A STUDY ON SOCIAL VALUES IN THE EFL CLASSROOM ENVIRONMENT

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SCHOOL OF SCIENCE AND EDUCATION LEBEI

BOGOTÁ D.C

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Juror:

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Yolanda Samaca Bohórquez
This research project is dedicated to God who give me the strength and courage to make the difference, to my father who takes care of me from heaven, to my mother for her advices, support and love, to my daughter for being my motivation, and to my brother for being a good example.

To all who believed in me.

Laura Tatiana Zambrano Uribe

This work is dedicated to all powerful God who made all this possible giving me the strength and will for improving every day, to my mom for all her unconditional love and support, to my dad for everything he has taught me, to my siblings for being always there for me, to that beautiful angel that lights my way, to everybody who has helped me.

Wilmar Fernando Bernal Chaparro
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Alike, to our partners for being part of this teaching-learning process, for sharing the best adventures during this trajectory and for being our family. Lastly, our sense of gratitude to our parents for the unceasing encouragement, support, attention, and love because behind this thesis there are two persevering families with amazing dreams.

Thank you to one and all who directly or indirectly believe in us!
Abstract

A study on social values in the EFL classroom environment is a research work focused in the analysis and description of the social values that emerge through cooperative learning among students of fifth grade in a public school in Bogota. In order to do this we observed and analyzed all the process of interaction students had inside the classroom and the different implications those values may have in that process. In the pursuit of this we came up with the next research question: What social values are generated when fifth graders are engaged in the classroom interaction? Every single step we gave during this process was oriented and guided with the objective to have this question answered. Our theoretical framework was built with two principal constructs, the first was Social values showing the way we perceived them and supported by some authors, and the second was classroom interaction which was also explained from different authors’ point of view. Throughout all this process we concluded that there are five values that facilitate the coexistence among the students: respect, responsibility, tolerance, solidarity and honesty. We noticed students are aware of this and they express their desire of being more respectful knowing that everybody is different, more responsible about their obligations, more tolerant when they don’t agree among them, more solidary when they are able to help and more honest with themselves and with the others and in this way create a better environment in which they live together in the best way.

KEYWORDS: (Social values, classroom interaction)
Resumen

El estudio de valores sociales dentro del ambiente del salón de clase de inglés como lengua extranjera es un trabajo de investigación enfocado en el análisis y descripción de los valores sociales que emergen a través del aprendizaje cooperativo entre estudiantes de Quinto grado de un colegio público de Bogotá. Con el propósito de llevar esto acabo observamos y analizamos el proceso de interacción que se desarrolla entre los estudiantes en el salón de clase y las diferentes implicaciones que estos valores puedan tener en dicho proceso. En la búsqueda de esto se genera la siguiente pregunta de investigación: ¿Qué valores sociales emergen cuando los estudiantes de quinto grado son llevados a interactuar dentro del salón de clase? Cada paso que dimos durante este proceso fue orientado y guiado con el propósito de obtener respuesta a dicha pregunta. Nuestro marco teórico fue construido con dos conceptos principales; el primero fueron los valores sociales explicando la forma en que los percibimos apoyándonos en algunos autores, y el segundo fue la interacción dentro del salón de clase la cual es explicada desde el punto de vista de otros autores. A través de todo este proceso identificamos cinco valores que facilitan la convivencia entre los estudiantes: Respeto, responsabilidad, solidaridad, tolerancia y honestidad. Evidenciamos como los estudiantes son conscientes de esto y expresan su deseo de ser más respetuosos reconociendo que todos somos diferentes, más responsables con nuestras obligaciones, más tolerantes cuando no pensamos igual, más solidarios cuando podemos ayudar a los otros, más honestos con nosotros mismos y con los otros y de esta manera crear un ambiente en el cual sea más fácil vivir juntos.

PALABRAS CLAVE: (Valores sociales, Interacción dentro del salón de clases)
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Chapter One

Introduction

What should we do? What should not we do? What should we say? How should we educate our students? How should we help our students to live and survive in a multicultural society? How could we transmit them a meaningful learning based on values? These are some crucial questions along our way as teachers. Nevertheless, they do not have a single response because it depends on the students’ needs, classroom interaction, students ‘social environment inside and outside school and other essential factors to live in a diverse culture. Hence, the following research project analyzes what social values emerge when fifth graders are engaged in classroom interaction, bearing in mind some important features which are involved in the students’ environment.

“Social Values form an important part of the culture of the society. Values account for the stability of social order. According to Mondal (2014), values provide the general guidelines for social conduct. Thus, Social Values have a branch of philosophy that focuses on moral principles and codes of conduct, being that they focus on the social stability. As a result, Wood (2007) who proposes Social Values also have a hard relation with interaction and communication, so what I say and do affect others: how they feel, how they perceive themselves. Consequently, Social Values are essential in the Classroom Interaction because they determine the way how fifth graders interact, how they act, how they think about themselves and others.

Subsequently, Classroom Interaction is an essential tool in the students’ academic life because through interaction students clarify doubts, solve questions, support their ideas and facilitate their learning process. The concept of interaction is defined by Wagner (1994) as
“reciprocal events that require at least two objects and two actions, this Interaction occurs when these objects and events naturally influence one another” Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve a meaningful communication.

Hence, this research study undertook a written discourse analysis which is a method that investigates the process of social interaction between humans, using diaries, observations or video recordings made from naturally occurring interaction, Schegloff (1992). Correspondingly, this study was conducted with fifth graders of a public school, in order to gather data, we applied a number of techniques and instruments proposed by Freeman (1998) which deal with the sighting of classroom interaction and social values, the record of what occurred in classes, etc. In addition, the instruments effected along this research project were required according to the previous techniques, for instance the usage of observations, recordings, transcriptions and journals to analyze the interactions among students.

Throughout this study the reader will find seven chapters. Chapter one is entitled problem statement, it informs the reader about the research problem in which it was necessary an intervention. Furthermore, chapter two shows the literature review and the main concepts the research study refers to. Similarly, readers will find in chapter three: the research design of the project that mostly focus on the plan carried out in the study. Also, in chapter four, there is an instructional design as well as an explanation of the approach implemented. Besides, in chapter five there is the examination of data presented in this study. Chapter six exposes the findings and conclusions of this research project. Lastly, chapter seven explains the pedagogical implications and further research of this project.


**Justification**

This research was carried out in order to observe, recognize and analyze the fifth graders' social values in their classroom interaction while working with Cooperative Language Learning between teachers and students. Thereby, this study and its implementation in the EFL classroom have a high significant contribution and applicability in the academic and research community of Universidad Distrital Francisco José de Caldas, in our role as a teacher, in the students’ life and in República Federal de Alemania School where the study was implemented.

“*A Study on Social Values in the EFL Environment*” research project contributes meaningfully to the objectives and ideals purposed by Universidad Distrital Francisco José de Caldas. Being that, we as teachers and researchers are developing communicative English competences with our students, we are applying the learning and teaching theories in a particular context and we are creating new techniques and strategies in order to promote changes and successful innovations which are professional and occupational profile’s goals of degree TEFL at Universidad Distrital. Furthermore, this study promotes the research line number two, it is called “*Representative Speeches and Imaginaries in Educational and Social Action*”, inasmuch as our main objective is to generate reflection, action and change in the fifth graders taking into account the social actions around the relationship and interaction among students and also the educational actions through the connection between teachers and pedagogical implementation. In other words, this research project has an academic, educational and instructional impact, being that it contributes to improve the children and teenagers’ quality of education which is one purpose of the Universidad Distrital’s Mission and Vision.
Additionally, “A Study on Values in the EFL Environment” has a strong influence in our role as pre-service and in-service teachers insomuch as it generates a great development in different pedagogy and methodology aspects. Thereby, we have the chance and responsibility to discover meaningful experiences during the investigation, to develop and implement research and pedagogical skills, to create useful learning strategies, to acquire new knowledge and to help in the students’ learning process for it to be surrounded of a healthy environment at their homes and school. Taking into account, the environment and interactions in this study result highly determinant in the children learning experience, we proposed as teachers and researchers the importance to carry out this research as a response to the policies that promote students’ welfare and guidance about the learning processes which is developed at home in the frame of learning EFL and reinforced at school by their teachers and classroom interaction. In this way, each academic aspect which could be discovered, modified, investigated, changed or implemented will have a meaningful contribution in our professional and occupational experience.

Taking into account, an investigation’s target is to cause an impact in the students’ life in order to improve the English learning process of the children, their interaction inside and outside the classroom. It implies, guiding the curriculum and planning, designing and implementing a pedagogical intervention which includes Cooperative Language Learning as the main approach in the research. The investigation’s outcome will be presented to school community with the purpose of enhancing communication among teachers – students and students – students who are involved in the teaching - learning process, promoting changes in the curriculum, adapting new English leaning strategies and encouraging towards new investigations which look for improving the educative environment. So, República Federal de Alemania will have a high academic contribution regarding techniques, inquires, methodology, action and social plans, among others.
In fact, the course of our adult life depends upon what we learned in our childhood. Thus, the values that were inculcated in us, as children, determine what we will grow up to become. Hence, it is the prime responsibility of parents and teachers to imbibe certain moral values in young children. Since, children tend to mimic the behavior of adults, parents and teachers need to practice those values in their life with the purpose of children learn it Kulkarni Sule (2009). Bearing in mind, the Kulkarni Sule’s insight the importance of teaching values and its implications in children’s education this research “A Study on Social Values in the EFL Environment” looks for analyzing what social values are generated when fifth graders are engaged in classroom interaction? At the same time, this proposal sets teachers – parents – fifth graders’ interaction through Cooperative Language Learning as main tool in the pedagogical and social intervention in EFL classroom at República Federal de Alemania School. Hence, after giving the essential reasons of our study, we support our research project with experimental and theoretical basis of other studies and subsequently we explain our own conceptions in the next chapter.
Problem Statement

The following sections comprehend after a clear description of the problem identified. Some aggressive and bullying behaviors were apparent in a set of preliminary observations that we conducted for this research project by audio recording in classes. The participants selected for this research project were five students of fifth grade who attended the EFL classes for four hours a week of a public school in Bogotá, Colombia.

Thereby, when we started to work inside and outside the classroom with fifth graders, we could evidence students had several conflict situations among them. When we proposed an activity, it was almost impossible to carry it out because they had a defensiveness attitude all the time. Additionally, most of them were studying from pre-school and they felt resentful because previous conflicts. So, we verified it through two main aspects: first of all, when students were arguing they used sentences like: you stole me the last year I do not forget it! You hit my sister in second grade! You are fatter than me! Among other expressions which are verbal abuse. As a second relevant aspect, we analysed “student’ observer” which is a fundamental tool to observe the different positive or negative notes written by teachers during all year; we bore out students needed a pedagogical intervention in order to improve the social interaction, environment and behaviour in general.

Consequently, the fifth graders answered a questionnaire in which they can express openly their perceptions about how they felt in the classroom when interacting, as: ¿Cuándo hay actividades grupales sientes que tus compañeros te rechazan? ¿Has ofendido a alguno de tus compañeros por medio de chistes, apodos, rechazo, entre otro? ¿Cómo te gustaría que fuera el ambiente en tu salón de clases? It was essential to know their perceptions about their social
environment and interaction among partners in order to carry out this research project. Taking into account, Howarth (2006) proposes the language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner’s ability in that language. So, the way students interact define effectively how they construct their knowledge. It is noticeable in the extract 0.1 (see extract # 0.1) that there were some repeated patterns of interaction and communication in which students express their feelings, beliefs, and perceptions around their social atmosphere.

Extract 0.1: First Questionnaire (Needs Analysis).

On the other hand, the first pedagogical intervention related to the needs analysis displayed the most salient patterns in the fifth graders’ classroom supporting the first questionnaire’s answers. Accordingly, the task undertaken was an activity called “Are you different to me?” in
this activity students basically read a tale about how to respect the physical appearance differences, and then students participated in a game in which the cooperative work is essential. The purpose of this activity was to observe and listen from students if the problematic presented in the reading had taken place in their classroom environment and also if they recognized or not the importance of team work in a natural environment within the EFL classroom, Schegloff (2000).

Likewise, it was evident in the extract 0.2, that there were some repeated patterns about students’ perceptions around their classroom environment. Being that, most of students claimed that their partners are so rude, scrapper, and disrespectful. Evenly, teamwork caused too many conflicts because students only wanted to make groups with their close friends. However, all students agreed on the same desire: peaceful environment inside and outside classroom.

According to Greenwood (2002), the classroom environment has a powerful influence on learning, and children's perceptions of that environment influence their behavior. For that reason, a classroom environment without values promotes discrimination, bullying and mocking, among students. Although, Colombia is a multicultural country, children are being educated under a social problematic in which the violence is the main tool to face the differences instead of accepting them with respect. So, it is being reflected in the responses, comments and opinions of students, but especially in their behavior inside the classroom.

Furthermore, we realized that the teachers in the School try to face and solve some issues, but this problematic situation is giant and deep because most of the children do not have parents’ support and their home environment is surrounded of violence, verbal and psychological abuse, among others. Nevertheless, we consider that there are many strategies which could be
A Study on Social Values in the EFL Environment

implemented inside and outside classroom and they could offer a change in the physical, emotional and social environment of fifth graders. Also, the strategies could be applied for other teachers and in the students’ home atmosphere, bearing in mind, the parental involvement in the learning process.

**Research Question**

How social values are generated when fifth graders are engaged in EFL Classroom Interaction?

**Sub-question**

How social values are disclosed when fifth graders are engaged in the EFL Classroom Interaction?

**Objectives**

To identify the social values in the fifth graders’ classroom interaction.

To infer how social values influence the fifth graders’ classroom interaction.
Chapter Two

Literature Review

In chapter two, we present the concepts which must be understood to carry out our study; in this sense the theoretical background will be detailed. Foremost, the understanding of what social values are will be explained. Secondarily, classroom interaction concept will be described in order to comprehend how this constitutes an essential part of our research project. Similarly, we will establish the connection how social values emerge in classroom interaction.

