



CARTA DE AUTORIZACIÓN

CÓDIGO

AP-BIB-FO-06

VERSIÓN

1

VIGENCIA

2014

PÁGINA

1 de 1

Neiva, 19 de mayo de 2021

Señores  
CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN  
UNIVERSIDAD SURCOLOMBIANA  
Ciudad

El suscrito:

Lina Vanessa Quintero Herrera, con C.C. No. 1.075.280.898,

Autor de la tesis y/o trabajo de grado

Titulado **“The Effect of the Module Democracy and Peace: Duties of the Suggested Curriculum on Tenth-Grade Students’ Ethical Values and Coexistence Practices at a Public School”**

Presentado y aprobado en el año 2021 como requisito para optar al título de Magister en Didáctica del Inglés;

Autorizo al CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN de la Universidad Surcolombiana para que, con fines académicos, muestre al país y el exterior la producción intelectual de la Universidad Surcolombiana, a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios puedan consultar el contenido de este trabajo de grado en los sitios web que administra la Universidad, en bases de datos, repositorio digital, catálogos y en otros sitios web, redes y sistemas de información nacionales e internacionales “open access” y en las redes de información con las cuales tenga convenio la Institución.
- Permita la consulta, la reproducción y préstamo a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato Cd-Rom o digital desde internet, intranet, etc., y en general para cualquier formato conocido o por conocer, dentro de los términos establecidos en la Ley 23 de 1982, Ley 44 de 1993, Decisión Andina 351 de 1993, Decreto 460 de 1995 y demás normas generales sobre la materia.
- Continúo conservando los correspondientes derechos sin modificación o restricción alguna; puesto que, de acuerdo con la legislación colombiana aplicable, el presente es un acuerdo jurídico que en ningún caso conlleva la enajenación del derecho de autor y sus conexos.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, “Los derechos morales sobre el trabajo son propiedad de los autores”, los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

EL AUTOR/ESTUDIANTE:

Firma:

Vigilada Mineducación

La versión vigente y controlada de este documento, solo podrá ser consultada a través del sitio web Institucional [www.usco.edu.co](http://www.usco.edu.co), link Sistema Gestión de Calidad. La copia o impresión diferente a la publicada, será considerada como documento no controlado y su uso indebido no es de responsabilidad de la Universidad Surcolombiana.



<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>1 de 4</b>
---------------	---------------------	----------------	----------	-----------------	-------------	---------------	---------------

**TÍTULO COMPLETO DEL TRABAJO:** The Effect of the Module Democracy and Peace: Duties of the Suggested Curriculum on Tenth-Grade Students' Ethical Values and Coexistence Practices at a Public School

**AUTOR:** Lina Vanessa Quintero Herrera

Primero y Segundo Apellido	Primero y Segundo Nombre
Quintero Herrera	Lina Vanessa

**DIRECTOR Y CODIRECTOR TESIS:**

Primero y Segundo Apellido	Primero y Segundo Nombre
Liseth Suggey	Rojas Barreto

**ASESOR (ES):**

Primero y Segundo Apellido	Primero y Segundo Nombre

**PARA OPTAR AL TÍTULO DE:** Magister en Didáctica del Inglés

**FACULTAD:** de Educación

**PROGRAMA O POSGRADO:** Maestría en Didáctica del Inglés

**CIUDAD:** Neiva, Huila

**AÑO DE PRESENTACIÓN:** 2021

**NÚMERO DE PÁGINAS:**133

**TIPO DE ILUSTRACIONES** (Marcar con una X):

Diagramas\_\_\_ Fotografías\_\_\_ Grabaciones en discos\_\_\_ Ilustraciones en general\_\_\_ Grabados\_\_\_  
Láminas\_\_\_ Litografías\_\_\_ Mapas\_\_\_ Música impresa\_\_\_ Planos\_\_\_ Retratos\_\_\_ Sin ilustraciones\_\_\_ Tablas  
o Cuadros \_\_\_x\_

**SOFTWARE** requerido y/o especializado para la lectura del documento:



DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO

<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>2 de 4</b>
---------------	---------------------	----------------	----------	-----------------	-------------	---------------	---------------

MATERIAL ANEXO:

PREMIO O DISTINCIÓN *(En caso de ser LAUREADAS o Meritoria):*

PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

<u>Español</u>	<u>Inglés</u>	<u>Español</u>	<u>Inglés</u>
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)



DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO

<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>3 de 4</b>
---------------	---------------------	----------------	----------	-----------------	-------------	---------------	---------------

**ABSTRACT:** (Máximo 250 palabras)

**APROBACION DE LA TESIS**

Nombre Presidente Jurado:

Firma:

Nombre Jurado:

Firma:

Vigilada Mineducación

La versión vigente y controlada de este documento, solo podrá ser consultada a través del sitio web Institucional [www.usco.edu.co](http://www.usco.edu.co), link Sistema Gestión de Calidad. La copia o impresión diferente a la publicada, será considerada como documento no controlado y su uso indebido no es de responsabilidad de la Universidad Surcolombiana.



**UNIVERSIDAD SURCOLOMBIANA  
GESTIÓN SERVICIOS BIBLIOTECARIOS**



**DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO**

<b>CÓDIGO</b>	<b>AP-BIB-FO-07</b>	<b>VERSIÓN</b>	<b>1</b>	<b>VIGENCIA</b>	<b>2014</b>	<b>PÁGINA</b>	<b>4 de 4</b>
---------------	---------------------	----------------	----------	-----------------	-------------	---------------	---------------

Nombre Jurado:

Firma:

Vigilada Mineducación

La versión vigente y controlada de este documento, solo podrá ser consultada a través del sitio web Institucional [www.usco.edu.co](http://www.usco.edu.co), link Sistema Gestión de Calidad. La copia o impresión diferente a la publicada, será considerada como documento no controlado y su uso indebido no es de responsabilidad de la Universidad Surcolombiana.

**The Effect of the Module Democracy and Peace: Duties of the Suggested Curriculum on Tenth-Grade Students' Ethical Values and Coexistence Practices at a Public School**

Lina Vanessa Quintero Herrera

Thesis Director: Dr. Lisseth Rojas Barreto

Universidad Surcolombiana

School of Education

Masters' Program in English Language Teaching

Neiva, Huila

2021

---

Note of acceptance

Lisseth Rojas Barreto . Thesis Director

\_\_\_\_\_. Juror

### **Acknowledgments**

To God for guiding this master's study and offering me the determination to accomplish this project. To my family for their support, love and patience during all my academic process. Specially, to my parents, for encouraging me keeping doing the research and writing this thesis.

I would like to express gratitude to my thesis advisor Lisseth Suguey Rojas for her support, suggestions, patient and time in the development of this research study.

I also want to thank to the English professors team of this master's program. Their guidance and immense knowledge helped me to accomplish my academic goals.

### **Abstract**

This qualitative action research study explores students' reflections about ethical values and coexistence practices through the use of the module Democracy and Peace: Duties in the EFL (English as a foreign language) class. It was carried out at a public school in Puerto Rico – Caquetá, with a population consisting of 29 participants, from 14 to 18 years old. Two main concerns underlying this research were: the lack of research related to the effect of the module proposed by the Suggested Curriculum on tenth graders and the need to explore the influence of the module on students' reflections about ethical values and coexistence practices in the EFL context. The data collection was through students' journals, field notes, and students' artifacts (posters and dramatizations) by means of the Project-based Learning methodology. The findings reported that students' reflections evidenced the importance of ethical values, along with healthy coexistence practices in and out of the classroom. Furthermore, this pedagogical intervention contributed to the students' foreign language engagement and improvement as a product of the strengthening of abilities such as language interaction and self-awareness. Finally, Project-Based Learning served as an approach that allowed us to work in a meaningful way during the pedagogical intervention.

*Keywords:* coexistence practices, Democracy and Peace: Duties' module, ethical values, language learning engagement

### **Resumen**

Este estudio cualitativo de investigación acción explora las reflexiones de los estudiantes acerca de los valores éticos y prácticas de convivencia a través del Módulo Democracia y Paz: Deberes en la clase de ILE (inglés como Lengua Extranjera). El estudio fue llevado a cabo en una escuela pública en Puerto Rico – Caquetá. Los participantes estaban conformados por 15 mujeres y 14 hombres de los 14 a los 18 años. Las dos problemáticas que guiaron este trabajo son: La falta de investigaciones relacionadas con el efecto del módulo propuesto por el currículo sugerido para grados decimos y la necesidad de explorar la influencia del mismo en la reflexión de los estudiantes acerca de los valores éticos y las prácticas de convivencia en el contexto ILE. Los datos se recolectaron por medio de diarios de los estudiantes, notas de campo y artefactos realizados por los estudiantes (carteles y dramatizaciones) usando el aprendizaje basado en proyectos como metodología pedagógica. Los hallazgos reportaron que las reflexiones de los estudiantes evidenciaron la importancia de los valores éticos, junto con prácticas saludables de convivencia dentro y fuera del aula. Además, esta intervención pedagógica contribuyó al compromiso y mejora de la lengua extranjera de los estudiantes, como producto del refuerzo de habilidades como la interacción en el lenguaje y la autoconciencia. Finalmente, el aprendizaje basado en proyectos sirvió como un enfoque que nos permitió trabajar de manera significativa durante la intervención pedagógica.

*Palabras clave:* el módulo Democracia y Paz: Deberes, compromiso en el aprendizaje de la lengua, valores éticos, prácticas de convivencia

## Table of contents

ACKNOWLEDGMENTS .....	3
ABSTRACT.....	4
RESUMEN .....	5
INTRODUCTION .....	13
CHAPTER I.....	16
RESEARCH PROBLEM.....	16
Statement of the Problem.....	16
Research Question .....	21
Sub-questions.....	22
Research Objectives.....	22
Related Studies.....	22
Setting.....	27
Rationale .....	28
CHAPTER II.....	30
LITERATURE REVIEW .....	30

	7
THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES	
Reflection .....	30
Reflection to support social transformation .....	31
Critical reflection .....	32
Understanding Ethics, Values, and Coexistence Practices .....	33
Ethical values and practice.....	35
Ethical values in ELT.....	35
Coexistence practices in school .....	37
Democracy and Peace .....	38
Curricular Guidelines for English as a foreign language in the Colombian context .....	42
CHAPTER III .....	47
METHODOLOGICAL DESIGN .....	47
Research design .....	47
Data Collection Procedure .....	49
Instructional Design .....	53
Intervention as innovation.....	61
CHAPTER IV .....	63
DATA ANALYSIS AND FINDINGS .....	63

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Data Analysis Procedure.....	63
Research categories.....	65
The influence of the Module on students' reflections about ethical values and coexistence practices .....	66
Democracy and Peace: Duties Module as a means for students' language learning engagement .....	77
CHAPTER V .....	92
CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS .....	92
Conclusions.....	92
Pedagogical Implications .....	98
Pedagogical implications for the inclusion of social topics such as ethical values and coexistence practices in the EFL context.....	99
Implications for the author.....	101
Limitations .....	102
Further Research .....	103
REFERENCES .....	104
APPENDICES .....	113
Appendix A: Consent Form.....	113

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Appendix B: Needs Analysis Survey .....	115
Appendix C: Initial Focus Group.....	118
Appendix D: Students' journals N°1 .....	122
Appendix E: Students' journals N°2.....	125
Appendix F: Field Notes' Form.....	128
Appendix G: Exchanging with peers .....	129
Appendix H: English Suggested Curriculum's Module .....	130
Appendix I: Dramatizations' Sample.....	131
Appendix J: Oral Assessment' Rubric .....	132

### List of Tables

Table 1.....	46
Data Collection Procedure. Adapted from Creswell (2014).....	46
Table 2.....	48
Data Gathering.....	48
Table 3.....	51
Instructional Design for each Cycle.....	51
Table 4.....	55
Direct Pedagogical Intervention Stage.....	55
Table 5.....	62
Research Categories.....	62

**List of Figures**

Figure 1. Likert Scale Survey..... 18

Figure 2. Likert Scale Survey..... 18

Figure 3. Likert Scale Survey..... 20

**List of Pictures**

Picture 1 ..... 69

Students' posters- artifacts ..... 69

### **Introduction**

Ethical values and coexistence practices are two notions that are closely related and which support and affect one another; besides, they have progressively become important in research, in the educational field. The interest in the study of both concepts is due to the fact that more and more teachers are perceiving the need to address these two issues, based on what is currently being found in schools, as it is the case of this study.

In the specific area of language teaching, the debate about how the foreign language classroom may influence students' reflections regarding social issues such as ethical values and coexistence practices is permeating the field of language education. On account of this increased interest in the role of social problems which require some kind of intervention from all the agents in the educational system, foreign language teachers as facilitators can easily promote values in their classrooms on the basis of a learner-centered curriculum, in which students can negotiate the components of their learning process with values they can use in their interactions with others in the EFL context (Ramirez, 2007).

In Colombia, the Ministry of National Education (2016) presented the document "Suggested English Curriculum". It is a proposal encompassed by themes derived from suggested areas that children must learn in school, considering its institutional autonomy to make decisions for its implementation. The suggested curriculum is made up of some modules based on some transversal axes, that are worked on all levels. One of the modules suggested by the document is called Democracy and Peace: Duties, which covers topics related to a healthy and peaceful coexistence at school and in the classroom. Therefore, as stated by MEN (2004), after some decades fighting traditional practices in the educational context which emphasized grammar and memorization, the teaching and learning of English in Colombia have

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

progressively changed to a deeper teaching-learning in which both teachers and students find a real reason to get in touch with a foreign language.

The above traditional practices mentioned seem to be the case of Acevedo y Gómez school in Caquetá, the Institution where I work. In this school, an interest on the part of the teachers and the principal in teaching for test has predominated, specifically, for the ICFES exam from the Colombian Institute for Superior Education; additionally, official documents such as the suggested curriculum have been implemented in English foreign language classrooms but, in most of the cases, in a superficial way, that is, without taking advantages of all the meaningful learning and research possibilities that it offers and most importantly that leads to transformation.

Based on the lack of opportunities for students to reflect about social issues in the English class and the recognition of their practices in their learning process, this qualitative research attempts to delve into students' reflections about ethical values and coexistence practices, two issues that, based on my teaching experience, I could identify as a need in tenth grade students, of the school Acevedo y Gómez. On that account, I choose the module Democracy and Peace: Duties, as the medium to make a pedagogical implementation, in which the students had the possibility of addressing their real school and classroom issues while connecting them with their ethical values and coexistence practices.

This research study contains five chapters: The first chapter presents the research problem, research questions and the objectives of the study, some related studies, as well as the setting and rationale. In chapter two, there is the literature review and the theoretical constructs that support the research. The third chapter provides the methodological design which describes the research approach and type of study, the participants, data collection procedure, and instruments. Additionally, in this chapter there is a presentation of the instructional design and its

#### THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

components used in the pedagogical intervention. Chapter four presents the data analysis and the discussion derived from the instruments used during the investigation. Lastly, the conclusions and pedagogical implications are drawn based on the whole study.

## Chapter I

### Research Problem

#### Statement of the Problem

This qualitative research study explores students' reflections about ethical values and coexistence practices through the Module Democracy and Peace: Duties. The study was carried out with tenth-grade students from a public institution who tended to show inappropriate attitudes in the EFL class. Specifically, grounded in my personal teaching experience and observation of the classes, I identified that some students evidenced among other conducts disruptive behavior and lack of tolerance and respect towards their peers.

By reading the contents of the module Democracy and Peace: Duties (See Appendix H) proposed by the Ministry of National Education in the suggested curriculum (MEN, 2016). I could realize that all the issues mentioned above could be tackled through said module, since they all had to do with a possible lack of good coexistence practices and ethical values in some students. On that account, I decided to explore students' reflections about ethical values and coexistence practices in the classroom or school that could emerge through the use of the module Democracy and Peace: Duties. According to Hagevik et al., (2012), "reflection is the deliberate and purposeful act of thinking which centers on ways of responding to problem situations" (p. 660). Thus, for the setting of this research, reflection is a significant component of the EFL classes and needs to be carefully examined to determine the factors mediating both ethical values and coexistence practices during the module application.

Additionally, what I had observed as an active teacher at the school was that the EFL classes did not usually address issues related to their own reality. The majority of the class topics

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

were the ones offered by the textbook which were mostly related to grammar and sometimes, they were not of interest to the students, that is to say, many of those textbook topics were not very meaningful, therefore they might have generated lack of motivation towards the class.

The themes of the module Democracy and Peace: Duties are derived from official documents that suggest areas which children must learn in school and are worked on transversally (Men, 2016). Authors such as Blankenship (1990) state that “characteristics of curriculum and pedagogy [...] enhance democracy, tolerance, global citizenship, and participation to take part in making decisions and classroom practices” (p.127). Thus, in terms of participation, the current study adds significance to the idea of providing students with the possibility of embracing reflection, ethical values, coexistence practices, and democracy and peace as components to create more possibilities for students' transformation while learning a foreign language.

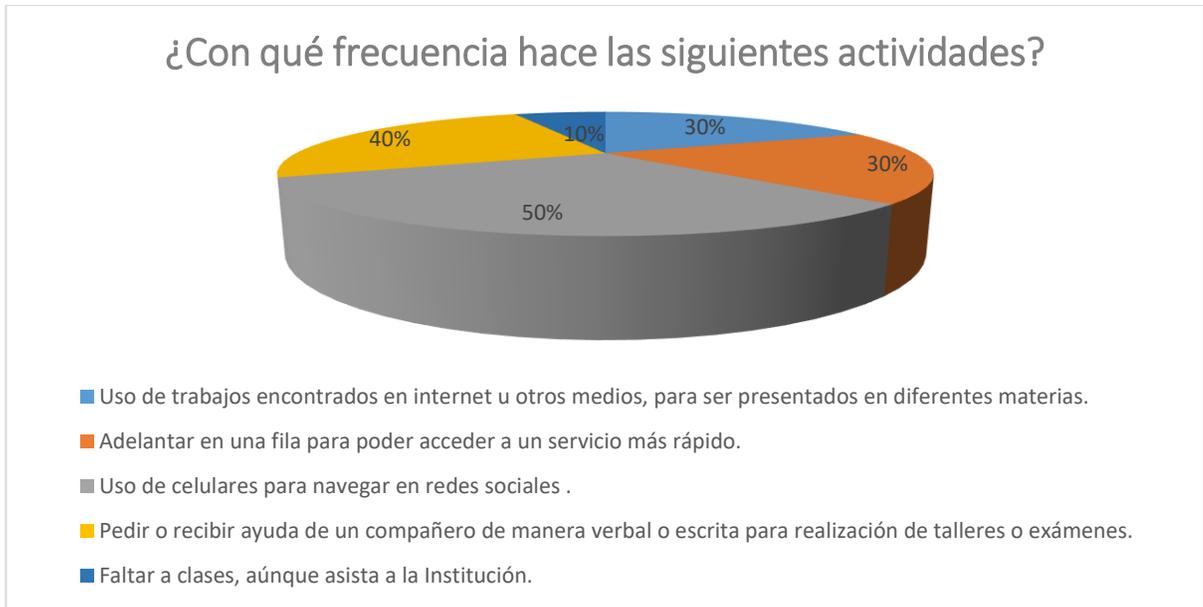
Now, regarding the fact that the module was designed for the English class, it is well known that teachers should be facilitators of learning, should create the right atmosphere, and respond to students' needs; keeping in mind that there are always attitudes and values to promote among the learners by means of the language taught (Ramirez, 2007). In this order of ideas, English language learning engagement seems to be one relevant mean to delve into the school issues. Additionally, schools are expected to promote learning experiences in which the students can grow as persons with values and abilities to interact with others (Carreras et al., 1997). Consequently, as it was the case of these research participants, it is very important that “students ponder over what and how to think, believe, behave. So often what goes on in the classroom is irrelevant and remote from the real things that are going on in students' lives” (Simon, Howe & Kirschenbaum, 1995). In this sense, researching the connection between students' English

language learning engagement, students' ethical values and inappropriate coexistence practices, for the construction of their behaviors in the classroom, is a great opportunity in this field, mainly unknown for the public educative sector in the south of Colombia.

