An Action Research on Promoting Values through English Language Teaching

by

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A Thesis Submitted to

The Education University of Hong Kong

in Partial Fulfillment of the Requirement for

the Degree of Doctor of Education

April 2020

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Statement of Originality

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Abstract

The integration of values education into English language teaching is not common. Yet educators, school heads, and teachers regard values education as vital to help build students' characters. This study aims to investigate how values can be promoted by using the approach of moral dilemma discussions in English language teaching. Specifically, within Thomas Lickona's (1991) framework of values that posits the mutual interaction of students' moral knowing, moral feeling and moral action, this study used action research as the research design, while applying the approach of moral dilemma discussions to examine whether students' moral reasoning could be developed, moral feeling could be aroused, and whether obvious behavioural changes in moral action could be observed.

A mixed-method of collecting both qualitative and quantitative data was used to evaluate the teaching process and teaching outcomes. Qualitative data included teacher researcher's observation in class and after-lesson reflections, students' discussions and responses during lessons, group interviews of students and teacher observers' feedback. Quantitative data consisted of comparison between the pre-test and post-test scores of DIT2 and APASO-II, while the yearly moral performance record and result of the questionnaire set by the teacher researcher were used as supporting evidence.

The findings showed an increase in the moral reasoning scores of the experimental group. Students were impressed with the moral dilemma discussion approach integrated with explicit values, and students' moral development was shown in their assignments during the teaching process and teaching outcomes. Students' sharing in the interviews also showed that they recognized the importance of values education for all students. However, an increase in moral action throughout the action research period was not obvious. More investigation into the link between moral reasoning and moral action should be done.

Keywords: values education, moral dilemma discussions, moral reasoning, moral action

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ACKNOWLEDGEMENTS

First of all, to thank my GOD for letting me fulfill what I have dreamt for－completing the Degree of Doctor of Education.

I would like to thank my Principal Supervisor, Dr. Lam Chi Ming and Associate Supervisor, Dr. Wong Ping Ho for their guidance, patience and stimulation to help me complete this doctoral thesis.

Finally, my heartfelt thanks to my husband, Eric Ng, my son, Joshua and daughter, Esther for their support to give me space and time to work on the thesis, and make my dream come true.

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Chapter 1: Introduction

1.1 Background of the Research

In his book *Moral Principles in Education* (1909), John Dewey claims that 'the business of the educator—whether parent or teacher—is to see to that the greatest possible number of ideas acquired by children and youth are acquired in such a vital way that they become moving ideas, motive-forces in the guidance of conduct' (p. 2). Similarly, in his article *The Purpose of Education* (1947), Martin Luther King, Jr. stresses that 'we must remember that intelligence is not enough. Intelligence plus character, that is the goal of true education'. Walsh (1990) defines education as the process that prepares young people for their social inheritance, and advocates three dimensions of education—development of knowledge, training of mental abilities, and development of character. These three famous educators and political thinkers agree that the main purpose of education is not just the delivery of knowledge, or skills, but the nurturing of character, so that students can become good citizens. Students must acquire knowledge at schools, but virtues should never be separated from intellectual growth. Cognitive development may not go hand in hand with moral development, as the pace of one's intellectual growth can be different from moral growth. Education is a process that allows students to develop moral values, such as kindness, patience, respect, responsibility, perseverance and etc. These are vital to build individuals who can contribute to society and be responsible and caring citizens towards themselves and others.

Since Hong Kong's curriculum reform in 2001, nurturing positive values and attitudes in students through Moral and Civic Education has been one of the four key tasks of the curriculum (the others being Reading to Learn, Project Learning, and Information Technology for Interactive Learning). Many schools have this philosophy which aims to develop their students

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in five domains: moral, intellectual, physical, social and aesthetic development. Schools with religious backgrounds also focus on the spiritual growth of their students. Moral development and values education are also seen to be important to serve as a means for students to attain an all-round and healthy personal development (Curriculum Development Council, 2002). Schools have launched values education through formal and informal curriculums. Within the formal curriculum, this includes the implementation of thematic courses with regular, timetabled lessons, for example, class teacher periods, religious studies, ethics programs, life education, so that values can be integrated into the specific subjects. Within the informal curriculum, this consists of activities organized by the guidance and discipline teams, moral and civic education committees, or other functional groups with non-government organizations outside schools. These are in addition to assemblies, seminars or talks hosted by guest speakers to share the importance and implementation of values. School heads and teachers generally agree with the significance of teaching values for establishing and cultivating good citizens. It is necessary for all schools to strike a balance between the efforts to achieve academic excellence as well as the moral development of students.