Social Values

The first concept considered in this section is Social Values, in this manner we expose the meaning about values under a general perspective. So, we clarify the importance about values as structural reality. Later, we explain why polarity and hierarchy are essential characteristics within a social group. Finally, we take some works of Jean Piaget, Lawrence Kohlberg, and Carlos Cullen in order to explain our perspective in the “A Study on Social Values in the EFL Environment” research project (see figure # 0.1).
According to Gómez, Rojas & Rodríguez (2012), Social Values are fundamental principles that are acquired from society which allow children to develop an integral personality and to construct their own conceptions of life depending on the interaction they have with their society. Because of their collective character, social values have an objective basis which is not directly dependent on the individual. Thereby, Social Values just emerge if the child is immersed in a constant social interaction, Silva (2004).

Additionally, Sigelman & Rider (2009) assert that moral is a thinking process involved in deciding whether an act is right or wrong, it has an important relevance in order to understand the role of social values in children’s lives. This perception complements the social values

**Figure # 0.1:** Organization about Social Values as a concept.

According to Gómez, Rojas & Rodríguez (2012), Social Values are fundamental principles that are acquired from society which allow children to develop an integral personality and to construct their own conceptions of life depending on the interaction they have with their society. Because of their collective character, social values have an objective basis which is not directly dependent on the individual. Thereby, Social Values just emerge if the child is immersed in a constant social interaction, Silva (2004).

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conception because due to children`s capacity of reflecting upon moral issues, they are able to understand social values. In the same trend of thought, Piaget (1934) stated that children`s morality is based on an evaluation of actions that depends on the material consequences, since the child does not differentiate with clarity the physical area from the psychic one; that is to say, children are heteronymous moral thinkers because they judge their actions according to the rules imposed by authority which, in most cases, is represented by parents or any adult that is in charge of them.

On the other hand, values do not exist without an individual, it means values need a subject. Daza (2008) claims that we cannot confuse values with qualities, there are three kinds of qualities: primary qualities which is about the impenetrability of material, secondary qualities which are captured by the senses (without making a value judgment), and tertiary qualities are the values that are parasitic entities. So, qualities are inherent to the subject because material, color or other characteristics, but values emerge through social interaction as a mutual agreement.

Otherwise, values could be positive or negative because absence of a positive nature makes it negative. In regard to Pepén (2007), the values’ polarity shows the values are manifested in a specific quality, so there is an opposite of each value which corresponds to a "negative value". Thereby, something which emerges as a force that goes against these values are known as anti – values. So, people can be conscious that they are doing something wrong, but they are fine with it. In this way, there are some individuals who do not like to be collaborative with others or individuals who feel comfortable helping to others. Bearing in mind this information, we stimulate the classroom interaction with the purpose of bringing social values in a natural way.
Besides, each community has built an axiological pyramid which determine our behavior in the society. Thereby, values are hierarchized, it does not mean that they are classified. Each person has a specific values’ scale in which interprets the reality under the moral’s perspective. According to Pepèn (2007) a values’ scale shows a hierarchy of ideas; there are values more priority than others. For that reason, when a subject acts against an important value, then he feels bad with himself because he has gone against its true essence. People also have many internal contradictions, for example, we can think something but we do other different thing.

Taking into account the previous explanation about values and some important issues, we focus the concept about social values under the cognitive approach. According to Piaget (1972), the process of internalization (from the outer to the inner) moral autonomy is achieved when a development of logical thinking is reached, achieving decentralization of view and respect for the other, based on the intellectual development. So, Piaget establishes three different levels to acquire the values (see chart # 0.2) these are: the pre-moral level where there is not a sense about to accomplish rules, the heteronomous level which is obedience to rules and respect for authority, and finally the autonomous level, where the reciprocal relations of rules and laws. In other words, Piaget (1972) argues every human being is a biological individual, but not live in isolation, each person learns elements which integrates socially; during the interaction he develops, and acquires a moral socialized, i.e. each individual observes the life and behaves according to groups’ knowledge and experience which he belongs.
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<th>Age Range</th>
<th>Description of Stage</th>
<th>Developmental Phenomena</th>
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<tr>
<td>Birth – 2</td>
<td><strong>Sensorimotor:</strong> Experiencing the world through senses and actions.</td>
<td>Object permanence. Stranger anxiety.</td>
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<tr>
<td>2 – 6 years</td>
<td><strong>Preoperational:</strong> Representing things with words and images.</td>
<td>Pretend play. Egocentrism. Language development.</td>
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<tr>
<td>7 – 11 years</td>
<td>**Concrete Operational:**Thinking logically about concrete events and grasping concrete analogies.</td>
<td>Conversation. Mathematical transformation.</td>
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<td>12 - adulthood</td>
<td><strong>Formal Operational:</strong> Thinking about hypothetical scenarios and processing abstract thoughts.</td>
<td>Abstract logic. Potential for mature moral reasoning.</td>
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**Chart # 0.2:** Piaget’s Theory of Cognitive Development.

Likewise, Kohlberg (1981) includes the affective factors with the cognitive factors parallel, he raises moral judgment role appears because the connection of contextual variables (the situation), cognitive, and attitudinal or affective. He states that the developing child goes through six stages of moral reasoning divided into three levels, these are: pre-conventional, conventional, and post-conventional (see chart # 0.3). In the pre-conventional, individuals do not understand social rules and expectations, it is really important the specific interests which affect them. In the conventional level, moral problems are seen under different feelings of belonging to a social group and the need to defend it, it means individuals understand, accept, and identify with social
rules. At last, in the post-conventional moral problems are approached beyond social standards, it is more relevant the awareness’ principles which govern them, i.e. individuals understand the social rules, but they only accept them if the social rules agree with the awareness’ principles dictates to each subject.

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<th>Explanation</th>
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<tr>
<td><strong>3. Post-conventional</strong></td>
<td>Individual develops more autonomous decision making based on principles of right and justice.</td>
<td><strong>3.2.</strong> Universal ethical principles.</td>
</tr>
<tr>
<td><strong>2. Conventional</strong></td>
<td>Individual does what is expected of them by others.</td>
<td><strong>2.2.</strong> Social accord and system maintenance.</td>
</tr>
<tr>
<td><strong>1. Pre – conventional</strong></td>
<td>Individual shows concern for self-interest and external rewards and punishments.</td>
<td><strong>1.2.</strong> Instrumental propose and exchange.</td>
</tr>
</tbody>
</table>

**Chart # 0.3: Kohlberg’s Theory of Moral Development.**

In addition, Cullen (1997) claims the importance of teacher’s role regarding the creation of moral personality since the construction: an autonomous moral judgment, critical thinking, capacity of argumentative dialogue, self-regulation of behavior and formation about feeling around care and respect for the others, and a everything which comes together to commit about
A Study on Social Values in the EFL Environment

life and environmental conditions. Thus, teaching values is not educated people regarding to certain valuation guidelines and immovable regulations. Nor, it is passively incorporate any tradition of values and guidelines for action. It means, to build an autonomous moral judgment and moral solidarity intelligence in order to evaluate critically and with social responsibility values themselves which emerge from ambient pressure.

Certainly, we observe how life in our society is harder than some years ago because the lack of values, inasmuch as people only care their own welfare mainly. According to our previous observations, we think this problematic situation starts at home and arrives at school, since students stay half time at school and they interact with different beliefs and customs. Most of the time, the curriculum design is not focused on students’ needs as human beings who think critically about their behavior. For that, it is essential to work under the values` construction and promotion since home and school.

As a result, Social Values also have a hard relation with interaction and communication, so what I say and do affect others: how they feel, how they perceive themselves Wood (2007). Accordingly, Social Values are essential in the Classroom Interaction because they determine the way how fifth graders interact, how they act, how they think about themselves and others. Thereby, we work with Piaget and Kohlberg since educational perspective because development is conceived as the progressive evolution of the organism`s structures, and the functions performed by them, towards more complex behaviors considering superior. So, moral development is seen as a constructivist perspective. Thus, moral is acquired through the construction of rules and norms through child`s social interaction.
By all odds, Social Values form an important part of the culture of the society. Values account for the stability of social order. They provide the general guidelines for social conduct Mondal (2014). Thus, Social Values have a branch of philosophy that focuses on moral principles and codes of conduct, being that they focus on the social stability. Thereby, we bear in mind the Cullen’s sight explained above, inasmuch as Cullen proposes autonomous, dialogical, critical and committed moral personalities are able to hold an moral public which is constructed simultaneously with procedural and argumentative ethics principles, in relation to standards and their universal validity. It is focused on respecting differences and caring the life for each individual. Thereby, if there is not private language, it means private ethics does not exist.

To sum, we work under educational perspective because moral development is seen as constructivist outlook, being that moral is acquired through the construction of rules and norms through child’s social interaction. Alike, we focus our research project in the importance of teaching values under an autonomous moral judgment, critical thinking, the capacity of argumentative dialogue, self-regulation of behavior and formation about feeling around care and respect for the others.

Classroom Interaction

The second concept considered in this section is Classroom Interaction, in this way we expose the correlation among language, communication and interaction. So, we clarify what classroom interaction is. Then, we explain the types of interaction and we focus on student – student interaction. Later, we define what feedback is and the importance of teacher and student’s roles in this teaching – learning process (see figure # 0.2).
This study concerns with the significance of classroom interaction where the social values emerge. Besides, this study attempts to explain how interaction is given through communication as a main factor. In this sense, Vygotsky (1962) claims that language is a cultural tool to develop and share knowledge amongst member of a community and as a psychological tool for arranging “the processes and content of individual thought”. So, he also raised that growing knowledge involves “social experiences” and for that reason processes of communication are relevant. Thus, processes of communication are constructed by the interaction.

According to Brown (2001) interaction is the heart of communication: it is what communication is all about. So, if people do not communicate among them, there is not an
interaction. Communication as the basis of social interaction is the mechanism which has allowed the existence of society, as well as it is the basic principle of social organization, and therefore is the indispensable requirement for social relationships. Depending on Mingzhi (2005), an essential part of communication is that it is interactional because involves more than one person, and when someone transmits a message, there must be someone to receive it. Thereby, classroom interaction arises from what communication implies.

Taking into account, the correlation between interaction and communication and our research project which is focused on classroom interaction, we have to consider that the communication is given within classroom in education environment. In accordance with Hegarty (1998), a classroom is the room where the teaching or learning process takes place and the interaction within classroom is a way that includes conversations, questions and answers, collaborative learning, debates and group work. Classroom interaction takes on an especially significant role in that, it is both the medium through which learning is realized and an object of pedagogical attention Hall & Walsh (2002). Likewise, interaction in the classroom as one of the most important aspects in pedagogy since everything that happens in the classroom happens through a process of live person to person interaction Allwright (1984). It should be appropriate for learners to interact with their teachers and other learners, to exchange and discuss ideas and information, and to interact with the learning material.

So, it is generally accepted that classroom interaction can facilitate students’ language development and communicative competence. In educational environment, there are different types of interaction according to who communicates; Van Lier (1988) establishes seven
categories of classroom interaction. Nevertheless, this study refers to three of those kinds of interaction. Those types of classroom interaction are:

a) Student speaking to student.

b) Student speaking to group members.

c) Student speaking to the whole class.

The most relevant type and the first one considered is “student speaking to student” which together with the second type “student speaking to group members” refers to the peer work and group work as these two types of interaction allows language production and enables learning by collaborative work. On the other hand, the third type of interaction “Students speaking to the whole class” bears on the interaction that occurs by interaction in a workshop or presentation.

Bearing in mind, that our research project is focused on the classroom interaction, we emphasize particularly in student – student interaction, more than teacher – student relationship. Inasmuch as, teacher – students interaction is considered under a social conception, a type of relationship which articulates and serves as the central hub of knowledge building processes undertaken by students in social activities. Indeed, teacher is a cultural mediator and he / she is directly responsible for supporting and promoting student learning, adjusting the students’ needs to cultural knowledge. From the same perspective, students exert an educational influence on their peers, playing a mediating role as teachers. Thus, learner – learner interaction is an important factor in the cognitive development and educational achievement of students where could emerge social competences Johnson (1995). Being that, it helps students to develop their capabilities through cooperative work and they will establish social relationships within
classroom. So, talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned Naegle (2002).

Additionally, the educational research has established two overall conclusions regarding the interaction between student – student:

- Firstly, the teaching - learning process within classroom, based on cooperative work among students allow high levels of performance and productivity over others obtained through other social organizations which do not encourage interaction among students.
- The second conclusion, cooperative situations are not automatic, nor homogeneous, but depends on a large set of variables and factors, which are articulated specifically in the interaction among students throughout the activities Coll (1984).

Taking into account the information before, it is necessary to refer to Jhonson & Jhonson (1978) prove that the different modes of interaction established among the members of a group who work on the same task influence the motivation of each one. That interaction could be of three forms:

- **Cooperative**: in which peers are aware that they achieve their objective if their partners also reach it.
- **Competitive**: in which students think they achieved their goals only if the partners do not reach it.
- **Individualistic**: in which students perceive the achievement of their objectives is independent of what their peers do.
On the other hand, the role of feedback in interaction serves as a way to promote learning in classroom, Mackey (2007) aims that interaction involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification. Thus, feedback will contribute to the development of speaking skills where learners could identify errors and correct them while learning a foreign language. Another aspect presented in classroom interaction is the Co-construction, Young (1998) states that interactional competence includes the knowledge of language that is co-created by all members of an interaction. All the participants have the responsibility to build an effective and suitable interaction in a specific social context.

The previous aspects can be seen in classroom, if teachers encourage interaction to identify these characteristics in an effective communication. For that reason, it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learner’s talk time, Allwright (1984). Nowadays, it is considered that students can acquire knowledge from and among themselves. Thus, the way how they interact can be meaningful, since there are different possibilities for encouraging student-student interaction in the EFL classroom.

