pawelski (2012) advocate the view that “Fables are didactic stories that were initially composed and orally transmitted in order to teach a pertinent life lesson and to guide people in how to live a morally upstanding life” (as cited in Pelletier & Beatty, 2015 p. 2) . So that, the purpose of fables is to teach a lesson in order to make moral humans beings that are able to behave properly or in a correct way in different contexts according to the social rules. Besides that, fables allowed students to recognize and learn what is good and what is not. As an illustration of the above, the following excerpts evidence the learning of students regarding to what they should do or not from the moral messages of the fables that were implemented during the whole process

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S3: “Que no importa la diferencia de los demás” (S3. Journal1. Fable: The Fox and the Stork. October 19th, 2016)

S2: “Ser sincero” (S2. Journal 2. Fable: The Shepherd who cried “Wolf”. October 21st, 2016)

S6: “Siempre ser fiel y no decir mentiras a una persona” (S6. Journal 2. Fable: The Shepherd who cried “Wolf”. October 21st, 2016)

S10: “Decir la verdad para que todos te crean” (S10. Journal 2. Fable: The Shepherd who cried “Wolf”. October 21st, 2016)

S: “Si tu hubieras dicho la verdad todo el mundo te creería y te tendría confianza” (S8. Artifact 2. Fable: The Shepherd who cried “Wolf”. October 21st, 2016)

S2: “Tenemos que ser responsables todos los días” (S2. Journal 3. Fable: The ant and the Grasshopper. October 26th, 2016)

S5: “Hacer lo correcto” (S5. Journal 3. Fable: The ant and the Grasshopper. October 26th, 2016)

S3: “Siempre ayudar a nuestros amigos cuando nos necesiten” (S3. Journal 4. Fable: The Lion and the Mouse. October 28th, 2016)

S14: “Yo aprendí que tengo que confiar en mí” (S14. Journal 5. Fable: The Tortoise and the Hare. November 2nd, 2016)

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Teacher Catherine: “When Angie asked them the moral message of the fable they told us that they have learned that they had to value their friends and also had to help them when they needed it” (field note 1. Fable: The Lion and the Mouse. October 28th, 2016).

Indeed, Horgan (2014) indicates that, “Fables are designed to highlight both desired and undesirable human behaviors: what to do or what not to do” (Origins, para.1). Consequently, that input of fables enable that students reflected about their behaviors and thought about a correct way to improve bad behaviors.

Additionally, at the end of the implementation of the activities and interviews students reflected and provided us ideas of what they should do and what they learned from the moral messages of the fables. So, students recognized that they learned values from fables that help them to improve their behavior in different contexts and situations.

S2: “Aprendimos a respetar nuestros defectos” (S2. Journal 1. Fable: The Fox and the Stork. October19th, 2016)

S9- 10: “debemos ser responsables debemos cumplir con nuestras tareas ser obedientes ayudar a los demás” (S9 & 10. Artifact 3. Fable: The ant and the Grasshopper . October 26th, 2016)

S14: “Yo aprendí que tengo que confiar en mi misma” (S2. Journal 5. Fable: The Tortoise and the Hare. November 2nd, 2016)

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S10: “yo aprendí a respetar. Yo antes no respetaba” (S10. Interview 2. November 18th, 2016)

S13: “aprende a ser mejor y valorar lo que tengo” (S13 interview 2. November 18th, 2016)

S5: “he aprendido a no hacer bullying a respetar a no ser mentiroso a agradecer” (S5. Interview 2. November 18th, 2016)

S2: “aprendí a respetar, a no burlarse de los demás y a no pelear” (S2. Interview 2. November 18th, 2016)

In conclusion, from the data gathered could be analyzed that students recognize and identify their behaviors and learned what they should do to improve those behaviors in this way, we could realize that fables were a meaningful tool to make that student generate a reflection regarding their own behaviors and attitudes. Besides, students learned from the moral message of fables how they should behave in order to do the right and to be a better person taking into account the importance of personal values.

Subcategory 3.2: “Proposing solutions”

The aim of this project was to determine the possible contributions of fables to reflect about the importance of personal values. Additionally, more than reflecting, students were able to propose or give advice in order to provide solutions to the different problems that appeared during each fable. It means that the use of fables also helps students to make

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judgments about the situation and in fact they are able to develop a correct solution because they know that what happened was not good.

Through the different instruments we might find out students could notice the importance of personal values because of the consequences as we said before. Nevertheless, students also recognized the importance of these values because of the answers and solutions they gave; as well as they tried to imagine what would have happened if the main characters had been more polite or responsible or even honest. The ideas previously mentioned might be reflected in the following students' statements.

S6: "No hablar mal de los pensamientos de los demás" (S6. Journal 1. Fable: The Fox and the Stork. October 19th, 2016)

S2: "No los hubiera dejado ir a ningún lado para que no pelearan" (S2. Artifact 1. Fable: The Fox and the Stork. October 19th 2016)

S8: "Si tu hubieras dicho la verdad todo el mundo te creería y tendría confianza" (S8. Artifact 2. Fable: The Shepherd who cried "Wolf". October 21st, 2016)

S14: "Yo te aconsejo que digas la verdad así todos tendrán confianza en ti" (S14. Artifact 2. Fable: The Shepherd who cried "Wolf". October 21st, 2016)

S10: "Hacer todos los deberes después gozar" (S10. Journal 3. Fable: The ant and the Grasshopper . October 26th, 2016)

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Likewise, children could know the importance of avoiding bad actions instead of following the same mistakes they propose several alternatives in order to improve their faults or difficulties. According to Finn (2008) “the fable allows the child to feel that they have been heard and presents the child and the family with new ways of viewing their situation and possible next steps to be taken.” (p.23). In this way, children could find possible solutions because they already know that the first thing we should bear in mind is our personal values so that we might avoid and provide solutions to the problems that we may have in other situations. In the following excerpts, it is evidenced other students’ solutions which will show the students’ advice .

S12: “Ser responsable uno mismo para que todo lo hagamos bien” (S12. Journal 3.