1.1.1 Teenage Problems in Hong Kong

Shek, Ma, and Sun (2012) observe several obvious problems faced by teenagers in Hong Kong today. First, the substance abuse patterns of adolescents. Drugs abused by young people under the age of 21 are mainly psychotropic substances, particularly ketamine. Ketamine abuse in Hong Kong can be regarded as unique, as this drug is not commonly abused in other parts of the world. With Hong Kong's return to China in 1997, traveling between Hong Kong and Shenzhen in Mainland China became very popular, so a new problem of cross-border adolescent substance abuse was created. Youths tend to take drugs at home, and it is revealed in the report that peer influence and curiosity are two factors involved in drug abuse.

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Adolescents believe that they will not easily get addicted. Second, even though the overall youth crime rates have been relatively stable in the past decade, shoplifting and theft drew the concern of educators. Material-oriented lifestyles are admired by teenagers and they prefer to pursue brand-name products. Third, more attention has been given to adolescent mental health problems. Shek, Ma, and Sun (2012) state that Hong Kong adolescents face high levels of stress in different psychosocial domains. Adolescents are under pressure from different sources. This might be because of the strong emphasis on academic excellence in Chinese culture; the importance of holistic development is neglected by Chinese parents. Parents tend to arrange tutoring and learning activities for their children at weekends; no time is spent on playing or relaxing. The UNICEF Hong Kong Committee report (2014) shows that some parents arrange 90% of their children's schedule as tutoring related to studies. Hong Kong parents deliberately push their children to join academic-oriented activities, instead of nurturing their interests or talents. Wu (2017) posits that youth problems in Hong Kong are due to a test-score based 'elitist education system'; students who fail to obtain good grades in studies are 'left to languish in the system', from the beginning they experience 'hopelessness, frustration and disillusionment'.

It is common for teenagers to identify their ability with their academic performance in schools. Those who fail to gain satisfaction and confidence in academic performance may create 'unhealthy lifestyles', such as teenage violence, school bullying, Internet addiction, family conflicts, all these were issues of concern. In Chan and Wong's (2015) study, 51.8% of 1,880 adolescents had bullied others, 32.1% were bullies and victims simultaneously, while 2.5% of the interviewees were victims of bullying. Moreover, the study showed that cyber bullying was increasing in secondary schools. 1,377 secondary students from 9 schools admitted to hitting their peers once or twice a day at school, but had not been caught or punished by teachers; they tended to use violence to treat peers and siblings at home when they encountered problems.

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Male adolescents were found to have a higher chance of being involved in violence since they lacked self-control and favoured risk-seeking behaviours compared with their female counterparts (Chui & Chan, 2016). Lau, Gross, Wu, Cheng, and Lau (2017) conducted research on 8,286 secondary school students from S1 to S4 to study the incidence and predictors of Internet addiction. The report also found that male students had a higher chance of Internet addiction compared to female students; the same observation was made in a 3-year longitudinal research on 3500 students from 28 secondary schools by Yu and Shek (2013).

Yip, Yousuf, Chan, Yung, and Wu (2015) claim that the Hong Kong high-school students show signs of depression, especially teenagers whose parents have divorced. Adolescence is a critical and sensitive stage of development as teenagers adapt to changes in life, learning environments, friends, and for some, parental separation. They are more susceptible to the influence of their external environment, and less emotionally stable. A longitudinal study by Shek, Leung, and Lu (2014) investigated the family functioning of 2,667 students from S1 to S3 in three consecutive years. The study showed that families did not function well, and lacked harmony, communication and caring. Students had more negative responses towards their family.

Teenage developmental problems deserve the attention of educators, teachers, parents and non-government organizations to work on the needs of our next generation. Values education is needed for youths to build character, exercise ethical judgment and social responsibility.