Otherwise, the theory presented before, is considered for this study as relevant according to the purposes researchers attempt to achieve in the analysis and interpretation of social values within the interaction among students in an EFL classroom. Reading this theory and the assumptions that different authors named in this framework has been important for the project to understand the role of this two subjects (social values and classroom interaction) in the development of communication and the learning process of learners. The theory showed along this section was developed by the need to contribute to the educational environments and
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construct new knowledge that could be helpful for further studies. In this sense, we explain how we gather the data in an accurate way in order to get information to answer the research question and achieve the purpose of this research project.
Chapter 3

Instructional Design

Curriculum platform

The chapter four comprehends a description of the pedagogical intervention we implemented in a public school in Bogotá called I.E.D República Federal de Alemania, located in Santa Lucía neighborhood. The participants who made part of this investigation were five (5) fifth graders from 10 to 13 years old. So, the students were observed and recovered over EFL classes, where this intervention took place. Besides, the chapter four describes the methodology used over this pedagogical intervention, bearing in mind the Vision of Curriculum, the Vision of Learning, the Vision of Language, Vision of Classroom, as well as the Cooperative Language Learning as the Pedagogical Intervention. Additionally, it includes a description and explanation of the Learners and Teacher’s Role, tasks, activities, procedures and the resources used throughout “A Study on Social Values in the EFL Environment” project.

Vision of curriculum

To support our vision of curriculum, we focused our understanding into some perspectives proposed by Nunan (1989). He suggests that the "curriculum" can be seen in two ways. The first one is the curriculum as "a statement of intent the "what should be" of a syllabus outlines, sets of objectives and various planning documents. The other is the curriculum "as reality" or "what actually goes on from moment to moment in the language classroom ". In accordance with this view, we consider that the official curriculum can influence day-to-day classroom realities in a
number of ways if only because a certain pedagogical approach or set of materials may be recommended for use in classroom.

Similarly, Woods (1991) suggests that the reality of classroom teaching is not what is found in official curricula or recommended materials but results from individual teacher interpretations of these realities, being language teaching a resemblance to teachers and students lived experience of methods in the classroom.

For this reason, we decide to rebuild the curriculum proposed by the school for the EFL classes used in this intervention, our starting point was to approach all the classes towards the development of values among the students through a cooperative learning. In this way, we prepared a set of activities in which they were going to work in groups developing a collaborative work that allows them to trust and to generate different values like confidence, friendship, respect, responsibility among others. Furthermore classroom interaction was expected to improve the learning process.

As a result, we look for a way to recover the important things that we have lost in our society, like the values which make life so better. We all know that education starts at home, and the basis of the future adults are put since childhood. So, we as teachers pretend to help to this since school because the teacher will play an important role too, not only giving information, but also as a facilitator and as a model for the children.

**Vision of learning**

The phenomena we deal with is a social issue, we are focused on generating values through the interaction in the classroom, and it implies students and teacher interaction in the English
A Study on Social Values in the EFL Environment

class. So that, those models are the framework we are going to use and it is learning as a social interaction.

Thereby, we acquired Vygotsky’s perspective (1978) who argued that higher learning depends on social interaction. Furthermore, a child learns contextually from culture, family and society before integrating this knowledge on an individual level. Vygotsky's concept (1978) of zone of proximal development (ZPD) asserts that learning occurs in a social environment among peers, with adult guidance. This proposal promotes situations inside the classroom and some of them at home where students should interact among them, and sometimes with their family at home, sharing a common objective which allows them to work together in a cooperative way and from this process generate a sense of partnership and values.

According to Olsen & Kagan (1992), Cooperative learning is a group of learning activities organized, so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and it is motivated to increase the learning of others. Therefore, we as teachers and designers engage children to participate in activities where they should cope social interactions to work supportively between them making of this process an interchange of experiences and information, and fomenting the respect for other’s ideas, believes and thoughts.

The previous characteristics are described and analyzed in each of the lesson plans which we carried out to validate the applicability of those principles. Thus we consider the cooperation as a necessary skill for pupils in various scenarios, so students are able to share with others who possess a different background, cultures, learning strategies, and abilities.
Vision of language

In order to generate our vision of language, we based on Tudor’s (2001) visions of language where he proposes four mainly perspectives; the first one is seen Language as a linguistic system, the second one is Language from a functional perspective, the third Language as self-expression, and Language as culture and ideology. In accordance with our research process, the vision of language that we pretend to focus on is the language as a facilitator about students’ interaction and the construction of relationships among them. This perspective is correlated with the second view proposed by Tudor (2001) in which language is seen within a functional perspective.

Thereby, Hymes (1972) introduced a new perspective on language into reflection on language teaching, he situates language in its *social* as the medium by which members of speech community express concepts, perceptions and values which have significance to them as members of a community. For that reason, language can be understood within the framework of the meaning structures of the relevant speech community, and this vision of language can be need to operate in a *sociological* and *sociocultural* framework.

As a result, language came to be seen as social action which students will use as the tool by the time where they are interacting with the others giving to know ideas, beliefs thoughts inside the classroom, as well as language has been fomented an environment of confidence, respect and others to feel comfortable to do it.

Vision of classroom

As teachers and researchers, we expect to generate in our students a different conception about classroom, with the purpose of students creating an environment where they feel comfortable
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coming to class, happy and secure for participating. Also, students feel motivated to do it for helping their partners when they speak. So, our vision of classroom deals with the notion of interaction through communication between teachers and students. Likewise, Tudor (2001) proposes a vision of classroom named the communicative classroom; within this perspective the way the students interact when they were communicating take the most important role for us, and as we said before it is important to generate that sense of confidence to do it inside the classroom.

On one hand, Tudor (2001) explained the goal of classroom for communication is to make the classroom a meaningful preparation for real world communication. We pretend to promote some values since the classroom, it will make better the interaction among people when they are in the real world, our intention is not only staying at school or in the classroom, the purpose is to work with the students spread to the real world, in order to apply the values learned in class in different contexts. Likewise, our perspective of classroom as communication is seen as a social entity in which students interact and learn the EFL through interaction, and where students can express their personal concerns by exploring the meaning about classroom within cooperative work environment and communication.

In conclusion, we perceive the classroom as the place of the opportunities for students to communicate and interact among them, as well as our opportunity to apply what we are trying to evidence from this interaction. In addition, the classroom is the place where we are putting the basis for the adults of tomorrow. So, we work for a better future when we implement values inside and outside the classroom.
Pedagogical Intervention: Cooperative Language Learning

According to the vision of language of our research project, where language is considered a social interaction learning, Vygotsky (1962) and under interventions carried out in the English classes with fifth graders, we decided to work following some of the principles of the Cooperative Language Learning (CLL), since the language is seen as interactive and cooperative interaction effected by learners, but also through this approach, students learn step-by-step, functional interaction techniques at the same time the group spirit or trust is being built, Christison & Bassano (1981).

The early twentieth century U.S. educator John Dewey is recognized because of promoting the idea of building cooperation in learning into regular classroom, Rodgers (1988). Subsequently, cooperation in learning was more promoted and developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools. Teachers were concerned that traditional models fostered competition rather than cooperation. Hence, Cooperative Learning in this context pretended: raise the achievement of all students; help the teacher build positive relationships among students, give students the experiences they need for healthy social, physiological, and cognitive development among others. Likewise, in second language teaching Cooperative Learning promotes communicative interaction in the classroom, Johnson, Johnson & Holubec (1994). In this occasion, CLL serves as a good approach to fit with the purposes we have to address this study; it means that this approach could allow us as teachers to realize about students’ need and analyze the functions of the language in terms of what students intent to do in their interaction within the classroom, providing opportunities for learners to develop successful learning and communications strategies with their partners and parents.
Also, CLL is founded on some basic premises about the interactive/cooperative nature of language and language learning:

- “All normal children growing up in a normal environment learn to talk. We are born to talk… we may think of ourselves as having been programmed to talk… communication is generally considered to be a primary purpose of language” Weeks (1979).

- “Human beings spend a large part of their lives engaging in conversation and for most of them conversation is among their most significant and engrossing activities” Richards & Schmidt (1983).

- “Conversation operates according to a certain agreed-upon set of cooperative rules or maxims” Grice (1975).

- One learns how these cooperative maxims are realized in one’s native language through casual, everyday conversational interaction.

- One learns how the maxims are realized in a second language through participation in cooperatively structured interactional activities.

Thereby, we are not taking into account all the premises because we do not attempt the structural model of language; it means our activities focus on functional and interactional models of language through exchange of knowledge within classroom, but not on language form. However, we know that the interaction is not only what we expect to find in that research, those are what will help us to understand the functionality of language and of course its impact in a social context.
Teacher’s Role

The teacher has different roles in this project, we know that the principal role is on the students, but teacher will play the role of facilitator inasmuch as he or she generates the different activities where the student will be involved in. Also, for this specific project, where the idea is to generate values among the students, the teacher will be a role model for the students, teacher will be giving example of these values. It is not only to tell the students what we want to do it, it is to show how. In this way, we as teachers are going to encourage students to participate in an active way and to be respectful, cooperative, and other different characteristics that all participants must have inside the classroom. Finally, teachers must be a researcher to observe and realize about the needs of students and contribute to the learning process of students, Breen & Candlin (1980). In this study, there is an interaction between students and teachers as part of the process of communication in the classroom and from this interaction the way they behave and act towards partners’ ideas, thoughts and beliefs.

Learner’s Role

According to the approach, we chose for the design of the interventions that we carried out at the School with fifth graders, we as teachers based our practice in some principles according with what we expect from the students in their performance within an interaction in an EFL class. Thus, it is considered that students should act as negotiators in order to contribute to the procedures and activities proposed and developed by teachers in the classes, Breen & Candlin, (1980). Also, to accomplish the purposes of this research in the analysis of the values generated in the classroom interaction among students in the English class, focusing on the relationship they have by the time when they express and share their ideas and thoughts, and when they
participated in the different activities prepared by the teacher for the English classes, *(see chart # 0.4)*:

<table>
<thead>
<tr>
<th>Vision</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>We consider that the official curriculum can influence day-to-day classroom realities in a number.</td>
</tr>
<tr>
<td>Learning</td>
<td>A child learns contextually from culture, family and society before integrating this knowledge on an individual level.</td>
</tr>
<tr>
<td>Language</td>
<td>As the medium by which members of speech community express concepts, perceptions and values that have significance to them as members of a community.</td>
</tr>
<tr>
<td>Classroom interaction</td>
<td>Interaction through communication among the students inside the classroom (communicative classroom).</td>
</tr>
<tr>
<td>Learner role</td>
<td>Students should act as negotiators in order to contribute to the procedures and activities proposed.</td>
</tr>
<tr>
<td>Teacher role</td>
<td>The teacher has different role, as a model, as a facilitator and as a researcher.</td>
</tr>
</tbody>
</table>

*Chart # 0.4: Summary about Curriculum Platform.*
Implementation of the Lessons

Bearing in mind the pedagogical interventions’ purposes carried out in the School which firstly is to encourage the classroom interaction among fifth graders in the EFL environment and secondly to implement several dynamic, didactics and innovative activities to make students use the English in a natural way. We designed some classes to accomplish with those two purposes and to concern of this research project which is to analyze the students’ written and spoken discourse around social values and classroom interaction.

Lessons

The lessons focused on Cooperative Language Learning approach in order to promote the classroom interaction and in addition, we implement in our instructional design the "Three Ps" approach to Language Teaching as a modern methodology. Being that "Presentation", "Practice" and "Production" method is an effective way to teach in which firstly, the teacher presents the new word, an event which involves the presentation of pronunciation and spelling, all in context. Next the teacher allows the students to practice the new word in a controlled setting, making sure the student has understood it properly. Third is the production stage, where there is less-controlled practice and an informal assessment of learning whereby the students get chance to use the new word in an original way, to relate it to their knowledge and experiences. These three stages help the student to consolidate the new word in their mental vocabulary bank, Montes (2013). So, we implement specific characteristics and activities in our classes in order to collect and analyze data in an optimal way. For that reason, the lessons were divided in the following steps (see figure # 0.8):
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**Figure # 0.8: Presentation, Practice and Production.**

**PRESENTATION**

**Warm up**

**Dynamic activities** such as: memory game, pictionary, among others in order to raise students’ interest in the topic and recognize the new vocabulary.

**Introduction**

**Target Language** through story, tales and fables. The reading’s purpose is to be aware about different problematic situations in which values are essential to live in society.

**PRACTICE**

**Cooperative Work**

**Classroom Interaction** through games such as: musical chairs, hands knot, find someone who… among others with the purpose of students include their partners.

**PRODUCTION**

**Spoken**

**Group Discussions** according to the class’ topic teacher proposes situations and asks questions about the social and culture problematic. Students discuss and give possible solutions.

**Written**

**Diaries** students report how they felt during the class, what they learnt, what they understood, how they can improve their classroom environment, among others.
Lesson 1

Bearing in mind, the implementation of PPP method in all lessons and the importance of encouraging children to participate and use the foreign language in a natural way, the first lesson was carried out in the following manner:

- **Presentation**
  - **Warm up:** Students recognized and identified the vocabulary about “Physical Appearance” through a memory game. The activity was carried out by groups of 5 people.
  - **Introduction:** Teacher read a tale called “Are you Different to me?” This was about integrating people in our life.

- **Practice**
  - **Cooperative Work:** Students interacted with their partners in a game “To Find Someone Who...” the objective was to find someone who fits the descriptions listed on the bingo cards.

- **Production**
  - **Spoken:** Students discussed in groups of 4 people, questions about to feel, to think, to act facing the discrimination.
  - **Written:** Students reported in their diaries their opinions and perceptions about “Are you Different to me?” tale and “To Find Someone Who...” game.

This lesson had a great importance in the development of the interventions and the classes implemented because we realized about important behaviors in the classroom environment and interaction. In general terms, students tried to interact among them, but some students excluded
others, apparently for previous problems and situations. Other students did not feel comfortable to participate when teachers asked questions. However, students were so excited because it was their first class in English, taking into account students did not have a titular English teacher. Additionally, as teachers, we leaded the activities and supported students when they had questions or they needed help. Also, we organized our classes to make students feel comfortable in each activity.