To confirm the need to research and work on ethical values and coexistence practices in the EFL class, I conducted an initial survey (See Appendix B) to gain an unbiased perspective of this problematic situation. The survey was composed of 7 statements about constructs related to language learning engagement and ethical values. The results of the survey suggested two main issues **(a) Students coexistence practices at classroom or school:** it involves plagiarism which represented thirty percent (30%) of the students' choices, cut in line which represented thirty percent (30%) of the students choices; smartphone use for networks while the EFL class with a fifty percent (50%) of students who agreed that they use cellphone for other purpose different to the EFL class; thirty percent (30%) cheating in their exams or workshops; and ten percent (10%) do not attend to class even if they are in the school (See Figure 1). **(b) The disjunction between (coexistence) practices at classroom and ethical values** supported by 1 out of 10 students agreed that ethical values such as citizenship, compassion, self-control, democracy, transparency, and tolerance have not been practices at EFL class (See Figure 2); In fact, the survey provided weaknesses between ethical values and coexistence practices at English foreign language (EFL) class.

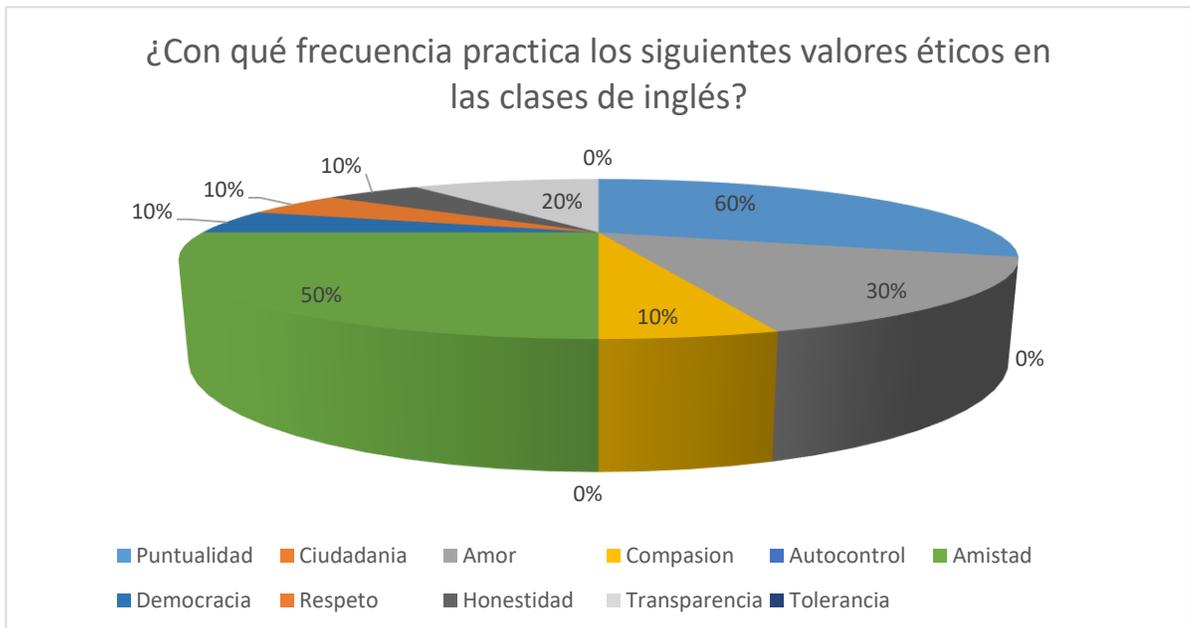
### **Figure 1**

*Likert Scale Survey*



**Figure 2**

*Likert Scale Survey*



In the same line of thought, I conducted a focus group to confirm these assumptions. The focus group was composed of 5 dilemmas guided by three questions and two open-ended

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

questions, which were related to ethical values and coexistence practices in different situations. Thus, students linked the positive and negative feelings emerging from several ethical values to their level of practice in classroom or school. They emphasized honesty, democracy, transparency, compassion, and citizenship as the less practiced ethical values according to their responses (See Appendix D). These findings add significance to the idea of striving for achieving conscious ethical values and coexistence practices in students, and providing them with the possibility of embracing language learning from the cognitive, social, and reflective lenses.

In like manner, according to the participants, they considered that there are ethical values of which they know their importance in different school practices. However, they mentioned that some of them have not been practiced at the school. The meaning of making connections between ethical values and practices goes hand in hand with Ofsted inspections toward "personal development" (p.91). According to the Office for Standards in Education's framework (1995). "values are scrutinized as the way schools help to develop pupils' attitudes, behavior and personal development" (p.91). This connects the idea of enrolling ethical values to support coexistence practices at school.

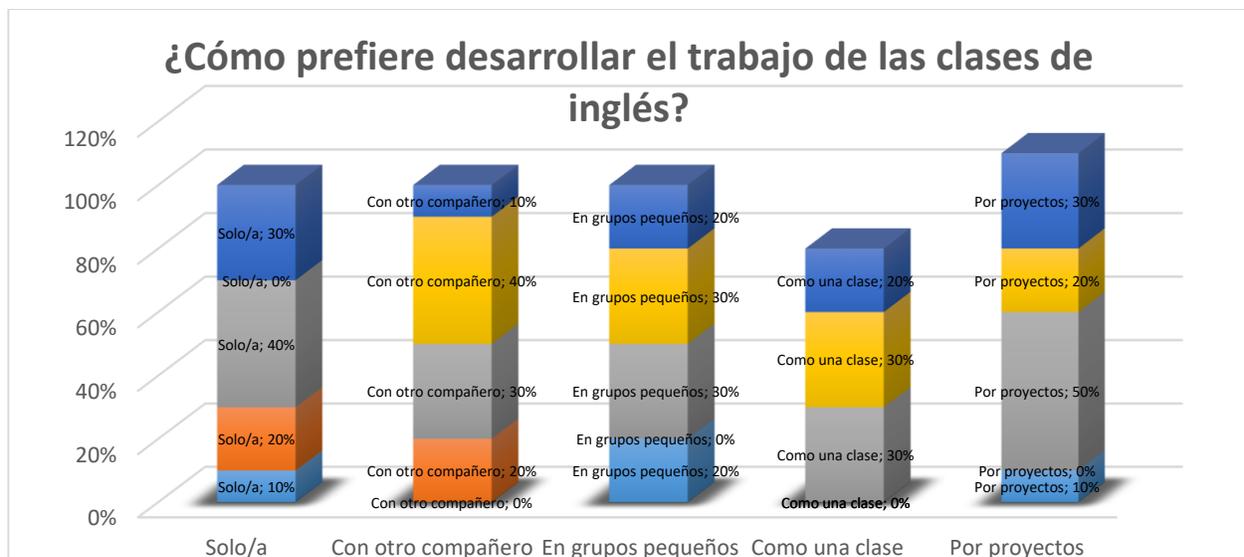
On the other hand, in terms of language learning engagement, the results of the survey suggested three main preferences: (a) Students preferred working with a peer, which represented a thirty percent (30%) of the students' choices (See Figure 3); (b) participants desired was working on small groups, supported by thirty percent (30%) of students who agreed that language learning preference; and (c) working as a whole class with a thirty percent (30 %) who chose it. In general, most of the students preferred to work in groups whether in pairs or small groups (70%) rather than working as a whole class (30%).

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Therefore, this diagnosis evidenced that there was a need to search for a teaching methodology for the module Democracy and Peace: Duties that would involve group work and would promote both students' reflections about ethical values and coexistence practices in the EFL class and meet the students' language learning preferences.

**Figure 3**

*Likert Scale Survey*



In sum, the needs analysis results provided important insights that demonstrated a lack of connection between ethical values, coexistence practices and classroom or school behaviors, what guided me to pose the following questions:

### **Research Question**

How do tenth graders at a public school reflect about ethical values and coexistence practices through the Module Democracy and Peace: Duties in the EFL class?

***Sub-questions***

- ✓ How do students engage in the learning of the foreign language as they work in the Module?
- ✓ How can the module Democracy and Peace: Duties be approached in a meaningful way?

**Research Objectives*****General objective***

To examine the influence of the module Democracy and Peace: Duties on students' reflections about ethical values and coexistence practices

***Specific objectives***

(a) To describe how the module Democracy and Peace: Duties intervenes in language learning engagement, and (b) To draw some pedagogical implications for teachers when using the module Democracy and Peace: Duties.

**Related Studies**

Students' reflections about ethical values in the EFL context have been a matter of interest for some researchers who have focused on examining the features behind these concepts. Thus, this section presents some studies on the field of values, coexistence practices, reflections and English as a foreign language. Such researches advocate for the objective of the present project and serve the purpose of illustrating how researchers have addressed the tenets under discussion.

Concerning the discussion of ethical values, Ramirez, O. (2007) conducted a research aimed at fostering values in the English as a Foreign Language (EFL) classroom. This study was conducted in a public school in Manizales. The population of the study consisted of sixth and

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

seventh graders whose ages ranged from 10 to 14 years old. The author implemented observation, journals and students' artifacts to determine the impact of the teaching proposal intended to foster social values in the English class. The data collection was an approach proposed by Quintero et al., (2003) to analyze the influence of the proposal in the students' language production and attitudes. Ramirez followed three main paths for the study discussion; students' self-awareness, students value-awareness and teacher role. The three categories were analyzed from the lens of values such as respect, love, honesty, self-esteem, self-concept and sense of belonging. The results showed students high self-awareness among class activities. Also students' self-esteem and confidence increased with their language production in the class or school. The author also concluded that students were able to distinguish the things that society expects from them in terms of values. This study contributes to exploring students' reflection on values in a way of giving sense to what students do in the classroom, going beyond merely the teaching of the foreign language.

In the same line, Gómez et al., (2013) developed a study to gain insights from students' reflections regarding social values through storytelling in English. This research study was conducted at a public school in Bogotá. The participants were 17 students whose ages ranged from seven to nine years old. These students belonged to a lower middle social-economic status. In this way, researchers conducted their research with storytelling questions. Also, by making reflections about the consequences of the characters' actions. Furthermore, the researchers included the family role to guide the social values, as part of the topics for storytelling activities; something participants found quite interesting for reflecting on the importance of family. The authors also implemented action research approach to make contributions to students' awareness about their behaviors in their school and their family. The data collection mostly consisted of

students' interviews and questionnaires. To analyze the results, researchers classified data into two main categories: "children's reflections are framed into home and school settings" and "students evidence values by describing them as duties" (p. 82). Thus, findings revealed that students mentioned the importance of family and school to construct their social values. This investigation has led researchers to state a relation among students' reflection, school and family to construct their own social values. In this sense, this research has served to exemplify students' reflection upon their own acting to understand and find meaning with a purpose. Another conclusion revealed the school as place to build upon their own social values since they interacted with their classmates. Additionally, students' reflected on social values by giving them situations they had lived. These two previous studies are very related with my study since they use a reflective pedagogy to make students reflect upon their behaviors and actions in the classroom or school and that is what I intended to do in this research.

Another relevant study that is related to this investigation is Contreras & Chapetón (2016) research study. This pedagogical experience took place at a public school located in the south-east of Bogotá, Colombia. The participants were a group of 30 students from seventh grade, aged 12 to 15. The objective of this study was to foster students' classroom interaction through the use of cooperative learning principles from a dialogical perspective that focused on social aspects of students' school lives in which they incorporate students' realities, dialogues, cooperation and reflections. In this regard, researchers incorporated cooperative learning principles from a dialogical perspective as an alternative to overcome disrespectful, rude, and disruptive behaviors that are affecting not only schools but also our society. Moreover, this experience promoted changes in the classroom practices through a curriculum perspective that promotes social construction of knowledge and the development of students' critical consciousness. The

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

researchers cited Grundy (1987) who suggests a “curriculum as praxis, where teachers promote reflection and action, and encourage dialogue with students” (p. 142). In doing so, the researchers used critical pedagogy as an opportunity to turn students into social agents, able to transform their social reality. Data was collected using an initial questionnaire, field notes (supported by video-recordings of class sessions), students’ journals, semi-structured interviews, and artifacts.

The results of the study displayed that English classes go beyond the teaching of grammar and they are able to transform students’ realities. Contreras and Chapeton study is relevant for this research since it demonstrates the importance of students’ reflections in the English classes. Likewise, it highlighted the teacher role as a social agent which contributes to students’ transformation. Also, the importance of implementing salient methodologies in which students are familiar with them in order for them to feel identified in their learning process. Besides, the authors made reference to the relevance of teaching considering the students’ realities, to learn about them and understand their attitudes. Thus, by incorporating a methodology that focused on students’ realities provided opportunities for dialogue, cooperation and reflection during their English as a foreign language class.

Following this line, Aguirre (2018) explored in his research study pedagogical realities through collaborative, reflective inquiry as a mean to educative transformation. The research was developed with four participant English teachers. They hold degrees in different areas such as Spanish, early childhood education, and psychology. The study took place in South Star school (name changed by the researcher), a state institution located in the south of Bogotá, Colombia. The main objective of this study was to co-construct knowledge and transform curriculum through collaborative and reflective inquiry as means to educative transformation. The data

collection consisted of audio recordings, teaching journals, and semi-structured interviews in order to find aspects that move the four teachers to share and co-construct knowledge based upon reflective-collaborative work. In line with this claim, Aguirre's study is quite interesting to this research study as reflection is associated with thinking and problem solving. Also, it demonstrates the importance of the reflective models on sociocultural principles to construct knowledge by social interactions.

On the other hand, Bello (2012) explored students' discourses as citizens in an English as a Foreign Language (EFL) course. The investigation was developed with a group of seventeen undergraduate students from different majors (psychology, engineering and graphic design). The data collected consisted of student artifacts, transcriptions of students' project oral reports, and a conference with the members of each project-based. In view of the aforesaid, Bello, I. (2012) highlights the importance of using the target language to discuss real-life situations in language learning. For instance, the author refers to Norton & Toohey (2004) ideas of the teaching-learning process as a situated social practice which goes beyond studying a content area in isolation. Also, Clover (2006) affirmed in her study that teachers need to make use of more creative ways to understand and tackle cultural and social issues. All above, to generate students' participation in situated language learning practices and to analyze the possibilities for citizenship education (CE) in an EFL academic setting. This idea is relevant with respect to this research study since it illustrates how social discourses have an impact on the EFL learning process practice by presenting the target language as a tool for meaningful communication and the language classroom as a site for co-construction of knowledge to students.

Finally, Hereida et al., (2014) researched on citizens' experiences reports during students' social services in Higher Education Institute in Mexico. The intention was to analyze students'

narratives and identify the level of development of related skills concerning citizenship, using for this purpose the institutional definition of citizenship. The context where the projects took place was a Private College in Mexico that conceives Civic Education Model as an intentional choice to establish civic-ethical, personal and social criteria, of the individuals that make up society. This study analyzed the narrative in students “Citizen Experience Report” (REC). It was found that some of the components of the competences related to the citizen construction such as tolerance, respect, analysis, judgment, responsibility, and identity are the most common references in the student’s narratives. Thus, the investigation served this research purpose as it highlighted the need for incorporating on professional education, curriculum and training efforts to promote citizen competences development, through the justice and democracy aspects, understanding democracy as a way of handling and resolving problems. Furthermore, the Civic Education Model was implemented by four learning spaces: ethics, self and society, profession, and citizenship. In this sense, this study provided the underlying premises supporting the idea of implementing programs to help students understand the importance and fundamentals of ethics in the contemporary world as a basis for responsible decision making in the achieving of their personal life project and constructive interaction within their social and school environment.

### **Setting**

This research study was conducted at Acevedo y Gómez high school. The Institution is located in Puerto Rico-Caquetá, a location in the south of Colombia. The public institution has 700 students in high school. The mission of the school highlights the importance of inclusion through humanistic and cooperative learning by the Institutional Education Project (IEP) to lead transformative process in the region. The participants were 15 female and 14 male tenth-grade students whose ages ranged from fourteen to eighteen years old. Most of the students belonged to

lower middle social-economic status. Also, students have been studying English, 4 hours per week, during four years. The average number of students per class ranges between 25 and 40.

### **Rationale**

The interest in carrying out this study raised from my personal teaching experience and my observations to students of tenth-grade in an EFL class, who evidenced behaviors that reflected some lacks on ethical values and coexistence practices. To confirm this assumption, I examined students' responses to a needs' analysis aimed at identifying the problem to be addressed. Results by the needs analysis showed a significant lack of students' ethical values and coexistence practices while doing regular activities in the classroom and the school. Nowadays, the absence of students' ethical values and appropriate coexistence practices in and out the classroom is a phenomenon, that in my consideration, several educators have identified but they have not ventured to study.

As noted by Johnston (2003), a considerable literature has grown around themes to introduce a political dimension into our discussions about language teaching and the relevance of fostering values using the target language. In like manner, helping learners decide what is good and bad, right and wrong in power relations, have received considerable attention in foreign language education. This has permeated English language teaching, and as a result, there has recently been a renewed interest of introducing values in EFL classes.

Particularly, the problems we have perceived emphasize the relevance of exploring students' reflections about ethical values together with coexistence practices, through the module democracy and peace. The above with the purpose that, in the near future, teachers of my school

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

opt to design curricula that involves values, coexistence practices, the relations among them, and especially the attitudes toward them.

In like manner, this investigation intends to contribute to the academic field by calling on the need of researching on new teaching and learning approaches to the modules suggested by the Ministry of Education in more meaningful ways and which involve not only the engagement of the students in language learning but also the promotion of critical thinking, reflection, ethical behaviors and appropriate coexistence practices in their English classes and their school's common practices.

## **Chapter II**

### **Literature Review**

To understand the effect of reflection on ethical values and coexistence practices in the EFL context it is necessary to revise the key constructs that emerge in this study. Thus, this section defines reflection, ethical values, coexistence practices, democracy and peace, and English language engagement to support this research from a theoretical perspective. In other words, this chapter presents the different concepts that hold the research question and objectives, to relate the existent theory to the application of this research study.

#### **Reflection**

This concept relates to the notion of “thinking” in the act of developing transformation. It implies the multiple ways a learner engages with the construction of their critical analysis. In like manner, Bartlett, L. (1994) affirms “reflection involves the relationship between the individual thoughts and actions” (p.204). More often than not, this investment in reflection needs to be deeper to the inherent characteristics of students' acts regarding the practices carried out in their school life. Then, this definition positions personal development that goes beyond the mere cognition, as it includes other essential factors mediating students' reflection to cope for improving classroom processes.

In the same line of thought, reflection is also perceived as an awareness of a need to change. For instance, Pennington (1992) states that reflection needs a "change involving a continual cycle of innovative behavior and adjustment to circumstances" (p. 706). It evokes a more in-depth insight into the concepts of reflection as the necessity of understanding the input for development. In this sense, Farraell (2003) claims that “reflection examines learning

behaviors and skills after an event, such as a class” (p.14). Hence, as this author affirms, the behaviors students experience in the class is a matter of reflection that moves learners to engage with changes in their practices.

In the same manner, it is also necessary a distinction of styles of reflections that vary according to the different context. In the first place, Pennington (1992) proposes development to reflection. According to the author, this consists of reflection as a means for improving classroom processes and outcomes. The focus of the author is to analyze the development of reflection “as the input for development while also reflection is viewed as the output of development” (p. 14). In this sense, this is a resource for improving student processes and outcomes as a recursive cycle in the classroom.

### ***Reflection to support social transformation***

To explore the notion of social transformation in the educational field, some authors have explained the value of reflection. Let us consider the proposal of Brookfield (1995) who calls for reflection in the foreign language classroom to create conditions in which each person is valued and respected. The author claims that reflection should create “the conditions under which people can learn to love one another [...]. Being anchored in values of justice, fairness, and compassion” (p.26). This idea accounts for the significance of adding a reflection notion to advocate for social transformation in the educative context.

In line with this point of view, reflection in the classroom context allows teachers and learners to build a culture of inquiry according to their school situations, thus, developing a transformational environment. In this regard, Osborn, T. A. (2000) maintains:

Reflection involves challenging the boundaries of our educational thought and practice and rearranging or dissecting the constructs that we employ in an effort to understand the relations of power that underlie them (p.66).

From this perspective, it is relevant to act on our concerns in relation to our educational practices that affect learners' realities and that permeate students' practices in a school environment. In that sense, reflective practices would tackle educational issues to transform social issues. It is a means of expanding our learners' visions from their practices at school through foreign language learning.

### ***Critical reflection***

Literature in the subject of reflection also defines this concept in relation to students' thinking critically to embrace the learning process. As another part of understanding reflection principles, let us examine one claim of Osborn (2000) in his text on building critical reflection in the classroom. He says "critical reflection involves challenging the boundaries of our educational thought and practice" (p.66). This statement leads us to understand that critical reflection goes beyond thinking, but that within the practice we have to incorporate methods in the classroom to make students reflect on the learning process.

In this vein, Dewey (1966) states the definition of reflective thinking as follows:

Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity (p. 12).

