"Εχεις μοι εἴπεῖν, οὐδὲν ἄλλον καὶ ἀλλὰ ἀσκητὸν ὢν οὐδὲν ἄλλον καὶ ἀλλὰ χάριν τοις ἄνθρωποις ἢ ἄλλω τινὶ τρόπῳ
didaktôn ἢ ἄρετῇ; οὗτος διδακτὸς ἢ οὔτε ἄσκητος οὔτε μαθητῶν, ἀλλὰ φύσει παραγίγνεται τοῖς ἄνθρωποις ἢ ἄλλω τινὶ τρόπῳ

VALUES AND KNOWLEDGE EDUCATION (VAKE) & BEYOND
PAPERS PRESENTED AT THE “3rd INTERNATIONAL CONFERENCE ON VAKE AND BEYOND”

5th Thematic Issue
Florina, May 2020
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The scope of the MENON is broad, both in terms of topics covered and disciplinary perspective, since the journal attempts to make connections between fields, theories, research methods, and scholarly discourses, and welcomes contributions on humanities, social sciences and sciences related to educational issues. It publishes original empirical and theoretical papers as well as reviews. Topical collections of articles appropriate to MENON regularly appear as special issues (thematic issues).

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<table>
<thead>
<tr>
<th>LIST OF REVIEWERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Editor and the Editorial Board of the MENON: Journal of Educational Research thanks the following colleagues for their support in reviewing manuscripts for the current issue.</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>• Dimitriadou Aikaterini, University of Western Macedonia, Greece</td>
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<td>• Woodcock Leslie, University of Leeds, United Kingdom</td>
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INTRODUCTION

The current Special Issue of the MENON: Journal of Educational Research consists of papers presented at the “3rd International Conference on Values and Knowledge Education (VaKE) and beyond”. The conference was held from 16 April 2018 to 20 April 2018 on the campus of the University of Western Macedonia (UOWM) in Florina, Greece. The “3rd International Conference on Values and Knowledge Education (VaKE) and beyond” was organized by the Department of Primary Education, UOWM and its Postgraduate Program on Educational Sciences in collaboration with the Association for Values and Knowledge Education (AVaKE). The conference provided the opportunity to researchers in Education as well as teachers to discuss the use of the VaKE method, to share ideas as well as good practices and to present implementations of the VaKE method in their classrooms. Moreover, the conference provided educators the opportunity to discuss the importance of Values Education in primary, secondary as well as higher education and to familiarize teachers who are interested in VaKE with the method.

Values are considered among the essential key-components that students should enhance in order to be adequate in dealing with ethical issues in science and technology (e.g., Artificial Intelligence, Bioethical Issues) and societal challenges (e.g., refugee crisis, citizenship) that will escalate during the forthcoming decade (OECD, 2019). Various educational systems employ integrated approaches for values education through explicit or implicit instruction. Still, values education is underrepresented in learning and instruction and is most frequently omitted by teachers. In many cases teachers do not have a clear concept on which values to teach (Willemse, te Dam, Geijsel, van Wessum & Wollman, 2015), or feel reluctant to engage with values education as they might interfere with values and attitudes held by other members of the educational community (Gruber, 2009). Moreover, they focus on the knowledge acquisition and instruction of declarative knowledge, which is crucial for the students’ assessment, final examinations or for the completion of the curriculum (Gruber, 2009). Finally, there is the case that teachers have not been equipped during their studies with instructional approaches or teaching strategies for the implementation of values education in learning and instruction (Willemse et al., 2015).

To meet this educational challenge, an instructional approach has been proposed by Jean-Luc Patry and his colleagues at the University of Salzburg, namely the Values and Knowledge Education (VaKE) approach (e.g., Patry, Weirynger & Weinberger, 2007; Patry, Weinberger, Weyringer & Nussbaumer, 2013; Pnevmatikos et al., 2016). VaKE is a constructivist instructional approach that combines knowledge acquisition with values education through the implementation of a moral dilemma that triggers learners’ moral argumentation and inquiry (Patry, Weirynger & Weinberger, 2007; Patry, Weinberger, Weyringer & Nussbaumer, 2013; Pnevmatikos et al., 2016). VaKE has been evaluated through the years in various educational levels (i.e., primary, secondary, tertiary, lifelong education, special education, etc.) and contexts (i.e., STEM education, teachers’ training, intercultural education, nursing education, etc.) and has been supported by various
teaching approaches (i.e., problem based learning, inquiry based learning, collaborative learning, etc.) and theoretical frameworks (i.e., transdisciplinarity, assimilation and accommodation vs. conceptual change, etc.).

In the current Special Issue, seven papers discuss research results, present teachers’ training programs as well as implementations of the VaKE method in classroom and propose future directions. In the first paper, Trikalliotis and Christodoulou examine public school teachers’ self-efficacy to deal with violence prevention after an intensive training session on the VaKE approach, which was introduced as a violence prevention strategy to teachers. Data analysis revealed significant differences between the pre and post measurements for some of the variables measuring self-efficacy (i.e., personal teaching efficacy) with a large main effect. The authors conclude by discussing their findings with respect to the design of the intensive training session and the possibilities of the VaKE approach to be exploited as a violence prevention strategy in learning and instruction.

In the second paper, authors investigate whether the language course books include reading and listening texts and activities that explicitly or implicitly refer to values apart from knowledge education and which instructional approaches are proposed in order to discuss values in classroom. Lindita Kacani and Olsa Pema provide an argumentation of the current books employed for the instruction of English as a foreign language in secondary Albanian schools. They conclude that topics concerning values education are reflected in the textbooks, however, an innovative instructional approach like VaKE is not proposed as an appropriate instructional approach, highlighting the need for further research that could advance the argument for the implementation of VaKE in the instruction of foreign languages.

Apart from issues concerning teachers’ self-efficacy as well as opportunities provided by textbooks to discuss values, the current special issue also includes papers referring to the implementation of VaKE in specific subjects, such as Sustainability, as well as in specific subjects, such as “Text Analysis”. In the third paper, Natascha Diekmann describes the concept of Sustainability and highlights through a literature review, and the specific case of “consumption”, the need as well as the requirements for the implementation of Sustainability Education (SE) in learning and instruction. Additionally, the connection between SE and values is stressed. Moreover, the author suggests explicitly how the VaKE approach can promote the implementation of SE and underlines the common lines that VaKE shares with the requirements of SE. The author concludes by reflecting on the reasons that render VaKE as the most appropriate method for the introduction of SE in practice.

In the fourth paper, Fabiola Kadi and Helona Pani report their experience of applying VaKE in the module of “Text Analysis”. According to the authors, students learned how to analyse texts and offer their interpretations, while at the same time they provided viable arguments regarding the values involved in the dilemma discussion. This case study offers another perspective of how VaKE can be adopted to fit the aims and objectives of the specific course. In the same line of inquiry, the fifth paper by Dorela Kaçauni provides us with a case study regarding her experience of implementing the VaKE approach in an English course about “Text Analysis” in higher education. The author adopts VaKE in
order to promote values education while at the same time meet the objectives of the course.

Moreover, the last two papers that were included in the Special Issue present adaptations of the VaKE method. More specifically, in the sixth paper, Eriola Qafzezi and Juliana Çyfeku describe their experience of introducing VaKE in the module of “Text Analysis” aiming to advance the instruction of values in higher education. The approach they follow is an adaptation of the original VaKE method, while they employ a poem of a Japanese poet, as a dilemmatic situation raising moral issues related with beauty stereotypes, cultural diversity and self-respect. Further, the authors report the steps they followed to implement the method and conclude by highlighting whether VaKE is an appropriate approach that fosters both values education as well as the aims of the “Text Analysis” module. Finally, in the seventh paper, Lorena Robo with her study aims at describing how a VaKE adaptation can promote autonomous learning during the implementation of a dilemmatic situation in a module of “Text Analysis”. The author provides students arguments and quotes of their final essay to support the effectiveness of the method towards the achievement of autonomous learning and moral argumentation.

All seven papers describe VaKE as a valuable tool that can help teachers discuss values with students. We hope that the readers will enjoy this issue and will find interesting ideas to implement in classroom.

References

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<table>
<thead>
<tr>
<th>CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUES AND KNOWLEDGE EDUCATION (VaKE) METHOD: TEACHERS’ PERCEIVED SELF-EFFICACY AFTER A TRAINING SESSION ON A BULLYING AND VIOLENCE PREVENTION STRATEGY</td>
<td>9</td>
</tr>
<tr>
<td>Ioannis Trikkaliotis, Panagiota Christodoulou</td>
<td></td>
</tr>
<tr>
<td>PROMOTING VALUES THROUGH READING AND LISTENING TEXTS IN A FOREIGN LANGUAGE CLASS</td>
<td>19</td>
</tr>
<tr>
<td>Lindita Kacani, Olsa Pema</td>
<td></td>
</tr>
<tr>
<td>ADDING VALUES TO EDUCATION FOR SUSTAINABLE DEVELOPMENT WITH VALUES AND KNOWLEDGE EDUCATION</td>
<td>30</td>
</tr>
<tr>
<td>Natascha Diekmann</td>
<td></td>
</tr>
<tr>
<td>INTEGRATING KNOWLEDGE AND MORAL VALUES IN EDUCATION: A REWARDING CHALLENGE</td>
<td>41</td>
</tr>
<tr>
<td>Fabiola Kadi, Helona Pani</td>
<td></td>
</tr>
<tr>
<td>IMPLEMENTATION OF VALUES AND KNOWLEDGE EDUCATION IN THE SUBJECT OF “TEXT ANALYSIS” IN HIGHER EDUCATION</td>
<td>50</td>
</tr>
<tr>
<td>Dorela Kaçauni</td>
<td></td>
</tr>
<tr>
<td>CULTIVATING VALUES IN HIGHER EDUCATION: A CLOSER LOOK AT THE RIGHT “RECIPE”</td>
<td>56</td>
</tr>
<tr>
<td>Eriola Qafzezi, Juliana Çyfeku</td>
<td></td>
</tr>
<tr>
<td>TOWARD VALUES AND KNOWLEDGE EDUCATION PROMOTION OF AUTONOMOUS LEARNING IN “TEXT ANALYSIS” HIGHER EDUCATION CURRICULUM – A CASE STUDY</td>
<td>67</td>
</tr>
<tr>
<td>Dr. Lorena Robo</td>
<td></td>
</tr>
</tbody>
</table>
VALUES AND KNOWLEDGE EDUCATION (VaKE) METHOD: TEACHERS’ PERCEIVED SELF-EFFICACY AFTER A TRAINING SESSION ON A BULLYING AND VIOLENCE PREVENTION STRATEGY

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Abstract

School violence and bullying phenomena have been in the spotlight the last decades. However, research findings indicate that effective training programs depend on teachers’ training on specific violence and bullying prevention methods. Still, only a few studies report on teachers’ self-efficacy in dealing with violence prevention. The aim of the current study was to examine public school teachers’ self-efficacy on dealing with violence after an intensive training session on the Values and Knowledge Education (VaKE) approach, which could be employed as a violence prevention strategy. Sixty-five public school teachers (17 male) from primary schools in northern Greece participated in the study. Participants completed a pre-post measurement regarding their teaching efficacy and outcome efficacy. Data analysis revealed significant differences between the pre and post measurement only for teachers’ teaching efficacy with a large main effect. Results are discussed with respect to the design of the intensive training session and the possibilities of the VaKE method to be employed as a violence prevention strategy.

Keywords: Values and Knowledge Education, Violence prevention, Bullying, perceived self-efficacy, teacher training

1. Introduction

Bullying and violence phenomena are widespread among children and youth in school, causing problems to the individuals, their families and the educational environment. Teachers usually feel incompetent in dealing with such phenomena and ask for guidance in acquiring skills for intervention (Mallet & Paty, 1999; Price & Everett, 1997). At the same time, research findings have shown that effective prevention training programs depend on the training of teachers and other educational staff on specific violence prevention methods and strategies (Thornton, Craft, & Dahlberg, 2000). However, only a few studies so far deal with teachers’ self-efficacy in dealing with violence prevention (e.g., Kandakai
The current pilot study aims at presenting preliminary results on teachers’ perceived self-efficacy after a training session with the Values and Knowledge Education (VaKE) teaching approach as a violence prevention strategy.

1.1 Teachers’ self-efficacy

People’s beliefs in their efficacy influence their expectations, course of action and outcomes. Bandura (1993) argues that the people who have high sense of efficacy visualise successful implementation of their action plans, in comparison to those who doubt their efficacy. According to Bandura, beliefs in one’s ability to organise and execute a course of action is referred to as self-efficacy (Bandura, 1995). Specifically scholars argue that teachers’ self-efficacy includes the components of general self-efficacy and self-efficacy in teaching (Ross, 1995; Soodak & Podell, 1996; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998).

Literature findings have indicated that preservice teachers often feel unprepared to deal with violence and bullying behaviours due to lack of preparation during their studies (Kandakai & King, 2002). In addition, Dedousis-Wallace, Shute, Varlow, Murrihy, & Kidman (2014) indicated in their study that perceived self-efficacy and perceived seriousness of bullying incidents are among the strongest predictors of teachers’ intervention. Thus, it would be expected that teachers would not intervene in bullying or violence behaviours unless they feel adequately qualified to act. Accordingly, studies reveal that teachers’ knowledge of bullying behaviours and their self-efficacy in coping with bullying can be enhanced after a training program (Newman-Carlson, 2004; Sela-Shayovitz, 2009).

1.2 School violence and prevention programs

School violence and bullying phenomena are related with the repetitive aggressive behaviour against a student by another student or a group of peers (Olweus, 1993, 2010). School violence and bullying can be expressed directly or indirectly, verbally, physically or socially with various consequences in many domains for the individual in physical, social or educational level (Espelage, 2015; Rigby, 2008). According to Olweus (1996) victims present behaviours of social withdrawal, sadness or anger. In addition, the behaviour of both bullies and victims can affect personality traits of the individual (Mitsopoulou, & Giovazolias, 2015).

Scholars have indicated that empathy and perspective taking can contribute to violence and bullying prevention (e.g., Caravita, Di Blasio & Salmivalli, 2009; Nickerson, Mele & Princiotta, 2009). Thus, many school violence and bullying intervention programs include training on these skills (van Noorden, Haselager, Cillessen & Bukowski, 2015). At the same time, nurturing a values-laden school climate and environment that familiarizes students with moral judgements and codes of conduct can contribute to school violence.
prevention (Piht, Talts & Nigulas, 2016). Further, values education has been recently highlighted as an important aspect in violence prevention programs (Piht et al, 2016). Finally, policymaking organisations suggest that critical thinking is an essential life skill that renders individuals aware against violent behaviours and therefore prevention programs should pay attention on the development of critical thinking skills (WHO, 2009).

1.2.1 The Values and Knowledge Education Method

For the purpose of the current study, a new instructional approach was introduced to a group of Greek teachers, in order to enrich their teaching toolkit with a new strategy within an in-service training framework on violence prevention strategies. This instructional approach is introduced in the 2012 Greek curricula for health education, which aims among others at the development of an inclusive, safe and respectful school climate for all members of the school community, enhancing non-violent behaviours. The Values and Knowledge Education (VaKE) (Patry, 2007; Patry, Weinberger, Weyringer, & Nussbaumer, 2013; Pnevmatikos et al, 2016) is a teaching approach which combines constructivist knowledge instruction (e.g., Farrell, Moog, & Spencer, 1999; Glasersfeld, 1998; Vosniadou, 2013) and values education (e.g., Blatt & Kohlberg, 1975). Moral dilemmas are employed for triggering students' knowledge acquisition and moral argumentation on problem based case studies. One of the most important aspects regarding the VaKE dilemma is to be customized and personalized according to participants' needs and interests in order to achieve their engagement. Additionally the values involved in the dilemma should reflect the participants' level of moral development in order to engage them and promote their moral judgements to higher moral levels.

The VaKE approach has been implemented in formal and non-formal settings from nursery to upper secondary education and lifelong learning (see Pnevmatikos et al, 2016). At the same time, the literature on VaKE has provided us with indications that could support the argument that VaKE can be used as a prevention strategy for school violence and bullying. For instance, Frewein (2009) in a quasi-experimental design found that students' motivation in a VaKE session is enhanced, in comparison to a frontal and a group based teaching approach. Additionally, Pnevmatikos and Christodoulou (2018) suggested that with the appropriate modifications, the VaKE approach promotes conceptual understanding in science education. Moreover, Pnevmatikos, Christodoulou and Georgiadou (2019) revealed that bachelor students after their participation in a VaKE session adopt critical thinking dispositions while at the same time improve their critical thinking skills. Finally, Gastager and Weinberger (2012) revealed in their study that students improve their empathy, regardless the type of dilemma the teacher employs in the course.