Lesson 2

- **Presentation**
  - **Warm up**: Students acquired new vocabulary about clothes through some flashcards with the main concepts.
  - **Introduction**: Teacher read a story named “Rich Child and Poor Child” It was about the importance of integrating, respecting ad helping people around us.

- **Practice**
  - **Cooperative Work**: Students dressed a paper doll with colorful papers, gave him a name and presented it in the class. They worked in groups of 5 or 6 people.

- **Production**
  - **Spoken**: Students discussed in their groups about the story “Rich Child and Poor Child” and also about how they felt in their group.
  - **Written**: Students wrote about to accept or reject someone for his / her money, clothes, physical appearance.

The second lesson was an essential professional challenge because we could recognize that there is really a communication problem in the EFL interaction and it affects the students’
environment heavily. Some groups had discrepancies when they selected the paper doll’s clothes, color, and name, also some of them did not follow teachers’ instructions. In addition, they could not exchange ideas and come to an arrangement because they spoke at the same time. On the other hand, we as teachers tried to solve questions, helped students and facilitated the English learning process.

Lesson 3

- **Presentation**
  - **Warm up:** Students acquired new vocabulary in English about moral values through some flashcards which present different situation where was evident: responsibility, honesty, solidarity, respect and tolerance.
  - **Introduction:** Teacher read a tale named “The King and The Flowers Seeds” This was about the impotence of being honesty, responsible and tolerant with people around them, despite the context, the situation or problem.

- **Practice**
  - **Cooperative Work:** Students interacted in a “Musical Chair” activity in which they had to find a place to sit, they succeed in staying in the game while including rather than excluding others.

- **Production**
  - **Spoken:** Students reflected on the experience about to feel, to think and to act in a group discussion.
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- **Written**: Students reported in their diaries their opinions and perceptions about “The King and The Flowers Seeds” tale and “Musical Chairs” game.

In the third lesson, we evidenced that students felt more comfortable in each activity, inasmuch as all pupils participated in the “Musical Chair” game dynamically and they suggested teachers to repeat the exercise. Also, some students included their partners with words like: Sit here! Come here! Sit down on the next chair! And among others. Nevertheless, other students avoided to be close their partners and used contempt body language, gestures and expressions like: Go other chair! Get out! Away with you! Begone! Otherwise, students discussed among them about moral values, generated questions, supported or rejected ideas without teacher’s intervention, it means that they understood the idea of presenting a problem, taking into account all factors around it and thinking about possible solutions.

**Lesson 4**

- **Presentation**
  - **Warm up**: Students identified, recognized and acquired new vocabulary in English about feeling through a memory game.
  - **Introduction**: Teacher read a guide named “10 Secrets to a Happy Life” This was about 10 tips which suggest how people could be happier, bearing in mind feelings, environment, behavior and among others.
Practice

- **Cooperative Work:** Students participated in an activity called “Your Smile is Contagious” in order to experience different emotions and to think how our emotions can influence others.

Production

- **Spoken:** Teacher leaded a discussion about “10 Secrets to a Happy Life” with students and they recognized the importance of changing their attitudes facing life’s challenges.
- **Written:** Students reported their opinions and perceptions about the activities developed during the class.

In the fourth lesson, students enjoyed the memory game about feelings because they love the competition among groups. Also, they felt motivated working in team, being that they expressed: *activities are easier when we work in team, it is so fun!* However, it was evident that some students did not feel comfortable working with others who are not close friends. As well, the discussions have flowed in a properly way, insomuch as students participated, suggested, rejected and also respected other points of view. So, the discussion became a process: students listed, analyzed and later they gave opinions or advices.

Lesson 5

Presentation

- **Warm up:** Students acquired new vocabulary in English about families and the different members who compound a family through a big poster about The Simpsons family.
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- **Introduction**: Teacher read a story called “A Big for a Small Nest” It was about the importance and advantages of having a family.

- **Practice**
  - **Cooperative Work**: Students were divided in 2 groups and they participated in a memory game in order to practice the vocabulary about family members.

- **Production**
  - **Spoken**: Students discussed in groups the importance of having a family and they described their family’s values in general terms.
  - **Written**: Students reported in their diaries the perceptions about “A Big for a Small Nest” tale and their perceptions about their own family.

In the fifth class, students seemed to be excited and surprised when their partners talked about their families because sometimes they said lies about family’s member’s job and economic resources. For that reason, they recognized the importance of being respectful, honesty, responsible and tolerant with their family and also valuing it. Likewise, they accepted that to a healthy connivance is essential to respect others including their families, insomuch as when students fight, they insult among them and give offense about the families’ job and family composition.

**Lesson 6**

- **Presentation**
  - **Warm up**: Students practiced the vocabulary about family learned in the previous class, through a family tree in a big poster.
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- **Introduction:** Teacher read a story called “” It was about the importance and advantages of having a family.

- **Practice**
  - **Cooperative Work:** Students were divided in groups of 5 people, they participated in a game called “View of a Family” in which they represented a member of the family and explained why grandpa, grandma, father, mother, sister or brother are important in the family.

- **Production**
  - **Spoken:** Students discussed about the families’ roles through their personal family tree and also they explained the main values of their families.
  - **Written:** They reported their opinions and perceptions about the tale “” and the activity “View of a Family” in their diaries.

This lesson was so meaningful because students were more attentive and comfortable during the presentations and descriptions of their family. They talked about how their family act facing challenges or problems, how their families help among them, how they could promote the values at home, among others important characteristics. Furthermore, students recognized the importance of having a family and also they explained how each member of their family has a fundamental role. On the other hand, teacher leaded the discussions, gave opinions and solved questions.
Lesson 7

- **Presentation**
  - **Warm up:** Students acquired new vocabulary about hobbies and activities which people normally do and girls and boys ‘customs through some flashcards.
  - **Introduction:** Teacher read a tale named “The Half of Juan” This was about how a child wanted, what he liked, the importance of being happy and accepting ourselves how we are.

- **Practice**
  - **Cooperative Work:** Students were divided in 2 groups, one boys’ group and one girls’ group. Each group talked about their favorite activities and the other group represented these activities proposed. At the end, boys and girls represented all hobbies.

- **Production**
  - **Spoken:** Teacher asked students how they feel and what think about gender discrimination.
  - **Written:** Students reported their opinions and perceptions regarding the story “The Half of Juan” and the activity “Understandings the Others” in their diaries.

At the beginning of the class, students were motivated talking about their hobbies and the tale “The Half of Juan” In the middle of the class, the activity “Understandings the Others” in which students exchanged roles generated competition between girls and boys and the groups started to use challenge expressions like: We will win! We are better than you! You are a bad group! The girls are better! The boys are stronger! However, at the end of the class
all students represented the same hobbies and then boys and girls supported and helped among them.

Lesson 8

- **Presentation**
  - **Warm up:** Students acquired new vocabulary in English about the household chores and jobs through some visual aids.
  - **Introduction:** Teacher read a tale named “Raymundo, the braves fireman in the world” This was about a small man who has a fireman but many people laugh of him because he was small, until one day he showed that he was really brave.

- **Practice**
  - **Cooperative Work:** Students participated in an activity called “Playing to Be an Adult”. Boys represented the “woman’s occupations” and Girls acted the “man’s occupations”.

- **Production**
  - **Spoken:** Students discussed about the discrimination between men and women in different aspects like: occupations, roles, hobbies and activities in general.
  - **Written:** Students reported in their diaries their opinion and perceptions about the tale “Raymundo, the braves fireman in the world” in which they realized there is not important if we are big or small to be brave and to do things right, we just need to want to do it.

In the eight lesson was generated a communication environment among students, being that they gave their different opinions, perceptions and perspectives about the gender’s discrimination taking into account the family’s situations, students’ difficulties inside and
outside classroom in which is evident the remarkable differences between men and women. Moreover, teachers leaded the discussions, helped students to solve doubts and facilitated the English learning process.

Lesson 9

- **Presentation**
  - **Warm up:** Students recognized, identified and acquired new vocabulary in English about animals through some flashcards.
  - **Introduction:** Teacher read a reflection called “A Dog’s Letter to his Owner”. This was about to recognize that the animals also have feelings, although they cannot speak.

- **Practice**
  - **Cooperative Work:** Taking into account, students brought a “pet” made at home, they participated in an activity called “Egg’s Information” in which they worked with a partner and listen how their partner made the pet, what the name and age is, among others.

- **Production**
  - **Spoken:** Students talked and shared with all partners their experience at home the family involvement when they made their pet.
  - **Written:** Students reported their opinions and perceptions regarding the reflection “A Dog’s Letter to his Owner” and the activity “Egg’s Information”.

In the ninth lesson, students shared their experiences about their “pet” which they had to make at home with parental involvement. Although, some students reflected that their parents could help them because they arrived late at home, it was not a problem to make the pet and decorate the eggs following the steps suggested by teacher previously. In general terms, students feel more
comfortable in the class, they participated a lot, they have improved the vocabulary and the pronunciation and they enjoyed to work in group and also listed their partners’ experiences.

**Lesson 10**

- **Presentation**
  - **Warm up:** Students recognized, identified and acquired new vocabulary in English about animals through visual aids.
  - **Introduction:** Teacher read a reflection called “The Plant’s Country” This was about to respect the plants, its fruits, the animals and the environment in general.

- **Practice**
  - **Cooperative Work:** Students participated in an activity called “Germination” in which they helped their partners to plant the seeds.

- **Production**
  - **Spoken:** Students talked and shared with all partners their experience at home when they decorated their cup and their interaction with their partners in the “Germination”.
  - **Written:** Students reported their opinions and perceptions regarding the reflection “The Plant’s Country” and the activity “Germination”.

Finally, in the tenth lesson students reflected why they prefer to work in groups, insomuch as they had to help their partners with the germination, so all group focused on one plant and when they finished it, they could plant the next. In this way, students shared their experiences and they stated the teamwork made them safer than when they normally work alone, being that they resolved questions or doubts among them and if someone did not know how the procedure is,
other explained in detail. In this opportunity, students did not ask to teacher, but they tried to make the experiment among group.

**Materials**

Bearing in mind, the importance of encouraging the interaction among fifth graders in the EFL environment, the activities and materials are an essential tools to carry out the purposes of “A Study on Social Values in the EFL Environment” research project. In this way, we designed and implemented materials to those pedagogical interventions focused on promoting communication and cooperative work through activities such as: games, role plays, and teamwork activities among others (see chart #0.5).

<table>
<thead>
<tr>
<th>LESSONS IMPLEMENTED DURING THE INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td><strong>Our Project</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**WEEK 1 – LESSON 1 – Physical Appearance**

**Class’ Objective**

- Students will be able to recognize the importance of being respectful about the people’ physical differences through “Are you different to me?” tale.
- Students will acquire new vocabulary about physical appearance through “Autograph bingo” game.

**Interaction Strategy**

- Cooperative Work

<table>
<thead>
<tr>
<th>Topic</th>
<th>Students’ Activity</th>
<th>Instructional</th>
<th>Language Focus</th>
<th>Outcome</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being respectful of</td>
<td>Students describe the physical</td>
<td>Teachers present the vocabulary,</td>
<td>Verb to have, to be and vocabulary about physical</td>
<td>They practice English and</td>
<td>Flashcards Tale Bingo Chart</td>
</tr>
</tbody>
</table>
### WEEK 2 – LESSON 2

#### Clothes

<table>
<thead>
<tr>
<th>Class’ Objective</th>
<th>Students will be able to recognize the importance of helping and including their partners. Students will acquire new vocabulary about clothes through “Wear your friend” activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Strategy</td>
<td>Cooperative Work</td>
</tr>
<tr>
<td>Topic</td>
<td>Students’ Activity</td>
</tr>
<tr>
<td>Being respectful of the discrimination</td>
<td>Students describe the partners’ clothes using the verb to have.</td>
</tr>
<tr>
<td>February 18th, 2014</td>
<td></td>
</tr>
</tbody>
</table>

### WEEK 3 – LESSON 3

#### Values

<table>
<thead>
<tr>
<th>Class’ Objective</th>
<th>Students will be able to recognize the importance of values in their life. Students will acquire new vocabulary about moral values though “The King and The Flowers Seeds” tale and “Musical Chairs” game.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Strategy</td>
<td>Cooperative Work</td>
</tr>
<tr>
<td>Topic</td>
<td>Students’ Activity</td>
</tr>
<tr>
<td>Recognizing the</td>
<td>Students describe</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Study on Social Values in the EFL Environment

<table>
<thead>
<tr>
<th>importance of values in my life</th>
<th>themselves using the verb to be and taking into account their personal values.</th>
<th>vocabulary, read the story, explain the activities in teamwork and lead the discussions.</th>
<th>values (responsibility, respect, tolerance, honesty and solidarity).</th>
<th>expressing and talking with their classmates about their values.</th>
<th>Recorder Diary # 0.3 (see annex image # 0.4)</th>
</tr>
</thead>
</table>

**WEEK 4 – LESSON 4**

**Feelings**

<table>
<thead>
<tr>
<th>Class’ Objective</th>
<th>Students will be able to recognize the importance of being responsible about their feelings.</th>
<th>Students will acquire new vocabulary about feelings through “Your Smile is Contagious” game.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Strategy</td>
<td>Cooperative Work</td>
<td></td>
</tr>
<tr>
<td>Topic Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being responsible of my feelings</td>
<td>Students describe how they feel facing specific situations in their life using the verb to be.</td>
<td>Teachers present the vocabulary, read the story, explain the activities in teamwork and lead the discussions.</td>
</tr>
<tr>
<td>March 4th, 2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEK 5 – LESSON 5**

**Family Members**

<table>
<thead>
<tr>
<th>Class’ Objective</th>
<th>Students will recognize the importance of having a family and its advantages.</th>
<th>Students will acquire new vocabulary about family members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Strategy</td>
<td>Cooperative Work</td>
<td></td>
</tr>
<tr>
<td>Topic Closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing my family</td>
<td>Students name their</td>
<td>Teachers present the</td>
</tr>
</tbody>
</table>
### WEEK 6 – LESSON 6

#### Class’ Objective
Students will be able to identify the importance of having a family and its advantages.  
Students will reinforce the vocabulary about family and values through “View of a Family” game.