In that sense, reflecting thinking appears to be a complex process that involves hesitation and mental difficulty, on that account, the promotion of reflection in the teaching and learning process needs to be carefully planned, making it interesting and appealing for students; as Loughran (2005) illustrates "teaching and learning are demanding tasks because they center on complex, interrelated sets of thoughts and actions, all of which may be approached in a number of ways" (p.3). In like manner, the enhancement of reflecting thinking in the classroom implies having the students think and analyze the situation as well as research and look for information that will answer their questions or provides them alternatives to solve the problem.

The involvement of reflection in the teaching and learning processes has also been called by some authors as reflective practice. For Farrell (2016) reflective practice is 'a cognitive process accompanied by a set of attitudes in which teachers systematically collect data about their practice, and, while engaging in dialogue with others, use the data to make informed decisions about their practice both inside and outside the classroom' (p. 123). According to the author, reflective practice seems to be embraced as an important educational paradigm that should be supported in teacher education and development programs. The general belief is that teachers who engage in reflective practice can gain new insights of their practices. For this reason, this research has been conducted in the educational field as a starting point to make learners reflect through their learning context.

### **Understanding Ethics, Values, and Coexistence Practices**

In its simplest definition, **ethics** is understood as an array of moral principles, or as stated by the word reference dictionary.<sup>1</sup> It is a branch of philosophy dealing with issues like values in

---

<sup>1</sup> <https://www.wordreference.com/definition/ethics>

human conduct and questions of right and wrong. In our specific field, Hamp-Lyons (1998) addresses the “exploration of ethical issues in ESL teaching generally in the light of social justice concerns” (p. 14). In this sense, ethics represents a means for bringing social justice to the teaching-learning practice and aimed at an attempt to transform the educative context.

For Johnston (2003), the term ethics has been generally interchangeable with the term morality. However, in Johnston’s words “the term ethics has taken on a more specific meaning: It refers to codified standards and rules governing [...] practice” (p. 9). In this way, ethics represents brought codes of behaviorism or rules governing in a different context. As for the vision of morality, it is reminiscent of recent accounts of culture (e.g. Strauss & Quinn, 1997) in which culture, traditionally an impersonal thing outside the individual, is instead seen as both a cognitive and a social force. This idea highlights the relevance of relations between people, time, and context that recognizes learners' unique experiences and encourages them to make meaningful meaning. In the same vein, Noddings (1984) sees morality as “inhering not within individuals but in the relation between them” (p.3). The author examines the nature of what she labels the caring relation, the moral relation embedded in the human affective response. Considering this affirmation, this study may serve to determine the connection between morality and students’ practices in the school setting.

As previously stated, the notion of ethics is closely connected to the concept of values and behaviorism. **Values** are often related to the notion of a way people behave in certain situations. This goes hand in hand with Johnston’s words, when he states that “in practice our morality becomes interesting only when our values are played out in social settings” (Johnston, B. 2003, p.59). As teachers, we always have to deal with both, our own moral values and those of our pupils, who are themselves struggling with their moral growth and moral confusion. From

this claim, the importance of making a meaningful environment in the teaching-learning experience and making students reflect toward their school conditions is highlighted. It is imperative that students embrace the possibility of questioning themselves and their role in their school community. In other words, this claim highlights the idea of advocating learners' values in the classroom as a methodology for transformation.

### ***Ethical values and practice***

According to the Office for Standards in Education's (1995) framework "values are scrutinized as the way schools help to develop pupils' attitudes, behavior and personal development" (p.91). Therefore, this claim ratifies the importance of considering the foreign language class as a means to give the students the necessary conditions to scrutinize their own values and practices.

On this respect, Ghaye (2011) points out that "values tend to move around and become modified as you develop more experience and insight, and as the contexts in which you work change" (p. 91). On that basis, we can affirm that the practice of values permits more than thinking on social issues, it may lead to an improved students' performance in the whole school context.

### ***Ethical values in ELT***

Ethical values are seen as great resources at the moment of planning and proposing changes in teaching practices. In this view, Johnston (2003) declares in his book the following:

"English language teaching (ELT) is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly imbued with values, and these values furthermore are complex and riven with dilemmas and conflict" (p.1).

Having this in mind, the author points out the relevance of embracing values in the English classroom as a tool for guiding language teaching. Also, the importance of encouraging teachers to challenge traditional classroom practices and use EFL as the mean for giving students the opportunities to create their scenarios in which learners might be conscious of their learning process. Also, ethical values in English language teaching contribute to the transformation of settings where educational contexts affect their school life. Then, ethical values in English language teaching supports the purpose of providing students opportunities to examine their social and school issues within their reflection lenses for exploring possibilities of transformation.

In the same line of thought, Ramirez (2007) refers to some aspects to consider when addressing values in the English as a Foreign language class:

It is the inclusion of pedagogical practices that call upon reflection on the school and English classroom realities that not only engage learners in the subject but also engage learners in their realities to become active agents. Therefore, what is needed is a contextualized curriculum that considers the social contexts as a significant variable when addressing values in the classroom. (p. 108).

As stated by the author, when teachers want to include the work with values as part of their class objectives, examining, analyzing and considering the students' social context and reality is a must. Such context analysis will give us the information necessary for designing a contextualized curriculum which at the same time would be more meaningful for students' learning process.

Let us finish with Johnston's vision of values in language learning:

The beliefs which help a person decide what is good and what is bad, what is right and what is wrong. Beliefs are both individual and social. They are individual in that all values are expressed by and through particular people [...] but strong social forces affect individual beliefs. As a result, values only become interesting when they are put into practice in social settings – when our inner beliefs are converted into actions that affect others. (Johnston, 2003, p. 6)

### *Coexistence practices in school*

Among the aspects related with the notion of social issues in educational contexts, we can find some few authors who highlight the value of coexistence practices in the classroom. For example, Lopez and Garcia (2006) talk about “positive coexistence” in schools to develop responsible, capable individuals providing to an active society. For their part, Rocha et al., (2019) state, “the resulting word of coexistence helped explain how students must learn to work together with peers and professionals through interpersonal skills, contributing to a supportive network, and creating a safe environment among each other” (p. 467). This idea accounts for adding significance to the alternative practices in the teaching-learning process. In this sense, coexistence practices become a current school issue allowing learners to take the foreign language beyond mere linguistic concerns and raise critical reflections about typical constraints affecting the school context. From a deeper anthropological vision, Canal et al., (2018) stress coexistence as the individual, behavioral, adaptive action in a world of manipulation, control and exclusion based on the competitive model that arises as a principle of social, political, and cultural order; it is the stage where rationality needs to exercise, and emotionality repressed as a coexistence practice.

Closely connected with the term coexistence practices is the notion of school climate, which has become essential in-school performances and which refer to the climate or environment the academic community expect to find in a school. About that, Lopez et al., (2014) claim that school issues become crucial, proactive and reactive resource tools to ensure positive academic, social, and emotional well-being of student growth. They assert that school climate has become so essential to school performances.

Authors such as Lopez and Garcia (2006) develop school climate initiatives which focus on the notion of coexistence, stating that it should be part of the core teachings in educational institutions. For these authors to call for coexistence practices is to go beyond the linguistic level. From this perspective, working on social concerns that affect learners' realities is a way of going beyond arranged classroom programs that perpetuate poor literacies; on the contrary, tackling coexistence practices in the EFL class would take social issues that affect students as part of scenarios used in class and that can be used to promote reflection, using the target language as the mean of instruction and interaction.

### **Democracy and Peace**

Even though for this research I focus on ethical values and coexistence practices, which are two of the topics covered in the module, I have included some few aspects of the notions of Democracy and Peace as the name given to the module and being concepts that are highly connected with the achievement of appropriate coexistence practices in the school.

Globalization has brought several improvements that are evident in society nowadays and has caused the repositioning of many phenomena. One of them has been the concept of democracy, that allows people to act towards freedom. The phenomenon of democracy has increased society's

participation in different situations in the world. However, as Kasimi (2020) states "A democratic country is not possible without justice, equality, and the right of expressing ideas" (p.126). Therefore, not only freedom is needed, some other democratic values such as justice and equality are also needed and are part of the notion of democracy.

It is necessary to mention that democracy does not belong merely to the society and its structures, it also applies to other fields such as schooling, as Gutmann (1987, cited in Kasismi 2020) affirm, schooling can foster these democratic aims. In this sense, democracy can be seen in different perspectives and be applied to different fields, including the educational context.

Peace is also one of the main concepts related to the development of participants' ethical values and coexistence practices. In that sense, as Ramirez (2007) stated "another important role of my classes was the fostering of values to help my students live together in peace" (p.12). Thus, the practice of everybody's ethical values become the importance of social issues and the recognition of other people's rights as the basis of peaceful living together. That is to say "promote values in the classrooms [...] in which students can negotiate the components of the teaching-learning process with value-oriented lessons in which they can interact with others in peace". (Ramirez 2007, p. 23).

### ***Democracy based EFL classes***

As it was previously posited, the EFL class should not merely focuses on linguistic construction, it should foster and strengthen different leaners' atmospheres in the whole process of interacting in a different language, in a democratic way. Having this in mind, Al-Zubi (2018) represents a classroom management framework to be employed in EFL instruction through having EFL teachers utilize democratic practices to form the learning setting. In this sense, using

democracy in EFL setting will contribute to the achievement of ethical and integral professionals.

In the same vein, Kasimi (2020) states:

Foreign language learning cannot be confined only to acquiring four language skills. It also has to deal with the function language owns in activating social relationships, social values, human virtues, and democracy related dimensions to foster specific practices and discourses (p. 133).

In this sense, the author presents a set of strong reasons why teachers may be using democracy in EFL class as a tool for engagement with learning and he asserts that the main duty of formal education is to conserve democracy. Kasini (2020) also affirms that democratic decisions refer to the responsiveness to be involved in the educational setting.

Finally, Karfa (2007) highlights “the significance of promoting democracy and citizenship characteristics in foreign language settings all over the world” (p. 133), and he adds that classroom practices (such as interaction and participation), course content, and learner-teacher roles can foster democratic values plus others as compassion, responsibility, equality, tolerance, and respect.

### ***Peace based EFL classes***

One salient interest in education has been exploring social problems to promote a safe environment in the classroom, as well as choosing the most appropriate way or strategy to help students develop positive qualities and democratic values. One of the democratic values is peace, therefore peace is understood as a desirable state for society as a whole.

As stated by Andrew (2014) it is the responsibility of teachers to model a peaceful society in their classrooms. The EFL classroom must be seen as a non-threatening learning environment,

based on the premise that the classroom is a microcosm of society and what is promoted in the classroom will be reflected in society.

To date, there has been little agreement on what and how to teach peace in EFL classes. On this regards, Harris (2001) supports the idea that exploration of social problems in the “safe environment” of the classroom will promote the development of social mores and qualities such as positive self-images, a sense of responsibility for self and others, and a capacity to trust others (2001, p. 42). The enhancement of peace in the classroom remains as an aspect that influences the construction of the student’s personal and social interaction, and provoke positive behaviors.

Angell (2004) stated a general view of this issue in regards to the development of peace in the classroom. According to his study, which aimed at finding opportunities for students to “redefine themselves and their relationships with their classmates and to build consensus, collective agreements that contribute to a more peaceful classroom” (p. 99), there is a necessity to promote meetings in the classroom in which students contribute to a peaceful classroom. Hence, the author concluded in his study that through those meetings, students internalize cooperative attitudes and employ the skills learned in the classroom so that they can become instrumental in building peaceful communities as adults (Angell, 2004, p. 99). This report as some few others have attempted to enhance democratic values, such as peace, on and off school campus by means of activities that foster reflection in students.

Lastly, it is important to bear in mind that class meetings are only one option for peace-building citizenship education. “If we want to teach peace, however, we will have to examine the kinds and quality of social experiences students have in school” (Angell, 2004, p.104). That is to say, peace does not only allow the construction of citizenship education of participants but also

helps to understand participants' social experiences students have in the school, based on the target language, and their school backgrounds.

### **Curricular Guidelines for English as a foreign language in the Colombian context**

In the particular Colombia context. English has been designated as a requirement by the educational policies, based on many reasons, many of them instrumental reasons which aim at obtaining better trained and better educated workforces on different fronts, among them the learning of a foreign language- English specifically. All of that in order to take advantage of the interest that is being generated in the country by foreign companies (Rojas, 2019). To achieve the previously mentioned purposes, the MEN has presented many initiatives which started from the National Program of Bilingualism (2004).

The suggested Curriculum MEN (2016) is another of the government initiatives that promote the learning of a foreign language. Said document is made up of different transversal modules, among them the module for tenth grade, Democracy and Peace: Duties. This proposes to cover the following aspects: (a) goal (b) suggested project, and (c) assessment paths. In like manner, the English Suggested Curriculum proposes the following stages for implementing the modules:

- ✓ **ANALYSIS OF THE PROPOSED CURRICULUM:** The knowledge and in-depth comprehension of the proposal regarding what it means, what is needed to carry it out, and how it can be adapted to the context itself.
- ✓ **IMPLEMENTATION PLANNING:** A schedule includes a list of actions to undertake indicating the people responsible, time allocated for the action, and the expected results or products.

- ✓ **IMPLEMENTATION:** Once the planning is ready, the next step is implementing it. In this stage, the teacher carries out the first data gathering in order record the achievements and difficulties faced in the development of the activities planned.
- ✓ **EVALUATION:** This process must be carried out at different times during the implementation. We recommend conducting assessments in each academic period in order for adjustments to be implemented.

As proposed by the module, acting on the social concerns that affect learners' realities is a means of moving from grammar classes that perpetuate poor school and classroom issues to understanding practices of complex issues that affect whole school realities.

Considering this connection, the interaction among ethical values, coexistence practices, and language learning can become a powerful tool to activate students' curiosity about their achievements in the English classes and also to raise self-awareness of their own democratic values.

### ***Learning Engagement***

This concept relates to the notion of engagement in learning development; it means the multiple methods the learner uses to achieve and engage with the building of knowledge. In the same line of thought, Finn (1993) states "engagement in the classroom leads to achievement and contributes to students' social and cognitive development" (p.154). Bearing in mind this idea, learning engagement goes hand in hand with the interaction students receive in the school environment. Thus, this concept cites "engagement" as the lead to students' achievement during the learning process, as it includes factors mediating students' willingness to cope with a successful scholarship.

In line with the previous thought, engagement deals with the school environment likely to learn. Under such circumstances, in Marks (2000) words engagement "include offering students challenging and compelling instructional work, providing school and classroom environments supportive of learning" (p. 154). More often than not, this concept evokes a necessity of understanding learning engagement from the classroom or school interaction to support the process. In this sense, when refereeing to students' engagement related to classroom instruction Marks (2000) states "this study conceptualizes engagement as a psychological process, specifically, the attention, interest, investment, and effort students expend in the work of learning" (p.155). Hence, as the author claims, the relationship between engagement and classroom as the process to get students to engage with the learning is reinforced.

Finally, Philip and Duchesne (2016) state "engagement refers to a state of heightened attention and involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral, and affective dimensions as well" (p.51). Thus, connecting the concept of language engagement in the behavioral dimension means that a student engages with the foreign language experiences to other aspects of their school interaction with the intention of positive results.

**English language learning engagement.** Now comes the specific question, how do you get your English learners engaged in the process or in the class?

Cameron, L. (2005) states "we can think of the classroom and classroom activities as creating and offering opportunities to learners for learning." (p.1). This statement is extrapolated to the English language learning, in the sense that it is our job as teachers to plan a variety of activities and with clear and meaningful objectives, which may result in students' engagement.

Similarly, it is necessary to highlight the role of English as the means for providing opportunities to the students to engage in their language learning with adequate scenarios for specific learning issues. One example of it is the study of Bautista, & Parra (2016) who reported the following piece of evidence:

Our intention is understanding the way participants construct their visions of social issues contained in famous works of art during English lessons. [...] We consider that transformation of social reality starts with a process of conscious reflection about real-life problems; this paradigm matches our research due to our interest in students' participation and awareness of issues of their environment. (p.89)

This study illustrates the role of English as a foreign language in students' social issues transformation supported by the type of activities and the learning-teaching strategies implemented during the pedagogical intervention.

The literature on the subject of engagement also defines the primary role of students when dealing with the learning experience. From this point of view, Philip and Duchesne (2016) refer to the notion that “engagement is the term frequently employed to talk broadly about learners' interest and participation in an activity” (p. 50). Thus, it is essential to promote language learning engagement (LLE) by focusing on the learner and designing tasks with a learner-centered purpose that generates interest and motivation in the students.

Following this line of ideas, Ellis (2009) refers to tasks as a particular kind of activity that involves a primary focus on meaning which requires the use of students' own language and ideas. In this view, language learning engagement through tasks can contribute to specific learning situations and context. Thus, Philip and Duchesne (2016) recognize “the need to involve students

through tasks that are highly relevant and achievable with support, and that inspire effort and persistence” (p.50). Bearing in mind this, language learning engagement not only depends on students’ work to achieve goals. It also needs support and guidance from the teacher so that they remain engaged in the class. In like manner, Philip and Duchesne (2016) support the use of tasks for enhancing language learning engagement. The authors affirm that relating the language with episodes is a mean of operationalizing engagement because of learners' focus on language form, meaning, and use. Thus, the authors conclude: “The social dimension of engagement highlights social relations between learners as an important variable in task outcomes” (Philip and Duchesne, 2016, p. 64).

This chapter has tried to demonstrate the need of a mindset shift on the part of English teachers, in which they go beyond from focusing their teaching on the linguistics aspects of English to try to make of their classes spaces that contribute to the improvement of students’ social realities. Reflection should be used as a means for both to build students’ self-awareness regarding their learning process and a to scrutinize their own values and coexistence practices that will lead to transformation.

## **Chapter III**

### **Methodological Design**

This chapter presents the methodological design for this study, which involves the research approach, the type of study, the participants, and the instruments used to gather the data. Also, I describe the two cycles that are part of the pedagogical intervention to explore the students' reflections about ethical values and coexistence practices through the module Democracy and Peace: Duties in an EFL class. Finally, I describe the instructional stages of my research and the main purpose of them.

#### **Research design**

Adopting the appropriate research design leads the researcher to reach “a cohesive whole rather than as fragmented isolated parts” (Creswell, 2007, p. 41). On that account, the author draws on a specific set of characteristics that should be included as part of the research design. He suggests that an explanation of the process in the design should allow “stating a purpose for the study, identifying research questions and hypotheses, and advancing methods and procedures for data collection and analysis.” (Creswell, 2014, p. 17). Therefore, this section focuses on the research design, provides a description of the different stages of data gathering as well as the methodological path that reinforces the analysis of the data.

#### ***Research approach***

I used a qualitative research approach to gain insight into the students' reflections about ethical values and coexistence practices in the school, following Creswell, J. (2012) who stated the following:

“Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration” (p. 16).

In the same line of ideas, the data collection methods for this research study rely on qualitative research as it is more useful for identifying and characterizing the participants’ reflections. Similarly, qualitative methods offer an effective way of providing elements that support the importance of exploring students’ reflections about ethical values and coexistence practices in the EFL setting of my study.

**Type of study.** The selection of the type of study is framed within different aspects such as the research purpose and approach, the data collection methodological propositions, and the nature of the research phenomenon. Thus, this research study was developed through action research as this method designs are qualitative procedures that support students to make their reflection in the language learning process. Richards, J. C. & Farrell, T. (2005) state that action research “refers to a systematic approach to carry out investigations and collecting information that is designed to illuminate an issue or problem and to improve classroom practice”. (P. 172).

In like manner, Richards, J. C. & Farrell (2005) state that action research refers to practical action in the classroom, that involves a cycle of activities in a problem or issues identified. That cycle starts by "collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effect” (p.171). In the process of carrying out action research, teachers can make an understanding of many issues deeply, therefore this type of research fits the objectives of this project since a group of individuals is

studied during the implementation of a strategy which illuminates the researcher for a possible change.

***Teacher-researcher and text developer.*** My role in this study was teacher-researcher as I have been the one conducting the research and at the same time I was their teacher. Hence, I consider that being the teacher helped me collect the data and connected me more with my students since they know me and I know them better now. In like manner, I had the role of text developer, who was in charge of the design and implementation of the pedagogical proposal.

### **Data Collection Procedure**

I decided to follow the data gathering procedure proposed by Creswell (2014) for qualitative studies (table 1 below).

**Table 1**

*Data Collection Procedure. Adapted from Creswell (2014)*

DATA COLLECTION PROCEDURE	1. Selection of participants
	2. Type of data to be collected
	3. Defining type of instruments
	4. Gathering data

**The first step** alludes to the process of selecting the participants and the setting that best helps us understand the phenomenon under study (Creswell, 2014)

**Participants.** The participants were 29 tenth graders, 15 females and 14 males, whose ages ranged from fourteen to eighteen years old. These students who belonged to a lower middle socio

economic status had been studying English 4 hours per week for four years. The decision to select tenth grade students was based on the fact that those students are more conscious about their behaviors than students from lower grades.