1.3 The current study

The literature review indicates that there are only few studies emphasizing on teachers'
self-efficacy regarding violence prevention strategies. However, the existing evidence is encouraging supporting the need for training teachers’ on such strategies. Additionally, considering the fact that the Greek curricula propose an instructional approach for nurturing a respectful and inclusive school climate, such as VaKE, the aim of the current study was to examine teachers’ perceived self-efficacy in dealing with violence prevention, after the introduction of VaKE as a violent prevention strategy within a training session. Specifically, we were keen in investigating whether after an intensive VaKE training session, teachers could enhance their personal teaching efficacy and their outcome efficacy with respect to violence prevention.

2. Method

2.1 Participants

In the current study, 65 in-service teachers (17 male) participated in the study, aged between 22 and 62 years. The majority of the participants were instructors from public primary education (n=51). Additionally, fewer teachers were engaged in nursery (n=6) and lower secondary education (n=4), while there were some instructors form the field of special education (n=3). Finally, there was only one teacher among the participants from upper secondary education (n=1). Participants’ average school experience was 20.79 years serving in public schools in Northern Greece.

2.2 Data collection tool

For the purpose of the current study, an anonymous questionnaire was provided to participants. The first part of the questionnaire collected data on participants’ demographic characteristics, while the second part followed the questionnaire developed by Sela-Shayovitz (2009), which measured teachers’ personal teaching efficacy (PTE) and outcome efficacy (OE) while dealing with violence. Responses were based on a 5-point scale ranging from 1 (not at all) to 5 (to a very great extent). According to the original scale, the items describing low self-efficacy were reversed. The data collection tool was originally translated in Greek from English and vice versa by a native English speaker to ensure its validity. After the training session, an adopted version of the same questionnaire was administered in order to reflect participants’ attitudes and beliefs on their self-efficacy while dealing with violence after the introduction of the VaKE approach. The Cronbach’s alpha reliability values for the PTE and OE are depicted in Table 1.

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<th>Indicative items of the questionnaire</th>
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<td>PTE pre test</td>
<td>I often feel that I lack professional knowledge in coping with violence problems.</td>
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VALUES AND KNOWLEDGE EDUCATION (VaKE) METHOD: TEACHERS’ PERCEIVED SELF-EFFICACY AFTER A TRAINING SESSION ON A BULLYING AND VIOLENCE PREVENTION STRATEGY
Ioannis Trikkaliotis, Panagiota Christodoulou

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<td>PTE post test</td>
<td>I feel that even after learning about the VaKE method, I lack professional knowledge in coping with violence problems.</td>
<td>.67</td>
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<tr>
<td>OE pre test</td>
<td>Sometimes I ignore violent reactions because I feel that I lack the confidence and knowledge to handle those situations.</td>
<td>.55</td>
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<tr>
<td>OE post test</td>
<td>I believe that even after learning about the VaKE method, I will ignore violent reactions because I will feel that I lack the confidence and knowledge to handle those situations.</td>
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2.3 Intensive training session

The intensive training session lasted approximately three hours and it was offered as an in-service training session by educational policymakers responsible for the educational planning of primary schools in Central Macedonia, Greece. The intensive training session was divided in three parts. Before the first part, the pre-test was administered to participants and a small introduction and acquaintance among the researchers and the participants took place. The first part of the session introduced a dilemma related with bullying to the participants. Participants engaged through VaKE in moral argumentation and knowledge acquisition through an internet based inquiry on bullying. The instructors limited participants in time due to the tight time-schedule of the training session. Then, during the second part, instructors introduced the theoretical principles of the method and supported participants’ reflection on the design of a proper dilemma. The checklist for the design of a VaKE dilemma (Pnevmatikos & Patry, 2014) was then introduced to capitalize the discussion. During the final part of the session, participants collaborated in groups for the design of a dilemma. After working in groups for the development of the dilemma stories, participants presented their work and a reflection took place supported by the instructors. The last part of the session allowed participants to state their remarks on how VaKE could facilitate violence prevention as well as to complete the post-test.

3. Results

In order to answer the research questions of the current study, two pared sample t-tests were conducted. Results revealed that teachers’ personal teaching efficacy was significantly increased after the VaKE training session ($M=3.60$, $SD=0.46$) in comparison to the pre-test ($M=3.23$, $SD=0.42$), $t(62)=-7.215$, $p<0.001$. In addition, Cohen’s d measure revealed a large main effect 0.91. However, the analysis did not reveal any statistically significant difference between the pre ($M=3.92$, $SD=0.45$) and the post-test ($M=3.95$, $SD=0.47$), $t(64)=-0.617$, $p<0.5$ with respect to teachers’ outcome efficacy.
4. Discussion

The aim of the study was to examine whether teachers could enhance their personal teaching efficacy and outcome efficacy with respect to violence prevention after their participation in an intensive VaKE training session. Results revealed that teachers’ personal self-efficacy to deal with violence prevention interventions was increased after the intensive training session with a large main effect. However, an absence of statistically significant difference among participants’ pre and post measurement regarding outcome efficacy was revealed. This finding could indicate that the intensive training session emphasised more on changing teachers’ general attitudes regarding the method of VaKE and the linkage with violence prevention rather than on practical aspects of dealing with violent behaviour. In a future step, the training session could provide a school implementation stage of the method in order for teachers to exercise their skills on the method and feel more confident on deploying it. Still the difference in teachers’ personal teaching efficacy to use VaKE in order to address violent behaviours in school is encouraging and it could indicate that teachers appreciate and need more in-service trainings. Similar were the findings from Newman-Carlson (2004) who indicated that teachers’ knowledge of bullying behaviours and their self-efficacy in coping with bullying can be enhanced after a training program (Newman-Carlson, 2004). However, current results are contrary to that of Sela-Shayovitz (2009), who revealed that teachers that participated in a violence prevention-training program had higher outcome self-efficacy in dealing with violence prevention than teachers who had received any training.

In addition, the current study is the first attempt to link explicitly the VaKE method with violence prevention in school settings. The VaKE method meets the standards of the most effective violence prevention programs, which emphasise on the development of problem solving skills and socio-emotional learning and understanding that can transform the school climate (Espelage, 2015). This is achieved through the realistic problem based dilemmas that engage students in problem based learning and trigger their moral arguments towards higher levels of moral development. Additionally, the enhancement of students’ critical thinking (Pnevmatikos et al, 2019) and empathy (Gastager & Weinberger, 2012) through VaKE can add value to the linkage between the approach and other violence prevention strategies.

Findings of the current study are also critical for educational policymakers who design, organise and implement in-service training seminars. First, it highlights that in-service teachers need training seminars to enhance their levels of self-efficacy and improve their teaching practices. Secondly, it indicates that even an intensive program can affect their attitudes regarding self-efficacy. Finally, it could suggest that there is a need for in-service trainings that adopt a holistic approach and engage the entire school community in order to deal with such phenomena (Espelage & Swearer, 2003; Swearer, Song, Cary, Eagle, & Mickelson, 2001).

Among the limitations to be reported is the restricted number of participants; however, this number is justified considering the piloting nature of the study. Additionally, the low
Cronbach alpha value in the outcome efficacy scale at the pre measurement is expected to be improved with the inclusion of more participants in the main study. Further, the intensive character of the training session should be considered for the main study, as it could have limited the effect of the training on teachers’ outcome efficacy. Considering that, the training session could last more hours, providing teachers with an opportunity to implement the method in their classrooms and reflect upon it. Overall, the results are encouraging and upon some modifications, we argue that we can proceed with the main study.

In the main study, we will also consider investigating the effect that other sociodemographic variables such as the years of experience and the academic background of participants could have on teachers’ self-efficacy in dealing with violence prevention. Additionally, of great value for future research regarding the VaKE approach would be to examine the effect of VaKE on school climate and violent behaviours after systematic and longitudinal classroom interventions. Finally, it could be examined whether and to what extent the VaKE approach is an effective conflict management strategy. The existence of the aforementioned data could further strengthen the effectiveness of the VaKE method to prevent violence in school settings.

References


VALUES AND KNOWLEDGE EDUCATION (VaKE) METHOD: TEACHERS’ PERCEIVED SELF-EFFICACY AFTER A TRAINING SESSION ON A BULLYING AND VIOLENCE PREVENTION STRATEGY
Ioannis Trikkaliotis, Panagiota Christodoulou


5th Thematic Issue 16


**Brief biographies**

**Ioannis Trikkaliotis** This is the format that will be followed for the proceedings of the 3rd International Conference on Values and Knowledge Education (VaKE) and Beyond. Manuscripts will be submitted in English. All submitted manuscripts undergo a peer-review process. Based on initial screening by the editorial board, each paper is anonymized and reviewed by at least two referees.

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PROMOTING VALUES THROUGH READING AND LISTENING TEXTS IN A FOREIGN LANGUAGE CLASS

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Abstract

Considering the main goal of teaching and learning a foreign language that is communication, a foreign language classroom enables learners not only to develop their linguistic knowledge and communication skills but also their general knowledge and values by being involved in different classroom-based activities and communicative situations. This paper presents the most widely used English language course books in Albanian secondary schools in order to see whether they include reading and listening texts and activities that explicitly or implicitly refer to values apart from knowledge education and make methodological proposals according to the Values and Knowledge Education (VaKE) method, for effective foreign language and values education. It is concluded that English course books do offer reading and listening texts related to values education in a foreign language class. But the utilized method is the standard practice in the design of reading and listening tasks, a three-phase procedure involving pre-, while- and post-reading/listening stages. It is the foreign language teacher’s responsibility to try and apply other teaching methods, especially the recent developed ones, such as VaKE.

Keywords: course book, communication, values, phase, text, activity

1. Introduction

1.1 Foreign language teaching and values education

There is a great diversity of approaches and methods adapted at language courses and used in course books that model the teachers’ procedures in a foreign language class (Brown, 2001; Richards, 2001; Richards & Renandya, 2002). Nowadays, the goal of teaching and learning a foreign language is developing learners’ ability to communicate effectively in the target language. Referring to the European Reference Framework of Key Competences for Lifelong Learning (European Communities, 2007) communication in foreign languages is defined as the competence that:

“broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts,
feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one’s wants or needs.” (European Communities, 2007, p. 5).

As expressed in the definition, learners and teachers, being involved in the domains of knowledge, skills, values and attitudes, make use of an integration of skills to develop linguistic competence, as well as the other aspects of communicative competence: pragmatic competence, discourse competence, strategic competence and fluency (Hedge, 2000). Teaching and learning a foreign language communicatively, can help learners not only to develop communication skills but also promote values. Living at the time of globalization, the dissemination of values, besides that of subject knowledge, has become an indispensable need for facing the challenges of the future and living together successfully and peacefully.

As far as the definition of values is concerned, referring to Halstead (2005), there have been given various definitions:

- ‘things which are considered ‘good’ in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences’ (Halstead, 2005, p. 4);
- ‘our standards and principles for judging worth’ (Shaver & Strong, as cited in Halstead, 2005, p. 4);
- ‘beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm, has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly’ (Raths, Harmin, & Simon, as cited in Halstead, 2005, p. 4);
- ‘both emotional commitments and ideas about worth’ (Fraenkel, as cited in Halstead, 2005, p. 4);
- ‘those things (objects, activities, experiences, etc.) which on balance promote human wellbeing’ (Beck, as cited in Halstead, 2005, p. 4).

As seen from the above definitions, values, viewed as what is worth or good and as personal or social preferences, are part of every aspect of our life: political, social, economic, religious, ideological and cultural. School education, having a fundamental role in personal and social development, needs to integrate values and knowledge education even in a foreign language class.

Referring to the methodology of language teaching (Brown, 2001; Richards, 2001; Richards & Renandya, 2002), it was the Humanistic approach of language teaching and learning (in the 1970s) that prioritized development of human feelings and values. Almost at the same time, other approaches of values education were used in education, but referring to as moral education, rather than values education (Klerk & Rens, 2003). In recent years, a growing demand by educators, governments, and the community for the teaching of values in public schools has led to the implementation of values education in all the levels of education (Etherington, 2013). Patry, Weyringer and Weinberger (2008) have recommended the VaKE method, and what is more, it has been successfully used in
a variety of classes and schools for many years.

VaKE enables teachers and learners of any subject of study to integrate values and knowledge education. It embeds the dilemma discussion in educative settings by combining knowledge acquisition while identifying and nurturing the values that a student employs to argue for a decision (Patry, Weyringer & Weinberger, 2007). Following specific steps, this method nurtures not only values understanding and their implementation in concrete situations, but also other important skills and abilities of lifelong learning and education as critical thinking, autonomous learning, problem-solving competence, working in a team, discussing and argumentation (Pnevmatikos et al., 2016; Pnevmatikos, Christodoulou & Georgiadou, 2019). In reviewing the VaKE research with secondary school students, Patry, Weyringer and Weinberger (2008) conclude that knowledge acquisition via VaKE is generally the same as traditional methods. However, they argue that VaKE offers more because of its interdisciplinary and multidisciplinary nature. Furthermore it is likely to encourage a higher level of sophisticated thinking and social learning.

In teaching a foreign language, the course books are considered the most pervasive tool, as they include a carefully planned selection of language content and provide texts and tasks with possible appropriate level for most of the class (Ur, 1999). For this reason, as Macalister (2016) stated, the course book, for many teachers, is the curriculum; there is no need to make decisions about the course goals, the materials to be used, the way in which learning will happen, and so on. But there is even the world of the negotiated syllabus where teachers and learners do make decisions together about everything happening and related to the teaching and learning processes. Though some teachers are against the textbooks and others are in their favor, teachers on both sides of the argument follow books instead of using them; while learners prefer the appeal and authority of a good textbook (Edge, 1999). It is part of a teacher’s professional knowledge learning how to use and adapt course books. Based on the needs and interest of every learner and the education approach, the teacher can be selective in the use of certain materials and activities given in the textbook, substituting them with teacher-produced materials, student-produced materials and/or authentic materials from different sources. The carefully selected reading and listening texts and the inclusion of pre-reading/listening activities and post-reading/listening activities can contribute powerfully and simultaneously to language acquisition and values education as well.

This paper aims at examining if foreign language course books promote values education through reading and listening texts and what methodological options are utilized related to values education. It also aims at making methodological proposals according to the Values and Knowledge Education methodology, for effective foreign language and values education.

1.2 Values education in Albanian secondary schools

Values, in Albanian secondary schools, are addressed in a specific educational class,
which is carried out once a week aiming to promote awareness and conscience in education involving issues related with personal, moral, social, health, aesthetic, spiritual, environmental and democratic values. Looking into more details, as reading the teachers’ plans of the educational classes at different levels of secondary schools, it is noticed that a wide range of educational topics is suggested, such as: Good behavior, tolerance, loyalty, equality, friendship, solidarity, cooperation, telling the truth, keeping promises, fulfilling obligations, being patient, respecting the rules of a community; Coexisting with neighbors, minorities and all people regardless their races, gender, religion or nationality; Prevention of diseases, personal and food hygiene; Having a free, creative, critic and entrepreneurial spirit; Keeping a clean and better environment; Love for one's country, language and culture heritage; Remembering national heroes and events; Respecting human rights, freedom, state laws and regulations; European integration; political thinking and action.

Teachers employ different techniques to focus on these issues explicitly and/or implicitly: teacher’s or peer advising, discussions (ranging from informal discourse to a particular agenda or formal one), problem-solving exercises (where participants seek possible solutions), posters on school walls, interviewing (a well-known person of art, history, education, etc.), individual or group project (displayed on posters), visiting a place (museum), dramatizing, classroom or school activities such as poetry or story writing, poetry or storytelling, quiz, exhibition, singing, craft or art activities, cleaning the environment, on casual or specific days such as: Albanian National Days, Food Day, Teacher’s day, Mother’s Day, Christmas, New Year’s Day, etc.

Nevertheless, it seems that this educational class has not been enough at successfully promoting values education. The presence of rule-breaking, violence and crime in public and private space, including schools, make us speak of values deficiency in our society. This explains the need to address values in all the other educational classes, including foreign language classes.

2. Methodology

2.1 Research materials

The research materials are the following English language course books which are currently used in teaching English in public Albanian secondary schools.


*Wishes* (W) consists of five modules, with 15 units (U) each (concentrating on vocabulary, grammar, reading listening, speaking and functions, writing), followed by


Culture Trip, Curricular Cut and Progress Check.

Eyes open 2 (EO) includes eight modules divided into nine sections each [vocabulary, reading, language focus 1, listening and vocabulary, language focus 2, discover culture (video and reading), speaking, writing and extras]; also, it includes a Starter unit and four Review units.

New Challenges (NC) contains eight modules with three units each (focusing on reading and listening, language and skills), eight Study Corner-s (which aims at reviewing linguistic skills), four Across Culture-s (aiming at exploring the cultures and people around the world), four Your Challenge-s (which focus on writing skills) and four Understanding Grammar-s (with a grammar focus).