#### Interaction Strategy
Cooperative Work

<table>
<thead>
<tr>
<th>Topic Closed</th>
<th>Students’ Activity</th>
<th>Instructional</th>
<th>Language Focus</th>
<th>Outcome</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciating my family</td>
<td>Students describe the different family members’ roles using verb to have and to be.</td>
<td>Teachers present the vocabulary, read the story, explain the activities in teamwork and lead the discussions.</td>
<td>Verb to have, to be and vocabulary about family members and values.</td>
<td>They reinforce the vocabulary and pronunciation of the words they use the most.</td>
<td>Poster Tale Family Tree Diary # 0.6 (see annex image # 0.7)</td>
</tr>
</tbody>
</table>

### WEEK 7 – LESSON 7

#### Gender

#### Class’ Objective
Students will recognize the importance of respecting the opposite gender’s thoughts and ideas.  
Students will acquire new vocabulary about hobbies and activities through The Half of Juan” game.

#### Interaction Strategy
Cooperative Work

<table>
<thead>
<tr>
<th>Topic Closed</th>
<th>Students’ Activity</th>
<th>Instructional</th>
<th>Language Focus</th>
<th>Outcome</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Flashcards</td>
</tr>
</tbody>
</table>
### STUDY ON SOCIAL VALUES IN THE EFL ENVIRONMENT

Including the opposite gender

March 25th, 2014

**WEEK 8 – LESSON 8**

#### Class’ Objective
- Students will recognize the importance of respecting the opposite gender’s thoughts and ideas.
- Students will acquire new vocabulary about household chores and jobs through *The Half of Juan*” game.

#### Interaction Strategy
Cooperative Work

<table>
<thead>
<tr>
<th>Topic/Closed</th>
<th>Students’ Activity</th>
<th>Instructional</th>
<th>Language Focus</th>
<th>Outcome</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting household chores and jobs</td>
<td>Students explain the different roles between girls and boys, using verb to be and to work.</td>
<td>Teachers present the vocabulary, read the story, explain the activities in teamwork and lead the discussions.</td>
<td>Verb to be, to have to work, vocabulary about household chores and jobs (hairdresser’s, chef, nurse, secretary and among others).</td>
<td>They exchange ideas with their partners using the English expressions and vocabulary.</td>
<td>Flashcards Tale Diary # 0.8 (see annex image # 0.9)</td>
</tr>
</tbody>
</table>

**WEEK 9 – LESSON 9**

#### Class’ Objective
- Students will be able to recognize the importance of being respectful with all animals.
- Students will acquire new vocabulary about animals through “Egg’s Information” activity.

#### Interaction Strategy
Cooperative Work

<table>
<thead>
<tr>
<th>Topic/Closed</th>
<th>Students’ Activity</th>
<th>Instructional</th>
<th>Language Focus</th>
<th>Outcome</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### WEEK 10 – LESSON 10

#### Plants

<table>
<thead>
<tr>
<th>Class’ Objectives</th>
<th>Students will be able to recognize the importance of being respectful with all plants. Students will acquire new vocabulary about plants through “Germination” activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction Strategy</td>
<td>Cooperative Work</td>
</tr>
<tr>
<td><strong>Topic Closed</strong></td>
<td><strong>Students’ Activity</strong></td>
</tr>
<tr>
<td>Being respectful with all plants</td>
<td>Students describe their plants using the verb to be and to have.</td>
</tr>
<tr>
<td>April 22nd, 2014</td>
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</tr>
</tbody>
</table>

**Chart # 0.5:** *Lessons implemented during the interventions.*

In brief, materials play an important part in creating opportunities for students to work cooperatively. So, the interventions took place following Cooperative Language Learning (CLL) in order to analyze the fifth graders interaction in the EFL environment. Bearing in mind, the CLL our role as teachers had place as facilitators or learning in where we moved around the class...
helping students and groups. In other words, teachers prepared students for the tasks, assisted
students with learning tasks and gave few commands, imposing less disciplinary control, Harel
(1992). In this way, students were a member of a group who worked collaboratively on tasks with
others group members and also they were directors of their own learning. So, the pedagogical
interventions carried out in the School are analysed through different visions, perspectives and
procedures in order to help us to make sense to the development of this research project.
Moreover, it is so important to construct a curriculum where the interpretation of the experiences
and realities in the classroom could be reflected, the language should be learn cooperatively by
the exposure of real experiences and the social interaction into the classroom. To conclude, in
the next chapter we expose the analysis of the data collected throughout this pedagogical
intervention in order to reach the purposes of this research project making teaching and learning
processes effective.
Chapter Four

Research Design

Before the process of data collection is carried out, it is necessary to design and define how accurate data could be gathered in order to come up with findings for the phenomenon described in the previous chapters. The purpose of this chapter is describing the elements which helped us as researchers, obtaining information to answer the research question and achieve the objectives proposed. In consequence, the following section comprehends qualitative research as paradigm, collaborative action research as type of study, a description of the setting, the participants, the researchers’ role, the unit of analysis, the ethical issues, the techniques, the instruments, which insured the validity and reliability of the current project.

Research Paradigm

“A Study on Social Values in the EFL Classroom” is a Qualitative research, inasmuch as it consists of watching what people do, talking to them about it, asking other people about it and trying to understand and explain what is going on, without any recourse to numbers or statistics or variables whatsoever, Lankshear & Knobel (2004).

Additionally, throughout this study we identify, describe, interpret and explain provisionally each proposal which are crucial characteristics of a qualitative paradigm. Likewise, it involves paying attention to language use, to the participants in a particular event, to other events happening at the same time and so on, Lankshear (2004). Being that, we focus our attention in a precise environment in which students say, do and act in a natural context.
Thereby, we as researchers analyze circumstances in their natural settings, interpreting phenomena in terms of the meaning people bring to them. According to Denzin & Lincoln (2005), who argue that Qualitative research involves an interpretive, naturalistic approach to its subject matter, in this project the natural English Class environment in which the investigation took place. Alike, the Qualitative paradigm implies the studied use and collection of empirical materials variety such as: personal experiences, introspection, life story interviews, observations, interactional and visual texts, that describe routine and problematic moments and meaning in individuals lives, as we reflect it throughout the research project itself.

In brief, this study is based on real, particular and natural contexts which are generated by fifth graders in classroom interaction. In this way, we analyze their observable behavior, their written or spoken words and each feature which produce descriptive data.

Type of Study

This research project carries out a collaborative action research as type of study. We as researchers looked for studying the phenomenon that we identified but more than that we pretended to cause an effect and a change for that situation in the environment and community we were working with. According to Green (2003), Collaborative Action Research is defined as systematic inquiry, with the collaboration of those affected by the issue being studied, for purpose of education and taking action or effecting change”. So, this change would help to establish better relationships among all the educative community.

In addition, we were not looking for a change just in one student, but we were looking for a transformation in the whole group, that of course always starts from each person. We desired to
allow that students work together aiming a specific goal and sharing their strengths and weaknesses to be complemented with the others, as we know participatory action research works.

According to Minkler & Wallerstein (2003), Community-based participatory research is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community”. Thereby, we perceive participatory action research as a process in which we observe a phenomenon, reflect about it, plan a possible way of acting to that phenomenon, and finally act. In this process we pretend to create a better environment, place of work, and world, starting with each individual but thinking in community (see figure 0.4).

![Diagram of the research process]

Figure 0.4: Type of Study.

Regarding the previous figure, the first step is when we evidence the problem, we observe the class in this case and determine what phenomenon would be important to take into account. So, the second step is when we start to think in how that problematic situation affects the interaction,
relationships among the community, in this case the students and also the teacher. Then, we continue planning ideal actions that we can implement or carry out to solve that phenomenon trying to build a better environment for them, and finally we act to accomplish this purpose.

Setting

This study was carried out in a public school whose name is Instituto Educativo Distrital República Federal de Alemania. It is located in the number eighteen (18) locality in “Santa Lucía” neighborhood, Bogotá. I.E.D República Federal de Alemania has levels of preschool, primary school, elementary school and high school in the morning and afternoon time.

This public school was founded on August 31st 1968 when Mr. Carlos Lleras Restrepo was president of Colombia, Mr. Virgilio Barco Vargas was mayor of Bogotá and Mrs. Julia Castro Delgado was education secretary. Additionally, the name República Federal de Alemania was chosen because the Germany Embassy helped in its building. Initially, this institution only offered primary school, but in 1995 it started to implement elementary school. Finally, the school obtained official approval to high school in 2002. However, nowadays the school’s building does not have an optimal infrastructure for the pedagogic development, therefore the school is not equipped with spaces needed for the students’ instruction like: English laboratories, library, play center, audiovisual room, and multiple room which are essential to a didactic education.

On the other hand, the school’s mission is orientated to holistic education, bearing in mind the importance of expectations and needs’ students in order to develop cognitive, ethical, civic and labor competences. Otherwise, the school’s vision is based on responding to the community’s expectations through technical training in management of small business in which students will be able to develop labor skills. Moreover, the school’s IEP (Holistic Education to a Productive
A Study on Social Values in the EFL Environment

Life) is focused on two institutional competences: Entrepreneurship and Cooperative Learning. The first term is defined as the capacity and competence which must be developing by students in order to face challenges, achieve goals and objectives seeking the benefit of the whole community. The second term comprehends the teamwork directed to enhance individual students capabilities developing through cooperative work in which each student work by himself/herself and his/her group, in this way the teacher’s role is facilitator of collective learning process.

In addition, classroom’s infrastructure is not optimal to carry out a dynamic and didactic class, inasmuch as the space is not wide to allow: students are comfortable, teacher can move around the classroom, students can make groups and have the same chance to participate, among others. The classroom is located close to the main street where the noise made by the means of transport has a high negative impact in the communication between the teacher and the students. Besides, the classroom’s windows are locked and in warm days the teacher and students are annoyed because of the lacking of air, likewise some windows are broken, so the means of transport’s smoke goes on the classroom. Additionally, it is important to clarify the classroom’s light is ideal. Otherwise, the School does not supply materials for developing the class, there are few tape recorders, there is not a T.V in the classroom, there is not an English lab and the number of books is small.

To sum, educational community work is governed by the equality, solidarity, tolerance and plurality principle, a high sense of ethics and responsibility to students, their families, society and their environment, so that they are able to respond to the different challenges of the community and that are presented to them. On the other hand, the classes with the population of this study which occurred in their classroom are not optimal, inasmuch as m there is not a wide space and
the street’s noise is so strong due to different means of transport around it. Thus, the school does not supply students with a perfect setting, but we work with a high commitment in order to accomplish the purposes of this research.

Participants

According to, the School’s policies the conflicts which are originated in daily life constitute one of the phenomenon that more concentrated to educative community. These problematics require two essential things: an immediate response and the commitment of the whole school community in order to contribute solving difficulties specifically and in a convenient way for everyone. So, the institutional policies pretend to create a personal, familiar and social fabric which are based on harmonic connivance and Peace. In addition, the students´ profile claims:

- Students must love and respect themselves and to the others. 
- Students must be honest, responsible, tolerant, fair and respectful 
- Students must be solidarity with their family, community and country. 
- Students must have a critic and reflexive thinking facing personal, familiar and social realities. 
- Students must be coherent among they think, they say and they do.

Bearing in mind, the School’s policies and characteristic of students’ profile, the participants who made part of this research were five (5) students of fifth graders, these boys and girls are about 10 – 13 years old. Additionally, all of them, their parents and the school gave us their consent (see annex # 0.1) to participate in this study and to use the data where they were involved. On the other hand, preschool and primary school do not have English teacher, students
do not know Basic English vocabulary such as: commands, greetings, numbers, colors, personal information, among others. In consequence, through diagnostic activity carried out in the study, for fifth graders it is difficult to use foreign language in daily conversations, writing production and also to understand it, despite they try to use it in the English classes as a means to communicate some ideas with elementary vocabulary.

Taking into account, we worked with a group of thirty (30) participants in fifth grade, who helped us to collect relevant data to the analysis and interpretations of the events presented in their context, just five (5) were selected. So, we chose randomly form the target population as representing the same and depending to the importance of their participation and the relevance of it for the research purpose. According to Johnson & Christensen (2007), in any research study, you should select participants randomly from the population because this provides maximum assurance that a systematic bias does not exist in the selection process and that the selected participants are representative of the population. Thus, the participants selected generated convenience sample and information for the analysis of diaries, observations and video recordings and its interpretation in each of the interventions needed to develop this study.

In brief, the School’s participants are 30 students of fifth grade who are from 10 to 13 years old. There were selected in a random way in order to find in the selected group some similar characteristics of general group. This produces findings that are more likely to be representative of a group, and these findings are applicable to this group.
Unit of analysis

Our unit of analysis is the written discourse produced by students inside the classroom, what and how students communicate and interact among them. According to O’Connor (1992), the term discourse implies a dialectic of both linguistic form and social communicative practices. One can talk of discourse on terms of oral and written text which can be examined after the fact and socially situated practices, those are constructed in moment to moment interaction. Thus, the written discourse as our unit of analysis implies the study of this as the product of our intervention in the classroom with the students, in order to evidence if our practice has an influence in the way the students communicate with their equals.

In addition, Hoey (1994) claims if we find lexical signals that indicate situation-problem-response-result, we can know with some certainty that we are dealing with a Problem-Solution test. So, by studying the textual and lexical elements of these texts, we can learn to regularly recognize the overall structure of a text, and also we can analyze what students want to express through diaries, video recordings, and observations.