Fable: The ant and the Grasshopper. October 26th, 2016)

S1: “No pelear y ayudarnos unos a los otros” (S1. Journal 4. Fable: The Lion and the

Mouse. October 28th, 2016)

S2: “Ayudar a los amigos o compañeros” (S2. Journal 4. Fable: The Lion and the

Mouse. October 28th, 2016)

S15: “Siempre ayudar a los demás para que te ayuden a ti” (S15. Journal 4. Fable:

The Lion and the Mouse. October 28th, 2016)

S2: “No hay que rendirse aunque lo veamos imposible siempre hay una luz que

nunca se apaga” (S2. Journal 5. Fable: The Tortoise and the Hare. November 2nd, 2016)

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S6: “No subestimar a los demás” (S6. Journal 5. Fable: The Tortoise and the Hare.
November 2nd, 2016)

S6: “Ser juicioso, respetar a mi mamá y no hacerla pelear” (S6. Interview 2.
November 2nd, 2016)

S7: “Ayudar a los demás a ser un niño bueno” (S7. Interview 2. November 18th,
2016)

Last but not least, fables help to raise children's awareness because they show similar situations that may appear in their real lives, as well as this type of reading might make a change in students' thinking. Hence, returning to Finn (2008) who states that “by incorporating elements from the child's life and culture, with the parents as collaborators, the fable serves simultaneously as a feedback mechanism, an agent of change, and a transitional object. These benefits apply to the child and in many instances to the parents as well.”(p.23). Therefore, children are not only aware about the bad actions and the importance of taking into account values, but also they might change their actions and thoughts through fables. Students are able to analyze every part of the fable and compare it to their experiences, and in fact they decide if they want to change what they learned.

Finally, it was evident children were able to reflect about not only the importance of values, but also they could establish a relation between their lives and the fables. Students were so smarty because of the analysis they could do, the information inferred through the readings which were worked they got in the characters' shoes, they felt empathy and they

started to make reflections even they proposed solutions so that the main character could avoid the results of their mistakes.

CHAPTER VI

Conclusions and Implications

This chapter includes the relevant findings obtained from the process of students' reflections about personal values through the implementation of fables and the research question answers. Besides that, you will find the pedagogical implications, limitations and finally, the further research.

Relevant findings

According to the data collected throughout the implementation of this research project and the data analysis done, researches could identify some relevant findings, which allowed them to give an answer to the research question and fulfill the objectives proposed.

It was found that it is really important to work on values inside the classroom because they help to promote a favorable environment in class in order to fulfill a successful learning process because if students behave appropriately and have good interpersonal relationships among them, it will facilitate the learning process and also they will feel comfortable. For that reason, it is important to make that students be aware and reflect about how they act and what their behavior toward teachers and classmates is even in other contexts in which they are immersed. Therefore, it benefits directly the well development

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of the class; consequently, they will feel comfortable and they will have a better coexistence.

Another important finding was that, students recognized through fables that they sometimes have had bad behaviors, they showed they had the following process: Firstly, recognizing their inappropriate acts and behaviors and the consequences that those acts can bring to their lives. Secondly, being aware that they have behaved in a bad way. And finally, reflecting about it as well as from the different situations showed in the fables in order to understand and learn that they do not have to act or behave as the fables' characters.

Throughout the development of this study, the researchers found that as fables show similar situations and attitudes of human beings in order to give moral message students were able to compare the fable with their own experiences allowing them to feel identified with the characters remembering any situations related to the fable worked. In this way, they recognized and accepted when they have behaved as the characters of the story and also, that they have made mistakes in their lifetime. Hence, fables contributed students to feel empathy getting into characters' shoes although it is not something easy to develop or feel, fables allowed students to generate a reflection and to give a judgment about what they thought that was correct or appropriate to do. In order to make it happen, it was crucial that students understood the moral message from the fables.

Also, with the implementation of fables researchers wanted to improve the interpersonal relationships because it made part of the research problem. So, another

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finding was that students understood what they should do or not from the moral message of fables. Besides that, they were able to give solutions to different situations or problems.

Firstly, it was evidenced that from the moral message of the fables students understood and reflected about their acts. In this way, they judge and deliberate about what they should do with the purpose of doing the right and being a better person. Secondly, through some activities carried out in the post reading section of the class students provided solutions and gave advice in order to solve some problems, which appeared in the fables, so that, students thought in different alternatives to act or behave properly taking into account the personal values.

Moreover, interpersonal relationships were promoted through different activities in which students had to work in groups so, these activities allowed students to cooperate, socialize and interact developing them. Hence, it was achieved that they interact putting into practice some values worked throughout the implementation of this project such as respect, tolerance, responsibility, friendship and, fellowship in the development of some post reading activities. Therefore, interpersonal relationships were promoted and collaborative work although, they was not accustomed to work in pairs or groups in English class for that reason, the researchers planned some activities in order to allow students to interact and socialize with the aim to students put into practice the values worked in each session and achieved the objectives proposed and also, helping them to behave and coexist properly inside the classroom.

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Additionally, students were able to express their feelings, thoughts and reflections that the fables generated because after the while reading activity we gave students the opportunity to participate expressing what they thought about the fable and its characters worked in each session. In this way, they shared their points of view providing some judgments and reflections from the moral of the fable. Therefore, this contributed to the socio affective dimension that makes part of the concepts this project addressed and that wanted to be strengthened.

It is worthy to mention, this project not just generated a reflection about the importance of personal values through fables but also contributed to the linguistic part of students in the learning process of a foreign language in this case English due to it was evidenced throughout the implementation as well as in the final interview that students recognized that they learned some vocabulary through fables. Also, because the reading, dramatizations and the different strategies that researchers used were in English all the times children demonstrated they had complete understanding of the moral without translating it. It can be said their foreign learning process was complemented through the use of fables.

Research question answers

Regarding the research question this project addressed “*how might fables generate a reflection about the importance of personal values in fourth grade students at Colombo Latino school?*” and the analysis of the data done after the implementation of the study, it could be noticed that fables contributed to give answer to this question. On one hand,

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students were able to generate a reflection about the importance of personal values throughout the process of this study. Firstly, they recognized that they have behaved inappropriately in some situations of their lifetime understanding that doing bad things can bring consequences. Secondly, they were aware of those acts and admitted that they have behaved in a bad way because they were able to relate and compare the fables to their experiences and also, they felt empathy with the fables' characters. Finally, they reflected about those behaviors and also, they learned that they do not have to behave in a bad way as the fables' characters. So, it made that students reflect about what they should do thinking in a better alternative in order to behave in a good way when they are facing any situation.

On the other hand, the socio affective dimension could be strengthen throughout the implementation of some activities in which students had to work together in the development of it they were able to interact, socialize, and work in a collaborative and respectful way. Furthermore, they put into practice the personal values worked during this research improving their interpersonal relationships and they were able to express their feelings, thoughts and reflections. Besides that, it was promoted a favorable environment that facilitated a successful learning process of a foreign language.