This study has a homogeneous sample, which according to Creswell (2012) consists of selecting participants whose personal characteristics or attributes vary very little. Thus, the population consisted of a homogeneous group of students who shared similar socioeconomic status, academic grade, ages, individual classroom behaviors, and language learning experiences.

**The second step** proposed by Creswell (2014) refers to the type of data that will answer the research question. As stated before, my study is framed in a qualitative research, and the data collected was supported by qualitative instruments (See Appendix D and E). On that account I gathered qualitative data, through a natural setting, by means of observations and written records.

I planned the intervention to be developed in the regular English classes where students took three hours per week. Accordingly, the two cycles I implemented in the regular English sessions were intended to gather information in which the participants show their learning process in the EFL classes, their attitudes and perceptions.

**The third step** proposed by Creswell (2014) corresponds to the discussion about **data collection forms**. The data was collected during the different activities developed in class, through the students' reflections, and through observation. Being an observer, I analyzed the different stages in which students engaged during the cycles. The following are the research instruments used.

### *Data gathering instruments*

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

In this section, I describe the techniques I used to gather the data and the reasons to choose them, based on the nature of this study (table 2 below).

**Table 2***Data Gathering*

<b>Research question</b>	<b>Sub-questions</b>	<b>Objectives</b>	<b>Instruments</b>
How do tenth graders at a public school reflect about ethical values and coexistence practices through the Module Democracy and Peace: Duties in the EFL class?	How do students engage in the learning of the foreign language as they work with the module?	To examine the influence of the module Democracy and Peace: Duties on students' reflection about the ethical values and coexistence practices	Students journals 1 and 2 supported by field notes and students' artifacts
	How can the module Democracy and peace Duties be approached in a meaningful way?	To describe how the module Democracy and Peace: Duties intervenes in language learning engagement	Students journals 1 and 2 supported by field notes and students' artifacts
		To draw some pedagogical implications for teachers when using the module Democracy and Peace: Duties	Students journals 1 and 2 supported by field notes and students' artifacts

As table 2 shows, I used instruments such as students' journals, field notes and students' artifacts to collect data in this study

**Students' journals.** This data collection instrument was designed to examine the influence of the module Democracy and Peace: Duties on students' reflections about ethical values and coexistence practices, through the pedagogical intervention in the EFL class. Broadly speaking, Brown (2001) defines journals as a "very informal diary about your own feelings and thoughts as you study English. It's easy to write a journal and will help you to be a better student" (p.53)

Correspondingly, the instrument's general structure (Appendix D and E) explores the students' reflection about ethical values, coexistence practices, and language engagement. Appendix D consisted of ten open-ended questions and three items intending to guide students' journals' writing during the first cycle experience. Appendix E consisted of seven open-ended questions to guide students' writings about language learning engagement and six open-ended questions intending to gather the participants' reflections about ethical values and coexistence practices during the pedagogical intervention. The participants were also invited to reflect upon the journal's experiences at the end of each pedagogical cycle.

**Teacher field notes.** The teachers' field notes were used to record students' attitudes, interactions, and reactions during the pedagogical intervention, as well as their reflections about ethical values and coexistence practice. In like manner, the teachers' field notes aimed to examine how the module influenced the participants through the EFL classes. Additionally, the field notes helped me to collect "reporting observations, reflections and reactions to classroom problems" (McDonough & McDonough, 2006, p. 103) as a strategy to enrich my understanding of the phenomenon under study (See Appendix D and E).

The field notes were used during all the classes of the two cycles of the pedagogical intervention. As stated above, the intended data to be collected were students' observations through activities, actions, and future actions about the pedagogical intervention, (see appendix F).

**Artifacts.** During the data collection process, students were involved in some exchange sessions with classmates (See Appendix G and H), where they were asked to exchange their products (a poster and a dramatization) with their peers. They followed the teachers' rubrics (See Appendix I) when presenting the posters and their dramatizations.

The final products from the first cycle, resulting from activities guided in the classroom (coexistence practices, drawings, quotes, ethical values, future advice and dramatizations), were analyzed as participants' artifacts, as a way to complement the discussion in the reflection time. Goetz and LeCompte (1984) state that these type of elements (such as pictures) can reveal information that leads the researcher to understand the phenomenon studied. Likewise, the dramas for the second cycle encounter gave us valuable data.

### **Instructional Design**

This section briefly describes the two cycles including, the topics, the encounters' descriptions, the pedagogical objectives and the data gathering instruments. The instructional design was thus composed of two cycles with thirteen sessions developed in seven weeks. This pedagogical intervention was systematized following the principles of Project-Based Learning (PBL), a method that provided me with the possibility to explore students' participation during the EFL classes. Hence, taking Grant's (2014) approach, I decided to guide this intervention from seven instructional stages: introduction, task, resources, process, guidance and scaffolding, cooperative learning, and reflection.

**Table 3***Instructional Design for each Cycle*

Stages	Pedagogical Objectives	Data gathering instruments
Introduction	<ul style="list-style-type: none"> <li>● To be aware of the social values and coexistence practices carried out at school.</li> <li>● To select a social value and coexistence practice for the project.</li> </ul>	Teacher's field notes
Task	<ul style="list-style-type: none"> <li>● To identify the content to be included in the project, in narrative, descriptive, oral and written texts</li> </ul>	Teacher's field notes Supported by artifacts
Resources	<ul style="list-style-type: none"> <li>● To select the resources, they will need for the project.</li> <li>● To create the material for the final presentations</li> </ul>	Artifacts Supported by teacher's field notes
Process	<ul style="list-style-type: none"> <li>● To write a first and second draft of their final product</li> </ul>	Teacher's field notes
Guidance and Scaffolding	<ul style="list-style-type: none"> <li>● To follow the teacher's guidance during the process.</li> <li>● To practice in groups</li> </ul>	Teacher's field notes Supported by artifacts

Stages	Pedagogical Objectives	Data gathering instruments
Cooperative Learning	<ul style="list-style-type: none"> <li>● To prepare their final presentations in groups</li> <li>● To present the final products orally</li> </ul>	Students Journals (1 and 2)  Supported by artifacts and field notes
Reflection	<ul style="list-style-type: none"> <li>● To reflect on the encounters</li> </ul>	Students Journals  Students' journals 1 and 2  Supported by field notes

**Introduction.** This session was intended to sensitize students about the coexistence practices students undergo at school. Thus, the teacher presented the project to be carried out during the first and second cycle. According to Grant (2014) "many projects use an introduction to set the stage for, or anchor, the project" (p. 1). Bearing in mind this idea, one of the goals in this stage was arise in students a memorial about their actions, thus, this stage activated the students in the past, present, and future, about the connections between classroom practices and ethical values in the EFL context. In addition, they proposed through brainstorm the coexistence practice to be transformed throughout the cycles.

Bearing in mind that, for the introduction of the second cycle, it was intended to anchor the project with the process carried out in the first cycle. Thus, the same coexistence practices carried out in the first cycle would be dramatized in the second cycle according to the participants' connections between ethical values, coexistence practices and their possible transformations.

**Task.** During the task stage, the participants were grouped to select the content to be studied. For this session a guest from the school was invited in order to talk about coexistence practices at school, thus, students' interaction with a guest from the school was prompted. Among the tasks the students carried out were: brainstorming about their coexistence practices at the EFL classroom or school and discussion among the whole group.

Regarding the topics treated by the psychologist, they had been set in the previous classes, the participants had the possibility to interact addressing topics of their interest, especially those that foster students' reflections about ethical values and coexistence practices.

**Resources.** During the resources sessions, students included the information and sources necessary to complete the projects. These activities to complete the final projects required students a higher level of critical thinking to give real solutions to the poster and dramatizations, thus, using information students gathered in previous stages. They felt free to use drawings, graphics, texts, color pencils, markers and crafts. This process required analysis, synthesis of information and drafts to build the final product.

**Process.** During the process stage, students had the possibility to work on their drafts for the final product (posters and dramas) where the teacher gave each group work feedback. It was based on a set of items regarding the final product, they were: the choice of coexistence practice, the context within the school environment in which students saw the practice, what the coexistence practice is about, ethical values that should be applied in that practice, behavior that should be improved in the coexistence practice, and an advice to improve the coexistence practice to be transformed during the pedagogical intervention. These sessions were developed accompanied by comments and suggestions as we needed to look for accuracy in their products

and performances. Thus, the process included activities that required a higher level of critical thinking, such as analysis and synthesis of the information to guide the encounters.

***Guidance and scaffolding.*** During this stage, students were guided on the previous encounters and on how to complement their projects for their final product. The scaffolding sessions for the first and second cycles were developed after the first and second revisions of the final product. The participants needed guidance and scaffolding, thus, through students-teacher interaction, practice, and counseling participants were asked to design their speeches to present the poster.

***Cooperative learning.*** The purpose of the cooperative learning sessions was to contribute to students' reflections about the practice students carried out and ideally, to contribute to their transformation in the EFL classroom. During this session, students exchanged the final products with their peers. Thus, during the first cycle students presented a poster, as for the second cycle, students performed the dramatization. These sessions took place after they finished organizing the project process, in both cycles respectively.

***Reflection.*** During this stage, students had the possibility to reflect on the projects carried out during the two cycles, and were given the opportunity for closure through their journals entries. The students' journals were guided by a set of questions regarding the coexistence practices, the ethical values, and the language learning engagement they experienced throughout the first and second cycle.

### **Pedagogical intervention**

The pedagogical intervention of this study consisted of implementing two cycles designed from the Module Democracy and Peace: Duties. Thus, the intervention topics and projects were selected from the students' needs analysis in the initial stages, from the focus

group and the survey in which I identified the problems affecting their behaviors at classroom or school, and surroundings.

Following Freire's (2002) and Shor's (1992) views of education, this pedagogical intervention focuses on the students' classroom reality, the ways in which pedagogy transforms that reality, and based upon reflection and action. Thus, the purpose was to provide opportunities for students to know, understand, and transform their classroom reality while developing linguistic skills in the foreign language, to be able to express themselves. Table 4 shows a summary of the pedagogical intervention, including the cycles, the number of sessions and dates, the topics students developed through group work, the description, and the EFL component developed in each session which is expressed in terms of communicative functions of language.

**Table 4**

*Direct Pedagogical Intervention Stage*

Cycle	Session date	Topics		Description	Related EFL component
Cycle 1	1 Sept. 24 <sup>th</sup>	Coexistence Practices at the School		Exploring coexistence practice in the classroom or school.	<ul style="list-style-type: none"> <li>Describes school social activities</li> </ul>
	2. Sept. 25 <sup>th</sup>	Getting acquainted with the topics and ethical values	Ethical Values	Making decisions and proposing agreements to work based on the team members.	<ul style="list-style-type: none"> <li>Expresses agreements and disagreements</li> </ul>
		Themes <ul style="list-style-type: none"> <li>Cheating</li> <li>Plagiarism</li> <li>Use of rude words</li> <li>Wear the school uniform incorrectly</li> </ul>	Ethical Values <ul style="list-style-type: none"> <li>Love</li> <li>Honesty</li> <li>Friendship</li> <li>Respect</li> <li>Democracy</li> <li>Peace</li> <li>Citizenship</li> <li>Responsibility</li> </ul>		

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Cycle	Session date	Topics		Description	Related EFL component
1		<ul style="list-style-type: none"> <li>•Be late on class</li> <li>•Use classmate's properties</li> <li>•Cutting in line</li> <li>•Bullying others</li> </ul>	<ul style="list-style-type: none"> <li>•Tolerance</li> <li>•Punctuality</li> <li>•Transparency</li> <li>•Compassion</li> </ul>		
	3. Oct. 8 <sup>th</sup>	Support opinions with valid arguments		Critical thinking to develop the final products (poster and drama).	<ul style="list-style-type: none"> <li>• Justifies points of view</li> </ul>
	4. Oct. 9 <sup>th</sup>	Timeline of events		Proposing ethical values to be applied on a coexistence practice at classroom or school.	<ul style="list-style-type: none"> <li>• Identifies owns' and peers ethical values and its relationship in the coexistence practice.</li> </ul>
	5. Oct. 15 <sup>th</sup>	Preparing their speeches to present the final product		Feedback regarding final product.	<ul style="list-style-type: none"> <li>• Requests clarification about information presented by peers.</li> </ul>
	6. Oct. 16 <sup>th</sup>	Exchanging with peers		Presenting the final product students had been working on, especially those coexistence practices and the ethical values they related to.	<ul style="list-style-type: none"> <li>• Reports ideas presented about the point of view discussed.</li> </ul>
	7. Oct. 29 <sup>th</sup>	Students' journals		Reflecting about the ethical values and students' responsibilities at school. <b>Outcome:</b> Poster presentation	<ul style="list-style-type: none"> <li>• Supports opinions with valid arguments.</li> <li>• Reports ideas presented about the point of view discussed.</li> </ul>

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Cycle	Session date	Topics	Description	Related EFL component
Cycle 2	8. Oct. 30 <sup>th</sup>	A story with ethical values	Exploring possible ethical values to be applied to transform coexistence practice at classroom or school.	<ul style="list-style-type: none"> <li>● Requests information on social practices and activities.</li> </ul>
	9. Nov. 5 <sup>th</sup>	Dramatizing a topic they feel related to	Fostering students' reflections about ethical values and a coexistence practice in the EFL context supported by the presence of a guest and the task.	<ul style="list-style-type: none"> <li>● Expresses conditions.</li> <li>● Talks about ethical values importance and improve practices at school.</li> </ul>
	10. Nov. 6 <sup>th</sup>	Information to be used	Critical thinking to give advice in the dramatizations final products about the possible ethical values applied to the coexistence practices.	<ul style="list-style-type: none"> <li>● Talks about the connection between ethical values and coexistence practices at school.</li> </ul>
	11. Nov. 12 <sup>th</sup>	Reviewing your work	Feedback regarding final product.	<ul style="list-style-type: none"> <li>● Requests clarification about information presented by the team work</li> </ul>
	12. Nov. 13 <sup>th</sup>	Exchanging with peers	Presenting the final product students had been working on, especially those coexistence practices and the ethical values they related to.	<ul style="list-style-type: none"> <li>● Supports opinions with valid arguments.</li> <li>● Reports ideas presented about the points of view discussed.</li> </ul>
	13. Nov. 27 <sup>th</sup>	Students' journals	Reflecting about the ethical values and students' responsibilities at school.	<ul style="list-style-type: none"> <li>✓ Supports opinions with valid arguments.</li> </ul>
			<b>Outcome:</b> Drama presentation	

*Instructional objectives.* The instructional objectives of this intervention were: a) To provide opportunities for the students to reflect upon ethical values and coexistence practices, using English as a means of interaction, within the Module Democracy and Peace: Duties, and b) To foster students' appropriation of ethical values and coexistence practices articulated to the understanding of behaviors with outcomes in students' reflections and transformation.

### **Intervention as innovation.**

Talking about reflections in the EFL class, Simon, et al., (1995) affirm that "students ponder over what and how to think, believe, behave. So often what goes on in the classroom is irrelevant and remote from the real things that are going on in students' lives" (p.135). This was a reason why ethical values and students' practices in the EFL class were connected to this study. Accordingly, the "Suggested English Curriculum" proposed by MEN (2016) sets out "areas that children must learn in school [...] transversally in all grades. In each grade, four modules related to (Health, Democracy and Peace, Sustainability and Globalization) are developed" (p. 14). From this module suggestion, I decided to use the module Democracy and Peace: Duties for 10<sup>th</sup> grade, which takes into account, social concerns that affect learners' realities in the means of moving beyond grammar classes that perpetuate poor school to classroom issues.

Considering the above, this curricular proposal suggests activities framed within situations that are similar to reality and that are significant for the students (Suggested Curriculum Structure, 2016). Therefore, it was important to provide students with settings where they had the opportunity to explore ethical values and coexistence practices in the EFL context. Again, in Simon et al., (1995) words: "values arise as a key component in-class preparation, since they state the way people think, behave, and react in social interaction" (p. 137). That is to say, it is mandatory to

lead students to construct their ethical values and coexistence practices in different situations, employing teaching and learning EFL strategies that make them feel that the class is about them and they take part in their transformation.

***The methodological approach underlying pedagogical intervention***

Following the recommendations of the Ministry of Education, in terms of the approach that can be followed to tackle the module, I used project-based learning:

It is proposed that the students actively participate in the planning, development, and assessment of a project that is under the needs of the current world. Therefore, this curricular proposal suggests activities framed within situations that are similar to reality and that are significant for the students (p. 21).

Particularly, in the Suggested Curriculum (2016) it is stated that “the actions to carry out the project are assigned functions according to their capacities. Then, the students socialize their projects and receive the appreciation of their classmates and teacher” (p. 22). Considering this proposal, I adapted the module to students’ needs, always based on the context and conditions or characteristics that are most relevant for their school life. In line with this path, the suggested curriculum proposes a framework to take into account for the module, it contains the following: The time suggested to teach it, the expected goal to be achieved at the end of the module, language functions, the general objectives, performance indicators, a list of the Basic Standards of Competences in Foreign Languages, English intended by the module and the Suggested Contents. In doing so, this pedagogical intervention attempted to maintain participants active during the learning process and it aimed to obtain a product after each cycle’s intervention.

## **Chapter IV**

### **Data Analysis and Findings**

Chapter four covers the analysis of the data gathered from the two cycles of the pedagogical intervention, and presents some relevant findings subsequent to the exploration of tenth graders' reflections about ethical values and coexistence practices, through the module Democracy and Peace: Duties proposed by the Ministry of Education in Colombia. As stated in chapters I and III, the data collection instruments used in this research study included an initial diagnosis through a survey and a focus group. For the implementation stage, it included students' journals, teacher's field notes, and students' artifacts.

The data analysis procedure corresponding to this research study follows Creswell's (2014) model for data analysis in qualitative research: organizing and preparing data for analysis, coding the data, generating categories and sub-categories, interrelating categories, and interpreting the meaning of categories and sub-categories. The categories emerging from this research study enclose participants' reflections about ethical values and coexistence practices and students' engagement in the learning of the language while working with the module Democracy and Peace: Duties in the EFL classes.

#### **Data Analysis Procedure**

To collect the data and answer the research question: How do tenth graders at a public school reflect about ethical values and coexistence practices through module Democracy and Peace: Duties in an EFL context? I used the three data collection instruments: Students' journals,

teacher's field notes, and students' artifacts (posters and scripts of the dramatizations). The data analysis process of this study is divided into two stages:

*Initial stage:* As previously stated in the first chapter, it was carried out before the pedagogical intervention, during the diagnosis stage. I handed a survey and a focus group to gather general information from the students regarding ethical values, coexistence practices, and English language engagement.

*Second Stage:* After having participants' needs analysis, I implemented two cycles as part of my pedagogical intervention. The stages for each cycle were described in chapter III (See table 3). Each cycle provided me data through the teachers' fields, students' artifacts, and the final journals. For the final journals, they were written at the end of each cycle. Through the journals, the students could reflect on the planning and development of their projects based on the module Democracy and Peace: Duties. Besides, I monitored students' reflections about ethical values and coexistence practices through the teacher's field notes.

To analyze and interpret the data collected for this research study, firstly, I decided to implement the software ATLAS.ti (7<sup>th</sup> version) to transcribe the journals (J1 and J2). Second, the answers given by the participants in each students' questions journals (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q9, Q10, and Q13) were analyzed using the stages suggested by Creswell (2014):

Organizing, coding the data, generating categories, and sub-categories. It is important highlight that the journals' excerpts presented in the research subcategories were translated to English by the researcher. Then, the teacher's field notes (FN) taken regarding the students' attitudes and interaction, the students' posters' artifacts (A1), and the students' dramatization scripts were organized following the order they were written. Additionally, color coding was used when analyzing students' dramatizations' scripts, posters, and the teacher's field notes which Stottok et

al., (2011) define as the way to assign codes, concepts or categories with colorful fonts. Finally, the data codification by hand was included in the software to generate categories and sub-categories (table 5 below).