Different book levels and publishing houses have purposefully been chosen as to give a wider view of values addressed to learners and the methodology suggested in the most widely used English language textbooks in Albania. It would be best if all currently published course books were examined; but the page limit of the article restricts it.

The examples that are used to illustrate the methodological options in the course books are taken from one sample section of each course book, related to the same topic. The topic chosen concerned ‘caring about animals’ as it is an interesting topic to the young learners. Additionally, it was considered appropriate and more comprehensible to a wider audience, including people interested not only in teaching and learning English but also other foreign languages.

2.2 Methodology

To find out whether reading and listening texts, explicitly or implicitly, address learners to values education, most of the reading and listening texts of the selected course books are carefully read on, between and beyond the lines. As referring to the values definitions (given in the section 1.1), it is searched for every word, phrase, sentence, paragraphs (in the reading and listening materials) and activity in the course books that, explicitly or implicitly, refer to what is worthy or good in personal and societal level, regarding different aspects of life.

To find out the methodological options utilized in the above selected course books related to values education and language teaching and learning, the course books have been analyzed using the three-phase procedure of Williams (1984, cited in Hedge 2000, p.209) in the design of reading tasks and Hedge (2000, p. 249-252) in the design of listening tasks and the nine-step procedure of VaKE methodology (given in the section 1.1). Pre-reading and pre-listening activities prepare learners mentally and linguistically to the text (by establishing a reason for reading or listening, expressing an attitude about the topic, reviewing their own experiences related to the topic, activating their existing cultural knowledge and becoming familiar with some of the language in the text) in order to facilitate the comprehension of the reading or listening material. While-reading and listening activities aim to encourage learners to be active as they read (by requiring them to follow the order of ideas in a text, react to the opinions expressed, understand the
information it contains, make notes, or predict the next part of the text from various clues). Post-reading and listening activities aim to check learners’ comprehension and build their language competence (by encouraging them to share information and experiences, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form).

3. Results and discussion

English course books used in the Albanian secondary schools do address learners to values education through reading and/or listening texts and various activities; one more than another though. Along with linguistic knowledge and practice, the course books attract learners' attention to different important issues fostering a sense of social responsibility in them, as illustrated in Table 1.

<table>
<thead>
<tr>
<th>Co-living in a community</th>
<th>Thanking and appreciating one’s help</th>
<th>Apologizing</th>
<th>Helping people in need</th>
<th>Caring about the environment</th>
<th>Sharing things</th>
<th>Education</th>
<th>Food / health care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W:</strong> U. 1.3</td>
<td><strong>EO:</strong> U. 3, 5, 6; U. 1.14, 1.9, 1.10, 1.12</td>
<td><strong>W:</strong> U. 1.14, 1.15</td>
<td><strong>W:</strong> U. 1.16; <strong>EO:</strong> U. 3 / listening, writing, language focus; <strong>NC:</strong> U. 24; <strong>W:</strong> U. 1.15</td>
<td><strong>EO:</strong> U. 5; <strong>W:</strong> U. 2.5, 2.6</td>
<td><strong>NC:</strong> U. 2; <strong>EO:</strong> U. 7 / language focus; <strong>NC:</strong> U. 7, 8, 9; <strong>W:</strong> U. 3.8, 4.1, 4.2, 4.5, 4.6, 4.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture heritage</th>
<th>Social problems and people’s rights</th>
<th>People’s attitude</th>
<th>Cooperating</th>
<th>Benefits of technology</th>
<th>Indoor/ outdoor activities</th>
<th>Appreciating art / sport</th>
<th>Benefits of reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NC:</strong> Across Cultures 3; <strong>W:</strong> U. 2.1, 2.4, 3.1, 3.4</td>
<td><strong>NC:</strong> U. 10, 11; <strong>U:</strong> 5; <strong>W:</strong> U. 3.3, 3.4, 3.8, 3.12, 4.3</td>
<td><strong>W:</strong> U. 3.7, 3.5, 3.9, 3.15</td>
<td><strong>W:</strong> U. 2.3, 2.7, 3.4, 3.8, 3.12, 4.3</td>
<td><strong>W:</strong> U. 5.8</td>
<td><strong>NC:</strong> U. 4, 16, 17, 18, 19, 20, 21; <strong>W:</strong> U. 1.3, 5.9; <strong>EO:</strong> U. 2, 8</td>
<td><strong>W:</strong> U. 5.10</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Values found in English course books
Wishes (W) offered more opportunities as almost each section of the unit gives learners opportunities to focus on a value, explicitly and/or implicitly, through discrete and continuous texts. This can be explained by the language proficiency level; language acquisition at an upper-intermediate linguistic level involves learners in reading complex texts, fluent and spontaneous interaction and production of clear, detailed texts on a wide range of subjects.

The following table includes some examples of sentences and activities (from the three course books) aiming to focus on values education explicitly and/or implicitly.

### Table 2: Examples of addressing learners to values

<table>
<thead>
<tr>
<th>Values</th>
<th>Book/ Unit</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body talk</td>
<td><strong>W / 1.1</strong></td>
<td>Exercise 3/question 3: What does the writer assume about his readers?</td>
</tr>
<tr>
<td></td>
<td><strong>1.2</strong></td>
<td>Exercise 4: You shouldn't stare at people. It's rude</td>
</tr>
<tr>
<td></td>
<td><strong>W / 1.3;</strong></td>
<td>…..Music is a universal language that brings people together. Music can help make world peace. (in Reading Part 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise 3: Students discuss the meaning and say whether they agree or disagree with the quotation &quot;Music is the shorthand of emotion&quot;.</td>
</tr>
<tr>
<td></td>
<td>EO / 2</td>
<td>…sport and music are very important to me. (in Discover culture).</td>
</tr>
<tr>
<td></td>
<td><strong>NC / 4, 16, 17, 18, 19, 20, 21</strong></td>
<td>Warm-up: Do you like magic? (U. 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What kind of films do you like? (U. 16)</td>
</tr>
<tr>
<td>Personal qualities</td>
<td><strong>W / 1.5</strong></td>
<td>Exercise 1. I never talk on my mobile while driving. Exercise 8. Think: What qualities make a good driver?</td>
</tr>
<tr>
<td></td>
<td><strong>1.6</strong></td>
<td>Exercise 5. Patience is the key to success.</td>
</tr>
<tr>
<td>Making friends</td>
<td><strong>W / 1.6</strong></td>
<td>Exercise 9. Do you find it difficult to build friendships? Are you shy…?</td>
</tr>
<tr>
<td>Caring about</td>
<td><strong>EO / 7</strong></td>
<td>Unit 7. Paragraph 3 &amp; 4 in the text &quot;Living with tigers&quot;(Discover and culture);</td>
</tr>
<tr>
<td>animals</td>
<td><strong>NC / 23</strong></td>
<td>The text “A time the world forget”</td>
</tr>
<tr>
<td></td>
<td><strong>W / 1.7</strong></td>
<td>Exercise 4. Scot Ogilvy discovered the advantages of pet therapy …</td>
</tr>
</tbody>
</table>

Referring to methodological options, all the course books make use of a three-stage
procedure in the design of reading and listening tasks.

- **Eyes open 2** (see unit 7), at the pre-listening stage, uses pictures to check learners’ knowledge of snakes living in Australia; as they watch the video, learners reflect on the animals appeared in the video; after watching the video, learners’ comprehension is checked by a matching exercise and multiple choice exercise. The same procedure is for the reading text. Before reading the article ‘Living with tigers’ learners are asked to answer three questions about tigers to check their knowledge about them; as they read, they are asked to check the answers to the pre-reading questions; after reading the text, further text comprehension is also checked by means of some other questions. The following activities (matching and writing answers to two questions) tend learners to practice vocabulary and talking about animals in a more productive way.

- **New Challenges** (see unit 23), first, checks learners’ vocabulary and knowledge about animals through key words and five simple questions. As they read the text, they identify the animals in the pictures. After reading, learners practice a reading strategy, identifying the main points, through a multiple choice exercise and recall details from the text doing a true/false statement exercise. Then, in a written form, learners are asked to work on word-formation and comparative structures by using the vocabulary of the text. Finally, learners, in pairs, by asking and answering, complete the information (given in short paragraphs) about three more giant animals.

- **Wishes** (see unit 4.1), at the pre-reading stage, activates learners’ existing knowledge about the topic by inviting them to: listen to some statements about a species of tortoise (Galapagos giant tortoise) and decide in pairs whether they are true or not; then to describe the animal in the picture and discuss its name ‘Lonesome George’; as they read the text, they react to the opinions they expressed; after reading, learners’ comprehension is suggested to be checked through a multiple choice exercise; then learners work with some vocabulary from the text, listen the text and do a gap filling exercise (a summary of the text with gaps is given); finally, in groups, they make a project about the importance of ecosystem preservation so as to build their language competence.

As it can be seen, the course books lack a constructivist procedure for learning and instruction of the foreign language such as VaKE methodology. Since VaKE method is successfully used in a variety of classes (Patry, Weyringer & Weinberger, 2008), it can be applied successfully even in a foreign language class. Based on the interesting topic of animal care, different dilemmas can arise such as: Which is the reason for the extinction of giant animals, the nature or humans? If dangerous animals are inhabitants of your region, would you co-live with them or kill them? But, based on a modest research, it seems that little if anything has been written about the teaching of values in the foreign language classroom.

Choosing to apply VaKE methodology means directing learners to problem-based
learning. As they are asked to: reflect individually, make a decision, discuss with others, look for information, exchange experiences and information and synthesize the information, learners are involved not only in building their language competence but also other competences: critical thinking, autonomous learning, working in a team, discussing and argumentation. As O’Neill (1982) noted, language is an instrument for generating what people need and want to say spontaneously, so a great deal must depend on spontaneous, creative interaction in the classroom. But this methodology is recommended to be followed at the third phase of reading/listening tasks. The deficiency of the key words related to the topic or the burden of the new language (lexical or grammatical) hesitate the foreign language teacher to apply the VaKE methodology since the beginning of the class.

4. Conclusions and recommendations

Based on this research, it is concluded that English course books in the Albanian secondary schools do offer reading and listening texts related to values education in a foreign language class. But the utilized method is the standard practice in the design of reading and listening tasks, a three-phase procedure involving pre-, while- and post-reading/listening stages. Such a sequence of the activities can also be followed in a values-based unit.

Actually, the society where we live needs a much more intensity of focus to values education, in all educational classes, including a foreign language class. It is the foreign language teacher’s responsibility to try and apply other teaching methods, especially the recent developed ones, such as VaKE which has been successfully used in a variety of classes and schools for many years (Pnevmatikos et al., 2016) but not in a foreign language class. Although the course book is an important aspect of the curriculum, teachers can adapt their methodological options based on the teaching goals and learners’ needs. Embedding the dilemma discussion by combining the knowledge expansion and knowledge acquisition and following the VaKE steps as proposed by the theorists of the method, the teacher of a foreign language class can motivate a higher level of thinking, knowledge acquisition through experiential and social learning (Patry, Weyringer, & Weinberger, 2008).

The wide range of topics in values education and the development of media and technology help the teacher to integrate in each lesson the values we want to see reflected in the society, despite learners’ level of language proficiency. Code-switching and images (story) can be used in case of language deficiency. In case of a text lacking the target value(s), it can be skipped and substituted by an age- and level-appropriate text from a wide range texts, including stories from one’s national history, legend, literature and real-life events. Such a material would be interesting, motivating and easy-learning to learners as they have been in touch with them since the first steps of their education; the authenticity of the material, on the other hand, could be lost. Teaching and learning a foreign language for communication purposes means requires the use of authentic
materials (Larsen-Freeman, 2008). This study is limited to the examination of three English course books. Further studies are needed in terms of the importance of values education in foreign language course books and the suggested methodological options related to them.

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**Brief biographies**

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ADDING VALUES TO EDUCATION FOR SUSTAINABLE DEVELOPMENT WITH VALUES AND KNOWLEDGE EDUCATION

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Abstract

To act, for example to consume, in a sustainable way is a demanding task which is connected to daily life routines. Different requirements and barriers have impact on the sustainable performance. In order to clarify this, examples will be given in this paper following a general brief portrayal of sustainability. Furthermore, Values and Knowledge Education (VaKE) will be introduced and analysed as a method for Education for Sustainable Development along its objectives on a theoretical level with a look on the advantages and risks of values education within sustainability education.

Keywords: Sustainability, Sustainability Education, Education for Sustainable Development, Sustainable Consumption, VaKE, Values, Values Education

1. Introduction

Sustainable Development is one of the most challenging deviances in the 21st century. Various political and educational programmes try to improve sustainable acting in the globalised world, with little success. The world gets more and more unsustainable due to human action (Hoekstra & Wiedmann, 2014), even so, there is an increase of awareness on the big global problems, and different policies have been conducted to at least preserve the status quo (Loske, 2015; Petrides, Papacharalampopoulos, Stavropoulos & Chryssolouris, 2018). The main requirements of sustainable acting will be revealed in this article. Furthermore, the status of Education for Sustainable Development (ESD) will be illustrated and, finally, Values and Knowledge Education (VaKE) will be introduced as a suitable method to supplement sustainability education (this term and ESD will be used equally in the following). In this paper, theoretical considerations as well as findings from existing empirical research will be discussed.

2. Sustainability

Regarding sustainability education, it is necessary to clarify which definition of sustainability forms the basis of the education. Over the past years, the term sustainability has been used in an inflationary way (Grober, 2014). Fundamentally, sustainability as a term is used with different meanings. One is the simple meaning of "long-lasting" (Lexico by Oxford, 2019). Another meaning is the complex construct, which contains the consideration of environmental and social aspects in our economic system, now and for the future generations (United Nations [UN], 2015). There are also other definitions with
different focuses. This paper refers to the proposal of sustainability as a complex construct, as suggested by the United Nations.

2.1 The Raise of Sustainability

Two important milestones, which shaped the discourse, were the “Brundtland Commission Report” in 1987 (Brundtland Commission, 1987) and the United Nations “Conference on Environment and Development” in Rio de Janeiro in 1992 (UN, 1992). After these important debates between experts and politicians, the concept of sustainability, also named sustainable development, found a way into societies worldwide. The newest political target regarding sustainability ties on this decade: in 2015, the SDGs (“Sustainable Development Goals”) were evolved by the United Nations and are valid until 2030. In the scope of the SDGs, the nations should initiate programmes, which fit to their conditions and follow the defined goals (UN, 2015). The “Global Action Program on Sustainable Development” is the corresponding education programme (following the mentioned UN Decade of Education for Sustainable Development) concerning learning of values, behaviour and lifestyle for a sustainable future and a global transformation (UNESCO, 2014). On the one hand, these political objectives regarding sustainable development are high and extensive (Luks, 2019). On the other hand, the implementation is just a minor impact: the status quo of the world is not sustainable (Beeson, 2019).

2.2 Requirements of Sustainable Behaviour on the Example of Consumption

When it comes to sustainability, the “Mind-Behaviour-Gap” (also Intention-Behaviour-Gap, Intention-Action-Gap) is the gap between a sustainable attitude and sustainable acting. A lot of people are interested in sustainability and want to behave sustainable, but do not realize it in their daily life (Sherran & Webb, 2016; Hassan et al., 2016). They rate sustainable aspects like not polluting the environment or better conditions in production very high, however, the realization is low (Heidbrink & Schmidt, 2011). The knowledge about sustainability, or about the negative effects of acting unsustainable, does not lead to the appropriate acting (Tully & Krug, 2011). This gap is conditioned by different requirements and barriers, for example insufficiency of information, power of global companies, missing trust in self-efficacy, missing positive incentives, convenience, cognitive or motivational reasons as well as a lack of time, money or product alternatives (Ahaus, Heidbrink & Schmidt, 2009).

All in all, it is obviously complicated to arrange the individual consumption in a sustainable way. Consequently, sustainable consumer education at school as a part of ESD is confronted with these barriers and requirements and must take them into account in the best possible way.

2.3 Sustainability Education at School

Sustainability and the related aspect of sustainable consumption are becoming more and
more relevant in society, economy and politics (Gilg, Barr & Ford, 2005; Sehrer, 2004). The implementation of ESD and how it is evaluated varies from country to country and from school to school (Michelsen, Grunenberg & Rode, 2012). Practically, the topic is existent at school, but research on concepts and their quality is only existent on a relatively small scale (Michelsen, Grunenberg, Mader & Barth, 2015).

More important than the quantity of sustainability projects is their quality. A long-term study conducted by Michelsen and colleagues from 2015 (“Nachhaltigkeitsbarometer”) shows that in 2014, 71% of the students heard about sustainability in school whereas in 2012, only 40% heard about it, but the study shows that this increase takes place mostly on a quantitative level (Michelsen et al., 2015). A few examples elucidate the lack of quality: from the students that took part in sustainability education, 61% state that they did not talk about deviating views in class, 44% state that they did not discuss different problems or conflicts and 36% state that their interests have not been involved in the education. The conclusion of the study summarizes that the quality of ESD does not correspond to the conditions of sustainable development. Moreover, a study from Sweden shows a similar lack of quality when it comes to students’ participation. It is rarely realised that students take part in decision making of the concrete topics (Boeve-de Pauw et al., 2015).