Researchers’ Role

Bearing in mind, we exposed previously, our role as researchers in the current investigation was not as participants but as facilitators in the interaction among students and as controllers of the English class. It means, regulators of the environment where that communication and discussions were accomplished. Besides, we worked as active observers in order to collect data presented within the students’ interaction using audio and video recordings which supported us with relevant information to describe classroom interaction and interpret them arising with findings.
However, in some activities focusing on moral values were presented some important discussions among students, and researchers intervened as participants with the purpose of getting more and specific details about the problematic. Thereby, the teacher’s role is creating a highly structured and well organized learning environment in the classes, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. According to Richards (2001), an important role for the teacher is that of facilitator. In brief, in his or her role as facilitator, the teacher must move around the class helping students and groups as needs. Nevertheless, it is important to clarify Participatory Action Research requires that research keeps close contact with his/her partners in research, in this respect the researcher’s own personality has an influence, too.

Ethical Issues

Taking into account, the significance of Ethical Issues, we as researchers asked for voluntary participation to the informants in order to not force people into participating in the current research. Bearing in mind, the notion of voluntary participation, we required a consent form to inform participants about the process and risks involved in the study, and we also asked them for their consent to participate in the investigation. Similarly, with the consent form we pretend to notify participants that their identity information will not be made available to anyone who is not directly involved in the study in order to assure the safety ad rights of participants. In addition, we kept the principle of anonymity which essentially means: participants will remain anonymous throughout the study Trochim (2006), it is shown in the consent form sample which was used in the research project (see annex # 0.1). On the other hand, once researchers got an approval from school to star the investigation, we wrote the consent form in order to get the participants’
A Study on Social Values in the EFL Environment

permission to be recorded during the English classes and similarly to be observed in the environment generated by researchers during the pedagogical intervention.

Data Collection Techniques and Instruments

Taking into account, the goal of this study is to search for answers on what social values are generated when fifth graders are engaged in classroom interaction, so it was essential to implement some techniques which facilitated the collection of data required to conduct and to give a response to the investigation’s main question. In accordance with Freeman (1998), collecting data is collection information that relates to your inquiry, information that you believed will respond to your research question. For that reason, it was necessary to frame the way how we could collect data and it implied to use the techniques (see figure 0.5) which fit properly to the study’s objectives, purposes and goal. According to Freeman, the data collection techniques used for the research project were:

- To observe and watch classroom events, participants interactions, occurrences, discussions, happenings of the students. So, we were also participants due to our class interventions and the activities we did (observer of a teacher’s classroom).
- To collect learning plans activities and classroom occurrences. It includes students’ reflections of what they like and would like to do in their English class, those were collected throughout students’ diaries, discussions, diagnostic activities and a class interaction between teacher and students.
- To collect relevant information, reflection and students’ views in accordance of the planning of the classes, and the set of information gather from what students did in classes like: diaries.
To record classroom interaction and teamwork events occurred in the research context in order to be examined, analyzed and interpreted and to emerge with responses or assumptions for the research question.

To write the representations of verbal recordings to identify relevant students interaction, participation or information for analyzing of classroom interaction.

To use transcriptions coming up with participants’ actions, intentions, attitudes etc. through different events that are used to be researched.

Figure 0.5: Data Collection Techniques.
Bearing in mind, we as researchers must collect data which are available to the problem of the study, it is essential to select the best collection tools to guarantee the data. So, taking into account the techniques explained previously, the instruments which were used to gather valid information are: field notes, diaries and reflections and video recordings (see figure 0.6).

The first instrument applied were the field notes, inasmuch as according to Bogdan & Taylor (1975) fieldnotes can be understood as an objective record of observations made in a particular setting. We decided to use them as the first instrument to be applied because it could provide us patterns which began to emerge through written observation inside the classroom. So, we could observe some aggressive and bullying behaviors were apparent in a set of preliminary observations that we conducted for this research project by field notes.

On the other hand, the second instrument were diaries. This was the next one to be used because it let us know more in detail the perceptions of the students regarding a specific topic. Also, it was very useful since it allowed us to assess the students while they were answering questions, giving us the opportunity to know the individual perceptions about classroom interaction and problematic presented in their daily routine. We decided to apply this instrument bearing in mind Bogdan & Taylor (1975) diaries are personal notes based on observations, in this sense students can write their perceptions in a spontaneous way, without feeling pressure about their opinions, fears, dreams, wishes and views in general.

Otherwise, the third instrument was the video recording. Bogdan & Taylor (1975) video-recording as a method of data collection and means of data analysis has allowed significant methodological improvements to the study of non-verbal behavior, it means videos recordings are not just concerned with the activities and interactions of human bodies but also with how
subjects interact with physical artefacts. Through this instrument we aimed to analyze the individual statements students made regarding the visions about social values during the classes. Before carrying out the video recording we addressed some lessons around themes like: physical appearances, socio-economic problematic, and among others. This gave us another context in which we could see how students dealt with both their own opinion and their classmates’ opinion at the same time.

Consequently, observation is a tool that serves to collect information in a real context, using other tools such as video recordings in order to notice events, participations, activities and interactions, Lankshear & Knobel (2004). Otherwise, the diaries collection is so significant to provide us the students’ different perspectives, opinions and feelings to build a report phenomenon. Likewise, Classroom Interaction through Cooperative Language Learning must occur in a natural environment, so video recordings provide us direct access to the social actions in a natural way and also we can examine data over and over. In addition, video recordings must be transcribed using a detailed representation in order to analyze the interaction phenomena and participants’ involvement. The analysis of the data proceeds from case-by-case examination of data, through creation of collections of phenomena that become objects of study, towards the explication of the structural features of the phenomena, Goodwin (1981).
The previous figure 0.5 displays an general vision of the instruments implemented for the purpose of this study (see chart # 0.6).

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th>TOOLS</th>
<th>JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSERVATION</td>
<td>To emphasize collecting data in real life through fieldnotes which are those notes written in the “heat of the moment” during observations of events, interactions, activities and so on.</td>
<td>Field notes are collected in order to be examined, analyzed and interpreted the students’ behavior in classroom interaction.</td>
</tr>
</tbody>
</table>
VIDEO RECORDING
To observe and watch classroom events, participants interactions, occurrences, happenings of the students.
This instrument is used to realize about the student’s performance in an English classroom.

DIARIES
To interpret the students perceptions, opinions, reflections and suggestions through a structured diaries.
Diaries are collected in order to be examined, analyzed and interpreted the students’ interaction inside classroom.

Chart # 0.6: Summary of Data Collection Techniques and Instruments by Colin Lankshear and Michele Knobel (2004).

Validity and Reliability

Bearing in mind, it is possible to give trustworthiness through an Interpretative Validity, which refers to “the meaning attributed to the behaviors or words of the participants”, Lankshear & Knobel (2004). We as researchers demonstrated the trustworthiness of this research study, and used different issues of validity which is evidence or the indicator we try to measure in the current investigation. Thereby, we attempted to give a sense to those words and actions presented in the students’ classroom interaction; it means to analyze what they say and how they act in their context. Furthermore, we employed the triangulation as another verification process in order to confirm the data gathered and give integrity to the investigation (see figure # 0.6).
Otherwise, reliability refers to the use of instruments and tests, also it concerns with “the stability or consistency of the data or information”, Mills (2009). Hence to ensure the validity and reliability to the project we decided to use strategies such as the persistently observe to identify a typical features in the English classes, collect students’ diaries, audio recordings and interviews, report the participation of the students and their classroom interaction in the English classes. It is a process where multiple methods, data collection tactics and data sources are used to have a better outlook about the issues presented in the data gathered. Further, triangulation is a practice where we as researchers can collect information in many ways rather than rely just in one source. Three of the sources needed to carry out the process of triangulation are: the video recordings, field notes and students’ diaries (see figure # 0.7).
To sum, the material described previously is a structure of the elements implemented for the collection of data needed to support and evidence the existing problem. Thereby, we determined Participatory Action Research as our type of study to analyze and interpret classroom interaction in fifth graders School. For that, we planned actions, observed, collected students’ diaries and recorded videos, all of this to give trustworthiness to this study. Moreover, the use of consent letters as permissions to employ relevant information to answer the research question. In consequence, the following chapter will report the actions and activities carried out in the setting where the problem emerged according with Cooperative Language Learning approach which will be implemented in order to collect data through the development of the research plan presented before.

*Figure 0.7: Reliability.*
Chapter 5

Findings

The following chapter introduces the processes carried out in the analysis of the data collected for this research project. Thus, the procedures implemented in this analysis deal with the review, organization, and management following the steps proposed by Strauss & Corbin in grounded theory (1998), which are naming the concepts that were found through each method and participant, assigning groups by categories, setting patterns and finally showing the relationships among them.

The practice of data analysis in Strauss and Corbin (1990) is described by examining substance and its components in order to determine their properties and functions, then using the acquired knowledge to make inferences about the whole. So, the procedures for data organization and management taken into account in the analysis of data were proposed by Strauss and Corbin where it is necessary to follow some stages such as coding, conceptualizing and categorizing.

We collected data through different techniques and instruments like students’ observations, field notes, and video recordings proposed by Freeman (1998) and they were organized and classified in folders in an USB. Subsequently, all the data were displayed in a poster in order to identify the repeated patterns in each instrument used to gather the data. After that, researchers code those repeated patterns in other posters (see annex #3), in order to have a better understanding of the recurrent phenomenon to be analyzed.

So, the categories recognized along the analysis of the material will show the outcomes evidenced since they were supported by the methods used in collecting and analyzing data.
Moreover, the categories were established and validated through the theory used in the literature review and by finding out some information from other sources. Then, after a long process of analysis of conceptualizing, defining categories, and developing categories in terms of their properties and dimensions, the categories determined in this research project are Self-ownership as a social values regulation in the EFL classroom environment and Feedback to construct social values in the EFL classroom interaction (see chart # 0.7).

<table>
<thead>
<tr>
<th>RESEARCH QUESTION</th>
<th>CATEGORIES</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What social values are generated when fifth graders are engaged in the classroom interaction?</td>
<td>Self-ownership as a social values regulation in the EFL classroom environment.</td>
<td>Moral autonomy, Responsibility, Self-regulation, Respect</td>
</tr>
<tr>
<td></td>
<td>Feedback to construct social values in the EFL classroom interaction.</td>
<td>Classroom Interaction, Solidarity, Student – student interaction, Tolerance, Critical thinking, Honesty</td>
</tr>
</tbody>
</table>

**Chart # 0.6:** Research Question, Categories and concepts.
Self-ownership as a social values regulation in the EFL classroom environment

“Self-ownership as a social values regulation in the EFL classroom environment” is the first category which is oriented to answer the research question. So, this category was established by different concepts which emerged among students in the EFL classroom environment. Foremost, it was built by the concepts which facilitated researchers the understanding of the data collected, in this case moral autonomy and self-regulation which are correlated with responsibility and respect correspondingly. Secondarily, it was built by the common patterns found which are presented in a chart later. At the same time, we are going to see how these two values were directly related. This first category has a great relevance in the research project because it is what the investigation refers to, bearing in mind the identification about what social values emerged during this process.

Taking into account the previous facts, “Self-ownership as a social values regulation in the EFL classroom environment” category is the ability of humans to analyze moral aspects by themselves. It is considered that people are able to judge an action or a reality regardless external factors which may influence this assessment. In others words, this category refers to decision’s capacity according to moral values and critical perception of the world. For instance, along our experience as teachers and researchers, we can observe some students are conscious about implications of the words, and they try to self-regulated themselves in how to communicate, considering if it is right or wrong, it is fair and unfair.

Additionally, one of the most important concepts in this analysis is Moral Autonomy which gives a great significance to the concept of Self-regulation during the interactions presented in classroom to develop this analysis. Piaget says autonomous morality is characterized by the child's
understanding that rules are made by people, for people. The child using autonomous morality is motivated by the spirit of cooperation, and tries to take into account the needs, wants, and feelings of others. Piaget (1972) believes that this kind of relation to the rules develops out of cooperative activity between peers in equal relationship, in contrast with the one way power relationship of authority to child that is present in heteronymous thinking.

Bearing in mind the narrative and theoretical construct, the concept Moral Autonomy implies the students’ responsibility being consistent with what they think, say and do, and at the same time, the concept Self-regulation involves the students’ respect regarding their self-assessment before they say or act, it means they are in a constant auto-feedback. So that, to understand how social values through cooperative activities, researchers used a common pattern found; this common pattern was called: “Moral values and self-regulation in the classroom interaction”. Accordingly, in the chart below will be explained the principal examples where those common patterns were identified (See chart # 0.7) and immediately next we are going to show some others:

**Artifact # 6. February 11th, 2014. Video recordings.**

**Moral Values = Responsibility**

**Teacher:** ¿Cómo te imaginas un ambiente en el aula donde todos se sientan a gusto?

**Student 1:** A mí me gustaría que mis compañeros no sean groseros con los profesores y hagan los trabajos que dejan.
<table>
<thead>
<tr>
<th><strong>Student 2:</strong></th>
<th>A mí me gustaría que nos tratemos bien y cumpliéramos con las tareas y todos los trabajos que los profes dejan.</th>
</tr>
</thead>
</table>

**Artifact # 3. March 11th, 2014. Diary.**

**Self-regulation = Respect**

**Teacher:** ¿Qué enseñanza te deja la actividad “Musical chairs”?

**Student 3:** Que uno no debe ser envidioso ni grosero con los compañeros.

**Artifact # 6. February 11th, 2014. Video recordings.**

**Self-regulation = Respect**

**Teacher:** ¿Cómo te imaginas un ambiente en el aula donde se sientan a gusto?

**Student 4:** Pues que no fuéramos tan groseras porque en eso también me meto yo, que no fuéramos tan groseras tenemos que mejorar arto en el comportamiento con los de mi salón, yo creo mejor en el comportamiento y en el vocabulario.

**Chart # 0.7: Repeated Patterns about Moral Values and Self-Regulation**

Here we saw the way this first category was approached and we evidenced how children were conscious about the problems we have in the EFL classroom and how the ideal of a good
environment to coexist would be for them, now we are going to explain some others examples but trying to make a more detailed analysis of them.