Implications

During this process we could realize that teaching values was more important than we thought. This society is going through a violent and sad moment where our children are seeing how adults behave; and also what it is happening every day, all of those things could

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be a mirror in which children are learning and that is why they are behaving as some adults, that is, without respect or some personal values.

This study helped us to recognize that the socio affective dimension is one of the most important dimensions because inside, there are several aspects which helped us to build our thoughts and behaviors. If we as teachers might work on this dimension; children will have the opportunity to see another path where they may look at the world in a different way where there is a change.

Although, it does not sound believable, you might notice through this study that little things make big things. Children really appreciate to smile and have fun without being disrespectful, they were able to recognize the importance of behaving well in order to have a more peaceful world where the good coexistence would be a priority, and also students were able to know that all the things that we do will be back or they will have consequences as most of the adults might not recognize.

It is incredible that small stories with big morals as the fables might help a lot during the recognition of the importance of personal values, where children could make a big process such as recognizing, being conscious and reflecting about all the actions that we usually do. Besides, make judgments is so easy, but more than making a judgment is to reflect and make a change because that is the most difficult part.

For that reason, if the teaching of this dimension and specifically the personal values were more relevant during learning in the school, it would be a world where people could

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be aware about our actions and it could be more peaceful than now. Personal values make people behave well and also their principles are more important than only their ambitions or envy.

Children are the future in our society and this world. That is why, we as teachers and researchers wanted to give a new sense to this study in which there was more relevance to the personal growth than the language. Although the language is very important in order to communicate, we also noticed that our society has several violence problems where we could not behave and also respect, where we fight for things that were not really worth, so it might be said that through this work children's thoughts might change a little and even they might give us a lesson.

Moreover, we think that the literature is very important to work with children because through those kinds of texts, we might learn a lot of lessons. The power of reading is a great tool so that children might make a reflective process as our students did. Although, it is a complex development they are able to do it because they are as intelligent as adults.

In addition, as you know we did not focus on the language, but we realized that children could learn about the vocabulary that we used and also they could understand although the readings were in English, so it can be said that children could learn about language in an implicit way. The use of fables and also the strategies helped them to understand what the reading were about, therefore the use of English readings in elementary school might be possible if they are worked in a correct way.

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH FABLES IN EFL CLASSROOM 101

To sum up, the inclusion of personal values is so important in the education field so that children might be aware since they are really young they might build a correct personality where they take into account the principles before making a decision, and also students might apply these values during their lives.

Lastly, we want to say that it was not an easy process, but it was a comforting process where we could see the results of the students' efforts to learn and the efforts of us as researchers to contribute to the educational field. However, there were several things that we wanted to do, but due to different causes we could not make them. Indeed, you will be able to see those limitations that occurred during the development of this study in depth.

Limitations of the Study

Now, in this part we are going to tell you all the challenges and difficulties that we faced during the development of this project. It was a fantastic experience because all students were so charm and they helped with the development of the activities, but not all was good. As we said before, we worked with a population of low resources, this is located in Soacha and although it was a private school, there were not enough materials and space for the excellent development of the project.

First of all, our biggest challenge was the time because it was like a roller coaster. We wanted to have two hours per each session, but it was not possible because of the school's schedule. In each session we had a lot of fun and also we carried out several activities so that reading understanding was better. Nevertheless, the time happened faster than we

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH FABLES IN EFL CLASSROOM 102

thought so it was really a shame since it was as fast as a roller coaster because of the great time that we had during the implementation, and we could not do all the activities and implementations that we wanted to do

Secondly, the place was another fact that we would have wanted to change. Most of the classrooms were small, but one of the smallest was the fourth grade's classroom. We really like activities which involve the physical movement (kinesthetic), for that reason we wanted to implement activities which involved these skills, but it was not possible because of the space and shape of the classroom, that is why we decided to have other kinds of activities although it would have been nice to do it.

Thirdly, there were not enough resources in order to use other type of dynamics. We would have liked to use technology so that the implementation was more appealing and also students were keener on this since they are growing in a technology age, therefore it would have been great if we had had a laptop or desktop, internet connection, and so forth.

Fourthly, the supporting of materials would have been better so that researchers could create more materials and school had taken advantage of these for future classes. The material is very important when you are teaching in elementary grades because of their ages and likes. In fact, the next time if we might have access to material, we may increase the number of activities into each session.

Fifthly, we thought that the number of sessions were not enough. This study should have more time in order to get huge results although we found out fantastic results, we

wanted to get more. We would have wanted to discover more facts were we might analyse, and also we wanted to spend more time with the students in order to know them deeply.

Although there were several limitations to this study, they were not an impediment so that we could have developed our investigation in the best possible way. Actually, they were some of the reasons why we were motivated to do our best and give an incredible class to our students. Finally, in the following section, the reader is going to know the further research that we or other researchers might make starting from this study.

Further Research

This research contributed to generate a reflection about the importance of personal values through fables evidencing that students may recognize, be aware and reflect from this literary genre about how they act and behave in different situations. Moreover, researchers could realize the relevance of working values on English teaching and the benefits that it provides to the students' learning process and also the promoting of a pleasant environment.

Furthermore, a future research that might be carried out is to implement and promote teaching different kind of values because as we said before there are several values that are important for students' learning, and also it would be interesting to work on the ethical and moral. All of that might be worked in the other knowledge fields (subjects) such as Spanish, mathematics, sciences and so forth. So all teachers are committed to contribute to an integral education of students, and in this way we might change the violence for

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 104

something worthier, that is the development of our conflicts in a peaceful way as well as the respect for different people's thoughts.

Indeed, this research purpose the following research questions in order to continue deepening about this topic.

1. How might generate a reflection about the importance of social values in another subject?
2. How might fables be implemented in order to resolve conflicts in students through different learning skills like listening, writing and speaking?

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 105

Appendices

Appendix A: Consent letter for principals

Bogotá, Octubre 3, 2016

Señora coordinadora

Zulma Castillo Castro

Coordinadora del Colegio Colombo Latino

Nuestros nombres son Catherine Forero y Angie Castañeda, somos estudiantes de la Universidad Minuto de Dios de licenciatura en idioma extranjero inglés. Este año hemos estado trabajando en un proyecto de investigación como parte de nuestros estudios de pregrado para obtener el título de licenciadas en idioma extranjero inglés.

El proyecto de investigación tiene como fin observar y analizar la posible reflexión que pueden generar los estudiantes sobre la importancia de los valores personales a partir de la implementación de las fábulas. Para esto se realizarán algunas actividades mediante la estrategia previa, durante y después de la lectura.