Vare & Scott (2007) distinguish between two types of ESD. The first type focuses on fostering consciousness, values and behaviour that are suitable for a sustainable lifestyle. This type of education contains the risk of indoctrination and moralisation, because it teaches ready-made solutions and differs between what is right and what is wrong (Jickling & Wals, 2008; Lambert & Morgan, 2010; Standish, 2009). Sund and Lysgaard (2013) mention that apparently fast and effective answers to the complex problems of sustainability can result in mis-education. Consumption is moralised in this type of education and makes the students responsible for their consumer decisions on an individual level, mask out the responsibility of politics and economics (Evans, Welch & Swaffield, 2017), while the underlying problems in global market and politics are not critically discussed. In ESD, this complexity must be faced (Mehren, Mehren, Ohl & Resenberger, 2015).

The second type of ESD emphasises the critical reflection of sustainability and empowers the students to find their own answers (Vare & Scott, 2007). Wals (2010) describes this second type as an emancipatory approach. It takes the complex interaction between politics, economics, society and individual behaviour into account (Lambert & Morgan, 2010). This second type requires a reflected handling of values, but “the debate on how the teaching of values should be approached in sustainability education is an ongoing struggle” (Kowasch & Lippe, 2019, p. 1). Boeve-de Pauw and colleagues (2015) indicate that ESD can result in more sustainable behaviour, but an important precondition is a pluralistic teaching approach including the acceptance of different opinions, the critical reflection of the content and the participation in choosing the concrete topics.
3. Values and Knowledge Education (VaKE) as a Method for Sustainability Education

Regarding the complexity of sustainability and consequently of ESD, a suitable method is needed, which is satisfactory in view of a reasonable theoretical background. Considering the lack of quality in sustainable consumer education, more scientific evaluations are needed (Boeve-de Pauw et al., 2015; Michelsen et al., 2012). As one possibility for an adequate education method referring to the second type of ESD, Values and Knowledge Education, abbreviated VaKE, will be suggested in the following.

3.1 Values and Knowledge Education – VaKE

VaKE combines knowledge acquisition and values education using dilemma stories as a basis, influenced by Kohlberg’s (1984) application of moral dilemmas. While discussing dilemmas, it is possible to improve the moral judgement competence (Blatt & Kohlberg, 1975). Applis (2012) recommends dilemma discussion in general as a suitable method for ESD. The VaKE dilemmas connect this moral discussion with a knowledge issue. The knowledge acquisition part is made through constructivist education approaches. The learning is problem-based, and the pupils decide what exactly they want to learn. The procedure is generally open, but can be adapted into a more guided variation, if needed. Often, students do the research on the internet and present their results to the others in a way that they assess as suitable. This could be, for instance, a PowerPoint presentation, a poster or an oral presentation (Patry & Weinberger, 2004).

A prototypical VaKE lesson consists of eleven steps. The first four steps focus on the dilemma discussion (Introducing the dilemma story (1), first decision for or against a certain way of acting (2), first dilemma discussion (3), exchange about the validity of the arguments and identification of missing information (4)). The students have to decide whether they are in favour of or against a certain possibility of acting. The different opinions are discussed in small groups and in the classroom. The fifth and sixth steps include the knowledge acquisition and exchange. In the next two steps, the students have to decide again which way of acting they prefer and afterwards discuss the dilemma again, whereby the new knowledge is taken into account. If necessary, the procedure can be repeated in step nine. The last two steps are open for a synthesis and generalisation. In which form these steps take place, is also open. Possibilities include a talk show, a trial, newspaper or radio contributions amongst others (Patry, 2006; Patry & Weinberger, 2004; Patry, Weyringer & Weinberger, 2007; Weinberger, Patry & Weyringer, 2008).

VaKE has been extensively evaluated in school context and beyond (Pnevmatikos et al., 2016). The findings show that the control group, which were taught on the same topic with traditional teaching methods, never performed better than the group which was taught with VaKE. In addition, the interest and motivation were very high and there was an improvement of the argumentation competence with regard to values. Values are not only reflected by the students, it is even possible to enhance the moral competence in general
(Pnevmatikos et al., 2016).

3.2 VaKE in Connection to the Requirements of ESD

In the following, it is shown how constitutive objectives of ESD are realized in VaKE. These objectives do not claim to be exhaustive but are frequently referred to in ESD literature.

Based on the complexity of the subject, the new knowledge should be applicable to other sectors of sustainability. De Haan (2010) connects applicable knowledge with the potential to reduce the Mind-Behaviour-Gap under the umbrella of the concept of shaping competence, which has a special status in the sustainability education debate. VaKE decidedly addresses that application to other fields in the last step (Generalisation) of the prototypical process. Furthermore, the application of new knowledge is inherent in the VaKE process in general: The students are encouraged to use their newly acquired knowledge to strengthen their arguments in the dilemma-discussions. Most people exhibit a lack of knowledge to behave in a sustainable way, but even an adequate knowledge is not sufficient to close the Mind-Behaviour-Gap (Kollmuss & Agyeman, 2002). In a meta-analysis of 17 studies, only a low correlation between environmental knowledge and behaviour was found (Hines, Hungerford & Tomera, 1987). To choose a method, which goes beyond knowledge acquisition, seems obvious, to consider that knowledge about sustainability does not automatically lead to sustainable acting (Kollmuss & Agyeman, 2002; Pagiaslis & Krontalis, 2014).

Critical Thinking means not to adopt information or views without questioning them, but to reflect and discuss them instead. There is a distinction between the disposition of critical thinking and the critical thinking skills. Fisher (2011, p. 29) describes critical thinking as a "skillful activity". Different definitions of this concept exist, it is often related to reasoned and reflective thinking (Fisher, 2011). Fisher (2011) furthermore enumerates requirements for critical thinking like the interpretation and evaluation of different kind of information, reasoning, arguing and questioning. Critical thinking is constituted to provide the basis for the competence of action regarding sustainability (Mogensen, 1997; Rauch, 2002), also named shaping competence in the younger debate. The UNESCO (2017) constitutes critical thinking directly as a core competence for the ESD. Concerning the opportunity to foster critical thinking and dispositions with VaKE, Pnevmatikos, Christodoulou and Georgiadou (2019) are conducting a study in higher education whose primary results are promising. Critical thinking is promoted through VaKE, thus makes the method valuable for ESD.

De Haan (2010, p. 317) puts emphasis on „the independent acquisition and assessment of information” as competencies related to ESD. Concerning consumption and all the connected aspects, the information varies from day to day. This is, for instance, the case with the pursued prohibition of single-use plastic products in the European Union (European Parliament, 2019). A VaKE process demands independent research to get information. The own arguments and the arguments of the other students have to be
evaluated autonomously. Furthermore, the learning process is coordinated and monitored independently. A very suitable aspect for sustainable consumer education is the independent investigation by using actual resources from the internet (and question them critically). The independent research also allows the students to choose their own focus areas. This counteracts the lack of students’ decision-making in ESD, which was found in the study conducted by Boeve-de Pauw and colleagues in 2015.

According to the complexity of the problems connected with consumption (Phipps et al., 2012), students are confronted with problems that are constantly changing. It is obvious that in this case, ready-made solutions are not adequate to face the issues of sustainability. Loske (2015) states that sustainability in general is about conflicts and problem solving. Regarding ESD, the competence for problem solving is already emphasised in its 1980s predecessor, the environmental education (Hauenschild & Bolscho, 2009). Like critical thinking, problem solving is focussed by the UNESCO (2017) as a core competence in ESD. One objective of VaKE is that the new knowledge and the reflection on it in combination with the discussion of the dilemma, which is close to everyday life, supports the capability of solving problems.

The opinions on sustainability related subjects diverge, because they contain aspects that are incompatible, and these aspects need to be reflected and discussed (Hauenschild & Bolscho, 2009). One example for this general inconsistency is comprised in the mentioned SDGs: aim at economic growth and climate protection simultaneously (Luks, 2019). This incompatibility leads to various opinions, which afford space to discuss, like demanded in the second type of ESD. In addition to regular discussion, moral dilemma discussion, which are a fixed component in VaKE, can improve the moral judgement competence, if it is practiced regularly (Blatt & Kohlberg, 1975). A higher moral judgement competence and the reflection of the individual’s own values, which lead the consumer behaviour, are promising in building a foundation for potential sustainable consumer behaviour (Karp, 1995; Stern, 1999). In general, the educational approach for ESD should foster communication and cooperation between the students to meet these social challenges (De Hann et al., 2008). VaKE includes teamwork, taking responsibility in the team and finding compromises and thus matches the claim of collaboration.

All UN agendas and reports concerning sustainable development, which were elucidated in the second section of this article, mention values as an important category when it comes to sustainability. But the concrete implementation in classrooms is not mentioned in these programs. If there is no specified procedure for dealing with values in education, it is unlikely to be realised adequately. The previous explanations about the first type of ESD underlined this risk of indoctrination and moralisation. Sund and Öhman (2014) refer to this risk and recommend avoiding moral distinction in sustainability education in order to prevent to moralise a political problem on an individual level. Kowasch and Lippe (2019) investigated the implementation of ESD in Germany and Austria. About 891 out of 1001 students stated that a distinction between “good” and “bad” consume has been made in class on sustainable consumption. The authors speak for
certain modification in dealing with values in sustainability classes based on their findings. Instead of promoting what is right or wrong, a democratic approach should be applied. Furthermore, the teachers should get qualified for dealing with values in sustainability classes and develop the required self-reflexivity. Handling the complex and diverse claims of sustainability education “can contribute to developing moral compasses, while avoiding moral impasses” (Kowasch & Lippe, 2019, p. 13). This matches precisely to the claim of VaKE: Values should be discussed, not indoctrinated.

4. Conclusion

Sustainable Development is one of the most important political and societal objectives of the 21th century. Education is a key to reach many individuals and to help them to get along with their consumer responsibility. VaKE was shown to meet several core objectives of ESD. Especially the focus on values is indispensable. Even if the UN programmes claim the importance of values in ESD, concrete implementation is poorly investigated due to a general lack of research on the effectiveness of ESD (Boeve-de Pauw et al., 2015). VaKE is doubtless not the only method that addresses the objectives of ESD, but one that is built on a solid theoretical foundation concerning the sensitive issue of values education. Like reviewed in this paper, ESD involves the risk of indoctrination and moralisation. These circumstances demonstrate the need to use appropriate methods regarding values education in the context of sustainability education.

All things considered, sustainability is not an ordinary subject in the classroom. It is a complex, transdisciplinary topic with special barriers, risks, and requirements. Sterling (2004) concludes: „Sustainability is not just another issue to be added to an overcrowded curriculum, but a gateway to a different view of curriculum, of pedagogy, of organisational change, of policy and particularly of ethos” (p. 50). One of these changes concerning pedagogy must be the professional and careful handling of values education within sustainability education and thus minimising the risk of indoctrination and moralisation.

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**Brief Biography**

**Natascha Diekmann** is a doctoral candidate at the Department of Educational Science at the University of Salzburg, Austria. She studied Educational Science and Sociology at the University of Bielefeld in Germany and started to investigate Education for Sustainable Development in her master thesis. In her dissertation, the focus is on values education as an element of sustainability education.
INTEGRATING KNOWLEDGE AND MORAL VALUES IN EDUCATION: A REWARDING CHALLENGE

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Abstract

Teachers have always unanimously approved of the primary place that knowledge gain occupies as the main goal of the education process. These modern days, however, educators are witnessing a lot of events and phenomena that go beyond the boundaries of the physical classroom and that are unfortunately met with negligence in the process of gaining knowledge. Teachers and learners alike should be aware that the goal of knowledge gain cannot and should not be self-sufficient. The current study is inspired from the VaKE method and aims to apply this method in teaching students of foreign literature, more specifically students attending French Language and Culture, Faculty of Education and Philology. Literary discourse lends itself perfectly to such a study because it offers the advantage of interpretation and argumentation of foreign-language texts. Students participating in the activities of the VaKE method have not only learned how to analyze texts and offer interesting interpretations, but they have also been enabled to bring to the foreground values that are described or implied in the texts they are studying and transfer these values to their daily life. Interpretation facilitates the process of transferring a text or a fragment of a text from one age to another, from field to field, or from one reference to another, beyond differences and inequalities. This competence of interpretation consists in selecting a textual element, extracting it from the original context and transferring it afterwards to a new context. This process of transfer results with echoes that are in themselves free to be revived in the new context where they will be relocated. Students are not required to “find” what the text aims to express, but to “reveal” and to “reflect” on moral values that they meet. Our final goal as educators is to raise awareness about ways of improving our community, our society and, little by little, our world.

Mots clés : éducation, savoir, valeurs morales, interprétation, réflexion, améliorer

1. Introduction
L'être humain est toujours à la recherche d'informations et de connaissances. Nous gagnons le savoir à travers nos études et nos expériences. Les connaissances peuvent être enrichies ou appauvries ; elles ont la capacité d'être utiles dans la communication de tous les jours. Les connaissances sont une source de pouvoir pour la personne qui les possède. Nous sommes assoiffés de connaître toujours plus, mais souvent on a besoin de poser la question si ces connaissances sont utilisables dans la vie de tous les jours et dans le contexte de la vie quotidienne. Dans le domaine de l'éducation, en Albanie, nous sommes habitués à parler d'objectifs et c'est pendant ces dernières années qu'on commence à parler de compétences aussi ou de résultats d'apprentissage. Or, ces résultats d'apprentissage, sans les valeurs morales de l'enseignement seraient incomplets. Il y a eu plusieurs efforts à plusieurs reprises de la part des psychologues sur l'importance des valeurs morales dans le domaine de l'enseignement. La psychologie du développement par le Suisse Jean Piaget a inspiré le psychologue américain Lawrence Kohlberg (Kohlberg, 1981) qui propose la méthode des dilemmes moraux pour pousser les apprenants à réfléchir de manière critique et éthique.

La connaissance perd son pouvoir si elle ne nous pousse pas vers l'action. La compétence serait alors une coordination de la connaissance avec les capacités à faire et la bonne volonté. En tant qu'enseignants, nous accordons notre plus grande attention à la connaissance et l'offre de nouvelles informations et souvent on se plaint du manque de temps lorsqu’il s’agit d’enseigner les valeurs ou de discuter sur les dilemmes moraux. Mais est-ce que tout cela est assez? A-t-on joué notre rôle en tant qu’éducateurs?

D’après Albert Einstein, « La valeur morale ne peut pas être remplacée par la valeur intelligence et j’ajouterai : Dieu merci ! » (Einstein, 1995)

Nous devons encourager, inciter les apprenants à atteindre la réflexion critique pour qu’ils soient aptes de faire face aux conflits dans leurs relations, dans divers contextes de la vie quotidienne et pour qu’ils puissent juger et avoir leurs propres principes et valeurs afin de jouer un rôle au-dedans de la communauté dont ils font partie. Les apprenants doivent être libres d’exprimer dans la classe ce qu’ils croient, leurs intérêts et leurs besoins, ce qu’ils apprécient. Nous devons les inciter à embrasser les valeurs morales dont le monde actuel a besoin plus que jamais. Nous avons essayé de mettre en pratique les étapes de la méthode VaKE dans une classe d’étudiants de français à l’Université de Korçë, au cours de l’analyse de texte.

1.1 Pratique de la Méthode VaKE en cours d'Analyse de Texte

1.1.1 Etape 0 : Préparations – Valeurs morales

Tout d'abord nous avons demandé aux étudiants de parler de ce qu'ils considèrent comme valeurs morales. Ils ont donné différentes opinions sur ce qu'ils croyaient être valeurs morales, puis ils ont consulté le dictionnaire.
D’après la définition du Petit Robert, dictionnaire de langue française, le mot Valeur est expliqué: *Ce qui est vrai, beau, bien, selon un jugement personnel plus ou moins en accord avec celui de la société de l’époque ; ce jugement* [Petit Robert, 2003].

Les valeurs reflètent souvent la manière dont on voit et on pense les choses dans une époque et un milieu particulier, et pourtant il y a des valeurs morales qui sont acceptées comme universelles. Les valeurs morales sont considérées comme principes de conduite et de jugement partagés au sein d’une société, selon ce qui est bien et mal. L’importance des valeurs morales a été reconnue très tôt. Depuis l’Antiquité, dans la civilisation grecque, Platon a discuté le premier dans la République sur les quatre vertus cardinales ou autrement dit les vertus morales principales. Ces vertus sont: la prudence, la justice, la tempérance et le courage. Pour bien agir, nous avons besoin de faire de bons jugements sur la façon dont nous agissons. Aristote a défini la prudence comme «la bonne raison mise en pratique», ce que Saint Thomas d’Aquin plus tard, au treizième siècle a défini comme «sagesse concernant les affaires humaines», ou «la bonne raison liée avec le respect pour l’action». Depuis ce temps-là, ces quatre vertus n’ont pas changé en des milliers d’années. D’autres philosophes, religieux ou pas, ont ajouté d’autres vertus, mais tous ont accepté les quatre premières vertus du début.