### ***Research categories***

As this research study aims to examine the influence of the module Democracy and Peace: Duties on students' reflections about the ethical values and coexistence practices, three main categories emerged from the data analysis, which in turn are divided in two subcategories (see table 5 below), as follows: a) The influence of the Module on students' reflections about the ethical values and coexistence practices; b) Democracy and Peace: Duties Module as a means for students' language learning engagement, and c) Addressing the module Democracy and Peace: Duties, in a meaningful way (See table 5). Thus, an interpretation of each category gave support to the information presented with students' voices. It is relevant to highlight that the categories emerged from the three specific objectives of this research study: (a) To examine the influence of the module Democracy and Peace: Duties on students' reflections about the ethical values and coexistence practices; (b) To describe how the module Democracy and Peace: Duties intervenes in language learning engagement, and (c) To draw some pedagogical implications for teachers when using the module Democracy and Peace: Duties.

### **Table 5**

#### *Research Categories*

**The impact of the module Democracy and Peace: Duties of The Suggested Curriculum on tenth-grade students' ethical values and coexistence practices at a public school**

Research Question	Objectives	Categories	Subcategories
How do tenth graders at public school reflect about ethical values through the module Democracy and peace: Duties in an EFL context?	To examine the influence of the module Democracy and Peace: Duties on students' reflections about the ethical values and coexistence practices	The influence of the Module on students' reflections about the ethical values and coexistence practices	Critical reflections upon ethical values and coexistence practices at school
			Learners attitudes towards the EFL classes
How do students engage in the learning of the language as they work with the module?	To describe how the module Democracy and Peace: Duties intervenes in language learning engagement.	Democracy and Peace: Duties module as a means for students' language learning engagement	Language students' interaction as they work with the module
			LLE: as an integrated component of the classroom experience
How can the module Democracy and peace Duties be approached in a meaningful way?	To draw some pedagogical implications for teachers when using the module Democracy and Peace: Duties.	Addressing the module Democracy and Peace: Duties, in a meaningful way	PBL as a pedagogical approach when using the module
			The experience of posters and dramatizations in LLE

***The influence of the Module on students' reflections about ethical values and coexistence practices***

The first objective in this study sought to examine the influence of the module on students' reflections about ethical values and coexistence practices in an EFL context. Taking into consideration the setting, the participants in this study have been exposed to foreign language learning through the suggested module. That is to say, their reflections correspond to their experiences influenced by the pedagogical intervention. Thus, I drew on the following subcategories considering the influence of the module on students' reflections about ethical values and coexistence practices regarding their lived experiences as English learners.

**Critical reflections upon ethical values and coexistence practices at school.** This subcategory aims at answering the first objective based on the relationship that the students

established between reflection upon ethical values and coexistence practices in the classroom and their actual behaviors in class. Thus, taking into account the participants' setting, and analyzing the information gathered from students' experiences in the EFL classes, this subcategory explores the critical reflections students made regarding the application or the work with ethical values and coexistence practices during the pedagogical intervention.

First of all, I point out when the participants were asked to express their perceptions in relation to what they have lived in the classroom that has to do with ethical values. In my teacher's field notes I referred to one of the answers to that claim (excerpt 1), it was a critical reflection made by a student about ethical values, due to their positive experience as active English learners, and some attitudes that showed their interest towards incorporating them in the regular language learning practices and, if possible, in other settings different from the classroom.

**Excerpt 1.**

*[A student made a reflection when the school's psychologist asked about what they have to achieve in their positive personal growing: the student said "at school students have the possibility not only to acquire new knowledge but also acquire values to be a better person"]. (September 2019, FN7)*

Secondly, when the participants were asked about the relation between the ethical values and practices in the EFL classes, they expressed that the ethical values had helped them to build upon their interactions at school, and that they had got that from their learning experiences in the classroom, and the different pedagogical strategies (Excerpts 2, 3 and 4 below). Thus, we can affirm that it is an irrefutable evidence of the influence of the module to help the students reflect on the of ethical values and coexistence practices in the EFL class.

**Excerpt 2.**

“These ethical values and coexistence practices we studied have changed an amount of my practices as they made me think in my actions and how I should be and act. From the English class it has helped me take them into account”

(Student’s Journal 1, Q9, Disney)

**Excerpt 3.**

“I have learnt the ethical value of transparency: when I cut in line or made cheat. So, I am not being a transparent person with my classmates. That’s why we should reflect and change to be correct human beings” (Student’s Journal 1, Q9, Jhon)

**Excerpt 4.**

“Through these classes I have practiced the honesty: it means if I am wrong I asked for apologies. Besides, respect: to respect the students behind me when they are on the restaurant line. Also, punctuality: to arrive on time to every place. Finally, peace: to support the friendship and to work better in the groups’ team” (Students’ Journal 1, Q9, Jacqueline)

The excerpts from these journals as well as some of my field notes referred to the connection students made between ethical values and the way they behave in the EFL class. To this respect, Ghaye (2011) states that values tend to move around and become modified as a person develops more experience and insight, and as the contexts in which he works changes.

In the same line of thought, after the cooperative learning and reflective sessions I identified that some participants conceived appropriate practices at school as a visible foundation of ethical values, as evidence of this is the following comment:

**Excerpt 5.**

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

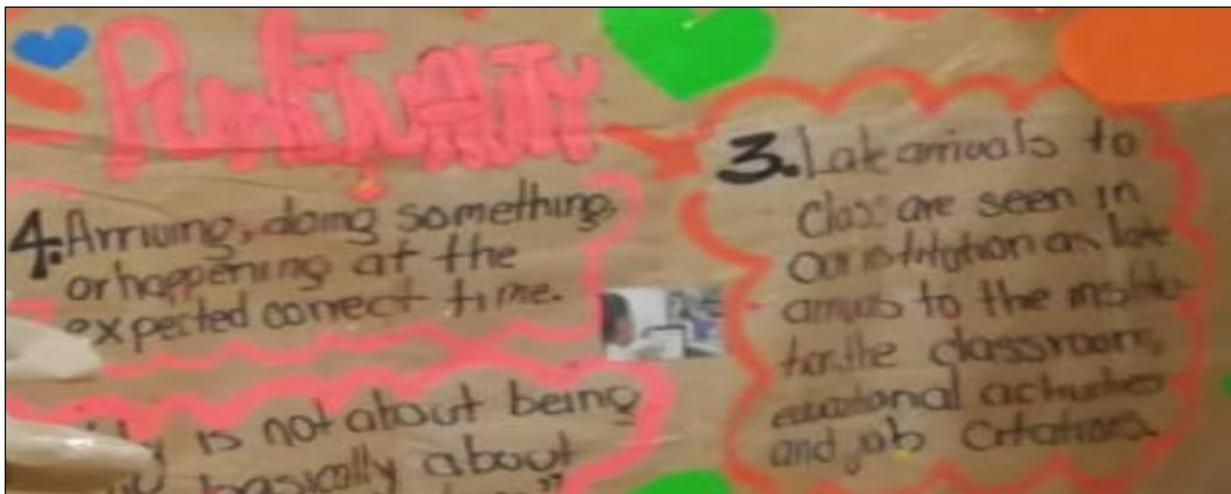
“There are many people that do not know the ethical values, and if they don't know them, they will not practice them. That's why, in school, a lot of wrong practices are observed. Also, many people have lost these values, for that reason they are the cause of inappropriate practices, that carry us to the wrong way” (Students' Journal 2, Q10, Marlon)

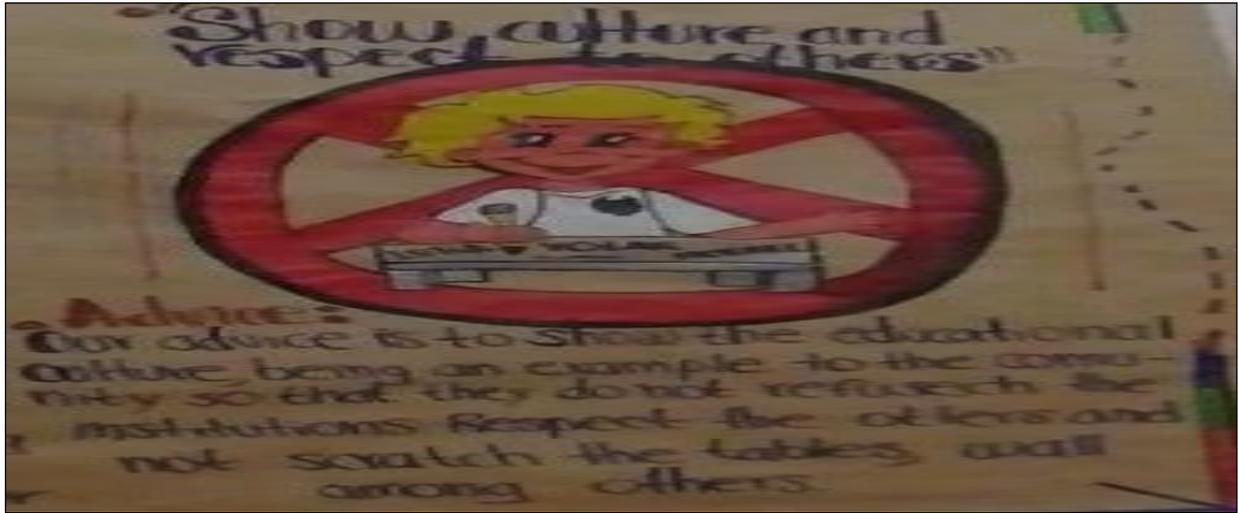
In this response, the participant's voice captures some of his critical reflections. It shows that some of their comments about ethical values are closely connected with good school practices, which are created and promoted in regular classes or the school. In this order of ideas, students' critical reflections show the need of good practices in the classroom as a symbol of having and demonstrating ethical values in the EFL classes.

In the same line of thought, some participants' artifacts make reference to the importance of demonstrating appropriate ethical values and coexistence practices at school, (See picture 1 below). Additionally, this idea was reinforced by representing such behaviors through dramatizations.

### Picture 1

Students' Posters- Artifacts





As can be noted, these students' artifacts evidenced some of the students' reflections on the importance of demonstrating ethical values at school. To this respect, for the Office for Standards in Education (OFSTED) (1995) framework "values are scrutinized as the way schools help to develop pupils' attitudes, behavior and personal development" (p.91). The following excerpts also represent that when talking about punctuality and respect:

**Excerpt 6.**

"Punctuality: doing something at the expected correct time. Late arrivals are seen in our institution as late arrivals at the classroom, educational activities and job citations"  
(Students' Posters- Artifacts)

**Excerpt 7.**

"Show respect to others: our advice is to respect others, not scratch the tables, walls, among others" (Students' Posters- Artifacts)

In these samples, the participants' illustrations capture some of their critical reflections not only towards the ethical values but also how they can apply them to have positive changes in their behavior at school. It coincides with Muhammed's work who found out that part of their views about values represents the significance and meaning of behavior (Muhammed, 1994). In such manner, the author refers to values as the significance of behavior. Also, the author understands an individual or a group in the broader context of the activity represented by the value system that is practiced in light of the activity.

On the other hand, in the different students' artifacts we could learn that students associated values such as transparency, punctuality, peace, honesty and respect with their coexistence practices; they declare that these values should be reflected in good actions in and out of the school. This finding concurs with Ramirez's finding (2007) when she affirmed, "The students at the middle school level were aware of the values that both the family and school promoted [...], and students were able to distinguish the things that society expects from them in terms of values" (p. 36). In that sense, the analysis of the instruments has provided information to describe how students are starting to make critical reflections on their ethical values. This is a first step of transformation that mediates the relation between the ethical values and practices in the EFL class.

In the same line of thoughts, the following data analysis describes findings that evoke reflections on the coexistence practices at their classroom and school. Firstly, I point out when the participants were asked to reflect during their journals after second cycle intervention. Later, I refer to the teachers' field notes and students' dramatizations that provided me with more relevant insights about the participants' critical reflections regarding the coexistence practices

carried out in the EFL class. From this vein, three students during the journal reflections expressed the following (excerpt 8, 9, and 10).

**Excerpt 8.**

“I have changed little by little my practices at the classroom because I reflect upon what we do in the school, for example, when we observe my classmates’ presentations about come to class punctual, that is very important” (Students’ Journal 2, Q6, Marlon)

**Excerpt 9.**

"Before the presentations, I practiced bullying. Maybe, I offended my classmates. Now, I know we should not do it. Also I learned we should behave well in every place to be better persons" (Students’ Journal 2, Q7, Fabian)

**Excerpt 10.**

" I sometimes cut on the restaurant line. Now, I do not do it, I wait for everyone in the line, then I make the line. Also, I liked to wear wrong the uniform outside the classroom. Then, I do not do it anymore" (Students’ Journal 2, Q6, Yiced).

In the same vein, the teacher field notes showed how students behave in the school restaurant after the English class (See excerpt 11). In this regard, I can report the critical reflections students made as they show a change in the coexistence practices they have been working on in the EFL class. Also, when I point out when the participants were asked to express what students think related to what they lived in the classroom regarding ethical values.

**Excerpt 11.**

*[Two students showed positive behavior toward the coexistence practice "cutting on line" after they finished the EFL class I observed them, and they appropriately make the school restaurant's line] (November 2019, FN9).*

In the same line of thought, some participants' dramatizations revealed the students' reflections about coexistence practices at school, ethical values, and the possible transformation they can make (See excerpt 12), the students expressed through the dramatizations how they should behave according to their practices at the EFL class.

**Excerpt 12.**

Fabian: Hey, what's up?

Andres: Good

Fabian: Look at that fat and silly boy

Sergio: Don't call me like that, I have a name

Fabian: Andres hit him, he is like a girl

Andres, yes, he has to behave like a man

Sergio: you have to respect me; every person has special qualities

Sergio: That's true, we are going to respect you, and we will not make you bullying anymore.

Fabian: Sorry, for making you bullying. That's not okay

It can be said that this subcategory: Critical reflections upon ethical values and coexistence practices at school is one of the most important findings, not only because it is the one with the most associated evidence (data), but also because it reveals the positive effect of the pedagogical intervention. Most of the students reported and reflected through the research tools that the cycles implemented went beyond the learning of the language and made them reflect on

their own values and coexistence practices in and out the classroom, in such a way that everything results in their own transformation. In this regard, Knapp (1992) asserts: “In the reflection process the learner is becoming aware of exploring and transforming parts of an experience to produce a new understanding or appreciation of the world” (p. 102).

Other researchers have achieved similar findings in their studies, (Gómez et al.,2013; Contreras & Chapetón, 2016; Bello, 2012; and Hereida et al., 2014). The study developed by Gomez et al (2013), for example, highlighted the important role of the family and the school to construct learners’ social values. The studies of Contreras & Chapetón (2016) and Heredia et al., (2014) on their part, emphasized on the need of English classes that go beyond grammar linguistic or content area in isolation but that promote the transformation of students’ realities.

Finally, our findings support the objectives pursued by the Ministry of Education with the suggested curriculum (MEN, 2016), in terms of addressing social issues and enhancing social transformation through the use of the book in the foreign language class.

**Learners' attitudes towards the EFL classes.** Once students embark on reflective practices in their English classes, it can be said they find more meaning and show more interest in their classes, therefore, their attitude changes. On that account, the module also influenced participants’ attitudes in the EFL class. This subcategory presents the attitudes of the students in the English as a foreign language classes throughout the pedagogical intervention. The change in the attitudes of the learners towards the EFL classes is one of the aspects we can highlight the most. Namely, these findings evoke how participants conceived the English language before and after the intervention in the EFL classes. Firstly, during the first cycle of cooperative learning in the classroom, some participants found that they had little English empowerment in their immediate context. It was detected when I asked for their perceptions about their work with the

first module, in their journals, some participants expressed their frustration due to their poor command of English. An example of that is the following comment by one student (participants changed their names for research purposes)

**Excerpt 13.**

"At the beginning, I felt little confused because I do not know very well the words' pronunciation, but at the end I liked it" (Journal 1, Q1, Sergio).

Nevertheless, the same participant in his second journal, at the end of the second cycle evidenced a different perception, and he commented on the idea of an improvement in his English language learning (See excerpt 14). Besides, during the cooperative encounter, I registered in the fields notes some students' language improvement that supported this idea (See excerpt 15 from FN). That is, students showed signs of language learning empowerment after the last encounters; one example of that is the piece of advice given in English by one student, the advice was about a coexistence practice they had been working on (excerpt 15).

**Excerpt 14.**

"Well, the dramatizations helped my pronunciation a lot. Also, it helped me to be less shy and put into practice each ethical value in the classes" (Journal 2, Q1, Sergio)

**Excerpt 15.**

"During the cooperative learning encounter, all the students' groups presented their final products. Most of the students evidenced good speaking and pronunciation skills. For example, a student gave his classmates an advice: "well, teacher, my personal advice is that all students should apply the ethical values to be better students in the class" On the other side, a high number of students paid attention to their classmates' presentations.  
(FN1)

These excerpts can be a clear example that denotes positive perceptions on the students' language learning process throughout the pedagogical intervention. In addition, what the participants expressed in the previous excerpts demonstrated not only a change of attitude towards the EFL classes before and after the pedagogical intervention, but also, students reflected an awareness of the importance of their ethical values, to behave better in the class. This goes in line with the fact that the teaching and learning of English in Colombia has progressively changed to a more relaxed atmosphere in which both teachers and students find a real reason to get in touch with a foreign language (Ministerio de Educación Nacional [MEN], 2004).

**Self-Awareness**, which is a state of heightened awareness, is therefore a key code derived from the data analysis, in the sense that the change of attitude is also a result of their new awareness of the way they have improved English, of the relevance of the topics worked (values and coexistence practices) and of the effect of good practices. Particularly, I discovered that these students have a tendency to describe good practices as a phenomenon of applying ethical values, which is supported by theoreticians such as Piaget (1934) who asserted that children relate the good actions and the values to their consequences. In this vein, Ursula and Jan (2004) state that it is important to provide support to students "in developing a better awareness and understanding of themselves as learners" (p. 459). In other words, teachers might support students in the development of a meta-learning capacity.

Our finding related to the fact that students reflect greater self-awareness coincides with the findings of Ramirez (2007), since after her pedagogical intervention the students evidenced high self-awareness among class activities and a better self-esteem and confidence with their language production in the class or school.

The change of attitude also reflects that students are now **more empowered** during the language learning process, and since they feel more empowered, they feel more confident when participating in the different activities. About that, Ferris and Tag (1996) state that students need to be empowered in certain language areas and skills to be able to cope with academic demands (Ferris and Tagg, 1996). Thus, one thing leads to the other, students' participation in the pedagogical intervention resulted in a greater self-awareness, and it translated into greater confidence and empowerment.

***Democracy and Peace: Duties Module as a means for students' language learning engagement***

This second research category deals with the findings regarding the effectiveness of the module in engaging the students in the language learning process by means of the inclusion of social issues, such as ethical values and coexistence practices. Data emerged from the journals in the first and second cycle, from the students' artifacts, and the teacher's field notes. The subcategories emerging from this analysis include: Language students' interaction as they work with the Module and LLE: as an integrated component of the classroom experience.

**Language students' interaction as they work with the Module.** There is a diversity of variables that intervene in the search of students' engagement in language learning, one of them is the extent of students' interaction in the foreign language. The following evidence corresponds to the positive effect of the activities that implied students' interaction in English during the pedagogical intervention process.

First of all, when the students were asked to write the second journal about language learning engagement, I identified that they made reference to the fact that having the possibility

to interact and use the English language led to an improvement of their English skills. (Excerpts 16 and 17).

Likewise, my field notes and excerpts from the students' artifacts also gave me insights to establish this subcategory. In the teacher's field notes I reported the interaction of the participants in the foreign language as a positive and challenging experience as English learners.

**Excerpt 16.**

"The dramatizations helped me because to the time I made my speech in front of my classmates I expressed the ideas very well. Also, it helps me to speak English because I have to learn it" (Student's Journal, J2, Q1, Diego)

**Excerpt 17.**

"Well, based on the module we worked during the project, we learned the dramatization, to speak English. Also, through the posters we had to interpret the language" (Student's Journal, J2, Q3, Jhon)

**Excerpt 18.**

*[Most of the students were interacting during the project's tasks and after they wrote on their notebooks, two students asked in English for clarification about the homework and some others were interested in what they have to do in the next encounter] (October 2019, FN7)*

During the dramatizations, participants also had the possibility to interact in the target language, the following excerpt (19) is taken from a dramatization, it shows students' language interaction as they exhibit their final product, and although it is not spontaneous but prepared in advanced, they are being trained for possible situations when interacting in English.

**Excerpt 19.**

Day 1. Jacqueline (teacher): good morning, guys. How are you?

Jessica (student A): I'm good, good morning.

Jacqueline (teacher): Before, I start, I'm going to call the attendance. But, only missing the student Sandra.

Sandra (student B): (Come into the classroom)

Sandra (student B): Good morning, teacher. Excuse me for being late, today. It will not happen again.