As we could see before we worked with different instruments in order to collect enough and good data to achieve a better result in this process of analysis and understanding, here we can see what we found related to Moral values and self-regulation: in the next excerpts from a video recording we are going to see what students answered during the class when they were asked about the way they act among them, these classes were designed in order to collect information about the general treatment they have with their partners and also the perception they have after some activities made in class with the purpose of teaching a message of responsibility and respect.

**Video recording #1**

Student number 3:

Teacher: “¿Has ofendido a tus con apodos, chistes, los has rechazado?”

Student 3: “A veces sí pero, ellos también a mí, y pues yo les sigo la corriente y hago lo mismo.”

Teacher: “¿Por qué?”

Student 3: “Porque me da rabia.”

Teacher: “¿Y cómo los has ofendido? ¿Con que cosas?”

Student 3: “Diciéndoles groserías, vulgaridades, u otras cosas”

Student number 2

Teacher: “Bueno, ¿Has ofendido a tus compañeros con apodos, chistes, rechazo entre otros?”

Student 2: “Hay veces sí”

Teacher: “¿Por qué?”

Student 2: “Es que yo, es que hay veces que me tratan mal y yo pues, les digo pues, estupideces.”
Teacher: “Bueno, ¿Has ofendido a tus compañeros con apodos, chistes, rechazo?”

Student 5: “Sí”

Teacher: “¿Cómo cuáles?”

Student 5: “Gordo, trecoson, y es que ellos también me ponen apodos.”

In the previous excerpts taken from the video recordings of the classes we can notice how students identify some behaviors and attitudes like the lack of respect, the rejection, heavy jokes, nicknames, among others that go against the values we are trying to identify that emerge through their interaction, but it also is an example of how it is necessary to live or to be in society to identify how this works as proposed by Silva (2004) who claimed Social Values just emerge if the child is immersed in a constant social interaction, in this sense, students are aware of the different aspects that difficult a good coexistence in the society, in this case the classroom, being this in the next excerpts taken from the second part of the classes we are going to observe, the opposite, the good aspects they consider will facilitate and promote a good an ideal coexistence, for example respect, inclusion, responsibility, etc. according to this it is evident that children are conscious of the values we need in the classroom but also the anti-values that difficult the good relations inside of it because for everything in life there is always something opposite that always causes different results. This is explained by Pepén (2007) who claimed that values’ polarity shows the values are manifested in a specific quality, so there is an opposite of each value which corresponds to a "negative value".

Video recording # 2

Student number 1

Teacher: “¿Cómo te has sentido durante las actividades desarrolladas durante la clase de inglés?”
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Student 1: “Bien, porque a mí nunca me han rechazado en el salón y no me han dicho que vaya para allá porque usted no sabe hacer nada, no nunca me han dicho eso entonces yo me he sentido bien en las clases de inglés.”

Teacher: “Bueno, ¿has puesto en práctica las enseñanzas de las lecturas que hemos desarrollado?”

Student 1: “Si la he puesto en práctica porque yo no me he burlado de nadie, por ejemplo Efren es morenito y yo me hablo con él y yo no lo rechazo yo no le digo que porque usted es negro se va para allá o eso, no.”

Student number 5

Teacher: “¿Cómo te imaginas un ambiente en el aula en el que te sientas a gusto?”

Student 5: “¿Que mis compañeros no sean groseros con los profesores y hagan los trabajos que dejan.”

Teacher: “Bien gracias, ¿Algo más?”

Student 5: “No”

In this last part of the video recording as we said before they were post activities in the classroom it was evident that students got the idea from the readings we applied with the purpose of leaving a good message of how to behave and act to promote and have a good coexistence in the classroom, however some of those students claimed they were not practicing those things yet, but this was just starting. In the next instruments we are going to evidence these ideas with more examples:
Field note # 2 February 18 2014

“Some groups had discrepancies when they selected the paper doll’s clothes, color, and name, also some of them did not follow teachers’ instructions. In addition, they could not exchange ideas and come to an arrangement because they spoke at the same time.”

Field note # 3 February 25 2014

“Students discussed among them about moral values, generated question, supported or rejected ideas without teacher’s intervention.”

Field note # 9 April 8 2014

“Some students reflected that their parents could help them because they arrived late at home, it was not a problem to make the pet and decorate the eggs following the steps suggested by the teacher.”

Here we continued observing how the coexistence is difficult for some of them in activities like where the principal purpose was just to agree in something, for some of them it was impossible due to the lack of respect among them when they are talking and because of this, they ignore the responsibility they must have had with the activity, in the other hand we could also see that in other cases they did a very good job with a good orientation of the teacher and they accomplish the results expected, sharing ideas, commenting, listening to the others, etc. and finally we evidence that for some students it is very important to receive help or orientation from family and even the teachers to accomplish an objective, so we cannot forget that this is a long process that involves the hard work of different parts, not only the most important for us that is interaction among students but also with family and teacher, like the words said by Carlos Cullen
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(1997) about the importance of teacher’s role regarding the creation of moral personality since the construction: an autonomous moral judgment, critical thinking, capacity of argumentative dialogue, self-regulation of behavior and formation about feeling around care and respect for the others, and a everything which comes together to commit about life and environmental conditions. So, according to this we as families and teachers should help in this orientation and generation of values among the students, not only saying what they are supposed to do, but also giving example of how we are supposed to behave in society, with others and with ourselves, children are always doing what they learned at home.

In this first category called *Self-ownership as a social values regulation in the EFL classroom environment* we could evidence the importance of students being aware of the different aspects that difficult and facilitate the coexistence in the classroom where the respect among them and also the responsibility, not only with the class but also with themselves have a very important role in this good living together, and it was evident that if we work in that it is going to be possible to develop more and more of these values and in this way make possible an environment where the only important is not oneself but the other people, too. Now let’s continue with the second category identified.

**Feedback to construct social values in the EFL classroom interaction**

The second category is “Feedback to construct social values in the EFL classroom interaction” which is essential to answer the research project. This category was determined by three important concepts which are crisscrossed with a value respectively: critical thinking- honesty, student – student interaction - tolerance and classroom interaction – solidarity. In this way, this category was assembled depending on the different types of interaction existing among fifth graders in the EFL
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classroom and identified in the interventions. It is relevant to clarify that the worry of this study is the interaction among students; nevertheless the other interactions are a supporting feature to comprehend the way how the interaction occurred in the classroom with fifth graders.

Bearing this in mind, Critical Thinking as an essential concept in this research project is seen as an intellectual activity which involves: imagine, create, observe, analyze, synthesize, and solve problem situations. So, knowledge is produced through thought. Critical thinking evaluates the acquired knowledge, analyzes, rethink it, in order to know if it is true, valid, and credible; or dismiss it as false, invalid, unethical or ineffective. In this way, we observe students who analyze the problematic situations beyond the explicit circumstances, for instance, they consider not only the way as a student act after an insult, but also how can he feel or see himself without express his feelings or worries.

Moreover, Carlos Cullen (1997) claims the importance of teacher’s role regarding the creation of moral personality since the construction: an autonomous moral judgment, critical thinking, capacity of argumentative dialogue, self-regulation of behavior and formation about feeling around care and respect for the others, and everything which comes together to commit about life and environmental conditions. In others words, to build an autonomous moral judgment and moral solidarity intelligence in order to evaluate critically and with social responsibility values themselves which emerge from ambient pressure.

On the other hand, Student – Student Interaction is another concept which emerge through data analysis, and it also has a crucial impact in this study, taking into account the implications in the cooperative work among students. For purpose of this project, Student – student interaction creates a socio-emotional and intellectual environment which promotes openness, tolerance for diversity
and teamwork for intellectual development. Besides, when students interact, they reach conclusions, create, evaluate, make judgments, investigate, and troubleshoot among other important factors in the learning-teaching process. E.g. if students do not understand the teacher’s explanations, sometimes some students feel more comfortable when they ask their partners for different reasons; so, their partners can explain in other understandable way. Thereby, there is a more effective feedback and the class’ achievements are reached.

Taking into account, students exert an educational influence on their peers, playing a mediating role as teachers. Johnson (1995) states learner-learner interaction is an important factor in the cognitive development and educational achievement of students where could emerge social competences. Being that, it helps students to develop their capabilities through cooperative work and they will establish social relationships within classroom. So, talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned (Naegle, 2002).

Otherwise, Classroom Interaction is the last concept in the category “Feedback to construct social values in the EFL classroom interaction”, Classroom Interaction is indispensable in the learning-teaching process. This concept should be seen taking into account the communication as well as the language because those are correlated directly in the interaction. In this way, educational process needs communicative interaction, it implies a personal relationship which affects people involved decisively. So, classroom interaction is characterized by the effort to interact in different life situations which are generated in the classroom. Bearing in mind, the classroom interaction is bidirectional and reciprocal, students usually provide models, expectations, addresses and learning reinforcement to control their impulses.
By this means, Brown (2001) claims interaction is the heart of communication: it is what communication is all about. So, if people do not communicate among them, there is not an interaction, being that it can be possible when people do it together. Taking into account, the correlation between interaction and communication and this research project which is focused on classroom interaction, Hegarty (1998) states a classroom is the room where the teaching or learning process takes place and the interaction within classroom is a way that includes conversations, questions and answers, collaborative learning, debates and group work. In other words, interaction in the classroom as one of the most important aspects in pedagogy since everything that happens in the classroom happens through a process of live person to person interaction (Allwright, 1984).

Taking into account the previous narrative and theoretical construct, Critical Thinking as a concept involves the students’ honesty with themselves and people around them in order to analyze different situations beyond what can be observed. Likewise, Student-student Interaction implies the students’ tolerance when they have to work as a team, inasmuch as with an effective communication the teamwork reach the achievements. In addition, Classroom Interaction is seen as a solidarity force regarding all team is one. In this way, some repeated patterns were found: “Critical Thinking to think, say and act”, “Student-student Interaction through cooperative work” and “Classroom Interaction as a solidarity force”. Hence, the following chart will describe where those common patterns were recognised (see chart # 0.8):
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Critical thinking = Honesty</strong></td>
<td>Description:</td>
</tr>
<tr>
<td><strong>Teacher:</strong> ¿Qué enseñanza te deja en cuento “The King and the flower seeds”?</td>
<td>Student 3 reflects regarding the importance to tell lies. In another way, student 2 thinks over how bad behavior of some students affect others.</td>
</tr>
<tr>
<td><strong>Student 3:</strong> Que no hay que decir mentiras y ser honestos, porque decir mentiras es algo malo, porque uno no puede perjudicar a otras personas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking = Honesty</strong></td>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong> Teniendo en cuenta cómo se comportan tus compañeros, me puedes contar ¿cómo te sientes en el salón de case?</td>
<td>Student 2 reflects over how bad behavior of some students affect others.</td>
</tr>
<tr>
<td><strong>Student 2:</strong> Me siento mal porque a veces ellos brincan por todas las sillas y desordenan todo, y también hacen caer las sillas y las rompen y luego le echan la culpa a los que están sentados y sí.</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td><strong>Student – student interaction = Tolerance</strong></td>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong> ¿El cuento “Are you different to me?” te deja alguna enseñanza?</td>
<td></td>
</tr>
</tbody>
</table>

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**Student 2:** Yo entendí que uno no tiene que rechazar a los niños, que no importa el color, el tamaño, ni la forma que uno tiene.

**Artifact # 4. March 11th, 2014. Video recording.**

**Student – student interaction = Tolerance**

**Student 3:** Así seamos de un color o forma diferente, todos tenemos lo mismo por dentro.

**Description:** Student 2 and Student 3 arrive the same conclusion with different instruments, it means they think over how to tolerate and respect the differences.

**Artifact # 4. April 1st, 2014. Diary.**

**Classroom interaction = Solidarity**

**Teacher:** ¿Crees que es importante ayudar a las personas que no tienen familia?

**Student 4:** Si, pues darles cariño como amigos, y no darles la espalda cuando lo necesiten.

**Artifact # 2. February 25th, 2014. Field note.**

**Classroom interaction = Solidarity**

**Description:** Student 4 reflects around to be solidary with people who need it. Otherwise, teacher observes some students.
Also, some students included their partners with words like: Sit here! Come here! Sit down in the next chair!

include their partners in the activity.

**Chart # 0.8:** Repeated patterns about Critical Thinking, Student-student Interaction and Classroom Interaction.

In the previous chart we analyzed some of the principle evidence we had, now we are going to do it with some others examples trying to give a more detailed explanation of the different values emerged in this category which were previously mentioned like honesty, solidarity and tolerance.

**Video recording**

Class  March 11 2014:

Teacher: “¿Cómo se sintieron durante la actividad?”

Student 3: “Yo me sentí discriminado.”

Teacher: “¿Por qué te sentiste así?”

Student 3: “Porque yo me senté y él me cogió del saco y me boto.”

Student 2: “Es que yo me iba a sentar y él también se iba a sentar y bang lo saque volando, pero pues fue sin culpa.”

**Video recording**

March 25 2014:
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Teacher: “¿Qué enseñanza le deja el cuento?”

Student 1: “Que no importa que uno sea pequeño para hacer grandes obras.”

Students 2: “Que no hay que ser grande o musculoso lo importante es lo que se tiene aquí (señala el corazón).”

Student 3: “Que debemos ayudar a las otras personas.”

Student 5: “Que hay que tener confianza en la familia y los amigos.”

Student 4: “Si que no hay que discriminar a las personas como sean sino ayudarlas a que estén bien.”

In these examples of the most relevant information we got from the video recordings we noticed how students expressed what they felt, what they understood from the different activities developed in the classroom, or simple things like identifying when someone did something wrong or bad or just accepting the culpability in the case they had it. Also they talked about the importance of helping and accepting each other, in this way it was how we identified honesty to accept mistakes, solidarity to help the others, and tolerance to accept that everybody is different and that we need to learn to live with all this. We can also see this in the next instrument that we worked:

Diaries:

1. Teacher: ¿Alguna vez has dicho mentiras a tus compañeros? Explica detalladamente

   Student 1: “Si y no tengo idea de porque hice eso, si yo sé que estaba mal.”
Student 2: “Si un día fui muy mentiroso y no dije la verdad para que no me castigaran.”