Dans le cours de l’analyse de texte, avec des étudiants de la filière Langue et Culture Française, nous avons étudié quelques poèmes engagés, la plupart en français et nous avons choisi un poème écrit par un Allemand, Martin Niemöller dans l’intention de pouvoir impliquer et intégrer les connaissances et les valeurs morales, qui sont à peu près les mêmes dans les différentes civilisations et nations.

### 1.1.2 Etape 1 : Présentation d’un dilemme – quelles valeurs sont en jeu?

Voici le texte du poème que nous avons étudié avec les étudiants :

*Quand ils sont venus chercher…*

«Quand ils sont venus chercher les communistes,
   Je n’ai rien dit,
   Je n’étais pas communiste.

*Quand ils sont venus chercher les syndicalistes,*
   Je n’ai rien dit,
   Je n’étais pas syndicaliste.

*Quand ils sont venus chercher les juifs,*
   Je n’ai pas protesté,
   Je n’étais pas juif.

*Quand ils sont venus chercher les catholiques,*
   Je n’ai pas protesté,
   Je n’étais pas catholique.

Puis ils sont venus me chercher
Et il ne restait personne pour protester.»
Après avoir laissé les étudiants lire le poème pour la première fois, nous leur avons donné quelques informations sur l’auteur. Martin Niemöller était un combattant actif pendant la Première Guerre Mondiale. Après avoir combattu pendant cette guerre, choqué par les horreurs qu’il a expérimenté, il décida de devenir pasteur et théologien. Il s’est confessé avoir admiré le régime d’Hitler au début, mais après avoir vu que ce système était en train de soumettre l’Eglise allemande, il décida de ne pas accepter les idéologies nazies et il invita les pasteurs pour s’unir et pour créer la Ligue des Pasteurs (Pfarrernotbund), une organisation qui respecte et qui protège la foi de l’Eglise reformée et les principes de la Bible. Ils ont été épaulés par d’autres pasteurs des autres pays. En 1933, plus de six milles pasteurs ont joint l’organisation. Niemöller n’a pas été laissé libre de pratiquer ses fonctions de pasteur. En 1937, il a été interné en tant que prisonnier. Pendant ce temps dans un champ et après la guerre, Niemöller a eu le temps de réfléchir sur ses points de vue et il a accepté d’avoir été naïf en croyant Hitler. Il a accepté avoir commis l’erreur de ne pas avoir eu parlé assez pour défendre des gens. Il admet avoir été concerné seulement de son église et pas de toute la nation, ce qui l’a poussé à écrire ce fameux poème, qui devint un message symbolique pour l’Holocauste.

Nous avons laissé assez de temps aux étudiants pour être clairs et pouvoir apporter leurs perceptions sur le dilemme présenté. Pourquoi on a écrit ce poème ? C’est quelle situation? Qui se trouve en danger? Qu’est-ce que le poète devait faire ? Quels sont ses sentiments devant cette situation ? Quelles sont les valeurs morales qui se sont mises en jeu? Pendant cette discussion sur le dilemme, nous essayons de jouer un rôle de facilitateur aidant les étudiants à créer une réflexion critique et prendre des décisions morales. On laisse les étudiants travailler par groupes de quatre et on écoute leurs arguments et leur décision sur le dilemme. D’après les arguments des étudiants, ce poème dénonce la passivité des gens L’auteur utilise le pronom personnel de la troisième personne, confessant qu’il était lui-même dans une situation de faiblesse et d’incapacité de faire quelque chose pour faire face à la réalité. Le poème est construit sur des énumérations, des répétitions et des anaphores comme : « Quand… » ou « Je n’ai rien dit », ou « Je n’étais pas… » qui explique les conséquences de l’indifférence des gens, la passivité et l’égoïsme. Il est plein de leçons. Nous apprenons beaucoup du message de ce poème. Il nous enseigne que dans un gouvernement répressif, si nous devenons lâches et égoïstes, un jour arrivera notre tour. Il nous fait appel d’être vigilants et réveillé pour protéger notre liberté, ainsi que notre dignité. L’auteur nous appelle d’agir en mettant en opposition les mots « rien » et « personne » et en passant de « rien dit » à « pour me défendre ». L’indifférence laisse la place à l’humanité, à la rébellion, à la colère, mais c’est très tard. Le vocabulaire est très simple, donnant plus d’importance aux actes qu’aux paroles. Le dilemme que les étudiants mettent en évidence c’est : est-ce que l’auteur devait réagir lors de la première confrontation avec l’injustice?
1.1.3 Etape 2. Premières décisions

Les étudiants se mettent à réfléchir sur la décision qu’il aurait fallu prendre quant à la condition de l’auteur. Ils discutent sur le comportement de l’auteur. Il y en a qui se mettent à la place de l’auteur et défendent l’idée qu’il fallait réagir dès le début, dès le moment qu’il a vu la première injustice. D’autres pensent que ce n’aurait pas été facile, car il risquerait de perdre sa vie. D’après quelques étudiants l’auteur n’a pas respecté la valeur de la prudence. L’auteur n’a pas été attentif de comprendre ce qui était important de faire. Il n’a pas fait attention de comprendre ce qui se passait parmi les autres groupes sociaux. Il était égoïste et n’avait pas une conscience attentive pour regarder les autres qui étaient en trouble. On a analysé les différentes parties du poème, les différents groupes concernés et les étudiants ont écrit leurs décisions et leurs jugements. Nous avons là un conflit autour de différents groupes qui défendent différentes valeurs.

D’autres étudiants pensent qu’il y avait d’autres valeurs qui ont été laissées à l’oubli par l’auteur du poème. Les valeurs du courage et de la justice étaient en risque d’après certains étudiants. L’auteur est en train de se confesser de ne pas avoir eu le courage de parler, d’élever sa voix pour défendre les différents groupes de gens contre lesquels on a commis des injustices. Et la leçon est donnée à la fin du poème. L’auteur confesse sa solitude, nous donnant un message que nous devons agir d’après ces valeurs morales qui ont été délaissées pendant longtemps.

1.1.4 Etape 3 Premiers arguments

La classe a été divisée en petits groupes pour discuter autour de leur attitude en face de cette situation. On leur a demandé s’ils étaient en train de juger l’auteur pour son attitude, ou s’ils le comprenaient car eux-aussi auraient eu la même attitude en face d’une situation semblable. Résoudraient-ils cette situation de la même manière, ou trouveraient-ils une autre manière de procéder ? Quelles auraient été les conséquences si l’auteur s’était comporté autrement ? Les étudiants donnèrent leurs opinions et leurs arguments sur l’opinion qu’ils défendaient.

1.1.5 Etape 4 Discussion du dilemme – pourquoi vous êtes en faveur, pourquoi contre ? Tombe-t-on d’accord avec l’autre ?

On a demandé aux étudiants qui ont jugé l’auteur pour son attitude de donner leurs arguments. Ils ont énuméré leurs arguments disant : « Ce n’est pas bien parce que l’auteur est seul à la fin. S’il avait fait la chose juste, il n’aurait pas été dans cette situation... » D’autres étudiants, qui défendaient l’auteur, donnèrent d’autres arguments comme : « Il n’a pas parlé parce que sa vie était en risque. S’il avait parlé, il aurait perdu sa vie peut-être. » Un autre groupe qui était contre l’attitude de l’auteur argumentait : « S’il avait parlé, il n’aurait pas eu ces remords, il n’aurait pas regretté son attitude. »

Ainsi, tous les étudiants étaient actifs, dans l’explication de leurs opinions. Ils étaient libres de parler, dans un climat caractérisé par le respect mutuel entre les étudiants et le
professeur. Ils donnèrent leurs opinions et argumentèrent pour défendre leur attitude. Les étudiants ont besoin d’être libres de résoudre leurs conflits et leurs dilemmes, leurs problèmes à travers la discussion. Ils ont expliqué leurs jugements en accord avec les principes moraux et agir en accord avec ces principes. En tant qu'enseignants, nous avons besoin de voir les étudiants appliquer les valeurs et les principes dans leur vie de tous les jours.

1.1.6 Étape 5 Échanger de l'expérience et l'information absente : De quoi ai-je encore besoin afin de pouvoir argumenter encore plus ?

On demande aux étudiants si la situation était claire ou s'ils avaient besoin de plus d'informations sur les régimes autoritaires et les conséquences sur des gens qui s'y mettaient contre. Les étudiants trouvent plus d'informations sur le contexte dans lequel le poème a été écrit. Ils continuent avec la discussion sur le dilemme moral, qui laisse la voie à des questions sur le choix qu'il faut faire, ce qu'il fallait faire. Les étudiants sont priés de penser à l'Holocauste et les conséquences que ce phénomène a eu dans le monde entier. De l'autre cote on discute sur le passé historique de l’Albanie, surtout le communisme et la condition de ce pays pendant un demi-siècle. Il y a eu beaucoup d'injustices qui ont été faites contre plusieurs personnes et groupes sociaux et pourtant, il y avait très peu de personnes qui se mettaient contre le système, car parler, approcherait la mort sûre dans la vie de quelqu'un.

Nous leur avons donné une autre citation de Martin Niemöeller qui renforce l'idée donnée par le poème :

«Car il est des silences coupables, plus assassins qu'aucune parole, qu'aucune arme peut-être. Car il est des silences complices dont le nombre fait la force, et la force la loi. Celle des majorités silencieuses qui sert de caution et d'alibi aux crimes contre l'humanité.» – Martin Niemöeller

Les étudiants discutent encore sur cette citation et ils arrivent à échanger des opinions parmi lesquelles prédominent une sorte de compréhension de l'auteur. Ils trouvent que ces phrases sont des signaux qui expriment ce qui se passe chez l'auteur.

1.1.7 Étape 6 Échanger des informations : accueillir de l'information, utiliser différentes sources disponibles

Les étudiants ont apporté d'autres arguments et ils ont discuté sur le cas d'une autre personnalité qui a dû lutter pour les valeurs humaines : Martin Luther King, Jr qui a joué un rôle clé lors de la guerre civile aux Etats Unis, surtout pour le mouvement des droits civils pendant les années 1950 jusqu'à son assassinat en 1968. Il a travaillé pour l'Egalité et les droits humains pour les Africains Américains et les autres victimes de l'injustice. Il écrit :

“Nos vies commencent à se tarir quand nous devenons silencieux sur des choses qui sont importantes.”

Il y a tant d’exemples de personnes qui ont su lutter contre l’injustice et ont défendu
les droits de l'homme malgré les risques. Chaque individu peut apprendre de tels exemples pour pouvoir changer le visage du monde. Les œuvres littéraires sont aussi une source de bons exemples, de personnages à travers lesquels on apprend comment vivre et améliorer notre entourage. Ainsi l'étude de l'œuvre littéraire devient pour les étudiants, les apprenants en général un moyen très important pour la transmission des valeurs morales qui malheureusement deviennent toujours plus rares de nos jours.

1.1.8 Etape 7 D'autres arguments, discussion du dilemme
Les étudiants continuent la discussion sur le poème. Nous leur demandons de pouvoir trouver d'autres possibilités de comportement chez l'auteur. Et s'il n'avait jamais parlé de tout ce qu'il avait fait, ou n'avait pas fait plutôt ? A-t-on le droit de le juger ou de le condamner puisque l'auteur n'a pas pu se lever contre l'injustice ? Ou l'apprécions-nous pour le fait qu'il a pu accepter son erreur au moins ? Continue-t-il à être lâche si on lit le texte qu'il a créé, ou son comportement a changé ? Il a su tirer une bonne leçon de morale ?

1.1.9 Etape 8 Synthèse des informations
A cette étape on demande aux étudiants de reformuler leurs opinions et jugements. Ils ont discuté sous un nouveau point de vue en faisant attention à bien discerner la situation dans laquelle l'auteur du poème s'est trouvé et en apportant d'autres exemples. La discussion était vivante et les étudiants étaient libres d'exprimer leurs jugements et points de vue ouvertement.

1.1.10 Etape 9 et 10 Synthèses générales
On demande aux étudiants de répondre à des questions pour pouvoir discuter encore sur le dilemme et pouvoir accueillir leur réflexion critique. Avez-vous été dans des situations pareilles ? Des situations dans lesquelles vous avez été obligés de rester silencieux ? Qu'avez-vous choisi de faire ? Qu'avez-vous choisi de faire ? Ce qui est nécessaire c'est d'inciter les étudiants à étendre ce qui a été appris dans un contexte, en un autre contexte. Ainsi, nous avons demandé aux étudiants d'écrire un poème engagé qui dénoncerait la restriction des libertés fondamentales et l'absence de la réaction. Ils ont travaillé sur cela et ils ont expliqué leurs poèmes, donnant à de très bonnes discussions sur les différentes causes qu'ils ont traitées dans leurs poèmes. On a noté le lien fort qui existe avec la pratique dans les travaux fournis par les étudiants. Dans toutes les versions, les étudiants ont choisi de passer du « petit » groupe de gens au « plus large ». Ils ont donné différents exemples de causes et de groupes de personnes touchées par la maltraitance ou l'injustice et leurs réactions.
1.1.11 Etape 11 Discussion finale

C'était une expérience de la méthode VaKE dans notre classe. On demande aux étudiants de pouvoir exprimer ce qu'ils ont appris et comment ils trouvent l'implantation de cette méthode dans des séances d'analyse de texte. D'après eux, la façon dont on avait travaillé sur ce poème était très intéressante. Ils ont pu acquérir de façon plus intéressante les faits et de l'autre côté, ils se sont sentis libres de s'exprimer de manière critique. A travers la mise en pratique des étapes de la méthode VaKE, les étudiants ont bien profité même dans la connaissance de l'un l'autre, des comportements de chacun devant différentes situations et contextes dans la vie de tous les jours.

2. Conclusions

Nous vivons dans un âge troublé. Dans tous les pays on voit que même si la technologie évolue, même si on a fait des pas gigantesques pour faciliter la vie de l'homme, ce qui préoccupe les parents, les enseignants c'est un fait que, plus on avance dans quelques directions, plus on régresse dans d'autres. Les différentes technologies nous offrent des moyens inombrables de communication, facilitant le développement de la société dans le domaine scientifique, économique et culturel, qui étaient inimaginables dans les époques passées et pourtant, l'homme se trouve en face de dilemmes qui ne trouvent pas de réponse. La question qu'on se pose souvent est : Qu'est-ce qui se passe dans notre société ? Qu'est-ce qui ne va pas avec nous ? Il y a une réponse donnée par Victor Hugo, qui, même s'il appartient à une période relativement lointaine, s'exprime comme s'il était un de nos contemporains : « La plus grande erreur de notre temps, cela a été de pencher, je dis même de courber, l'esprit des hommes vers la recherche du bien matériel. Il faut relever l'esprit de l'homme, le tourner vers la conscience, vers le beau, le juste et le vrai, le désintéressé et le grand. C'est là et seulement là, que vous trouverez la paix de l'homme avec lui-même et par conséquent avec la société. » (Victor Hugo, Discours à l'Assemblée nationale, Séance du 11 novembre 1848.). En tant qu'éducateurs, nous devons jouer le rôle qui nous a été confié, qui ne serait pas abouti sans mettre en évidence les valeurs morales. Le rôle de la connaissance n'est pas négligé quand on se concentre aussi sur les valeurs morales ; tout au contraire, celles-ci renforcent le savoir. En utilisant la méthode VaKE, nous intégrons la connaissance et l'action, guidées par les valeurs morales dans une éducation centrée sur l'enseignement-apprentissage. Apprendre ne sera plus une absorption passive de la connaissance, mais une occasion d'interagir activement à travers la réflexion critique dans différents contextes de la vie de tous les jours. L'intégration des valeurs morales dans nos cours, dans les différentes disciplines n'est pas une perte de temps, bien au contraire, on prépare nos apprenants pour la vie, on prépare un meilleur avenir pour nos enfants, pour les générations qui suivent. Nous pensons que la méthode VaKE nous offre en tant qu'enseignants une très bonne possibilité d'influencer la vie des jeunes, des étudiants et des apprenants en général, afin de rendre le monde où l'on vit, meilleure.

Références:
INTEGRATING KNOWLEDGE AND MORAL VALUES IN EDUCATION: A REWARDING CHALLENGE
Fabiola Kadi, Helona Pani


Hugo V., Discours à l'Assemblée nationale, Séance du 11 novembre 1848.