Teniendo en cuenta lo anterior, solicitamos, el apoyo y colaboración de la institución para llevar a cabo este proyecto

En las clases los estudiantes desarrollarán diferentes actividades basadas en algunas fábulas y también participarán dando sus opiniones y reflexiones sobre la moraleja de dichas fábulas a través de diferentes actividades y también en la realización de diarios que ellos desarrollarán al final de cada clase. La información recolectada nos ayudará a determinar la posible contribución de las fábulas que se van a implementar en la generación de una reflexión sobre la importancia de los valores personales.

Durante la investigación se mantendrá la confidencialidad de la información personal de los estudiantes. Igualmente, cabe aclarar que la participación de los estudiantes es de carácter voluntario y no afectará el desempeño en la asignatura. Si en alguno momento ellos deciden retirarse del proyecto lo podrán hacer sin ningún inconveniente.

Agradezco su colaboración

Angie Castañeda y Catherine Forero

Estudiantes de licenciatura en inglés

La coordinadora del colegio Colombo Latino Zulma Castillo Castro tiene conocimiento del proyecto que las estudiantes Angie Castañeda y Catherine Forero desarrollarán en la institución y autoriza que las actividades, reflexiones y opiniones sobre las fábulas llevadas a cabo por los estudiantes del curso 4 sean utilizadas como soporte para el estudio.

Firma coordinadora Zulma Castillo Castro

Firma profesora Blanca Arias

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 106

Bogotá, Octubre 3, 2016

Señora coordinadora

Zulma Castillo Castro

Coordinadora del Colegio Colombo Latino

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Teniendo en cuenta lo anterior, solicitamos, el apoyo y colaboración de la institución para llevar a cabo este proyecto

En las clases los estudiantes desarrollarán diferentes actividades basadas en algunas fábulas y también participarán dando sus opiniones y reflexiones sobre la moraleja de dichas fábulas a través de diferentes actividades y también en la realización de diarios que ellos desarrollarán al final de cada clase. La información recolectada nos ayudará a determinar la posible contribución de las fábulas que se van a implementar en la generación de una reflexión sobre la importancia de los valores personales.

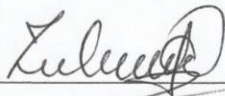
Durante la investigación se mantendrá la confidencialidad de la información personal de los estudiantes. Igualmente, cabe aclarar que la participación de los estudiantes es de carácter voluntario y no afectará el desempeño en la asignatura. Si en alguno momento ellos deciden retirarse del proyecto lo podrán hacer sin ningún inconveniente.

Agradezco su colaboración

Angie Castañeda y Catherine Forero

Estudiantes de licenciatura en inglés

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Firma coordinadora Zulma Castillo Castro



Firma Profesora Blanca Arias

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 107

Appendix B: Consent letter for parents

Colegio Colombo Latino

Solicitud de permiso

Estimados padres de familia del curso 4, reciban un cordial saludo

Nuestros nombres son Angie Castañeda y Catherine Forero, somos estudiantes de licenciatura en inglés de la Universidad Minuto de Dios. Este año estaremos llevando un proyecto de investigación como parte de nuestra pregrado en licenciatura en idioma extranjero inglés. Este proyecto nos permitirá obtener nuestro título profesional además de aprender de las experiencias pedagógicas que se llevarán a cabo.

Este proyecto de investigación tiene como objetivo determinar la posible contribución de las fábulas en el desarrollo de valores en los estudiantes. Como parte de la investigación es necesario recoger datos en las actividades realizadas por sus hijos durante algunas clases al igual que sus reflexiones a partir de la moraleja de las diferentes fábulas que serán trabajadas. Por tal motivo solicitamos su permiso para que sus hijos puedan participar en nuestro estudio.

Les aseguramos que durante la investigación se mantendrá confidencialidad de la información personal de sus hijos. Igualmente cabe aclarar que la participación de sus hijos es de carácter voluntario y no afectará el desempeño en la asignatura. Si en algún momento ellos deciden retirarse del proyecto lo podrán hacer sin ningún inconveniente.

Si permiten que sus hijos participen en el proyecto de investigación, por favor diligenciar el formato con su aprobación.

Agradecemos su colaboración y apoyo

Angie Castañeda y Catherine Forero

Docentes en formación en inglés

Yo _____

Autorizo que mi hijo/a _____ participe en el proyecto de investigación que se llevará a cabo durante los últimos meses de este año por las docentes en formación Angie Castañeda y Catherine Forero y que sus actividades, reflexiones y opiniones sobre la implementación de las fábulas sean utilizadas como soporte para el estudio.

Firma padres/acudiente

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 108

Colegio colombo latino

Solicitud de permiso

Estimados padres de familia del curso 4, reciban un cordial saludo

Nuestros nombres son Angie Castañeda y Catherine Forero, somos estudiantes de licenciatura en inglés de la Universidad Minuto de Dios. Este año estaremos llevando un proyecto de investigación como parte de nuestra pregrado en licenciatura en idioma extranjero inglés. Este proyecto nos permitirá obtener nuestro título profesional además de aprender de las experiencias pedagógicas que se llevaran a cabo.

Este proyecto de investigación tiene como objetivo determinar la posible contribución de las fabulas en el desarrollo de valores en los estudiantes. Como parte de la investigación es necesario recoger datos en las actividades realizadas por sus hijos durante algunas clases al igual que sus reflexiones a partir de la moraleja de las diferentes fabulas que serán trabajadas. Por tal motivo solicitamos su permiso para que sus hijos puedan participar en nuestro estudio.

Les aseguramos que durante la investigación se mantendrá confidencialidad de la información personal de sus hijos. Igualmente cabe aclarar que la participación de sus hijos es de carácter voluntario y no afectar el desempeño en la asignatura. Si en algún momento ellos deciden retirarse del proyecto lo podrán hacer sin ningún inconveniente.

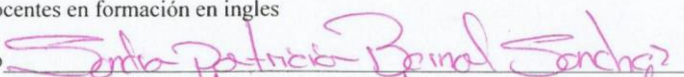
Si permiten que sus hijos participen en el proyecto de investigación, por favor diligenciar el formato con su aprobación.

Agradecemos su colaboración y apoyo

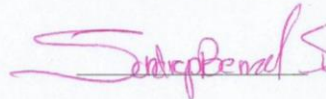
Angie Castañeda y Catherine Forero

Docentes en formación en ingles

Yo



Autorizo que mi hijo/a Lozano Villamanin Bernal participe en el proyecto de investigación que se llevará a cabo durante los últimos meses de este año por las docentes en formación Angie Castañeda y Catherine Forero y que sus actividades, reflexiones y opiniones sobre la implementación de las fabulas sean utilizadas como soporte para el estudio.