Jacqueline (teacher): Remember, punctuality is the fact of arriving at the expected time. For being the first time, you can pass. But, next you will stay out.

Sandra (student B): Yes, teacher!!

Day 2.

Jacqueline (teacher): Good morning, guys.

Jessica (student A): Good morning, teacher.

Jacqueline (teacher): Before, I start, I will call the attendance. But, only missing the student Sandra.

Jessica (student A): Okay, but again, my classmate Sandra has not arrived

Jacqueline (teacher): Yes, but we have to wait for her to arrive.

Jessica (student A): Okay, teacher!!

Jacqueline (teacher): She is becoming. Let's wait. Before, I start the class.

Sandra (student B): Teacher. What an embrace with you!! But, I won't arrive late again.

Jacqueline (teacher): You are not going to be late again.

Sandra (student B): Okay, teacher!!

Jacqueline (teacher): And from now, you will come early to this room.

All in all, the data that emerged from the students through the journals and the artifacts and those that resulted from the teacher's field notes were a clear example of the benefits of using interaction activities as a means for engaging the students in the English learning process, something that is not new for teachers and academics; what is important to highlight here is the fact that this specific population took the time to reflect about their own learning process during the pedagogical intervention and reached the conclusion that all the interactive activities contributed to their improvement. Therefore, as I said before, they now have got more self-awareness of those aspects that benefit their learning process.

Finally, we cannot ignore the fact that through the different interactive activities carried out by the learners, they reinforce other skills, such as cooperative learning skills and social skills. That is to say, they had the chance to socialize with their friends in a cooperative way. This last aspect was also remarked by Gómez et al., (2013), since one of the conclusions of his study revealed the school as a place to build upon their own social values since students interact with their classmates.

**LLE: as an integrated component of the classroom experience.** This subcategory is closely connected to the previous section, as it presents findings illustrating the effect of language learning engagement within this pedagogical intervention. Ball and Perry (2011) state: "engagement is defined as students' involvement in activities and conditions that is likely to generate high-quality learning" (p. 14). In this sense, engagement refers to the vehicle of learning while reflecting, acting, and making meaning of the language. The participants' journal entries evidenced how the different activities developed during the cycles enhanced such language

learning engagement while improving their level of English. The following excerpts exemplify this idea (See excerpt 20 and 21).

**Excerpt 20.**

"In these classes I have learned to express my ideas in a better way, also, to write a little more in English, and to read better. Also, I knew some practices that I was practicing wrong at school" (Student's Journal 2, Q4, Marlon)

**Excerpt 21.**

"During the classes we have learned to speak English, the pronunciation. Also, we have important things such as put into practice the ethical values that society are losing constantly" (Student's Journal 2, Q4, Laura)

As it is reflected in the previous extracts, the activities developed during this pedagogical intervention not only engaged participants in language learning but also influenced their academic achievement. Additionally, in the following field note (excerpt 22) that was taken from the teacher's field notes of a regular encounter, I stated how the students appeared to be motivated and engaged in the pedagogical sessions.

**Excerpt 22.**

*[The class started at 6:11 a.m. the students were practicing the activities they had to do and present. Some of them showed a positive attitude, two students asked for some correct words' pronunciation, while they were practicing the pronunciation, some others were practicing their final presentations] (October 2019, FN7).*

**Motivation** then is a concept that goes hand in hand with engagement; you can note that your students are engaged in the class when they seem to be motivated. When writing the scripts

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

for the dramatization students were eager to learn vocabulary and expressions, to clarify grammatical aspects so that to be able to write a good script. The following (excerpt 23) also taken from a cooperative learning encounter shows the result of one of the cooperative sessions during the second cycle, in which the students were very engaged and motivated. They were also very proud when presenting their result.

**Excerpt 23.**

Brayan: Carlos, let me cut on the line

Carlos: Yes, do it.

Diego: Why do you do that? there are more students on the line, you have to learn to respect, they were first.

Brayan: No, it doesn't matter because Carlos gave me space.

Carlos: Yes, I gave him space. Let him there.

Diego: No, go out and do the line behind us.

Brayan: No, I don't get him out. He stays here.

Carlos: Brayan goes out, what say Diego is true because we have to be aware and respect people who are behind us.

Diego: Brayan, you are in tenth grade, you have to give example. So, all we learn to form at the end of the line.

Carlos: Yes, Brayan, what say, Diego, it is true. Get back Brayan.

Brayan: It's okay, just because I've learned to respect the other people who have been before.

Diego: Brayan that's fine because not everyone apologizes for bad acts they do.

**Participation** was another evidence of students' engagement, in the sense that they were constantly participating and inquiring about language, in terms of grammar and pronunciation. This previous finding supports what Coates, H. (2007) states in relation to language learning engagement.

“Student engagement is concerned with the point of intersection between individuals and things that are critical for their learning. Fundamentally, it is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities” p.17).

Another code that emerged from the observations and students' artifacts and that is part of this category is what we called **challenges**. When students were asked about the work they did during the pedagogical intervention, they mentioned some of the challenges they had to face, and how they could overcome them through their engagement with the activities. The following excerpts are examples of that (excerpts 24, 25, 26):

**Excerpt 24.**

“I have improved in the way I speak English. Before, I did not know how to express my ideas I felt afraid to speak in front of others” (Student's Journal 2, Q4, Camila)

**Excerpt 25.**

"I made a big effort with both projects, I practice a lot to learn things that are important and that help us in the life and the language" (Student's Journal 2, Q5, Jacqueline)

**Excerpt 26.**

"I felt very well because I put all my effort to have good products, I made them with dedication and time to obtain good results in my language learning" (Student's Journal 2, Q6, Diego)

From these previous examples we could conclude that one of the challenges the population of this study faced was their limited proficiency in the foreign language which in turn results in lack of confidence to talk in front of their classmates. This challenge was also perceived by Nishioka, et al., (2012) when they assert that their population also demonstrated Limited English Proficiency (ELP) and one of the causes of that ELP was the fact they do not practice that language at home.

Concerning what the previous authors mentioned about the limited English proficiency because they use another language at home, in the following example (excerpt 27) I registered how students during this pedagogical intervention evidenced some lacks in their proficiency because they were not using the target language, that is to say, a high percentage of the students struggled with the foreign language when they expressed their ideas about a topic. Even, some students spent too much time to memorize their speeches. Nevertheless, despite all those struggles, students faced them as a challenge rather than a barrier to continue their EFL learning process with the guide of the teacher, in short, their limited language proficiency was not a motive for students' disengagement of this pedagogical intervention.

as it is shown in excerpt 27.

**Excerpt 27.**

*[ I perceived that a high percentage of the students asked me more than once to express their English ideas by themselves. Even after I helped them with their ideas in the target language, they struggled with the foreign language until they had the product orally to be present] (October 2019, FN5).*

To conclude this subcategory, we emphasize that the notion of engagement and its associated codes *motivation and challenge* were clearly found in the data collected, and it is an

evidence of the positive effect of the pedagogical intervention proposed in this study, in terms of making of our English classes engaging and meaningful, as it is shown in the next category.

***Addressing the module Democracy and Peace: Duties in a meaningful way***

Asubel (1963) the creator of meaningful learning, states that “the most important single factor influencing learning is what the learner already knows”. On that account meaningful learning takes place when human relates new concepts to those pre-existing and familiar. “Then changes are produced in our cognitive structure, concepts are modified and new links are created. It is a useful tool because it enables real learning, it generates greater retention and it facilitates transferences to other real situations” (Vallori, 2014). That is precisely what was intended with this pedagogical intervention, to make use of real social issues (ethical values and coexistence practices) and situations to enhance reflection and transformation while learning English.

This pedagogical strategy consists of a scenario where the process of teaching and learning within the school take real situations that converge in the practice. With that purpose in mind, I analyzed the pathway throughout the pedagogical intervention, that is to say, the approach I followed for the implementation of the strategy which is Project Based Learning (PBL). Project Based Learning is generally viewed from the presentation of an authentic and meaningful problem situations to students, who can provide their services to conduct an investigation and inquiry (Mihardi, 2013). Under such circumstances, this section attempts to draw some pedagogical implications when using the module by following PBL as an approach of learning and to describe the experience of using posters and dramatizations as part of the strategies designed for the approach.

**PBL as a pedagogical approach when using the Module.** According to Thomas (2000) Project Based Learning (PBL) focuses on learning that involves students in investigations,

problem solving, and other meaningful task activities, it gives students the opportunity to work autonomously in constructing their own knowledge, and reaches the peak to produce real products. Thus, this study findings regarding the role of the PBL approach to enhance students' language learning demonstrated that students must engage in English language learning by following a specific path (PBL) in order to achieve their language learning objectives.

Taking into account problem solving and real task activities that can be framed within this kind of pedagogical approach, the following field note (excerpt 28) is an example of the problem solving activities they were involved in, and the action they follow to solve the problem.

**Excerpt 28.**

*[Then, some students did not know the meaning of the coexistence practice in the classroom or how it could be illustrated. That is, they were asking questions to decide which one to choose. At the end of the class, the students searched for information about the different practices, so that to come to a decision. Later, at home they asked their families about examples of that coexistence practice] (September 2019, FN2).*

That is to say, these moments allude to one of the English Suggested Curriculum's principles proposed by the MEN (2016) "project-based learning as a proposal that the students actively participate in the planning and development" (p. 21) and that is precisely what the students did during the interventions, in a cooperative way, they decided the values and coexistence practice they were going to work on and how they were going to illustrate them, in few words, they participated in reflection and problem solving activities which were much more meaningful than the test-focused classes, they used to have. This coincides with Aguirre's statements (2018) when he refers to reflection in class as associated with thinking and problem solving.

They even had the possibility of involving their families in the projects what is a fruitful and meaningful way to work on their projects. This specific aspect is coherent with Gómez et al., (2013) findings, the authors revealed that students mentioned the importance of family and school to construct their social values.

On the other hand, through the students' journal sessions, some learners' comments helped me characterize the significant correlations the participants established between the development of the project within students' real situations and language learning (See excerpt 29 and 30).

**Excerpt 29.**

"From the projects, we carried out helped me to improve my personal goals because we see these kinds of practices in the daily life and it is good put them into practice to help the society" (Student's Journal 2, Q13, Marlon)

**Excerpt 30.**

"The projects we worked about the coexistence practices in English about the bad behaviors, we realized that there were some practices we liked to do as normal habits, but that is not right, for example, cut on restaurant's line, say rude words, or make bullying" (Student's Journal 2, Q4, Fabian)

These previous examples reflect what the MEN aims with the national document, that is to demonstrate the influence of Project Based Learning as a strategy for the students to actively participate in the development of the project (Ministerio de Educación Nacional [MEN], 20016). In such manner, the excerpts from the journals and field notes referred to some visible and positive students' perception of the use of PBL as the appropriate approach to achieve their language learning goals while using the module in a significant manner. To this respect,

Contreras and Chapeton (2016) refer to the importance of promoting both a view of learning as a social construction where knowledge is acquired through social interaction rather than being transmitted by the teacher as the central transmitter of knowledge, and the need to implement methodologies in which students are familiar with them in order for them to feel identified in their learning process.

To conclude this subcategory, I can say that the participants and the teacher used the PBL approach as a meaningful and positive strategy in the planning, development, and assessment of their projects when using the module in the classroom. Additionally, the use of real and contextualized situations that are similar to the situations they live in their daily life, enhanced in them a positive language learning engagement.

**The experience of posters and dramatizations in LLE.** This last subcategory is closely associated with the previous subcategory regarding the influence of PBL, in the sense that the posters and dramatizations were the final product of the projects developed by the students, in other words they were the class activities selected to share the process they had been developing during the first and second cycle.

The following extracts reveal the participants' perceptions about their experience with the posters and dramatizations as the final outcome of each cycle. (See excerpt 31, 32, 33, and 34), four participants expressed:

**Excerpt 31.**

"I felt very well working on the poster project because we worked in groups and we presented the coexistence practice that some students practice in the school. Also, we could interpret them in English" (Student's Journal 1, Q1, Jhonatan)

**Excerpt 32.**

"I liked the posters because in that way we could speak certain social issues at the time we learn English" (Student's Journal 1, Q1, Gissela)

**Excerpt 33.**

"The dramatizations helped us a lot of the pronunciation. Also, to speak in front of people without fear, it helped us to express correctly" (Student's Journal 2, Q1, Fabian)

**Excerpt 34.**

"The dramatizations helped me in the pronunciation, don't be shy and put the ethical values into practice" (Student's Journal 2, Q1, Jhon)

Participants' viewpoints recognized posters and dramatizations as strategies that offer many benefits. The first benefit is the fact that the use of posters and dramatizations served as a way to enhance students' engagement in the projects students carried out throughout this intervention. The students seemed to be very motivated in the class and were willing to participate in the design and presentations of their products. This coincides with Marks' findings when the author states that students' engagement implied both affective and behavioral participation in their learning experience (Marks, 2000).

Secondly, we identified that participants emphasized the importance of group work, as an engaging way to pursue their goals in a cooperative way. As a third benefit, we have the fact that they recognize the use of the posters and dramatizations in the EFL class as a space to handle real social situations in the school. And lastly, the participants consider the use of posters and dramatizations as a useful way to improve their English and their confidence to speak in front of the others, and as a medium to present their ideas and thoughts in the target language. Some examples of that are the following excerpts (35, 36):

**Excerpt 35.**

"I liked the posters because in that way we could speak certain social issues at the time we learn English" (Student's Journal 1, Q1, Gisela)

**Excerpt 36.**

"Well, dramatization helped me in the pronunciation, don't be shy, and put into practice each value in work (Student's Journal 2, Q1, Jhon)

The benefits of the use of dramatizations for students' language learning engagement have been illuminated by authors like Mohammad (2010), for the author "using drama and drama activities has clear advantages for language learning. It encourages students to speak, it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression" (p.3). Moreover, the author mentions the importance of using drama techniques to teach English. He claims that the monotony of a conventional English class can break. In that sense, a teacher can transform the syllabus into one that prepares students to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. He adds that "drama improves oral communication, as a form of communication methodology, drama provides the students the opportunity to use language meaningfully and appropriately" (p.4).

Having in mind the categories and subcategories developed throughout the findings of this research study, we could disclose some effects of the module Democracy and Peace: Duties on students' reflections and attitudes in relation to ethical values and coexistence practices in the EFL classes. Among the most salient findings we identified that students' reflections highlighted the need of demonstrating ethical values and appropriate coexistence practices in their classroom and school. Specifically, students expressed that having reflected on ethical values and

#### THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

coexistence practices helped them build upon their interactions at school and helped them in their personal lives to act and behave better in the social and academic context. Results also demonstrated that the different interacting activities helped learners to improve their FL proficiency and engagement, as well as their cooperative learning and self-awareness skills. Lastly, Project Based Learning approach allowed us to work in a meaningful way, through which we resort to students' previous experiences and real social issues (ethical values and coexistence practices) to enhance reflection and transformation.

## Chapter V

### Conclusions and Pedagogical Implications

This final chapter revisits significant findings emerging from the module implemented to explore tenth graders' reflections on the ethical values and coexistence practices in an EFL class from a public school in Caquetá. Therefore, this concluding chapter explains salient contributions using the module *Democracy and Peace: Duties* in the classroom to attain language learning engagement, reflection, and students' school practices transformation and draws some pedagogical implications arising from the module's application to enhance the language learning process and the possible contributions it brings to the EFL field.

### Conclusions

Since this study's nature is based on action research, this research study used qualitative data gathering instruments to analyze and understand the phenomenon from the participant's experience (Creswell, 2014). The findings I provided and the categories previously discussed contributed to understanding the students' reflections about ethical values and coexistence practices and examining students' learning experiences. Consequently, to exhibit this study's salient findings, I will answer each of the research questions stated at the beginning of this research journey.

**How do tenth graders at a public school reflect about ethical values and coexistence practices through the Module Democracy and Peace: Duties in the EFL class?**

The category that responds to this question is: the influence of the module on students' reflections about the ethical values and coexistence practices. The subcategories: (a)Critical reflections upon ethical values and coexistence practices at school, and (b)Learners attitudes towards the EFL classes. The use of the research instruments, namely the students' journals and students' artifacts, allowed us to capture some of the participants' critical reflections about ethical values and coexistence practices in the EFL class.

In general terms, students' reflections evidence that having worked on ethical values and coexistence practices made them realize the importance of healthy coexistence practice in their classroom and school. Specifically, students expressed that ethical values helped them build upon their interactions at school and helped them in their personal lives to act and behave better in the social and academic context.

In this sense, I can affirm that, this subcategory is one of the most salient findings, not only because it is the one with the most semantic foundation (associated evidence-data), but also because it reveals the positive effect of the pedagogical intervention, seeing it from both a personal and academic lenses. It also demonstrates the importance of enhancing reflective models to construct knowledge through social interactions.

As stated in the results section, most of the students expressed that the cycles implemented went beyond the learning of the language and made them reflect on their values and coexistence practices in and out of the classroom to ensure that everything results in their transformation. Different authors (Contreras & Chapetón, 2016; Hereida et al., 2014; Gómez et al.,2013; Bello, 2012 and Knapp) have emphasized the need for EFL classes that go beyond the mere teaching of content and linguistic aspects but to include strategies that enhance reflection

and social transformation, as it is also an objective of the MEN with the suggested curriculum document.

On the other hand, and as part of the influence of the module of students' reflection, I could identify that during the two cycles that are part of the pedagogical experience, students reflected a significant change of **attitude** towards the EFL class. That is, comparing the attitudes they demonstrated at the beginning of the pedagogical implementation and its end, there was a positive change of attitude as the students reflected more self-awareness of improving their English skills. **Self-awareness** is then, one salient finding of this study, which is part of the attitudes, since self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them at the moment [...] paving awareness creates the opportunity to make changes in behavior and beliefs <sup>2</sup>. This is how our participants demonstrated more self-awareness of their proficiency improvement and the relevance of the topics addressed in the cycles (social values and coexistence practices) and how such topics influence their daily practices.

Achieving appropriate attitudes also shows that students are now **more empowered** and have more control of their language learning, which increases their confidence and self-esteem. In other words, students' participation in the pedagogical intervention resulted in greater self-awareness, and it translated into greater confidence and empowerment and, therefore in better attitudes towards the EFL class.

**Sub question, N°1: How do students engage in the learning of the foreign language as they work in the module?** The category that informs this question is: *Democracy and Peace: Duties* Module as a means for students' language learning engagement. The subcategories: (a)

---

<sup>2</sup> <https://pathwaytohappiness.com/blog/self-awareness/#:~:text=The%20definition%20of%20self%20awareness,to%20them%20in%20the%20moment.>

Language students' interaction as they work with the module; (b) LLE: as an integrated component of the classroom experience.

One of the ways to determine that students are engaged in the class activities is the extent to which they participate in interacting activities and, most importantly, how willing they are to interact and work on those activities. In this sense, as evidenced in the results section, students' language interaction was built as they worked with the module. All of the activities proposed in this pedagogical intervention involved cooperative learning, which on its part demands interaction among the members of the group. Therefore, one might say the interaction was implicit in the proposed activities.

Both the teacher's field notes and the student's journals showed that the interacting activities helped learners to improve their FL skills. However, more than the fact that interaction was an echo of students' engagement and improvement, what is important to highlight here is that this specific population took the time to reflect on their own learning process during the pedagogical intervention and concluded that all the interactive activities contributed to their improvement; they are now self-aware of what works and doesn't work during their English learning process, and the activities they prefer to develop in class.

On this vein, we can also affirm that through the different interactive activities students reinforced not only cooperative learning skills, but also social skills. That is to say, they had the chance to socialize with their friends in a cooperative way. Gómez et al. (2013) also remarked this last aspect since one of his studies' conclusions revealed the school as a place to build upon their own social values since participants interact with their classmates.

Another way to demonstrate that students are engaged in their language classes is by their level of **motivation** and that is one of the findings that emerged through the data analysis.

During the different stages of both cycles, learners seemed to be motivated and they participated actively. One clear example of the apparent motivation was when writing the scripts for the dramatization, students were eager to learn vocabulary and expressions, to clarify grammatical aspects so that they would be able to write a good script. Hence, **participation** was another evidence of students' engagement, in the sense that students were continually participating and inquiring about language, especially in terms of grammar and pronunciation.

And lastly, the development of the projects represented a **challenge** for students in many fronts, reason why the notion of challenge became another relevant code that comes to light. Students engagement is closely connected with the concept of challenge, since when an individual assumes a challenge and faces it, he gets engaged to taking it to a successful end. Thus, when students were asked about the work they did during the pedagogical intervention, they mentioned some of the challenges they had to face, and how they could overcome them through their engagement with the activities. Particularly, tenth grade students made reference to challenges related to their limited language proficiency, which in turn resulted in lack of confidence to talk in front of their classmates.