Brève biographie

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IMPLEMENTATION OF VALUES AND KNOWLEDGE EDUCATION IN THE SUBJECT OF “TEXT ANALYSIS” IN HIGHER EDUCATION

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Abstract

Can VaKE principles and practices be applied to language education, especially within the subject of “Text Analysis”? The answer to this question remains interesting and challenging. VaKE is a teaching technique that educates by presenting students with a situation that leads to a problem for them to solve. Instead, students learn through the act of trying to solve the problem. Drawing on Patry, Weyringer, and Weinberger’s (2007) Values and Knowledge Education (VaKE), we present a dilemma story about a family interesting in moving. It outlines the personal struggle of the members of the family declining living in a large house with their child’s ambition to study in the city. It involves 27 English students in the subject of “Text Analysis” at “Fan S. Noli” University in Korça, Albania in the first semester of the academic year 2017-2018. Firstly students are acquainted with the problem they had to solve. They create meaning as much from efforts to answer questions as from what they read or hear. In that sense, it is often said that the greatest challenges become the greatest learning experiences. So, the results of this case are analyzed through students’ answers in order to see their perceptions towards the benefits gained from this learning from this technique. The focused benefits gained in this case are many, such as: motivation in learning, problem-solving, communication skills, collaborative skills, critical thinking, and self-directed learning skills.

Keywords: VaKE, values, students’ perceptions, communicative skills

1. Introduction

The need to try new methods in teaching English to students at university level has become very important especially if they are going to be English teachers (Fagan, 2008). This has also taken its toll in the working sector, where potential employers claim that school-leavers fare badly in their communication and writing skills (Fagan, 2008).

Accompanying this reality, current teaching processes are supported on pedagogical strategies, planned and structured in a students’ centered learning perspective that enables the acquisition of foreign language and skills development, not only within the academic environment but also derived from social issues.

This relationship between the individual learner and the social context of learning is considered as dynamic, reflexive and constantly changing. Such relationship was traditionally controlled by the fixed learner characteristics (Mitchell & Myles, 2004, p. 27-
28). Yet, motivation and anxiety are considered to be continuously changing in the course of foreign language experience and available interaction given that language learning is a collaborative matter and the knowledge is constructed socially through the interaction. Subsequently, a learner’s foreign language learning can be affected through the contact and exposure to the social context (Spolsky, 1989).

Students in a classroom learn about a social issue affected by external factors. This social context is crucial in development of attitudes towards the target language, its speakers, and the language-learning situation. Consequently, motivation develops. Learning opportunities are also determined by the dilemma that they have to choose. In line with this, students are believed to be social beings participating in structured social networks. It is in this social context that the learner’s language is occurring. It also provides the structuring of the learning opportunities mentioned above (Mitchell & Myles, 2004, p. 27). Similarly, Lantolf and Johnson assert that the argument is not that social activity influences cognition, but that social activity is the process through which human cognition is formed (2007, p. 878).

Acknowledging how language acquisition skills develop, as well as the benefits that VaKE offers to learners according to recent reports (Pnevmatikos et al, 2016), we were interested in applying the method in the course of text analysis in English language, as no previous experiences in this area were identified.

2. A description of the implementation of VaKE in the subject of “Text Analysis”

The current case study is based on the implementation of VaKE method. It was presented to students over two lessons within the subject of “Text Analysis” in the first semester of academic year 2017-2018. This is a subject that is taught along two terms with 5 classes a week. A total of 27 students of English branch in the Faculty of Education and Philology, “Fan S. Noli” University in Korça, Albania gave consent to be part of this study and this experience is presented in this paper.

Initially students were given a dilemmatic situation to read. It concerned a family interested in moving. The story emphasized in the characteristics that each member had. In order to make a choice in the dilemmatic situation the students had to consider both the characteristics and needs of the family members. Over the lessons students responded to the question, “Which house should the family move to?”. They had to consider the issue according to the value context. They pointed out the values they had to consider, such as, family’s health and especially the grandfather’s health, family’s psychological needs and well-being, the value of family in general and the environment where the houses were located. Each choice was related with a different value, triggering the need for more information that would foster the students argued sufficiently.

2.1. The procedure of VaKE method

VaKE theorists propose specific steps for the implementation of the instructional
approach, which are followed in the current study. However they were adopted to the needs of the subject of “Text Analysis”:

1. **Presentation of the dilemma**
   First, the teacher introduced the dilemmatic situation to students. She distributed a photocopy where students read the story. Students and the teacher identified the dilemma, clarified the context and they presented their first opinions orally. By doing this, students practiced their communicative language skills as well as they were engaged in pointing out the values such as: family’s health and especially the grandfather’s health, family’s psychological needs and well-being, the value of family in general and the environment where the houses were located. Each choice was related with a different value, triggering the need for more information that would foster the students arguments sufficiently.

2. **Reflection/Proflection**.
   Students spent some more minutes to think individually to evaluate the three houses and the characteristics of each member of the family. They found any associations with this situation and clarified their opinions: which house should I choose? Why? What values are at stake?

3. **First decision**
   Then students were asked to make a decision on the spot and decide which house the family should choose. The majority of students chose the city property, which was related with the value of education, social and health assistant for the elderly people, aesthetic values such psychological needs of the family to stay together, ten students chose the suburban property, which was related with the value of medical assistance rather than the education of the other member of the family, and only four students chose the village property, which promoted the value of privacy because it was a large house, the value of common good, of working and having good financial incomes.

4. **First dilemma discussion**
   The teacher asked students other questions in order to facilitate their arguments. Students used various arguments to support their opinions, for instance, a student who supported the choice of the suburban property pointed out the value of privacy, health and common good.

5. **Reflection/Proflection**
   At this step students were let to reflect individually about the reasons why the family should move to a new house, what they think now after the first discussion has been completed, and what information they lack in order to have a clear opinion.

6. **Looking for information**
   At the end of the first class, the teacher asked the students, whether more information were needed to support their arguments and ideas. Students provided their suggestions and then they had to collect all the new information through the available sources.

7. **Exchange of information**
Students had one week to research the information which would help them argue about their decision and share their ideas within their group. At the beginning of the second class, the teacher grouped students and told them to exchange the information they have found in order to support their arguments.

8. **Synthesis of information**

Later, students with mixed linguistic skills worked in groups of four or five to prepare the role play activity. Each group presented their ideas in the form of a role-play for 15 minutes. Through this activity, they practiced their speaking actively. Each student was engaged in a different role in the activity, representing a family member. The students really enjoyed the activity, through which they exercised many skills, such as: (i) stress, rhythm and intonation patterns, (ii) the skills in taking short and long speaking turns, (iii) the skills of negotiation; (iv) conversational listening skills (successful conversations require good listeners as well as speakers); (v) skills in knowing about and negotiating purposes for conversations and (vi) using appropriate conversational formulate and fillers.

9. **Reflection/Proflection**

After the role play activity students thought individually about the problem again and particularly whether they had changed their minds and their original arguments.

10. **Second decision**

At this step the teacher asked the students to express their new decision to the original dilemmatic situation. The second decision revealed that 23 students decided on the city property, namely they supported the value of education, social and health assistance for the elderly people, aesthetic values such psychological needs of the family to stay together and only 5 students chose the suburban property, namely the value of medical assistance rather than the education of the other member of the family.

11. **General synthesis**

The teacher made a general synthesis of the solutions, which were supported by the students as they demonstrated through the role-play activity how they developed their communicative skills in English.

12. **Generalization and transfer**

At this final step the teacher generalized the topic of the problem being based on the values that came from this story. So the values that were emphasized best by students, who considered the city property, were the value of education, social and health assistant for the elderly people, aesthetic values such psychological needs of the family to stay together over the place which did not consider all these values such as the suburban house or the village property.

3. **Conclusion**

Teaching through VaKE makes students and the teacher focus on working out a dilemma by pointing out the most important values. Understanding a person’s values does not change their own values, but allows them to be more empathetic to the views and values of others. They take into consideration a problem not only from their perspective but even
from the others’ perspective in order to be more accurate in their decision. Teachers have to be more understanding of their students’ differing opinions and not influence them but respect them at every stage of implementation of VaKE method.

This teaching method has both linguistic benefits, as shown in the paper on the role of natural, meaning-focused classroom roleplays in language learning, and affective benefits in the form of raising students’ motivation and promoting learners’ autonomy and transferring the learning process beyond the classroom. To achieve these benefits, teachers must ensure that students understand the steps of VaKE and recognize that they are participating in an effective learning process, even if it is unfamiliar to them. Finally, teachers must consider how VaKE will be implemented in their curricula. It will constitute the primary philosophical and pedagogical thrust of the program, or it will serve as an alternative activity for teachers to use in their classrooms. Careful consideration of these issues will increase the likelihood that VaKE will be successfully incorporated into an English learning with positive outcomes.

This was an adaptation of the VaKE model that facilitated the development of students' skills, such as speaking, writing, listening and reading. Also, students practiced their communicative skills in exchanging ideas in the role-plays. The most important thing was that the students were really motivated in finding the values to consider for their arguments.

References


Brief biography

Dorela Kaçuni is an English lecturer at the Department of Foreign Languages in the Faculty of Education and Philology, “Fan S. Noli” University, Korça, Albania, since 2013. She finished her Master of Science in the University of Tirana, Faculty of Foreign Languages, Albania in 2011 with the thesis: The role of children’s literature in Teaching English as a Foreign Language. She held the doctoral degree from University of Tirana, Faculty of Foreign Languages in 2016. Her dissertation is on: Teaching English to Young Learners. Her main areas of research are: teaching methods, the role of age in learning English as a foreign language, academic writing, and text analysis. She works on topics of psycholinguistics which is a subject that she recently teaches to students of the English branch.
CULTIVATING VALUES IN HIGHER EDUCATION: A CLOSER LOOK AT THE RIGHT “RECIPE”

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Abstract

VaKE as a teaching method incorporates interestingly values and knowledge to the benefit of teachers and learners alike. In a world that is overwhelmed with information, events and follow-up comments, values are of primary importance. As educators, we should bring values to the foreground during the process of learning in the classroom and promote values beyond the formality of education in the classroom. The current paper represents an attempt to use the VaKE method in an innovative approach in higher education, more specifically with students of the third course of the Faculty of Education and Philology, Foreign Language Department, English Language Study Program. The discussion is based on the poem “Recipe” by Janice Mirikitani, a representative of Asian-American literature. The poem tends to defy ethnic stereotypes by offering a series of ingredients that “cook up” specific notions of beauty. Several stages of analysis were presented and at each stage students were encouraged to participate in specific activities (individually and in group) to discover the complexity of the poem. Additional information about the author and the poem itself was also introduced to students at later stages of the activities, which involved them in different chains of reception of this unique poem. Students’ opinions were welcome in the classroom and they also enjoyed sharing discussions about values with each other. The use of the method was innovative and created an encouraging environment for students who felt at ease using their English language proficiently while discussing about deeper issues such as moral values, notions of beauty and cultural diversity.

Keywords: values, knowledge, reception, decisions, reactions, multiplicity

1. Introduction

We are living in a modern world and everything in this world is being subjected to fast consumerism. Sometimes even the teaching process itself progresses at such a fast pace that educators and learners alike do not have the time or willingness to go beyond the formality of education and be involved in a process of reflection about values (and not only the information) that the classes aim to instill in learners. Discussion and reflection upon
moral values should not be part of the teaching process only in primary or secondary education. The university should involve students in activities that embody educational and moral values alike, which can be reflected or manifested in social systems worldwide. One of the main objectives of the Faculty of Education and Philology of Fan S. Noli University, for example, is “to prepare successful teachers, who have not only deep professional abilities, but also high moral values and qualities and are inspiring and motivating models for students” (Guida Shqip, 2013). Study programs, however, include little in their curricula that could help promotion of values. Considering the Study Program of English Language Faculty (Guida Shqip, 2013), students take subjects such as Text Analysis, English Morphology and Syntax, English and American Literature, English and American History, General and Specific Linguistics, as well as Academic Writing, which aim at developing and empowering receptive and productive skills in English language. Nevertheless, such courses shift attention away from values and their promotion. We think that there is sufficient ground in higher education to be concerned with cultural and moral values, through fostering free exchange of information and ideas about dilemmas, introducing problem-solving situations and reflecting about novel dilemmas or perspectives. In this way teachers and students alike can “escape the formality” of the teaching and learning process and widen the classroom walls beyond the exclusiveness of isolated disciplines. Therefore, we would like to emphasize that there is a need for teaching values in higher education, but such a thing is omitted due to lack of instructors’ knowledge on how to teach such values.

We think that the Values and Knowledge Education (VaKE) method is an approach that offers an interesting insight into solving the issue of the lack of values in higher education. The aim of this study is to implement the VaKE method to introduce values apart from knowledge in a text analysis course of teaching English as a foreign language.

1.1 Basic aspects of the VaKE method

The necessity to incorporate values in education is not a recent trend, but teachers and educators alike seem to get around it mostly due to lack of time management in the classroom, curricular content, and, more significantly, because they do not want to get “too close” to learners' moral perceptions, fearing that such a thing would interfere with the learning process and, consequently, lead to poorer performance in the classroom and lower grades. Moreover, many teachers do not have time to engage in values education and do not know how to implement values education. The solution to this problem lies in a teaching model that enables the combination of both values and knowledge in education in such a way that the students achieve both goals more successfully than if done separately (Patry, Weyringer, Weinberger 2007:11).

VaKE is an open teaching learning tool based on the theoretical works of Piaget, Vygotsky, Glasersfeld, Blatt and Kohlberg. It is assumed that as people develop their understanding of reality the cognitive structures become more differentiated (Patry, Weyringer & Weinberger, 2007; 2010). This individual construction of reality includes
values, which are constantly checked for viability and are evaluated by using people’s own experience and the experience of others. VaKE is a constructivist teaching approach developed originally in the University of Salzburg in Austria integrating both Education of Knowledge and Values (Patry, Weyringer & Weinberger 2007). At the beginning a dilemma is introduced, which opposes moral ethical values. This dilemma, in turn, stimulates the inquiry for more information and a discussion at a higher moral level. The values are not instilled by the teacher, but are autonomously discussed by students themselves and information is gained by them independently, without the formal interference of the teacher. Dilemmas are linked to the content, which is aimed to be taught. Students should take their own viewpoints, discuss what they believe and give reasons why (Patry, J.-L. 2007). The moral dilemma itself involves decision-making, which implies a conflict between opposing values. Students lack information in the first stages; that is why they are involved in a process of searching for relevant information, which could give answers to the dilemma introduced. Other questions and problems could arise during the debate, which, in turn, give fosters knowledge construction, in combination with moral reasoning and values education (Patry, Weyringer, Weinberger 2007: 179, 2010: 135-136). The teaching process is open to reflection on several values, combined at the same time with deeper epistemological understanding, thus, gaining knowledge in an indirect and independent way (Weyringer, Patry & Weinberger 2012). Being involved in dialog discussions, opposing arguments and values, role-taking and critical thinking, moral development is stimulated in the teaching and learning process (Patry, Weyringer & Weinberger 2007: 166-167). Moreover, using VaKE in the classroom implies switching from traditional to a more alternative way of teaching, which requires commitment on behalf of educators and learners. Thus, it is of primary importance that educators are properly familiarized with this method before they actually implement it in practice and bring the proper rewards in the teaching and learning process. This paper will discuss the extent to which the VaKE method can be used in university level to contribute successfully and meaningfully to the promotion of values about standards of beauty and anti-racism in the classroom through the discussion of dilemmas that take impetus from a poem entitled “Recipe”. As it will be shown below, students discuss and engage with certain values such as respect, integrity, compassion and caring for others, regardless of their racial background.

2. An intervention of VaKE in Text Analysis

This part of the paper aims to introduce a modest contribution in the way VaKE may be implemented in higher education. We need to emphasize, however, that the intervention that will be presented is a modified version of the original VaKE method. The current implemented study to be described below does follow the logic and steps of the VaKE method, but it does not introduce explicitly a moral dilemma of conflicting values from the beginning, but it engages students in a dialogue that serves to bring to the foreground (in an implicit way) a dilemma of agreement and disagreement about issues such as racial identity, beauty standards, conformity and subordination to a dominant group, real and
imaginary borders. Another difference that needs to be pointed out about this intervention is that dilemmas are not given to students but students themselves come up with a dilemma, the answer to which is “yes” or “no”. They also bring arguments to support their stance.

2.1. The context of implementation

The participants in the study were 40 students of the 3rd year in the English Language Study Program, Department of Foreign Languages, Faculty of Education and Philology, Fan S. Noli University, Korça, Albania. Students are learners of English language as a foreign language at CEF C2 level, thus proficient at their skills of English language as a foreign language. It is important to emphasize that after completing Bachelor and Master studies, students graduate and receive the diploma that acknowledges them as “Teachers of English Language”. Text Analysis course is mandatory and aims to increase students’ proficiency in English as a foreign language, concerning reading, writing, listening and speaking skills. The course is offered at each semester of each study year. Students have their course books and workbooks distributed at the beginning of the year and any extra materials are provided by the teacher. The poem given to the students was part of this extra material. The implementation was carried out in a class, which lasted for 60 minutes. The model that will be presented below is an innovative implementation of VaKE in higher education. The framework has been based on the minimal steps of a prototypical VaKE process (see Patry et al. 2013, p. 567).