Firma padres/acudiente

Appendix C: Consent letter for students

Colegio Colombo Latino

Formato de consentimiento

Este año estaremos llevando a cabo un proyecto de investigación como parte de nuestros estudios de pregrado de licenciatura en idioma extranjero inglés en la Universidad Minuto de Dios. Este proyecto nos permitirá mejorar nuestra práctica docente, además de brindar a los estudiantes conocimientos de la lengua extranjera inglés y contribuir a su formación personal.

Descripción del proyecto:

Este proyecto de investigación tiene como fin determinar la posible contribución de las fábulas para el desarrollo de los valores personales.

Cual será tu participación en el proyecto:

El principal objetivo de la investigación es determinar la contribución de las fábulas en el desarrollo de los valores personales, por lo cual tus ideas, reflexiones, opiniones, talleres desarrollados durante las clases serán de gran importancia.

En las clases se te permitirá desarrollar diferentes actividades basadas en diferentes fábulas y se requerirá dar a conocer tus opiniones sobre lo realizado en clase.

Qué se hará con la información recolectada:

La información recolectada nos servirá para describir la contribución de las fábulas en el desarrollo de los valores personales para demostrar que este género literario contribuye con tu formación personal.

Si aceptas participar en el proyecto:

- Podrás hacer preguntas sobre la investigación en cualquier momento.
- Eres libre de retirarte en cualquier momento sin que esto genere alguna consecuencia.
- Tu nombre real no será utilizado en el proyecto a menos que tú y tus padres lo autoricen.

Te aseguramos que durante la investigación, se mantendrá la confidencialidad de la información. Igualmente cabe aclarar que tu participación es de carácter voluntaria y no afectará de ninguna forma tu desempeño o la valoración en la asignatura.

Yo _____ del curso 4 participare de forma voluntaria en la investigación realizada por las profesoras Angie Castañeda y Catherine forero y acepto que mis actividades, reflexiones y opiniones sobre las fábulas sean utilizadas como soporte para el estudio.

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH FABLES IN EFL CLASSROOM 110

Colegio Colombo Latino

Formato de consentimiento

Este año estaremos llevando a cabo un proyecto de investigación como parte de nuestros estudios de pregrado de licenciatura en idioma extranjero inglés en la Universidad Minuto de Dios. Este proyecto nos permitirá mejorar nuestra práctica docente, además de brindar a los estudiantes conocimientos de la lengua extranjera inglés y contribuir a su formación personal.

Descripción del proyecto:

Este proyecto de investigación tiene como fin determinar la posible contribución de las fábulas para el desarrollo de los valores personales.

Cual será tu participación en el proyecto:

El principal objetivo de la investigación es determinar la contribución de las fábulas en el desarrollo de los valores personales, por lo cual tus ideas, reflexiones, opiniones, talleres desarrollados durante las clases serán de gran importancia.

En las clases se te permitirá desarrollar diferentes actividades basadas en diferentes fábulas y se requerirá dar a conocer tus opiniones sobre lo realizado en clase.

Qué se hará con la información recolectada:

La información recolectada nos servirá para describir la contribución de las fábulas en el desarrollo de los valores personales para demostrar que este género literario contribuye con tu formación personal.

Si aceptas participar en el proyecto:

- Podrás hacer preguntas sobre la investigación en cualquier momento.
- Eres libre de retirarte en cualquier momento sin que esto genere alguna consecuencia.
- Tu nombre real no será utilizado en el proyecto a menos que tú y tus padres lo autoricen.

Te aseguramos que durante la investigación, se mantendrá la confidencialidad de la información. Igualmente cabe aclarar que tu participación es de carácter voluntaria y no afectará de ninguna forma tu desempeño o la valoración en la asignatura.

Yo Laura Nilla Marín del curso 4 participare de forma voluntaria en la investigación realizada por las profesoras Angie Castañeda y Catherine Forero y acepto que mis actividades, reflexiones y opiniones sobre las fábulas sean utilizadas como soporte para el estudio.

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 111

Appendix D: Format field note

Teacher's name:	Date:	Time:
Teacher observer	Session N°	
Description of the events		Analysis of the events
Reflection		

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 112

TEACHER'S NAME:	Catherine Forero	DATE:	October 21 st , 2016	TIME:	1 hour
TEACHER OBSERVER	Angie Castañeda	SESSION N°	2		
DESCRIPTION OF THE EVENTS		ANALYSIS OF THE EVENTS			
<p>Students were so excited when they started to play the memory game; they smiled and laughed all the time. During the teacher's play most of the students were paying attention because there some students that did not pay attention. Suddenly, one student said to another student that he did not have to talk because he could not listen and the student also said that he had to be respectful and since that moment the student did not talk anymore. Once the play finished students started to write the letter to the shepherd, but while they were doing the letter, students were discussing about the shepherd's actions and they said that the shepherd did not have to joke in that way because it could be real. One partner agreed with that partner and after that they started to talk about all the actions that the shepherd did and also if those were right. Finally, they were so quite while they were doing the letter and the journal.</p>		<p>Although they were excited for the memory game they behave better than the other times. However some students had problem to pay attention and I think they did not like the activity or they just were not interested in that game.</p> <p>In addition to that, I want to say that students were able to remember what they were learning in the previous sessions because they mentioned the first values that we taught that was the respect, that word was more frequent in the classroom. Therefore, they are practicing what they learned in the real life. Finally, students were able to create a discussion without to tell them, it means that students like the topic, but also they are starting to make conclusions what is good to do or no and in fact if they know that they might be critical and consciously in order to deliberate whether their actions are good or bad.</p>			
REFLECTION					
<p>During these sessions and the other ones I may infer that most of the students really like small activities. The good news are that students through this fables are able to reflect about the behaviors as we could see before, the own students started to point out the other students' wrong behaviors so that they might reflect and change the way that they were behaving.</p> <p>Besides, I want to highlight the fact that students are behaving better that before, and also they are analyzing every situation even though the teacher did not give the instruction. It means that students now have been people more critical, departing from different viewpoints where they are able to recognize that bad actions might bring consequences.</p>					


REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 113

Teacher's name:	Angie castañeda	Date: November 4th, 2016	Time: 2 hours
Teacher observer	Catherine forero	Session N°	6
Description of the events		Analysis of the events	
<p>We greeted the students and we showed them a big book, it didn't have a title, so we show them the first page that had all the characters and teacher Angie asked for a title, the students participate and told different titles.</p> <p>After that, she told them the story. Once she finished telling them the story she asked for the moral of the story and many students participate.</p> <p>And also, we discuss with students about the moral of the fable and their life, so some of them gave some examples and they reflected about that.</p> <p>Finally they developed the journal.</p>		<p>As the book was so big and beautiful it helped to catch the attention of students, so they were concentrate while Angie was told them the story. After she finished the students shared with us some situations of their life in which they have behaved as the characters of the fable.</p> <p>Besides that, after the reading out loud the fable they gave us their perception of the moral saying that they do not have to be ungrateful with the things that they have because one day they will need it. And it was so meaningful because we could notice that they reflected about to be thankful and value all that they have and they recognized all of the efforts that they parents do. So, we achieved the objective of the session.</p>	
Reflection			
<p>Doing material for students spent a lot of time, but is worthwhile because it make that students be more interesting for the class and also the learning process is successful and meaningful for them. With the book we could catch the attention of students and also make that they were interesting for the reading.</p> <p>The most important thing was the fact that during the discussion they participated actively telling us the times that they felt that were not thankful with their family and they reflect about that, this was really important because sometimes we are not thankful with all we have with our family, with our study, with the material things that we have, so it's really important generate in students a reflection about it because I think that the most meaningful and importing thing that we expect about other person is that be thankful with us.</p>			

Appendix E: Students' journal


Date:	Number:
Session N°	Fable name:

How might fables generate a reflection about the importance of personal values in fourth grade students at Colombo Latino School?



My Journal

<p>What did I do?</p> <hr/> <hr/> <hr/>	<p>Did you recognize the value that you worked during the fable? What was it?</p> <hr/> <hr/> <hr/>
<p>What was the moral message of the fable and what did you learn?</p> <hr/> <hr/> <hr/>	<p>Would you mind relating the fable to a real life situation? Give an example!</p> <hr/> <hr/> <hr/>



REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 115

Journal 1: session # 1

Students' journal

Student # 2

Date:	Number: 2
Session N°:	Fable name:

How might fables contribute to the development of personal values in students of fourth grade at Colombo Latino School?

My Journal

What did I do?
Fabela Jugamos
y una actividad
dad

Did you recognize the value
that you worked during the
fable? What was it?
el respeto

What was the moral message
of the fable and what did you
learn?
respeto es
una razon

Would you mind relating the
fable to a real life situation?
Give an example!
yo voy mejor
respeto que yo
me respeto

REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 116

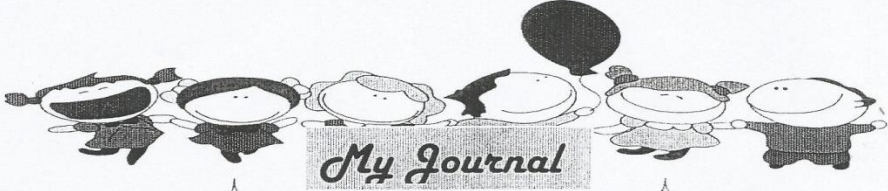
Journal 4: session # 4

Students' journal

Student # 1

Date: 25-oct-2016	Number: 1
Session N°: 4	Fable name: the lion

How might fables contribute to the development of personal values in students of fourth grade at Colombo Latino School?




What did I do?
leer on cuento
dibujar las
calidades y
jugar bingo

Did you recognize the value that you worked during the fable? What was it?
la amistad
y compañeros
mo

What was the moral message of the fable and what did you learn?
no pelear y
ayudarnos unos
a otros

Would you mind relating the fable to a real life situation? Give an example!
cuando me
culparon de
una cosa que
no hice mi
mama me ayudo



REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 117

Journal 5: session # 5

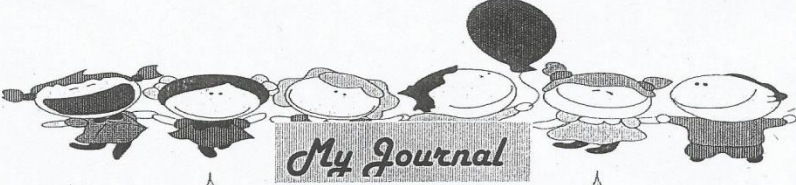
Students' journal

Student # 15

15

Date: 2/11/16	Number: 15
Session N°: 5	Fable name:

How might fables contribute to the development of personal values in students of fourth grade at Colombo Latino School?




What did I do?
Dibujamos actividades.

Did you recognize the value that you worked during the fable? What was it?
Si por que es la perseverancia.

What was the moral message of the fable and what did you learn?
La perseverancia es tener el valor.

Would you mind relating the fable to a real life situation? Give an example!
Si porque cuando no podemos hacer una cosa tenemos el valor de intentar.



REFLECTION ABOUT THE IMPORTANCE OF PERSONAL VALUES THROUGH
FABLES IN EFL CLASSROOM 118

Journal 6: session # 6

Students' journal

Student # 3


Date: 4-11-16

Session N° # 6

Number: 3

Fable name: The frogs who wanted a king

How might fables contribute to the development of personal values in students of fourth grade at Colombo Latino School?




What did I do?
representamos una obra y ellas tagresón un libro muy grande y no lo levelón en inglés

Did you recognize the value that you worked during the fable? What was it?
Si lo reconos fue la gratitud

What was the moral message of the fable and what did you learn?
Es no ser desagradesido con lo que nos dan porque muy pronto lo podremos necesitar

Would you mind relating the fable to a real life situation? Give an example!
A mi si me a pasado pero al gato me disculpo con mis padres.