However, despite all the students' struggles in their language proficiency, they faced them as a challenge rather than a barrier to continue their EFL learning process with the guide of the teacher; in short, their limited language proficiency was not a motive for students' disengagement of this pedagogical intervention.

**Sub question, N°2: How can the module *Democracy and Peace Duties* be approached in a meaningful way?** This question is answered by the following category: Addressing the *Module Democracy and Peace: Duties*, in a meaningful way. The subcategories: (a) PBL as a

pedagogical approach when using the module; (b) The experience of posters and dramatizations in LLE.

One of the first decisions we had to take was which pedagogical approach to use for working with the module in a meaningful way, bearing in mind that meaningful learning draws on pre-existing and familiar knowledge and relate it to new concepts, so that concepts are modified and new links are built. Meaningful learning is “a useful tool because it enables real learning, it generates greater retention and it facilitates transferences to other real situations” (Ballester A, 2014). Therefore, one approach that allows us to work in a meaningful way was Project Based Learning, in which we resort to students’ previous experiences and real social issues (ethical values and coexistence practices) to enhance reflection and transformation; not to mention the fact that it is the methodology proposed by the Ministry of Education for addressing the Suggested Curriculum (Ministerio de Educación Nacional [MEN], 20016).

In general terms, Project Based Learning is viewed from the presentation of an authentic and meaningful problematic situation to students, who can provide their services to conduct an investigation and inquiry (Mihardi, 2013). In this sense, the excerpts from the journals and field notes referred to some visible and positive students' perceptions of the use of PBL as the appropriate approach to achieve their language learning goals while using the module in a meaningful manner. That is to say, these moments allude to one of the English Suggested Curriculum’s principles:

Project-based teaching-learning, it is proposed that the students actively participate in the planning, development and assessment of a project that is in accordance with the needs of the current world. Therefore, this curricular proposal suggests activities framed within situations that are similar to reality and that are significant for the students (p. 21).

When examining the final outcomes of the projects, namely posters and dramatizations, participants' viewpoints recognized them as strategies that offer many benefits. The first benefit is that the use of posters and dramatizations served as a way to enhance students' engagement in the projects students carried out throughout this intervention. Secondly, these activities promoted group work as a useful and productive way to pursue their goals in a cooperative way. Lastly, posters and dramatizations demonstrated to be a useful way to improve students' English and their confidence to speak in front of others and as a medium to present their reflections, ideas and thoughts in the target language.

Finally, we conclude that it is mandatory for national policies, curriculum stakeholders and all the educative agents to enhance the implementation of initiatives (be it a program, a module or an innovation) that help students understand the relevance of ethical values and coexistence practices in today's world, as a foundation for responsible choices in their daily life and their interaction within their social and school environment.

### **Pedagogical Implications**

This research study has provided relevant contributions that emerged from students' reflections regarding ethical values and coexistence practices in the EFL language. In the first place, I want to present some pedagogical implications about the effect of addressing social issues such as ethical values and coexistence practices in the EFL context. Next, I present some considerations schools might take into account for the promotion of meaningful approaches for the English classes as well as for the implementation of the module, and finally I share some implications for me as an English teacher and as researcher.

*Pedagogical implications for the inclusion of social topics such as ethical values and coexistence practices in the EFL context*

The EFL classroom must be a space that go beyond the mere transmission of content and that is based on instrumental objectives, namely, being able to communicate in a foreign language and/or to take a proficiency test. It is well known that adolescence is a difficult time where rebellious behaviors, lack of respect and violation of the rules stand out for many young people. Reasons why, the integration of social topics that contributes to the improvement of such inappropriate behaviors should be a transversal interest in all the areas, as stated by Isaacs (1974): the teaching of values is no longer the responsibility of ethics, social science, or philosophy teacher, but of all agents involved in the education of children and adolescents.

In our particular case, having had the chance to work and reflect on those notions (ethical values and coexistence practices) made our participants question their own behaviors in and out the EFL classroom, and realize their relevance as individuals and as members of a sociocultural community; "values only become interesting when they are put into practice in social settings when our inner beliefs are converted into actions that affect others" (Johnston, 2003p.14).

Additionally, the data analysis offers the possibility of understanding these issues from the perspective of the participants, that is to say, the way students connect ethical values and coexistence practices to their real school practices. To this respect, Simon et al. 1995 state that implementing values as a critical component in class preparation is mandatory, since they state the way people think, behave, and react in social interaction.

**Pedagogical implications for public schools.** In reference to the school context, I want to consider some pedagogical implications for the setting where I carried out this research study. Since most of the students participating in this study conveyed it as the place that helped them to

evidence, reflect, and build upon their values, they learn how to interact with their classmates and understand how these interactions helped them redefine their ethical values and coexistence practices.

On that account, school administrators, coordinators and teachers are invited to design or adapt curriculums that include some transversal axes to be approached in the different areas of knowledge taught in the school, and which are focused on the promotions of values and coexistence practices in order to enhance the good living inside and outside the school.

All in all, teachers need to innovate in the classroom practice and start reshaping how English is perceived. That is to say, the teacher needs to identify the target language as a means for social issues and integrate the different aspects of it, in terms of what is meaningful for their students. Therefore, public school teachers must also start promoting English for both linguistic purposes and for meeting students' life needs when planning their teaching in a meaningful way.

**Pedagogical implications when using the module.** For this research, I used a module proposed by the Ministry of National Education for the EFL context. In Colombia, The English Suggested Curriculum is one of the possibilities to help teachers' in their teaching practices, that is to say, it is a guide in the planning and delivering of their classes, in which social issues are integrating. Thus, the English Suggested Curriculum propose the following stages for implementing the modules:

- ✓ Analysis of the proposed curriculum
- ✓ Implementation planning
- ✓ Implementation
- ✓ Evaluation

Bearing in mind what the suggested curriculum propose and the results of this study the following are some considerations for the implementation of the module:

- ✓ Using an approach such as Project-based learning to work with the module allows teachers to address the social topics in a meaningful way
- ✓ There is a number of class activities that can be used as the final outcome of the projects, among them, posters and dramatizations which proved to be very effective in engaging students in the ESL class.
- ✓ The module should be worked in a cooperative way, in which everybody participates and contributes in achieving the final outcome
- ✓ It is advisable to involve parents as much as possible, to make it more motivating and engaging to students
- ✓ Particular sociocultural features should be considered when designing and implementing the module, the module should meet the particular needs of the population under study.
- ✓ School conditions, number of students per class, number of hours etc are also variables to bear in mind when implementing the module.
- ✓ Reflective models should also be part of the module, since that is the way to gather students' ideas, reflections and beliefs which at the same time will lead them to their quest for transformation and will also build self-awareness of their learning process.

### **Implications for the author**

This action research brought me many valuable lessons as teacher and as researcher. As an English teacher it showed me that teaching any subject involves many aspects and it is not

limited to the mere transmission of knowledge. The classroom environment is a space that could leave many long-lasting impressions in our students, in which the individuals not only study the subject, but are trained to be better citizens, and social agents with democratic values who would try to give their best to the social context in which they live. As researcher I can say that we teachers have to be reflective practitioners who are constantly examining our pedagogical practices in the search of improvement. There are many ways to improve our teaching or our classroom environment, one way is by documenting what is going on in the class, in that sense one can do ethnography, diagnostic studies, etc. However, this research experience confirmed how fruitful action research can be in any area, since you not only have improvement ideas but you take them into action to determine how viable they are. No matter the results you have struggled for change and have become an active practitioner and an example to other teachers who are afraid of this type of ventures.

### **Limitations**

The limitations of this study relied on the time spent through the pedagogical intervention. Having more time for the pedagogical intervention would have been of great help to gather more data in terms of the participants' attitudes and reflections during the cooperative activities. It could have been done through another cycle or activity. Unfortunately, due to school schedules, it was impossible to carry out more pedagogical cycles.

Another limitation that is a product of the lack of time for developing the project is the fact that I did not manage to obtain the amount of individual information that I expected. That is to say, I would have liked to do more individual observations focused on students' behavior in and out the classroom, to determine to what extent transformation is evidenced in each learner.

**Further Research**

In general, further research is recommended, bearing in mind the following considerations:

- Taking into consideration that these modules are worked during the different grades, it is advisable to continue researching about the effect of the module Democracy and peace: duties, during their next school year.
- It is also recommendable a study to look for more results on the impact of the module in students' actual behavior and attitudes, sometime after this implementation. For that an ethnographic approach can be followed.
- A new version of the project can be carried out, in which some other techniques and final outcomes are tested, in which all the academic community is involved, such as a brochure to be distributed, an exhibition fair, videos, etc.
- A similar pedagogical intervention can be used with the other modules proposed by the suggested curriculum, so that teachers address said modules in other meaningful ways.

### References

- Aguirre, E. A. (2018). Unlicensed EFL teachers co-constructing knowledge and transforming curriculum through collaborative-reflective inquiry. *Profile: Issues in Teachers' Professional Development*, 20(1), 73-87.  
<https://doi.org/10.15446/profile.v20n1.62323>.
- Al-Zubi, M. (2018). The Degree of Practicing Democracy in the EFL Classroom According to Perceptions of Instructors. *English Language Teaching*, 11(1), 136-140.
- Andrew, F. (2014). *Peace Begins in the Classroom*. Kyungpook National University, Republic of Korea
- Angell, A.V. (2004). Making Peace in Elementary Classrooms: A Case for Class Meetings, 26 (2), 149-172.
- Ausubel, D. P. (1963). *The psychology of meaningful verbal learning*.
- Ball, I, & Perry, C (2011). Differences in student engagement: investigating the role of the dominant cognitive processes preferred by engineering and education students. *Education research international*, 2011, 1–8.
- Bartlett, L. (1994). *Teacher development through reflective teaching. Approaches*. University of Nebraska-Lincoln. Third Edition.
- Bautista, L. Z., & Parra, I. J. (2016). EFL students' perceptions of social issues in famous works of art. *HOW*, 23(1), 85-102. <http://dx.doi.org/10.19183/how.23.1.117>.

- Bello, I. (2012). A Language-in-Use Study of EFL Students' Social Discourses in Project-Based Learning. *Colomb. Appl. Linguist. J.* ISSN 0123-4641 • Bogotá, Colombia. Pages 108-126
- Blankenship, G. (1990). Classroom Climate, Global Knowledge, Global Attitudes, Political Attitudes, Theory & Research in Social Education, 18:4, 363  
386, DOI: [10.1080/00933104.1990.10505622](https://doi.org/10.1080/00933104.1990.10505622)
- Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. Michigan University Press.
- Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.
- Cameron, L. (2005). *Teaching Languages to Young Learners*. Cambridge University Press.
- Canal et al., (2018). Practices of coexistence and coexistence in Wayúu children: an analysis of your particular games/Prácticas de convivencia y coexistencia en niños Wayúu: un análisis de sus juegos particulares. *Encuentros*, 17(01).  
<https://doi.org/10.15665/encuent.v17i01.1380>
- Carreras et al., (1997). *Como educar en valores. Materiales, textos, recursos y técnicas*. Madrid: Narcea S.A. De Ediciones. Center for Education Statistics. Center for Education Statistics.
- Clover, D. (2006, January 1). Culture and antiracisms in adult education: An exploration of the contributions of arts-based learning. *Adult Education Quarterly: A Journal of Research and Theory*, 57(1), 46-61.
- Coates, H. (2007). A model of online and general campus-based student engagement. *Assessment and Evaluation in Higher Education*, 32(2).

Contreras, J. J., & Chapetón, C. M. (2016). Cooperative Learning With a Focus on the Social:

A Pedagogical Proposal for the EFL Classroom

Creswell, J. W. (2007). *Qualitative Inquiry Research Design: Choosing among five approaches* (2nd Ed.). New York: Sage

Creswell, J. W. (2012). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*, 4th edition. Boston: Person.

Creswell, J. W. (2014). *Research Design. Qualitative, Quantitative and Mixed Methods*

Dewey, J. (1909). *How we think*. D. C. Heath & Company Publishers.

Dewey, J. (1966). *Democracy and Education and Introduction to the Philosophy of Education*. New York: Free Press. (First Published, 1916.)

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221–246.

Farrel, T. (2016). The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions Garvey.

Farrell, T. (2003). *Reflective Teaching: the principles and practices*. Washington: English Teaching FORUM. 4, 4, pp. 14-40.

Ferris, D. and Tagg, T. (1996). “Academic oral communication needs of EAP learners: What subject-matter instructors actually require.” *TESOL Quarterly*, 30, pp. 31–58.

Finn, J. D. (1993). *School engagement and students at risk*. Washington, DC: National

Freire, P. (2002). *Pedagogy of the oppressed* (30th anniversary edition). New York, NY: Continuum.

- Ghaye, T. (2011). *Teaching and learning through reflective practice*. Routledge.
- Goetz, J.P.& LeCompte, M. D. (1984). *Ethnography and qualitative design in educational research*. New York: Academic Press.
- Gómez et al., (2013). Social Values Reflections Through the Use of EFL Storytelling: An Action Research with Primary Students. *HOW Journal*, 20(1), 73-89.
- Grant, M. M. (2014). Getting a grip on project-based learning: Theory, cases and recommendations. *Meridian: A Middle School Computer Technologies Journal a service of NC State University, Raleigh, NC* Volume 5, Issue 1, Winter 2002 ISSN 1097 977
- Grundy, S. (1987). *Curriculum: Product or praxis?* London, UK: Falmer Press.
- Gutmann, A. (1987). *Democratic Education*. Princeton: Princeton University Press.
- Hagevik, R., Aydeniz, M., & Rowell, C. G. (2012). Using action research in middle level teacher education to evaluate and deepen reflective practice. *Teaching and Teacher Education*, 28(5), 675-684. <https://doi.org/10.1016/j.tate.2012.02.006>.
- Hamp-Lyons, L. (1998). Ethical test preparation practice: The case of the TOEFL Quarterly, 32, 329–337.
- Harris, I. (2001). The Rigor of Peace Studies. In McCarthy, C. [Ed.] 2001, pp. 36 – 43.
- Heredia, et al. (2014) Study of citizen competences among students of a private university in Mexico. Academic and Business Research Institute.
- Hoyos, G.; Cortina, A.; Paya, M. y otros. (1998). *Educación, valores y democracia*. Madrid: OEI.

Isaacs, D. (1974). *La educación de las virtudes humanas*. Pamplona: Eunsa.

Johnston, W. (2003). *Values in English Language Teaching*. London, Lawrence Erlbaum.

Kahne, J., Rodriguez, M., Smith, B., & Thiede, K. (2000). Developing citizens for democracy? Assessing opportunities to learn in Chicago's social studies classrooms. *Theory & Research in Social Education*, 28(3), 311-338.

Karfa, A. (2007). Open Classroom Communication and the Learning of Citizenship Values. *EnglishTeaching Forum*, 45(4), 38-42.

Kasimi, Y. (2020). Democracy in EFL classrooms. *Journal of Language and Linguistic Studies*, 16(1), 126-136. Doi: 10.17263/jlls.712666.

Knapp, C. E. (1992). *Lasting lessons: A teacher's guide to reflecting on experience*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. New Jersey: Lawrence Erlbaum Associates Publishers.

Lopez et al., (2014). Escala de clima escolar: Adaptacion al espanol y validacion en estudiantes chilenos [School climate scale Spanish adaptation and validation of Chilean students]. *Universitas Psychologica*, 13, 1111-1122.  
doi:10/11144/Javeriana.UPSY13-3.ecea

Lopez M, R., & Garcia R, L. (2006). Convivir en la escuela. Una aproximación reflexiva a sus fundamentos pedagógicos [To coexist in school: A reflexive approach to its pedagogical foundations]. *Revista Pedagogia y Saberes*, 24, 85-97.

Loughran, J. (2005). *Developing Reflective Practice: Learning about Teaching and Learning through Modelling*. Falmer Press.

Marks, M. (2000). Student Engagement in Instructional Activity: Patterns in the Elementary, middle, and High School Years. *American Educational Research Journal*, 37(1), 153-184.

McDonough, J. & McDonough, S. (2006). *Research Methods for English Language Teachers*. Arnold. Great Britain.

Mihardi, S. 2013. Effect of Project Based Learning Model With KWL (Know-Want-Learn) Worksheet on Creative Thinking in Solved Physics Problems. Thesis in State University of Medan (Unimed). Indonesia, Medan: Universitas Negeri Medan.

Ministerio de Educación Nacional [MEN]. (2004). *Estándares básicos de competencias ciudadanas: Formar para la ciudadanía... ¡sí es posible!* Bogotá: Ministerio de Educación Nacional.

Ministerio de Educación Nacional, MEN. (2016). *Pedagogical principles and guidelines: Suggested English curriculum, 6th to 11th grades*. Bogotá, CO: Author. Retrieved from <https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2013%20Suggested%20Structure.pdf>

Mohammad, M. (2010). *Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: A Theoretical Perspective*.

Muhammed, A. A. (1994). *The Foundations of Administrative Thoughts in Islam*, Wahba Publisher, Cairo.

Nishioka, V., Burke, A., and Deussen, T. (2012). English Language proficiency levels of limited English proficient students in Idaho. (Issues & Answers Report, REL 2012–No. 125). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press.

Norton, B. & Toohey, K. (2002). Identity and language learning. In Robert Kaplan (Ed.), *The Handbook of Applied Linguistics*. Oxford: Oxford University Press.

Office for Standards in Education (OFSTED) (1995). *Framework for the inspection of nursery, primary, middle, secondary and special schools*. London: HMSO.

Osborn, T. A. (2000). *Critical Reflection and the Foreign Language Classroom*.

Pennington, M. (1992). Reflecting on teaching and learning: A development focus for the second language classroom. In *Perspectives on Second Language Classroom Teacher Education*. eds. J. Flowerdew, M. Brock, and S. Hsia. Kowloon: City Polytechnic of Hong Kong. 1995. The teacher change cycle. *TESOL Quarterly*, 29, 4, pp. 705–731.

Philip, J. & Duchesne, S. (2016) Exploring engagement in task in the language classroom. *Annual review of Applied Linguistics* 36, 50-72.

- Piaget, J. (1934). Remarques psychologiques sur le self-government [Psychological observations on self-government]. In J. Heller (Ed.), *Le self-government à l'école* [Self-government in school] (pp. 89-108). Geneva, CH: Bureau international d'éducation.
- Quintero, J., Buitrago, S., Gallego, L., González, F., Infante, G., López, M. & Zuluaga, C. (2003). Transformación de los Procesos Enseñanza-Aprendizaje de la Lengua Extranjera en los Campos de Práctica Educativa. Manizales: Universidad de Caldas.
- Ramirez, O. (2007). Incorporating Values into the English Classroom. HOW 14, 2007, ISSN 0120-5927. Bogotá, Colombia.
- Richards, J. C. & Farrell, T. (2005). *Professional Development for Language Teachers*. Cambridge Language Education.
- Rocha et al., (2019). Measuring School Climate Among Spanish-Speaking Students: A Systematic Review of Primary Methodological Studies. *Hispanic Journal of Behavioral Sciences*, 41(4), 464–480. <https://doi.org/10.1177/0739986319880224>
- Rojas, J. (2008). ELT and Citizenship: Basic Principles to Raise Social Awareness Through Language Teaching. *HOW Journal*, 15(1), 63-82.
- Rojas, L. (2019). Sobre la competencia intercultural en el aula de inglés como lengua extranjera: concepciones, creencias y prácticas de aula reportadas por profesores de universidades públicas colombianas.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: University of Chicago Press.

Simon, S., Howe, L. & Kirschenbaum, H. (1995). Values clarification. New York: A & W Visual Library.

Stottok, B., Bergaus, M. & Gorra, A. (2011). Color coding: an alternative to analyze. Empirical data via grounded theory. Proceedings of the European Conference on. Research Methods. Retrieved from <http://connection.ebscohost.com/c/articles/62796110/> colourcoding- alternative-analyse-empirical-data-via-grounded-theory.

Strauss, C., & Quinn, N. (1997). A cognitive theory of cultural meaning. Cambridge, England: Cambridge University Press.

Thomas, J. W. (2000). A review of research on PBL. Retrieved from [http://www.bobpearlman.org/BestPractices/PBL\\_Research.pdf](http://www.bobpearlman.org/BestPractices/PBL_Research.pdf)

Ursula, L., & Jan H., (2004) Supporting student awareness: understanding student preconceptions of their subject matter within introductory courses, *Innovations in Education and Teaching International*, 41:4, 459-471, DOI: 10.1080/1470329042000277039

Vallori, A. B. (2014). Meaningful learning in practice. *Journal of education and human development*, 3(4), 199-209.