Student 3: “Si pues algunas veces cuando soy gamina y digo groserías o trato mal a mis compañeros y no lo acepto.”

2. Teacher: “¿Sientes que algunos de tus compañeros no dicen la verdad?”

Student 1: “Si y yo me pongo muy triste porque lo han hecho, nos echan la culpa y nos regañan a todos y así.”

Student 2: “Si hay veces que mis compañeros son muy mentirosos y no dicen la verdad.”

Student 3: “Si casi siempre pues porque cuando hacen algo malo no lo aceptan y lo niegan.”

In these excerpts we noticed that students perceived lies as big participants during the process of interaction in the classroom, we observed the way they feel about them but not only that, they also confessed they use lies a lot to avoid punishments or feel safe in some situations. The presence of values or the lack of these during the interaction may facilitate or hinder the communication, the interaction, the different relationships in the classroom inasmuch as they are directly related as proposed by Wood (2007) when said Social Values also have a hard relation with interaction and communication, so what I say and do affect others: how they feel, how they perceive themselves, etc. According to this if students know that everything we do can affect others and we observed before they are conscious and accept when they made mistakes, as well as they are able to identify that they are affected by the actions coming from their classmates. This is the point where we show how through the feedback they give each other we can generate
and construct good values. This is what we are going to show in the next part of this last instrument.

Diaries

Teacher: “¿Qué enseñanza te deja la discusión grupal que tuvimos al final de los cuentos?”

Student 1

“Poder hablar, compartir como un grupo que somos, y que no importa si uno gana o pierde sino compartir.”

“Que si alguien tiene mucha plata o no igual lo aceptamos pues somos iguales.”

“Que debemos ser honestos con los demás.”

Student 2

“No importa el color, la forma sino lo que llevamos por dentro.”

“Que no es malo emprestar cosas a los otros, se puede ayudar a no ser malos con los otros.”

“Que no hay que decirle a los otros mentiras.”

Student 3

“Que uno tiene que trabajar en grupo y dejar que los otros hablen.”

“Que tiene que ser egoísta con los compañeros ni con nadie.”

“Que no hay que ser deshonesto, ni grosero ni mentiroso.”
Student 4

“Que no importa si uno es rico o pobre si no el cariño de la familia.”

“Que no hay que decir mentiras porque ser deshonesto es muy malo y uno puede perjudicar a
otras personas.”

The previous quotes are excerpts from the last instruments applied to the students where they expressed what they considered they had learned from the different activities applied in each class, we can see they got the message and it was always after the class discussion we had after the readings where they shared ideas, feelings, experiences, etc. We did this with the purpose of improving and reinforcing everything they learned after discussing among them as proposed by Naegle (2002) who claimed that talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.

To sum up, Respect, Responsibility, Honesty, Solidarity, and Tolerance are the Social Values generated by fifth graders when they are engaged in the Classroom Interaction creating a better environment where they feel more comfortable with each other and all this facilitates not only their relationships but also their learning process as proposed by Greenwood (2002) when he said the classroom environment has a powerful influence on learning, and children's perceptions of that environment influence their behavior. In this way, in the next chapter all these findings are going to be explain better, we also are going to see the conclusions of the “A Study of Social Values in the EFL Classroom Interaction” research project.
Chapter Six

Conclusions

After a long process of investigation which includes observation, implementation of different tools, analysis among others. We are going to show the findings that came up with this investigation, when children are emerge in an interaction inside the classroom with their partners a lot of things happened. Sometimes, conflicting situations are normal when people spend time together, but the most important it is the way they solve or react to those situations. In order to talk about what we found, it is essential to remember our principal purpose, it was to identify the social values which appear through the students’ interaction. In this way, we evidence five principal values during all this process: responsibility, respect, solidarity, tolerance and honesty. Now we are going to explain each one in a detailed way.

First of all, Responsibility emerged as a matter for students being worry about improving in their behavior, for instance: how they treat others, the way they participate and respond in class, student expressed how important is to be good students; not only academically, but also in their daily routines. Besides, teamwork was very important in specific activities for some students, others had difficulties with it. Inasmuch as, agreeing about how to develop the activities was not easy, so they realized the importance of communication in order to reach the achievements in the best way as a team.

Respect was the second value identified, students showed after some activities in class, how important is to respect the opinions, thoughts, costumes, believes and all differences. Also, they expressed that they could not expect what everybody acts or thinks in the same way, it was
important to accept and live with those differences. For that reason, we could mention either respect or tolerance as the values which were applied in these situations. Taking into account the previous information, Tolerance was the third value found because students respect their partners and they also accepted and tolerated how they partners are.

Otherwise, Solidarity is the fourth value recognized in this study, observing how student worry about the others was crucial in this project. Students knew that people sometimes need others when they do not feel good; some students expressed how they should support their partners when they had problems, when they do not do something good. Also, students think what to have a good environment in class implies to worry about the partners` welfare.

At last, Honesty was the fifth value identified, students expressed dishonesty caused problems among them. For that, they argue when people do not accept what they do wrong, it is a big and real problem because they blame others without thinking on the consequences. In this way, accepting everything you do either good or wrong is very significant for a moral connivance with other people.

To sum up, the “A Study on Social Values in the EFL Classroom Interaction” research project attends to answer: What social values are generated when fifth graders are engaged in the classroom interaction? So, we established two principal objectives in order to reach the achievements raised, these are:

1. To identify the social values in the fifth graders’ classroom interaction: where we wanted to know how the relationship among students was and in this way, to be able to evidence the different factors that were involved on it, values, problems, etc.
2. To infer how social values influence the fifth graders’ classroom interaction: after having found the values which took place in this interaction our intention was to observe how they worked in that process and thus explain the importance of them. We explain this information in detail below:

To interact with other people will be always essential in life, we as humans started to interact with everything around us since we were born. This process started at home with our families and then continues at school. We have been talking about how people go to school and in most of the cases we carry our customs, our behavior from home to school. So, normally how we behave at home is the same way we will behave at school, then everything we have learned in our houses with our family will be applied in the other places we will be. So, We could notice all with this study, we evidenced the way children interacted, shared, behaved, discussed, etc., but our principle aim is to see how these students developed some values through this interaction. Thus, it is common though interaction people have problems, difficult situations, misunderstandings will show up: But, it is significant how we deal with them and give a solution to make things better in order to have a good environment and relationship with the others. For instance, children showed some difficulties in the classes when they worked with the others, but values played an important role in making easier dealing with all them.

Taking into account, the five values identified in the research project which are: Responsibility, Respect, Tolerance, Solidarity and Honesty. Bearing in mind, all factors around students’ environment and needs, the students’ behave is complicated. However, values were evidenced with the students’ actions or with their yearnings to have a good environment. **Responsibility** was observed when students were committed for an intrinsic motivation, and they
work for the same objective. Respect was displayed when they do not use a ridiculous nickname or do not use bad words with their partners, and also they avoid any action which make others feel bad. Tolerance was evidence when they understood the importance of multiculturalism, in others words when they loved the difference. Solidarity was showed when students were aware what helping and being worry about their partners have a positive impact in the classroom environment. Finally, honesty was revealed when students started to think over their acts, behavior and consequences, admitting when they do something in a right or wrong way.

In addition, when students relate with others under this moral perspective, being responsible, respectful, tolerant, solidary and honest, they create unconscious an environment in which everybody feels good, happy to be there, comfortable to be part of the class; even, if the belong to different culture, context, beliefs or costumes because classroom becomes a peaceful place where each one wants the welfare of the other, everybody has the same rights, obligation, etc. So, being values regulators and facilitators of the good relationships among the students, we as teachers and researchers can observe the social development in educative terms.

To sum up, during this process children learned and reinforced many things they already knew and applied at home. Some students observed this practice as a new perspective because the context around them, others simply followed the model as a reinforced practice. So, students are conscious about the importance of thinking, acting and saying in the same way how they want what others make it. In others words, as teachers and researchers know what our research project does not change the world, but we know this thesis had a positive impact in the fifth graders. Otherwise, in the next chapter will be evidenced some suggestions to our future as teachers and researchers.
Pedagogical Interventions

This chapter will describe some recommendations to develop future research projects, bearing in mind the most relevant aspects which include: social, cultural, familiar and infrastructure aspects, such as:

- "A Study on Social Values in the EFL Environment" research project focus the language and communication in the Classroom Interaction. So, it is necessary to analyze the activities’ contents regarding cultural and familiar situations around students. Inasmuch as, it could generate misunderstandings and cause great emotional and social problems among students. For instance, if some students are orphans, teacher should know how to manage issues such as: family composition, the importance of parents in the students’ life, parents’ roles, among others.

- Furthermore, this research is also focused in student – student interaction as a tool to think, debate, advice, and improve the relationship between them. In this way, it is essential that teachers create a peaceful environment where all perceptions and opinions could be discuss, taking into account behind the students’ formation, there is a family nucleus with a different culture. So, teachers’ role could avoid violent confrontations or embarrassing situations for children.

- Dealing with the fact that this study was conducted under the Cooperative Language Learning approach, it implies the activities were developed by peers or groups. In this sense, it is relevant to provide a big classroom where students can accomplish the activities’ achievements without space limitations.
• As consequence the space limitations, the classroom’s location near to high street make impossible a good communication process. So, aloud noise outside classroom is the first issue to students do not pay attention between them and teachers can not reach their classes’ purposes.

• Additionally, the lack of educational resources complicate the learning-teaching process. Being that, teachers can not stimulate all the perception channels because they are force to use the same material, activities and location, limiting students use and learn the target language for meaningful communicative process.

*Good teachers know how to bring out the best in students!*

*(Charles Kuralt)*
References


A Study on Social Values in the EFL Environment


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Appendices

Appendix 01

Sample of consent form

SEÑORES
PADRES DE FAMILIA O ACUDIENTE

Grado 503

Como profesores practicantes del área del inglés, nos encontramos adelantando un proyecto de investigación como parte de nuestra formación profesional de la licenciatura en educación básica con énfasis en inglés de la Universidad Distrital Francisco José de Caldas. Este proyecto tiene como objetivo analizar si las clases de inglés basadas en valores tienen un impacto en el entorno de los estudiantes.

Debido a esto solicitamos su autorización para que durante las clases de inglés podamos recoger información a través de observaciones, grabaciones, vídeos grabaciones y entrevistas. Todo esto es debido a que la participación de los niños es fundamental para el desarrollo de dicho proyecto y es de carácter voluntario.

A todos los niños se les garantiza:

- El uso de nombres ficticios para mantener su identidad en el anonimato.
- Estricta confidencialidad con la información que se recolecta.
- El proyecto no tendrá incidencia en las evaluaciones ni nota de la materia.
- Los niños no estarán expuestos a ninguna clase de peligro, físico, ni emocional ni psicológico.

Agradecemos su colaboración:

Cordialmente,

Tatiana Zambrano               Fernando Bernal

Yo ______________________________ padre / madre o acudiente del estudiante ___________________________ autorizo a mi hijo/a participar en el proceso de investigación antes mencionado.

______________________________
Firma padre, madre o acudiente
Appendix 02

Sample Image # 0.2

Lesson # 0.1
Sample Image # 0.3

Lesson # 0.2
Sample Image # 0.4

Lesson # 0.3

[Image of a wall with drawn scenes and labels: Respectful, Responsible, Honest, Solidary, Tolerant]
Sample Image # 0.5

Lesson # 0.4
Sample Image # 0.6

Lesson # 0.5
Sample Image # 0.7

Lesson # 0.6

Baby Shark!
- Baby Shark do do, do do, do do.
- Mummy Shark do do, do do, do do.
- Daddy Shark do do, do do, do do.
- Granpa Shark do do, do do, do do.
- Granma Shark do do, do do, do do.

SHARK ATTACK!
Sample Image # 0.8

Lesson # 0.7

- Playing soccer
- Playing with dolls
- Playing with cars
- Jumping rope
- Playing in the park
- Drawing
Sample Image # 0.9

Lesson # 0.8
A Study on Social Values in the EFL Environment

Sample Image # 0.9

Lesson # 0.9
A Study on Social Values in the EFL Environment

Sample Image # 0.9

Lesson # 10
Appendix 03

Data Displayed: Repeated Patterns
Appendix 04

Data Displayed: Coding

Relevant texts: codes
Appendix 05

Concepts

Piaget says autonomous morality is characterized by the child’s understanding that rules are made by people, for people. The child using autonomous morality is motivated by the spirit of cooperation, and tries to take into account the needs, wants, and feelings of the other (1972).

Social values form an important part of the culture of the society. Values account for the stability of social order. They provided the general guidelines for social conduct. (Mondal, 2014)

Carlos Cullen claims the importance of teachers’ role regarding the creation moral of moral personality since the construction of autonomous moral judgment. Critical thinking, capacity of argumentative dialogue, self-regulation of behavior and formation about feeling about care and respect for the others and everything which comes together to commit about life and environmental conditions (Cullen, 1997).
A Study on Social Values in the EFL Environment

Student-Student Interaction

Learner-leaner interaction is an important factor in the cognitive development and educational achievement of students where could emerge social competences (Johnson,1995).

Classroom Interaction

It helps students to develop their capabilities through cooperative work and they will stabilize social relationships within classroom. So, taking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned (Naegle,2002).
Appendix 06

Categories

<table>
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<th>Research Question</th>
<th>Category</th>
<th>Concepts</th>
</tr>
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<td>What social values are generated when fifth graders are engaged in the classroom interaction?</td>
<td>Self-ownership as social values regulation in the EFL classroom environment.</td>
<td>• Moral Values (Responsibility)  • Self-Regulation (Respect)</td>
</tr>
<tr>
<td>Feedback to construct social values in the EFL classroom interaction.</td>
<td></td>
<td>• Student-Student Interaction (Tolerance)  • Classroom interaction (Solidarity)  • Critical thinking (Honesty)</td>
</tr>
</tbody>
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