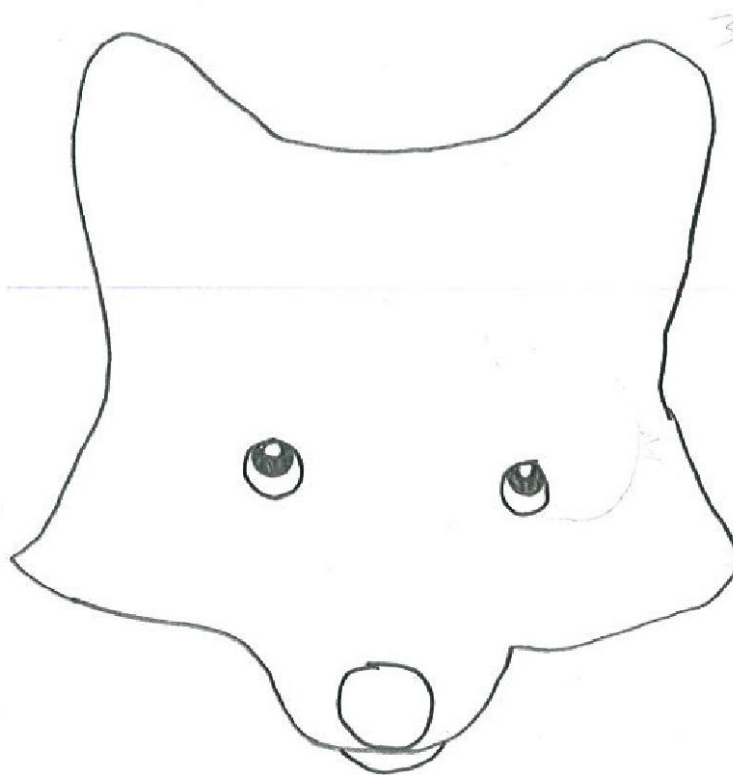


Appendix F: Students' artifacts

Artifact 4: session # 4

Students' artifact

Student # 15



Debia ser mas amable con la
siguiena

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Artifact 4: session # 4

Students' artifact

Student # 15

The image shows a decorative scroll-shaped writing template. It features a large central rectangular area with horizontal lines for writing. At the top left of the scroll, there is a small shaded area that looks like a rolled-up corner. At the bottom left, there is another shaded area that looks like a rolled-up corner. The word "Dear" is written in a cursive font at the top left of the writing area, followed by a horizontal line. At the bottom right of the writing area, the word "From" is written in a cursive font, followed by a horizontal line.

15

Dear Michell.

Gracias por estar a mi lado en las
buenas y las malas.

tener cariño para mi, tiempo etc.

No me importa que tengas
defectos siempre te amare eres muy
chistosa cuando estas triste me
alegra el dia gracias por tener
una sonrisa encantadora tus ojos
como la oscura y una actitud
dulce parece te tengo en mi
corazon y alma te quiero siempre
seremos amigos por siempre y
por siempre a un que este-
mos lejos siempre siempre estas
a tu lado con cariño conyy.

From *Carolina* ♥

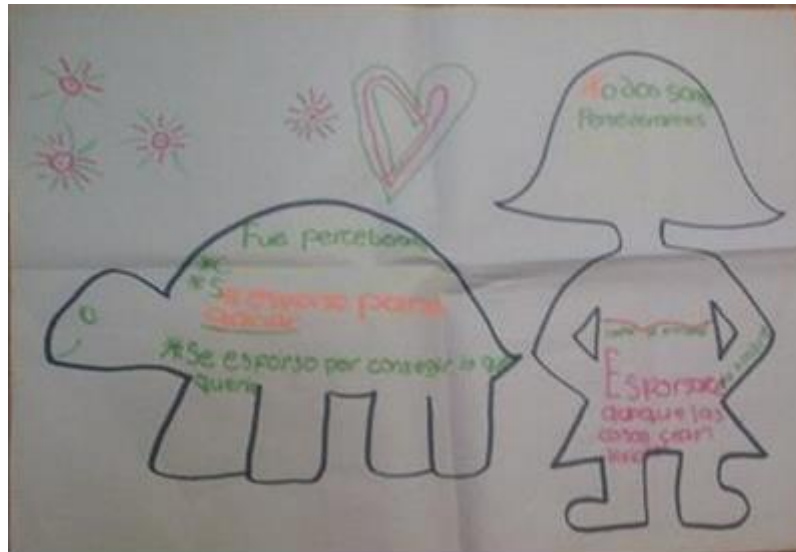
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Appendix I: Students' artifacts

Artifact 5: session # 5

Students' artifact

Student # 1-2-3-4



Appendix J: The Fox and the Stork

Fable

The Fox and the Stork

A fox invited a stork over for dinner. The fox served a very thin soup in a very shallow bowl. It was easy enough for the fox to lap the soup out of the bowl. But the stork pecked with her long narrow beak and couldn't get even one drop of soup.

"I'm dreadfully sorry, Stork," said the fox. "It seems that my soup is not to your taste."

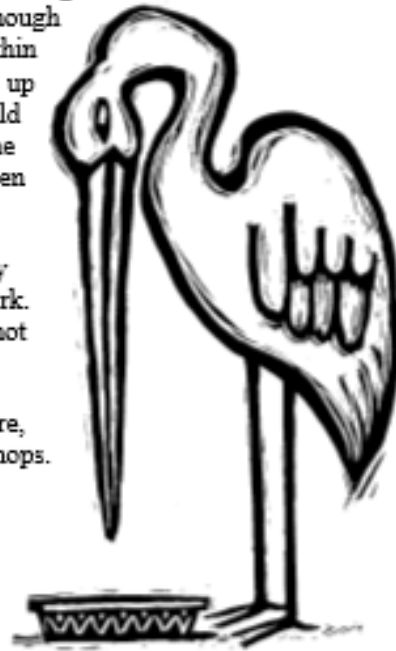
"That's quite all right, Fox," said the stork politely. "Why don't you come over to my house for dinner next Tuesday?"

Next Tuesday came around, and the fox visited the stork for dinner.

The stork served soup also, but in a jar with a long skinny neck. It was easy enough for the stork to stick her thin beak into the jar and slurp up the soup. But the fox could only lick the rim of the jar. He couldn't get even a drop of soup!

"Oh, I'm so dreadfully sorry, Fox," said the stork. "Perhaps the soup is not to your taste."

The fox just sat there, hungrily licking his chops.



Appedix K: The Shepherd who Cried “Wolf!”

Fable

The Shepherd Who Cried “Wolf!”