Warmerdam, G. V. (2020, November 25). Self-Awareness: What Is Self-Awareness? Pathway to Happiness. <https://pathwaytohappiness.com/blog/self-awareness/#:~:text=The%20definition%20of%20self%20awareness,to%20them%20in%20the%20moment.>

Wordreference, O. (2021). Ethics Definition. Online Language Dictionaries. [https://www.wordreference.com/definition/ethics.](https://www.wordreference.com/definition/ethics)

## Appendices

### Appendix A: Consent Form

Durante el cuarto trimestre del año se llevará a cabo un proyecto de investigación en el área de inglés el cual lleva por título: **“Exploring Tenth Graders Reflections About Ethical Values and coexistence practices throught the module Democracy and Peace: Duties in EFL context at a Public Institution in Caquetá, Colombia.”**. El proyecto busca explorar las reflexiones de los alumnos de décimo grado sobre los valores éticos mediante el uso del módulo Democracia y paz: deberes.

Su hijo/a esta invitada a participar en el estudio que se llevará a cabo durante las clases regulares del área de inglés, el cuál examinará el comportamiento y el nivel de reflexión que alcanzará el grado decimo B en relación con una intervención pedagógica que será aplicada en las clases regulares del tercer periodo en la institución Educativa Acevedo y Gómez, el estudio se enfocará en los valores éticos dentro de la lengua de inglés a través del desarrollo del currículo de la misma.

La recolección de datos se hará a través de encuestas, grupos focales, los diarios de los estudiantes y las actividades del salón de clase. También, me gustaría grabar y coleccionar actividades realizadas por los estudiantes.

La participación de su hijo/a es de vital importancia para este proyecto. Las actividades a desarrollar en la intervención harán parte de sus obligaciones para el área de inglés y por lo tanto serán evaluadas incluso si usted decide que el estudiante no participe en la investigación. Esto quiere decir que, si decide que su hijo/a no participe en la investigación, las actividades que el/ella realice durante la intervención no serán utilizados como datos para la misma. A todos los participantes se les garantizará:

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

1. El uso de nombres ficticios para mantener su identidad en el anonimato.
2. Estricta confidencialidad con la información recolectada.
3. El uso de la información recolectada será usada únicamente con propósitos académicos

Por favor, firmar el formato de consentimiento si usted le da permiso a su hijo/a participar en este estudio. Si tiene alguna pregunta, no dude en contactarme, soy la principal investigadora de este estudio, lo puede hacer al número celular: 3102933064.

Hago constar que yo \_\_\_\_\_,  
 identificado con cédula de ciudadanía  
 \_\_\_\_\_ en calidad de padres / acudiente  
 del / la menor de edad \_\_\_\_\_, he leído y  
 entendido el procedimiento general del presente estudio, beneficios del mismo, así como  
 abandonar en cualquier momento la recolección de datos y en conocimiento de todo ello y de las  
 medidas que se adoptarán para la protección de los datos personales de los /las participantes según  
 la normatividad vigente, otorgo mi consentimiento para la participación del / la citado/a menor en  
 la actual investigación.

\_\_\_\_\_

Firma Acudiente

CC.: \_\_\_\_\_

\_\_\_\_\_

Firma participante

T.I. \_\_\_\_\_

Atentamente,

Lina Vanessa Quintero Herrera  
 CC. 1075280898 Neiva, Huila  
 Docente de Lengua Extranjera/inglés

## Appendix B: Needs Analysis Survey

### ETHICAL VALUES AND LANGUAGE LEARNING ENGAGEMENT

Dirigida a estudiantes del grado decimo B de la Institución Educativa Acevedo y Gómez en Puerto Rico, Caquetá

**Objetivo:** la siguiente encuesta se ha hecho con el fin de conocer los valores éticos que tienen más relevancia para los estudiantes del grado decimo B. También, conocer sus intereses en el aprendizaje del inglés. A partir de allí diseñaremos una intervención pedagógica que permita apoyar el desarrollo de valores éticos en las clases de inglés en los estudiantes del grado decimo de la institución educativa Acevedo y Gómez.

**De acuerdo con su aprendizaje del inglés en el aula de clase, exprese a través de un escrito directo su opinión frente a los siguientes cuestionamientos**

1. ¿Qué es lo que más le gusta del área de inglés?

---



---



---

2. ¿Por qué consideras importante conocer otro idioma?

---



---



---

**Marque con una “X” las actividades más relevantes en el aprendizaje del inglés.**

3. ¿Cuál de las siguientes actividades te gustaría que se realizaran en la clase de inglés?

- Hacer dramatizaciones
  - Trabajo de proyectos
  - Aprender otras áreas a través del inglés (transversalidad)
  - Aprender más gramática
  - Pinturas
  - Ninguna
  - Otros
- ¿cuál?

---

4. ¿Qué tan útil serían las siguientes situaciones en la clase de inglés para ti?

1- No me interesa 2- Poco interesante 3-Interesante 4-Muy útil 5- Necesito saber

Criterio	1	2	3	4	5
Dramatizaciones					

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Creación de mis propios materiales en inglés					
Escribir oraciones o párrafos					
Hacer pinturas o murales					
Cuentos o canciones					
Tomar notas o dictados					
Trabajo de proyectos					

5. ¿Cuáles de las siguientes actividades disfruta hacer más? (1 menor puntaje, 5 mayor puntaje)

Actividades de aprendizaje	1	2	3	4	5
Trabajo solo/a					
Trabajo con otro compañero					
Trabajo en grupos pequeños					
Trabajo como una clase					
Trabajo de proyectos					

**Marque con una "X" solo una opción**

6. ¿Con que frecuencia practica los siguientes valores?

Valores	5 Siem pre	4 La mayoría de veces	3 Muy pocas veces	2 Casi nunca	1 Nunca
Honestidad					
Respeto por los demás					
Compasión					
Responsabilidad					
Amabilidad					
Ciudadanía					
Transparencia					
Integridad					
Colaboración					
Inclusión					

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

Tolerancia					
Cortesía					
Cariño					
Amistad					
Solidaridad					
Paz					
Democracia					
Servicio					

**Marque con una “X” solo una opción.**

7. ¿Con qué frecuencia hace las siguientes actividades? (marque con una “X” la frecuencia)

Criterio	Una vez por día	Una vez por semana o más veces	Una vez por periodo	Nunca
 <p>Uso de trabajos encontrados en internet u otros medios, para ser presentados en diferentes materias.</p>				
 <p>Adelantar en una fila para poder acceder a un servicio más rápido.</p>				
 <p>Uso de celulares para navegar en redes sociales .</p>				
 <p>Pedir o recibir ayuda de un compañero de manera verbal o escrita para realización de talleres o exámenes.</p>				
 <p>Faltar a clases, aunque asista a la Institución.</p>				

**Appendix C: Initial Focus Group****FOCUS GROUP QUESTIONS****Date:****Place:****Participants: 10****Moderator:** Lina Vanessa Quintero Herrera**TOPIC:** Ethical values

This topics' objectives are the following:

- ✓ To identify what ethical values students consider more relevant for their lives.
- 1. La sesión comienza mostrándoles cinco dilemas. Luego, los participantes serán guiados con las siguientes preguntas
  1. ¿Qué está pasando en las siguientes situaciones?
  2. ¿Creen que las acciones están bien o mal? ¿Por qué?
  3. ¿Cómo crees que hubiera actuado en tales situaciones?

Image 1

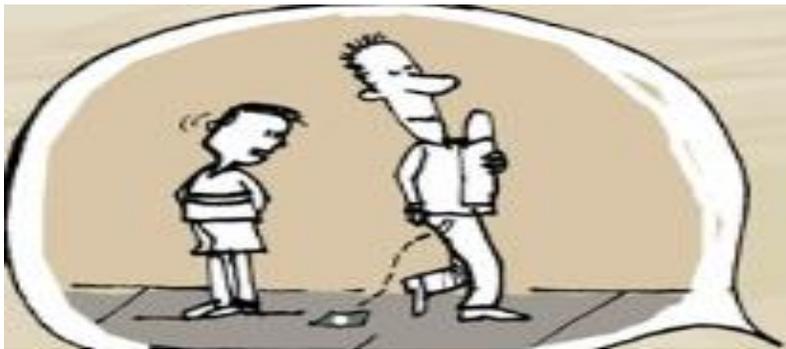


Image 2



Image 3



Image 4



Image 5



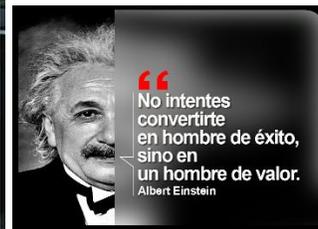
- ✓ La sesión continua con una dinámica en donde los participantes se ponen en parejas que hablen sobre lo que hacen en un día escolar en actividades tales como: desfiles, izadas de bandera, uso del restaurante escolar, exámenes en clase, tareas, actividades del salón de clase, descansos, inter-clases u otras (2 minutos)

Interfiero preguntándoles a cualquier integrante

1. ¿Qué fue lo que más le llamo la atención de los comportamientos que hacen sus compañeros en tales actividades? ¿Por qué?
2. ¿Cuáles de los siguientes valores éticos son los menos aplicados en el salón o en la Institución? ¿por qué?

- Honestidad
- Respeto por los demás
- Compasión
- Responsabilidad
- Amabilidad
- Ciudadanía
- Transparencia
- Integridad
- Colaboración
- Inclusión
- Tolerancia
- Cortesía
- Cariño
- Amistad
- Solidaridad
- Paz
- Democracia
- Servicio

2. ¿En qué situaciones académicas o escolares haz practicado los anteriores valores?
3. ¿Me podrían decir en que situaciones han tenido comportamientos que les falto aplicar algún valor ético?
4. ¿Cómo se relacionan las siguientes frases con lo que se ve en el contexto?



**INTEGRIDAD**  
es hacer lo correcto  
— aunque nadie —  
nos esté mirando.  
Jim Stovall

“ En los detalles simples se conoce la calidad, educación y valores de la gente ”

LA AMABILIDAD  
NO ES UN ACTO,  
ES UN ESTILO DE VIDA

5. ¿Cuánto tiempo en promedio pasas en redes sociales o juegos cuando estas en clase?
  - ✓ Toda la clase
  - ✓ Una vez por clase
  - ✓ Nunca utilizo el celular para redes sociales

### Appendix D: Students' journals N°1

Date: \_\_\_\_\_

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

- ✓ Responda las siguientes preguntas basado en la intervención “promote ethical behaviors regarding citizenship and living together competences in school”

1. ¿Cómo te sentiste trabajando con la actividad de los “posters”?

---



---



---

2. ¿Qué crees que la actividad genero para tu vida?

---



---



---

3. ¿Cuál de los trabajos presentados por tus compañeros te gusto? ¿Por qué?

---



---



---

4. ¿Cuáles han sido las contribuciones de las clases al aprendizaje de inglés?

---



---



---

5. ¿Teniendo en cuenta las actividades de los “posters” que actitudes positivas o negativas pudo haber causado en ti?

---



---



---

## THE EFFECT OF THE MODULE DEMOCRACY AND PEACE: DUTIES

6. ¿Cómo te ves a ti mismo frente a las prácticas de convivencia antes y después de trabajarlas en clase?

---

---

---

---

7. ¿Qué reflexión has hecho frente a cada una de esas prácticas?

---

---

---

---

8. ¿Crees que hay actitudes que deberías cambiar? Si, ¿cuáles? ¿Y por qué?

---

---

---

---

9. ¿Qué ha pasado con los siguientes valores; amor, honestidad, amistad, respeto, democracia, paz, ciudadanía, responsabilidad, tolerancia, puntualidad, ¿en las practicas diarias del colegio a través de esta experiencia?

---

---

---

---

10. ¿Qué reflexión haces acerca de los valores éticos vistos mediante las clases?

---

---

---

---

- ✓ Escribe tus metas personales con base en los valores trabajados en clase

---

---

- 
- 
- ✓ Escribe tus metas personales con base en las prácticas de coexistencia trabajadas

- 
- 
- 
- 
- ✓ Escribe una reflexión sobre las cosas que mejorarías en tu comportamiento en diferentes situaciones con base en el trabajo realizado durante la intervención: “promoting ethical behaviors regarding citizenship and living together competences in school”
- 
- 
- 
-

**Appendix E: Students' journals N°2**

Date: \_\_\_\_\_

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

## Language Learning Engagement

1. ¿En qué ayudaron los dramatizados para el aprendizaje de su inglés?

---

---

---

2. ¿Qué fue lo que más le impactó de la dramatización en relación con la lengua extranjera/inglés?

---

---

---

3. ¿Cómo percibes tu proceso en el aprendizaje del inglés, desde el inicio hasta el final del periodo?

---

---

---

4. ¿Cuáles han sido los aportes del módulo trabajado con base en el aprendizaje del inglés y en las prácticas de convivencia en las clases y el colegio?

---

---

---

5. ¿Cuántas horas invertiste en cada una de las actividades extras en casa, tales como repasos, dramatizados, preparación de posters, entre otras?

---

---

---

6. ¿Cómo te sientes sobre el esfuerzo que pusiste en el estudio del proyecto?

---

---

---

---

7. ¿Cómo te sientes sobre lo que adquiriste a nivel del idioma?

---

---

---

---

### Reflections

8. ¿Cuáles de las metas propuestas en el primer ciclo alcanzaste en el segundo ciclo?

---

---

---

---

9. ¿Cómo te piensas comportar en los siguientes grados escolares en relación con los valores y prácticas trabajadas en clase?

---

---

---

---

10. ¿Cómo te sientes sobre lo que adquiriste a nivel de actitudes en la institución?

---

---

---

---

11. ¿Cuáles han sido los aspectos más relevantes en este proyecto?

---

---

---

---

12. ¿Qué aspectos del proyecto no han sido útiles?

---

---

---

---

13. ¿Cómo las metas planteadas para mejorar te ayudaron?

---

---

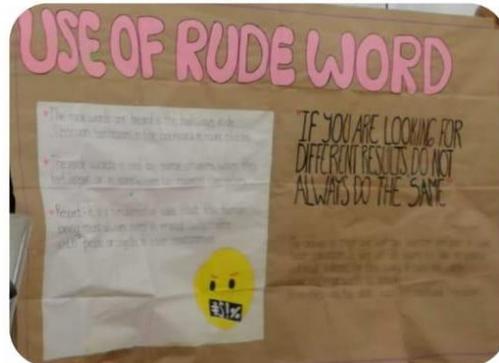
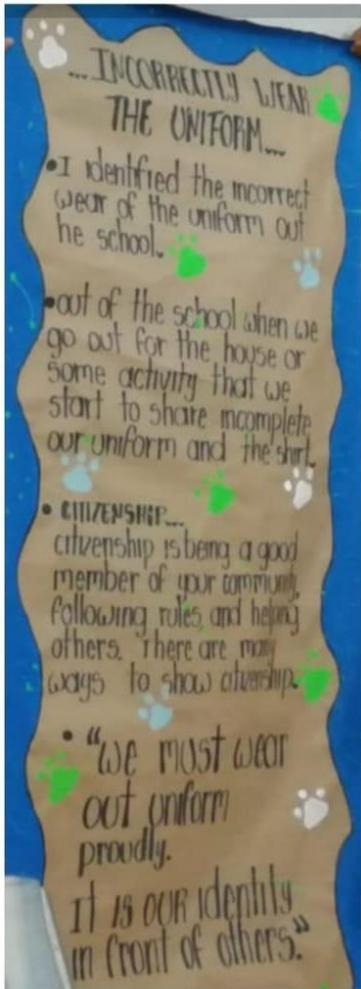
---

---

**Appendix F: Field Notes' Form**

Teacher's field notes		
Lesson plan:		
Date:		
Topic Goal:		
Schools' name:		
Activity	Observations	Analysis
<ul style="list-style-type: none"> <li>✓ Description of the activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Language learning engagement</li> <li>✓ Attitudes toward the whole class</li> </ul>	
<b>Future actions</b>		
<ul style="list-style-type: none"> <li>✓ Future plan to bring improvement</li> </ul>		

Appendix G: Exchanging with peers



## Appendix H: English Suggested Curriculum's Module

GOAL		
Impulsar el uso de prácticas éticas y de convivencia ciudadana (ej. respeta la fila, citación de fuentes) en el entorno escolar. Promote ethical behaviors regarding citizenship and living together (e.g. respectin the line, sourcing references) competences in school.		
PROJECT		
<p><b>For the teacher</b></p> <p>Activate the prior knowledge of students on the most common ethical and coexistence practices in their community. Write down the ideas suggested on the board. When they have shared their previous knowledge on the subject, they are told they will be carrying out a project to create an advertisement campaign to promote awareness about these practices at school. Clearly explain that the campaign must include listening, reading, speaking and writing activities. Suggest to the students paths such as:</p> <ul style="list-style-type: none"> <li>Record a video of classmates performing practices incorrectly.</li> <li>Design a poster on the basic rules to coexist in the classroom.</li> <li>Make posters to encourage the use of ethical and citizen coexistence practices within the school environment (restrooms, cafeteria, hallways, library, etc.)</li> <li>Dramatize the impact of using ethical and citizen coexistence practices in the school environment.</li> </ul> <p>While students work on their projects, monitor their work and take notes on teamwork</p>		
<p><b>What do you know or understand</b></p> <p>From the results/knowledge previously shared, students work in groups to reach agreements on the topic and decide on steps to follow.</p>	<p><b>What do you want to know or understand</b></p> <ul style="list-style-type: none"> <li>Students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it.</li> <li>They must identify what vocabulary, structures or expressions should be used in the activity.</li> <li>They must assign roles within the group to carry out the task in the best way possible.</li> </ul>	<p><b>What did you learn</b></p> <ul style="list-style-type: none"> <li>Students present their projects to the class and the educational community.</li> <li>The student individually writes a reflection on the importance of ethical and citizen coexistence practices in the school environment and receives feedback from the teacher.</li> </ul>
ASSESSMENT PATHS		
For Learning	Of Learning	
<ul style="list-style-type: none"> <li>Analyze the pertinence of the sources and information reviewed.</li> <li>Take notes to prepare the campaign.</li> <li>Evaluate the validity of recommendations to present.</li> <li>Evaluate the teamwork methodology and my role in the same.</li> <li>Prepare drafts of written texts as part of the writing process.</li> </ul>	<ul style="list-style-type: none"> <li>Advertisement campaign assessment rubric.</li> <li>Campaign presentation assessment rubric.</li> <li>Written text rubric.</li> <li>Modular test.</li> </ul>	

### Taken from:

<https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2013%20Suggered%20Structure.pdf> (p. 107).

**Appendix I: Dramatizations' Sample**

<https://youtu.be/4J-SQq7bf4c>

### Appendix J: Oral Assessment' Rubric

Oral poster and dramatization's Rubric				
	Low performance(1.0 – 2.9)	Basic performance (3.0 – 3.9)	High performance (4.0 – 4.5)	Superior performance (4.6 – 5.0)
<b>Knowledge and preparation of the products</b>	Has difficulty communicating his knowledge about a subject evidencing a lack of comprehension and preparation of the product.	Communicates, with certain difficulty his knowledge evidencing little comprehension and preparation of the product.	Communicates his knowledge evidencing comprehension and preparation of the product.	Communicates easily his knowledge evidencing comprehension and preparation of the product.
<b>Defense of points of view</b>	Lacks arguments to support his ideas, therefore, does not propose solution alternatives to the coexistence practice proposed.	Supports his ideas, proposing solution alternatives to the coexistence practice proposed., although somewhat confusing.	Supports his ideas, proposing solution alternatives to the coexistence practice proposed.	Supports his ideas, proposing adequate solution alternatives to the coexistence practice proposed.
<b>Use of English</b>	Does not use vocabulary or grammar rules related to the subject; has problems to express himself clearly and does not pronounce the words correctly.	Uses vocabulary and some grammar rules related to the subject; expresses himself clearly.	Uses vocabulary and grammar rules related to the subject; expresses himself clearly and pronounces the words correctly.	Uses vocabulary and grammar rules broadly related to the subject; expresses himself clearly and pronounces the words correctly.
<b>Individual role</b>	Do not present any speaking role in the final presentation.	Little speech during the final presentation.	Speaking role was reasonable well with the final presentation.	Speaking role well to obtain a successful presentation.

**Adapted from:** Pedagogical principles and guidelines: Suggested English curriculum, 6th to 11th grades (p. 133).