2.2. Implementing VaKE in Text Analysis

Step 0: Preparation and Clarification (5 minutes) Group

Students were divided into two groups. At this stage, they did not know anything concerning the material to be discussed or the topic of the lesson. Group 1 was given a recipe from a traditional cookbook. They were advised to read carefully the ingredients and the directions of the recipe. Group 2 was given an advertisement of a beauty product (i.e., a mascara) and was advised to pay attention to the presentation of the product, ingredients and directions for using the product. At this stage, students of both groups were reading the recipe and the advertisement respectively; they were all light-hearted and curious about what would these short texts lead to. Students were then rearranged into a single group and had the possibility to read both texts. The curiosity was clearly visible on their faces because they were exchanging texts but could not logically juxtapose the two different types of texts they were distributed.
Table 1: Distribution of materials

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional recipe – cookbook</td>
<td>Instructions on the use of an eye mascara from Maybelline</td>
</tr>
<tr>
<td><em>Chocolate Chip Walnut Pie</em></td>
<td></td>
</tr>
</tbody>
</table>

**Ingredients:** 2 eggs, ½ cup flour, ½ cup sugar, ½ cup melted butter, cooled to room temperature, 1 (6 ounce) package chocolate chips, 1 cup chopped walnuts, 1 mascaras.

**Directions:** Beat eggs in large bowl until foamy. Beat in flour, granulated and brown sugars until well blended. Blend in melted butter. Fold in chocolate chips and walnuts. Spoon into unbaked pie shell.

Bake at 325 degrees for 1 hour or until knife inserted in center comes out clean.


**Waterproof mascara**

Rain, tears, have no fear. Your look will be unflappable with Maybelline waterproof mascaras.

**What it is**

Volum' Express® The Colossal® Cat Eyes Waterproof Mascara. Builds instant volume for a big, wide-eye look.

**Benefits**

The collagen formula and Claw Brush plump and spike out lashes at the corners for a wild cat eye look. This washable mascara delivers instant volume with no clumps. Ophthalmologist tested. Suitable for contact lens wearers.

**How to use/apply**

1. **Step 1.** Sweep the Claw Brush outwards to stretch lashes to corners.
2. **Step 2.** Do not let mascara dry in between coats.
3. **Step 3.** Easily remove mascara with Maybelline Expert Eyes® 100% Oil-Free Eye Makeup Remover.

**Ingredients**

**Step 1: Introduction of the dilemma (Understand dilemma and values at stake) Class (7 minutes)**

In this step students were distributed the poem and were invited to read it twice: the first time they read it individually in silence, the second time they read it from Over Head.
Projector (OHP) following also one of the students who reads it aloud, making the necessary intonation pauses (as advised by the teacher). No information was given at this stage about the writer of the poem.

Recipe  Janice Mirikitani
Round Eyes
Ingredients: scissors, Scotch magic transparent tape, eyeliner — water based, black.
Optional: fake eyelashes.
Cleanse face thoroughly.
For best results, powder entire face, including eyelids. (lighter shades suited to total effect desired)
With scissors, cut magic tape 1/16" wide, 3/4"-1/2" long — depending on length of eyelid.
Stick firmly onto mid-upper eyelid area (looking down into handmirror facilitates finding adequate surface)
If using false eyelashes, affix first on lid, folding any excess lid over the base of eyelash with glue.
Paint black eyeliner on tape and entire lid.
Do not cry.

During the first reading students confessed they thought they were receiving cooking instructions for a recipe, but they soon shifted to another level of interpretation of the lines of the poem since the ingredients and directions pointed at something else rather than straightforward cooking advice. The second time the poem was read aloud by one of the students, whereas the others followed the on-screen projection of the lines of the poem. They read and reflected. Their faces showed concentration, disclosure and revelation at the same time.

At this stage, students could clearly distinguish between the first texts that had been distributed (the recipe from the cookbook and the advertisement of the mascara) and this poem. They stated that the diction and style characterized this piece of writing as a poem. Also the emotions triggered in them made the poem even more literary than it would seem at first sight. Still, they were left confused about what the message of the poem might be.

**Step 2: First decision - Class (5 minutes)**

Students were invited to contribute their own ideas about what the main ideas of the poem might be. Students related this poem to the advertisement of the product and stated that the main idea was how to become more beautiful. There was general agreement among students that the recipe contained instructions about how to bring beauty into evidence, even though they would not all agree that this was a “fair” decision. Students made replies
to others’ comments for some minutes. They were left free to exchange ideas since such a thing initiated a lively discussion and brought to the foreground relevant topics to be discussed within the steps of the VaKE teaching method. By the end of this step, we arrived at the conclusion that the poem implied the problem of dominant beauty standards and the recipe contained instructions of how to conform to these standards. The values that were enhanced during these steps were conformity and integrity.

**Step 3: First arguments, dilemma discussion (moral viability check) Group (10 minutes)**

The first discussion revolved around the opinion of whether people should conform to dominant beauty standards or not. Students expressed their own opinion about standards of beauty worldwide and in the Albanian context. The moral viability check revolved around the dilemma: *Should we conform to dominant beauty standards?* Students mentioned several beauty standards that they considered dominant and shared opinions on whether they conformed to those standards or not. They supported their answers with specific arguments and examples. They found common opinions as well as diverging ones. Students were then rearranged in groups, depending on whether they were in favor or against the dilemmatic question presented.

**Step 4: Exchange experience and missing information (what do I need to know further to be able to argue) Group (5 minutes)**

Students exchanged information with their friends. They were encouraged to enrich each other’s way of thinking. Discussions among them raised other questions about the poem that they could not answer at this stage. They clearly needed further information to comprehend the poem as well as their own reaction towards issues expressed by the writer.

**Step 5: Looking for evidence (Collect information, using any source available) Class (7 minutes)**

At this stage, students were advised to read carefully the first line of the poem *Round eyes* and brainstorm about the concept of round eyes. They mentioned that round eyes reminded them of children and European descent.

Students were then told that the poem was written by Janice Mirikitani. The name itself did not really reveal too much information to students because, as they confessed, they had not read any poems by the author. However, the surname reminded students the potential origin of the writer, thus they inquired her origin. Since we had access to the Internet, the students were advised to use available resources to find out more information about the writer. The inquiry revealed a lot of relevant information, which surprised the students. Feelings of surprise were then substituted by feelings of satisfaction since the relevant information about the writer could add more sense to the poem and the ongoing
Step 6: Exchange information (Is information sufficient? Content-related viability check) Class (5 minutes)

During this step, students would point to the screens of their mobiles and write some notes on the papers with the printed poems. At this stage, another slide on the projector showed a picture of the writer and more relevant information about her as a foundational figure of Asian-American literature, widely known for populist and activist blend of poetry. They also discovered that the main issues of her poetry provide a voice to be heard concerning Japanese American experience, World War II internment camps, and subordination of women, among others. Students felt more confident as they discussed with each other at this stage.

Step 7: Second arguments, dilemma discussion (moral viability check) Class (5 minutes)

At this stage, another student read the poem aloud and the others followed by reading their papers or by referring to the slides on the projector. They were much more confident than in stage 1, and even the tone of reading the poem was more meaningful.

They were asked to point out another dilemma in the story. Students revealed that the poem revolved around issues such as dominance over minority, subversion versus revolt, acceptability versus appropriateness, imposing versus crossing borders. The second dilemma is thus introduced: Rise or Not? Can we cross imaginary and real borders? Students give their own opinions. They mostly agree about rising and crossing borders, even though some reluctant to accept that such change is always readily accepted. Overall, students reconsidered their opinion about conforming to beauty standards, stating that the value of integrity is of foremost importance and people should respect others, regardless of racial backgrounds.

Step 8: Synthesis of information (Present conclusions to the whole class – content and moral viability check) Class (5 minutes)

Students are invited to make a reiteration of both dilemmas presented, the arguments stated and the examples mentioned, in order to arrive at conclusions regarding the content of the poem and the moral values that were mentioned and encouraged by the discussion in the classroom.

Step 9: Repeat 4 through 8 if necessary Class (repeat the process from another standpoint)

Students were asked whether there are any other ideas or messages implied in the poem not mentioned so far. They were also encouraged to bring to discussion any other moral values that the discussion might have stimulated and share their own attitude toward
those moral values with the rest of the class.

**Step 10: General synthesis (finalizing the process) Individual - Homework**

This step was completed as an assignment through which students would have to write their own poem entitled “Recipe”. Table 2, presents some indicative poems as taken from authentic students’ assignments.

<table>
<thead>
<tr>
<th><strong>Table 2 Poems written by students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1</strong></td>
</tr>
<tr>
<td><strong>Recipe</strong></td>
</tr>
<tr>
<td>Should you find yourself in the middle of the road, Follow the instructions of your heart. On your right is your childhood. On your left is your origin. Choose the path that leads you to your childhood, But keep your origin alive.</td>
</tr>
</tbody>
</table>

**Step 11: Generalization (discussion about other but related issues, feedback) Class (6 minutes)**

This was the last step that concluded the lesson. Students were all involved in the discussion. They felt much better about the poem after all the ongoing discussions and dilemmas presented. They were quite enthusiastic about layers of complexity they discovered in the poem and also about the several activities through which they discovered the necessary information that helped them in processing the information and taking their personal stand about the dilemmas they put forward themselves. Students also emphasized that the lesson started with a recipe for a pie, but it ended up by giving them a real life lesson about beauty standards and conformity to them. They also stated that through this specific intervention they discovered a lot about life and values.

When asked to bring up other similar topics or problems most students mentioned the issue of cosmetic surgery. There were also students who mentioned alienation or being a foreigner as something they had often experienced. These issues related to our
discussion and we decided to organize another lesson following the steps of VaKE method in the future. Students were really excited and are looking forward to such an implementation of the method in their future classes in university.

3. Conclusions

Students were involved in a process of search and exchange of information, which they really enjoyed. The process of searching and discovering knowledge was combined with the discovery and discussion of values that the author and her poetry transmit, such as integrity, conformity and mutual respect. Through discussions about values and dilemmas, students discovered information about the author. Searching about the author’s poetry, students find out that Asian political poetry is marginalized within American canon. Readings of Mirikitani’s poems, as students observed from their search of information in groups, did not offer a single dominant way of reception, but a chain of interpretations, as exhibited from students in the classroom. Students also searched about rhetorical devices used in the poem that contributed to the individual style of the writer. As far as values are concerned, the discussion in the classroom pointed out many issues such as notions of beauty standards, subordination, minority, struggle to conform, assimilation vs. exclusion, the power of voice vs. the cost of silence, inner disintegration or identity.

From the perspective of teachers involved in teaching at university level for at least ten years, we found VaKE really innovative and helpful as a teaching tool that promotes values in an interesting way for both teachers and students. The use of this method presents a challenge as far as teaching in university is concerned, because such a thing would require substantial changes in the curricula in order to incorporate sustainable values in the teaching programs. From the perspective of learners, we can state that students benefited from the use of VaKE, and, what is more important to be emphasized, everyone was involved in one way or another in the discussion in the classroom, in the search of information, and in contemplation about dilemmas and values. It is of foremost significance, however, that the initial stages of incorporating VaKE in the curricula require teachers to acquire the role of learners themselves in order to search for information about VaKE so that they can use it successfully in their classrooms. The final aim is not to replace traditional teaching (which is the primary concern of most educators) but to enrich it with methods that incorporate values. This would call for the necessity of teacher training of this teaching tool in the first place. Teachers need to raise their awareness about the significance of the trans-disciplinary nature of the teaching process and thus overcome disciplinary boundaries in order to feel the rewards of VaKE. Their role will no longer be merely passive observers, but moral leaders of learners, who, in turn, will be able to take a stand when presented with a dilemma and offer solutions themselves. In this way, cooperation among students will be more evident, their opinions will matter, and even low achievers will benefit from the teaching process. In the long run, moral competence will be developed and students will be more motivated to participate in discussions. Through using VaKE discussion extended beyond the formality of the classroom and more factors were engaged in the teaching process, contributing to a
higher level in the evolution of ideas. Text analysis as a subject does lend itself to the integration of VaKE in the teaching process. To conclude, we fully support VaKE as a teaching tool to be added to other ingredients that produce the “Recipe” for a successful and rewarding teaching experience.

References


Brief biographies

Eriola Qafzezi is a lecturer of Translation, Theory of Translation, Text Typology in Translation and Text Analysis at Fan S. Noli University, Korça, Albania. Graduated in English teaching in 2005 and post graduated in Translation Studies, she holds a PhD in Comparative Translation Studies, Translation of Children’s Literature. Current fields of interest include translation and communication studies, translation of children’s literature, retranslation, and comparative translation studies.

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TOWARD VALUES AND KNOWLEDGE EDUCATION PROMOTION OF AUTONOMOUS LEARNING IN “TEXT ANALYSIS” HIGHER EDUCATION CURRICULUM – A CASE STUDY

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Abstract
Recent studies in values and knowledge education have shed light in one of the most appealing issues of today’s educational system where the moral goals are currently a neglected topic in favor of the subject matter and knowledge. The constructivist approach of values and education (VaKE) addresses this problem by combing the moral and epistemic goals through the discussion of moral dilemmas. Research and interest in autonomous learning has literally exploded interest in recent years around the world. Fostering autonomous learning is a topic of high relevance for all the educational system throughout student life. Promoting and encouraging moral values in knowledge education is seen as one of the biggest challenges of methodologists and researchers nowadays. This study aimed at analyzing the impact of value education on the academic performance of the 25 second year students, group 1, English branch, specifically in Text Analysis curriculum. Through the qualitative and quantitative research an attempt has been made to highlight the core issue of ‘the impact of values and knowledge education in autonomous learning to transform the learning environment of teaching toward the promotion of character values and behaviors in our students. The case study carried out also aimed at identifying students’ self-learning ability through team work, individual or class activities in different text analysis tasks. The importance is put on the increase of students’ autonomy and teacher’s responsibility to reform teaching methodology to fully embody the students’ main position to promote their ability of autonomous learning in higher education.

Keywords: values, knowledge education, autonomous, task-driving, text analysis, promotion

1. Theoretical background
Autonomy is a complex socio-cognitive system, manifested in different degrees of independence and control of one’s own learning process, involving capacities, abilities, attitudes, willingness, decision making, choices, planning, actions, and assessment either as a language learner or as a communicator inside or outside the classroom. Being a complex system it is a dynamic, unpredictable, non-linear, adaptive, open, self organizing and sensitive to initial conditions and feedback. The concept of autonomy in language
learning according to (Nunan, 2000) is connected with the communicative approach. The connection between autonomy in language learning and the communicative approach is, therefore, relatively well-developed at a theoretical level (see Nunan, 2000).

Meanwhile, autonomy supportive teaching has gained increased interest and attention in teacher education recently (Meeus et al., 2008) aiming to foster pre-service teachers’ professional capacities. Autonomous learning is elaborated in the self-determination theory (Deci & Ryan, 2008) and is considered a crucial aspect of adult learning. According to this theory, autonomy-supportive teaching promotes intrinsic motivation and leads to improved learning. An individual’s sense of autonomy represents a feeling of full volition and “choicefulness” depending on one’s values and interests (Deci & Ryan, 2008).

One way to implement autonomy-supportive teaching consists in providing opportunities to make personal choices promoted by the didactical approach of VaKE (Values and Knowledge Education; Patry et al., 2013). The fundamental concept of VaKE is it combines moral and values education with knowledge education under the umbrella of a constructivist theory of learning. Initially influenced by Kohlberg’s (1984) use of moral dilemmas, it takes this dilemma discussion approach further in educative settings: combining the development of knowledge and knowledge acquisition while identifying and nurturing the values that a student uses to construct their arguments for their decision.

As a didactical method it is based on contemporary concepts for human development and learning, originally developed to be used with learners of different age groups. The constructivist base of VaKE means that concepts are considered as being constructed by the learners and not conveyed by the instructor to a passive learner (Putnam, 2008). It is the learner’s responsibility to decide on what purpose to learn, what to learn, and how to learn. VaKE realizes what Knowles (1980, 43) has stated “adults have a deep psychological need to be generally self-directing”.