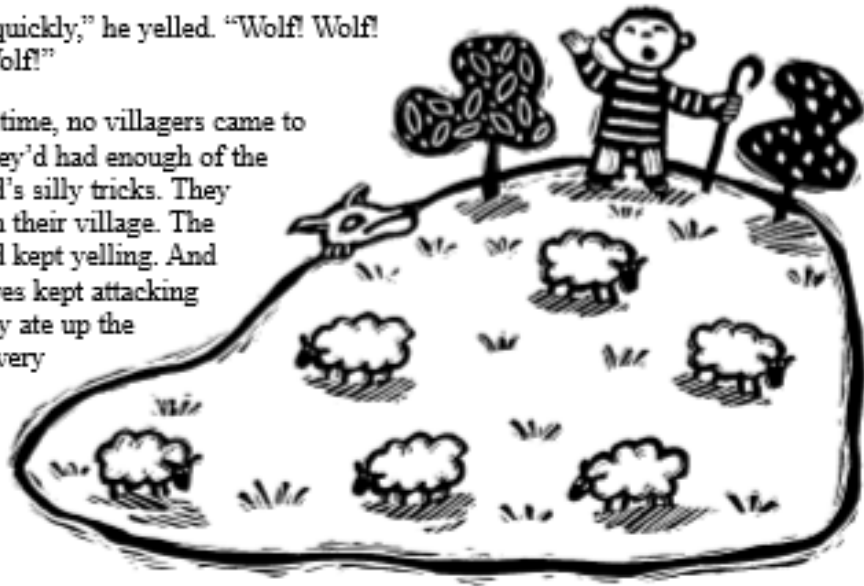
Once upon a time there was a shepherd who liked to play a trick on the villagers who lived nearby. He'd pretend that his flock of sheep was being attacked by wolves. “Come quickly,” he'd yell as loudly as he could. “Wolf! Wolf! Wolf! Wolf!”

Each time, every time, the villagers raced to rescue the shepherd's flock. But each time, every time, there were no wolves to be found. The villagers would turn and walk home. The shepherd would fall on the ground and roll around, screaming with laughter.

But one day wolves really did attack the shepherd's flock.

“Come quickly,” he yelled. “Wolf! Wolf! Wolf! Wolf!”

But this time, no villagers came to help. They'd had enough of the shepherd's silly tricks. They stayed in their village. The shepherd kept yelling. And the wolves kept attacking until they ate up the sheep, every last one.



Appendix L: The Ant and the Grasshopper

Fable



The Ant and the Grasshopper

On a warm summer day, a grasshopper leaped about a field, merrily singing. Nearby, an ant toiled hard under the hot sun. One by one, he hoisted heavy kernels of corn onto his shoulders and carried them back to his nest.

"Come join me," said the grasshopper. "We'll sing and dance and make beautiful music!"

"I have no time to make music," said the ant. "I'm gathering food for the long winter ahead. I suggest you do the same, if you know what's good for you."

The grasshopper merely laughed. "I have plenty to eat today. Winter is a long time off. Why worry on such a lovely day?"

Summer turned to autumn, autumn to winter. Now the field was covered in snow. The ant was burrowed deep in his nest, warm and content. He had enough food to last the whole winter. But the grasshopper was no longer singing a happy song. "It's freezing," he shivered. "I'm starving. If only I had listened to the ant's advice!"



Appendix M: The Lion and the Mouse

Fable

The Lion and the Mouse

A little mouse once made the mistake of running across a sleeping lion's nose. It tickled like crazy and woke the lion up. With one sweep of his huge paw, the lion snatched up the mouse! He opened his mouth wide and prepared to eat the mouse.

"Oh no, please don't eat me!" shrieked the mouse. "I'd be just a tiny snack, not fit for the king of the beasts. If only you will spare my life, I promise that I will help you if you are ever in trouble."

A little mouse, helping the big king of beasts? That struck the lion as terribly funny. He roared with laughter, opening his jaw and letting this funny little mouse go free.

Several years passed. The mouse was busy gathering seeds when he heard a terrible roar. It was so loud and so powerful that it could only be the king of beasts. What's more, the lion sounded really scared. The mouse scurried in the direction of the lion's frightened roars.

When the mouse found the lion, he saw that the lion had fallen into a hunter's trap. He was all tangled up in thick rope. The mouse began to gnaw through one of the ropes with his sharp little teeth. It took a while, but eventually he broke all the ropes and the lion was free.

"I kept my promise!" said the mouse to the lion. "I knew I might be able to help you out sometime."



Appendix N: The Tortoise and the Hare

Fable

The Tortoise and the Hare

As usual, the hare was bragging to all the other animals about his speed. "I'm faster than the wind, quicker than nightfall," he said. "No one has ever beaten me. No one ever will. I challenge any animal here to race me." The foxes and donkeys and frogs and serpents looked on in silence. No one would accept the hare's challenge. Then a lone voice rose up. "I will race you," said the tortoise.

"You!" said the hare, snickering. "Why, that's a fine joke. I will dance around you all the way to the finish line!"

"We'll see about that," said the tortoise quietly. "Shall we race?"

The starting signal was given, and off went the tortoise and the hare. Almost at once, the hare darted over a hillside and was out of sight. The tortoise set off slowly, just plodding along. Soon the hare was way ahead of the tortoise. It was a hot day. He'd grown tired from running so fast. He thought about how far behind the tortoise would be by now. So the hare decided to take a little nap. On a soft, shady patch of grass, he curled up and went to sleep.

Steadily, slowly, the tortoise kept plodding along. The sun fell lower in the sky. The shadows grew longer. The hare woke up and stretched. "I wonder where that silly tortoise is now," he said to himself. "I had a great nap. I'll bet the tortoise is still miles behind me."

The hare looked back down the road. Sure enough, there was no tortoise in sight. Then he looked up the road toward the finish line. Oh no! The tortoise, still plodding along, was now nearing the end of the race.

Then the hare ran the fastest he ever had. But it was too late. The tortoise crawled across the finish line. All the animals shouted, "Tortoise won, tortoise won!" The hare couldn't believe it. And the tortoise just smiled to himself!



Appendix O: The Frogs who wanted a King

The Frogs were tired of governing themselves. They had so much freedom that it had spoiled them, and they did nothing but sit around croaking in a bored manner and wishing for a government that could entertain them with the pomp and display of royalty, and rule them in a way to make them know they were being ruled. No milk and water government for them, they declared. So they sent a petition to Jupiter asking for a king.

Jupiter saw what simple and foolish creatures they were, but to keep them quiet and make them think they had a king he threw down a huge log, which fell into the water with a great splash. The Frogs hid themselves among the reeds and grasses, thinking the new king to be some fearful giant. But they soon discovered how tame and peaceable King Log was. In a short time the younger Frogs were using him for a diving platform, while the older Frogs made him a meeting place, where they complained loudly to Jupiter about the government.

To teach the Frogs a lesson the ruler of the gods now sent a Crane to be king of Frogland. The Crane proved to be a very different sort of king from old King Log. He gobbled up the poor Frogs right and left and they soon saw what fools they had been. In mournful croaks they begged Jupiter to take away the cruel tyrant before they should all be destroyed.

"How now!" cried Jupiter "Are you not yet content? You have what you asked for and so you have only yourselves to blame for your misfortunes."

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