As far as learners generate their own solutions to the VaKE dilemma, VaKE includes all different ways of autonomy support, which can be provided in the classroom. Learners decide about the organization of the information search and the learning product namely organizational, learners choose the sources of knowledge (procedural) and learners generate their own solutions leading to cognitive autonomy. Autonomy is best supported through providing the opportunity for choices, which is best realized in the eleven steps of VaKE, each of them provides opportunities to make choices. Cognitive autonomy support in VaKE can be enhanced by providing option choices regarding the moral dilemma. The more meaningful the dilemma the more empathy it creates in learners (Skoe et al., 2002).

Thus, the aim of the article is to describe the procedure of engaging English students in a dilemma discussion following the VaKE method within the course of Text Analysis. Additionally, the moral values and that students’ identified along with their arguments are presented as a result of the dilemma discussion. The approach complies with the curriculum of the course as students are trained in analyzing texts in groups or individually.
2. Methodology

2.1 The Course

The aim of the course is to offer thorough preparation for the Cambridge English: Advanced (CAE) examination. It supports students with a range of activities designed to develop systematically skills for success in the exam, complete grammar and vocabulary syllabuses for reference and development, in-depth coverage of the combined Reading and Use of English paper. It is a basic module in English branch for all students, which is are completed in the three years of the Bachelor studies divided in six modules each on covering 75 hours per semester. The course incorporates different methods for learning and instruction including autonomous learning.

2.2. Participants and research design

The study was conducted with the students (N = 25; 19 females) of the 2nd year of English branch, Foreign Language Department of Fan S. Noli University, in the second semester of the academic year 2017-2018. Students were between the age of 18 to 21 years old. All participants gave informed consent to take part in the study. A case-study approach was used to allow a deeper insight to the core issue of “the impact of values and knowledge education” in autonomous learning to transform the learning environment of teaching toward the promotion of character values and behaviors in our students. The qualitative research method was used to collect the data, while ideas and arguments were presented either i) individually, ii) in groups, or iii) the whole class. To achieve the aim of the study the argumentative essay was used to reflect upon the dilemma role in the class. Students recognized values at stake and thus became autonomous in presenting arguments for and against toward the flow of the debate leading to autonomous learning. The total duration of the study was five weeks.

2.3. A dilemma story for text analysis

The students were introduced to the dilemma presented in Unit 10 and engaged in the VaKE procedure. Later the dilemmatic situation employed is presented. Students raised the debate and arguments following the situation below:

In December 2013, a magistrate glowingly used the phrase “the next Banksy” to describe a Manchester graffiti artist who ultimately avoided jail. However, when sentencing London tagger Daniel “Tox” Halphin to a 27-month jail sentence in 2011, the prosecutor told the jury: “He is no Banksy. He doesn’t have the artistic skills”. (A commemorative Tox mural by Banksy appeared in Camden soon after, and was quickly protected by Perspex casing.) Nevertheless, this authoritative distinction between “good” and “bad” graffiti does not have a place in the rulebooks.

On the other part the following situation was presented:
Since its contemporary birth in 1960s Philadelphia, city leaders have tended to condemn graffiti as mindless vandalism. Policing later began leaning towards the “broken window” theory, which argues that if petty crime like graffiti is visibly ignored, suggesting general neglect, it could inspire more serious offences. The UK spends £ 1bn on graffiti removal each year.

3. Analysis

At this section, we will describe the procedure followed during the implementation of the dilemma discussion following the steps of the VaKE method. Additionally, we will present students argumentation and the moral values they identified as well as we will try to relate each step with the principles of autonomous learning according to Nunan (2000).

Presentation of the dilemma: What values are at stake?

The teacher introduced the dilemma to the students. She handed in the photocopied material where students read the information of the dilemmatic situation as described earlier. Students and the teacher clarified the content and stated the cultural and aesthetic values of the dilemma whether graffiti is “good” or “bad”. The following values at stake were presented:

1. Promotion of artistic, human, beauty, creativity values of “artists” who find a place to promote and express themselves.
2. Nature and building preservation whether historical or architectural ones.
3. The value of respect for the artists and their artistic work.
4. Talent promotion
5. Value of appreciation for good artistic work

The first value and the fourth that of talent promotion were raised in the very beginning stage of dilemma presentation. The rest of them in the second stage.

First decision

At first, students practically responded in two teaching hours to the question “What do you think of graffiti as a “good” or “bad” action? The teacher ascertains the learners’ understanding of the values at stake. As learners have quickly answered if graffiti is good or bad, first arguments appear. In a collaborative effort, students are divided in groups of four with different strength of views and they exchange arguments on the issue under discussion. In this phase, students engage in the first level of autonomous learning, namely autonomous learning awareness; students are introduced with the dilemma and give their first impression about the nature of graffiti (i.e., “good” or “bad” graffiti). After individual student reflection on the dilemma the teacher asks again “Is graffiti “good” or “bad”? Students exchange arguments in favor and against the different options available. Students answered based on their respective attitude toward the dilemma. When the teacher introduced the topic to the class, 63% of the students were in favor of graffiti and the 37% of them disagreed. They gave different reasons concerning graffiti if it is “good” or “bad” by justifying their answers with examples of their own or others experiences. Table 1
presents students’ answers to the first decision.

Thus, the second level of autonomous learning is fostered here as conceptualized by Nunan (2000), namely involvement. Students are involved in selecting their own goals from a range of alternatives, after hearing the discussion of the dilemma each one of them gets involved with their own argument.

### Table 1: Students’ “first decision”

<table>
<thead>
<tr>
<th>Gender</th>
<th>Is Graffiti “good”</th>
<th>Is Graffiti “bad”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage</td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

As it is seen from the results above 56% of the students answered in favor of graffiti, while the rest of them 44% were against it. The percentage of males against graffiti was smaller compared to female participants. This could imply that they thought of using graffiti as a reaction toward the social phenomena and a form of expressing their feelings and rebellion, what words in fact cannot say.

**First arguments (dilemma discussion).**

Students allocated in groups of four and gave their argument why they were in favor or against graffiti in the town buildings. Each student gave their opinion and then asked for arguments from their peers within the group. Some of the students’ opinions in favor of graffiti were:

- “Graffiti is art. It can be an important form or artistic expression often for socially excluded groups”. (K. Gj)
- “Usually they draw abstract or natural images of something they want to tell but sometimes images are better than words.” (V. D)
- “They make the places colorful and emotional making us thoughtful when we pass there” (A.V)

Some of the students have presented advantages and disadvantages of graffiti and they believe that it is good for the society “only if it expresses a message, has an acceptable and attractive view and is organized (K.L)”.

Some of the students’ opinions against graffiti were:

- “Graffiti was always seen as an offense, a bad tendency, a bad expression behavior. In my opinion it is a rebellious form of expressing oneself. It usually expresses messages, feelings that it is not a bad way of expressing if it does not violate other's property.” (A. B)
Exchange experiences and missing information
Students during the second week reflected on their individual answers. What opinions do they have? What questions do they have? Students were allocated in groups and transferred the results of their discussions; immediately, questions for inquiry arise. Students needed to know more for a sufficient argumentation. Students discussed on the issue giving their opinion and sharing experience.

Looking for information
Students searched autonomously focusing on the new information about Banksy graffiti artists and “the broken window” theory for a week to gather information and used the new knowledge to argue with their friends in groups and in class in the following steps. Internet was the main and quickly source of information to use.

Exchange information
Students allocated in groups informed their friends on Banksy graffiti artists and the theory of “the broken window”. It was new information for the group and they all understood how Banksy artist performs and what kind of images he depicted. They argued on what should be allowed and what not depending on the message it conveys and the popular support. Banksy images and graffiti are usually seen as they have gained popular consent and some of them were set at the auction valuing some thousands pounds. Students comment with one another and add extra information they have found about this new technique. Banksy's work have dealt with various political and social themes including anti-war, anti-consumerism, anti-fascism, anti-imperialism, anti-authoritarianism, anarchism, nihilism, and existentialism. Additionally, the components of the human condition that his works commonly critique are greed, poverty, hypocrisy, boredom, despair, absurdity, and alienation.

Students exchange information about “the broken window” theory to illustrate graffiti in its negative context, as a criminological theory that visible signs of crime, anti-social behavior, and civil disorder create an urban environment that encourages further crime and disorder, including serious crimes.

Second arguments (dilemma discussion)
In the follow-up phase of the study, namely during the second week, students being acquainted with the new information related to the dilemma, have now a better understanding of the situation. The second dilemma response came after they had had some discussion about the issue as a class. Argumentative discussion raises here. They had five days to inquire about the art of Banksy and share their ideas within their group (e.g., what artwork in graffiti is and what it is not). At the beginning of the next lesson, students were asked to respond to the question “Is graffiti good or bad?” Each group presented their findings about graffiti to the class through dialogue and then they responded to the dilemma question as they have gathered information and ideas from
other groups. Each time students referred to a decision, they also listed the important values that facilitated their decision-making. Within their groups, students were asked to consider if their knowledge base was sufficient to provide arguments or further information were needed. Students in groups of four in a collaborative effort gave their approval or disagreement about the dilemma (see Table 2). The majority of the students accepted graffiti as inspirational, emotional and cultural phenomena, as the following quotes support:

“It is a good way to express a strong opinion or emotions that will draw the attention of everyone that reads”. (K.G).
“A city without graffiti looks more beautiful and more attractive. I think graffiti is not an art, it is a wish and it should be done in special places”. (Xh. L)

The third level of autonomous learning is implied here, intervention. Students are involved in modifying and adapting the goals and content of the learning. They develop arguments and ideas pro and against graffiti discussing them with their partners and the whole class and they comment on the places that are appropriate to do graffiti whether in the town or in suburb areas.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Is Graffiti “good”</th>
<th>Is Graffiti “bad”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td></td>
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<tr>
<td>Male</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>

**Synthesis of the argument**
Finally, conclusions are presented to the whole class as to the role of the arguments given. Students agreed on the “clean up” of graffiti painted in public places but were in favor of those made in urban areas and specific buildings without affecting the social environment. Some students suggested the solution of doing graffiti in some specific places of the cities. In another opinion, graffiti should be allowed if only it is art and a beautiful painting. Graffiti is seen as a raised voice of social and political issues. People can show what they are afraid to say.

**General synthesis**
Students finalized their ideas in an argumentative essay, during the third week of implementation. They gave their opinion whether graffiti is “good” or “bad” in the city, if
“bad” (artistically) what were the places appropriate. Should good or bad graffiti allowed by the government and as cities seek to “clean up”, could graffiti ephemeral role within the urban environment actually be good for cities? The dilemma raised was discussed thoroughly in class and in groups. After the acquisition of the new information, students clarified their thoughts and reflected on the task given, namely to write an argumentative essay. The fourth level of autonomous learning is evident here, creation.

Based on students’ reflection in the form of essays they considered graffiti as a form of art beautiful to look at but it depends on where it is and what it is. Students believed that if graffiti is done it should be cleaned up and the government should create a specific law to punish graffiti. Graffiti should not be condemned with jail but in form of a fine from the government. Other opinion varied and considered graffiti as a form of art which could not be cleaned up because human beings live in the free world where people can express themselves freely. One student has titled the essay “Graffiti, a beautiful crime” and has concluded: “Graffiti can be seen as the art, or as the crime. From my point of view it is treated seriously, creations are thought over properly and of course are in the right place, it is undoubtedly Art.” Another student stated “Only people who have artistic values can do graffiti so as to be admired and beautiful for the town but always not in public places because they are destroying the beauty of the city”. As the previous students’ comments show, they accept doing graffiti as an emotional express and name it as undoubtedly form of art but only in specific areas of the town. Most of them accepted it being so, beside the violent and negative effect they first considered.

Generalizations
Students gave feedback about the process; they discussed about similar topics and problems of graffiti and other forms of art as a class activity. They engaged in a discussion answering questions such as “what connections can you make of graffiti with other fields?”, “Where can you apply it?”, “What social phenomena can be illustrated by graffiti and Where?” Students decided themselves how they wanted to apply further the outcomes of their discussion, after choosing to act in accordance with their decision. They believed “good” graffiti could be used as a decorative art in front pages of books, magazines, newspapers to convey the message intended. Students discussed as a class pointing out values of how artists reflect upon different social problems and the reaction of society on graffiti images.

Graffiti could also be related with different subjects and can be applied in other fields artistic and non artistic such as politics, economics and other fields. Thus, the final level of autonomous learning, namely transcendence is apparent. In this level, learners went beyond the classroom making links between the dilemma raised in the classroom and solutions offered making the connection with the outer environment by suggesting ideas where can we else apply graffiti, in what areas and for what purposes raising the values as well. Students, hence become autonomous learners by making evident the connection of the classroom content with the outer world. They reflected on the discussion of the
issues raised in the dilemma and then they were able to extend the discussion further.

4. Discussion

Despite the fact that autonomy implies independent learning, it does not decline the role of a teacher in learning, but it points out the role of the teacher in forming the autonomy skills. VaKE offers more because of its interdisciplinary and multidisciplinary nature. It is likely to encourage a higher level of sophisticated thinking and social learning. VaKE implementation in Text Analysis lessons was a challenging method of gaining new knowledge but raising values at the same time. The classes became interesting, an increase in student's motivation and responsibility to follow steps rigorously and with their whole consent could be implied. VaKE is worth value implementing it in different curricula by identifying and promoting human values from different perspectives in making accurate decisions.

The study highlighted that autonomous learning could have been fostered through the implementation of VaKE. It raised motivation, students gained more power and felt free and responsible while drawing conclusions individually and then working in groups. Their interest as well as argumentative competence with respect to values increased, due to the knowledge acquisition.

Students’ motivation in the VaKE process could be implied through the engaged participation of students in the discussion, in the issues that were addressed and the discussion rose in the classroom. Moreover, students improved their communicative abilities, practiced grammar concepts (tenses) and used them correctly in sentences in discussion and group work as noted by the teacher. As a case study, the current experience was encouraging. It suggested that further attempts using VaKE in teaching prospective teachers should be undertaken providing opportunities to continue developing a student-centered learning culture. Organizing a VaKE course causes a variety of challenges, which the teachers have to cope with and adapt in their syllabi.

References


**Brief biography**

Lorena Robo has graduated from the Foreign Language Department in Fan S. Noli, Korça University. She has also received a Master’s Degree in 2011 and finished her doctorate in Phraseology in the University of Tirana in 2016. She is actually in the position of a full time lecturer of Text Analysis, Psychology of Foreign Language Acquisition; Testing, assessment and standards in foreign language teaching, and EFL in University of Korça since 2013. Her research concerns language and relations between language with psychology and phraseology. She has published journal articles and proceeding papers in phraseology, linguistics and methodology.
INDEX

activity, 19, 23, 34, 51, 53, 54, 74
améliorer, 41, 47
autonomous, 6, 21, 27, 67, 69, 70, 71, 73, 74, 75
Bullying, 9, 16, 17
communication, 19, 20, 27, 35, 42, 48, 50, 66
communicative skills, 50, 53, 54
course book, 5, 19, 21, 22, 23, 24, 25, 26, 27, 28, 59
decisions, 21, 32, 56, 75
education, 4, 5, 6, 7, 11, 12, 17, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 49, 50, 52, 53, 54, 56, 57, 58, 59, 67, 68, 75
éducation, 41, 42, 48
Education for Sustainable Development, 30, 31, 37, 39, 40
Interpretation, 41
knowledge, 4, 5, 6, 10, 11, 12, 13, 14, 17, 19, 20, 21, 23, 24, 26, 27, 28, 29, 31, 33, 34, 35, 38, 39, 41, 49, 51, 54, 56, 57, 58, 65, 66, 67, 68, 69, 72, 73, 75
knowledge education, 5, 6, 17, 19, 20, 21, 28, 29, 38, 39, 49, 54, 66, 67, 68, 69
multiplicity, 56
perceived self-efficacy, 9, 10, 12, 17
phase, 19, 23, 27, 70, 72
promotion, 57, 58, 67, 69, 70
reactions, 13, 56
reception, 56, 65
réflexion, 41, 42, 44, 47, 48
savoir, 41, 42, 48
Sustainability, 5, 30, 31, 33, 36, 37, 39
Sustainability Education, 5, 30, 31, 33, 39
Sustainable Consumption, 30
task-driving, 67
teacher training, 9, 65
text analysis, 51, 55, 57, 67, 69
VaKE, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 26, 27, 29, 30, 33, 34, 35, 36, 39, 40, 41, 42, 48, 49, 50, 51, 53, 54, 56, 57, 58, 59, 62, 65, 66, 67, 68, 69, 70, 75
valeurs morales, 41, 42, 43, 44, 45, 47, 48
Values, 4, 6, 9, 10, 11, 16, 17, 18, 19, 21, 24, 25, 28, 29, 30, 33, 36, 38, 39, 49, 50, 54, 57, 58, 66, 68, 75, 76
Values and Knowledge Education, 4, 9, 10, 11, 16, 17, 18, 19, 21, 29, 30, 33, 39, 49, 50, 54, 57, 66, 68, 75
Values Education, 4, 6, 28, 30, 38, 54, 66
Violence prevention, 9