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1.1.2 Significance of Values Education in the 21st Century

The main aim of values education is to inspire individuals to choose their own personal, social, moral and psychological values and to help them find practical methods to deepen these values (Kumaris, 1995). Lovat and Clement (2008) observe that values education builds the character of students and equips them with specific skills; strengthens their self-esteem, optimism and commitment to personal fulfilment; and helps students exercise ethical judgment and social responsibility. The engagement of parents and teachers is essential to make this successful. Schools should try to balance cultivating values and knowledge.

Innovation, creativity, and technology are key concerns in the 21st century education. Students must be creative, innovative, and make use of technology to ensure quality living standards. However, knowledge and technical skills are not enough for success in the 21st century; performance character (e.g., industriousness) must be developed (Davison, 2014). Future-oriented education promotes innovation and dynamically evolving social goals. Education's role in the creation of an economically and ecologically sustainable future lies in two domains: the domain of values and attitudes, and the domain of knowledge. This century, science and technology will significantly impact the world, so people equip themselves with technological skills. However, values of social responsibility and social conscience must also be stressed (Singh, 1991).

Furthermore, values of resilience, perseverance, self-assurance, courage, positivity are all important for our students to build confidence to face adversity. To collaborate with others and solve problems are essential for students when they encounter difficulties. The biggest threat for students is: fear of failure, but self- confidence can help build up their trust on their own

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capacities (Gillmore, 2018).

This world may have different challenges. Students must equip themselves with skills to face and tackle problems, but to build our students with positive values and attitudes are important.

1.1.3 Challenges Faced by Secondary Schools in Delivering Values

Secondary schooling in Hong Kong focuses on academic performance. Ng (2018) revealed in the 2018 Baptist Oi Kwan Social Service Centre study that 'huge school stress' was the major cause of the 'depressed campus', with the top three sources being "public examinations" (21.5 %), "academic performance" (18.5 %) and "prospects" (13.4 %). 51.5% of 7500 students from 21 secondary schools in the study developed symptoms of depression (as cited in *South China Morning Post: Education*). At the same time, teachers suffered from pressure to push students to perform well in public exams. In their interviews, teachers reported working 60-70 hours per week.

There are 506 secondary schools in Hong Kong, 472 are local schools, 34 are English Foundation Schools and others are private international schools (EDB, 2019). After the transfer of sovereignty in 1997, the Education Department published the *Medium of Instruction: Guidance for Secondary Schools* (Education Department, 1997). It limited the individual school's freedom to choose its medium of instruction, and required schools to meet certain requirements before they were approved to use either English as the Medium of Instruction (EMI) or Chinese as the Medium of Instruction (CMI). This eventually reduced the number of EMI schools to 112 (EDB, 2019), around 22.1% of all Hong Kong secondary schools. EMI schools are regarded as Band 1 schools since students' academic performance is better than

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those in CMI schools. The competition among schools is great, especially in helping students to strive for better academic performance. The 2019 Hong Kong Professional Educational Press (HKPEP) list of 50 competitive secondary schools were selected according to a weighting of 50% in academic performance, 30% in teachers' qualifications, and 20% in student support and school climate. Band 1 schools had around 39.95% students enter the 3 prestigious universities in Hong Kong: The University of Hong Kong, The Chinese University of Hong Kong and The Hong Kong University of Science and Technology. Secondary schools of Hong Kong face pressure under such a system to meet parents and students' expectations to enter prestigious universities.

Schools find it difficult to promote values due to the stress on students' academic performance. Pressure from the Incorporated Management Committee (IMC), Parent-Teacher Association (PTA) and Alumni urge schools to excel in academic performance, so that the banding of the school can be maintained or upgraded. However, Cai (2014) criticizes that 'schools, on their way to achieving distinguished academic results, may sacrifice the education of values and character development'. Instead of focusing on boosting students' academic performance as a priority, values and attitudes should always go hand in hand in the design and implementation of curriculum.

1.1.4 Challenges Faced by Teachers in Delivering Values

Leung (2000) states that moral values should not be neglected; every student should have the opportunity to develop the different aspects of themselves, and that education should create opportunities and facilitate social mobility. Teachers are on the front-line to enable the development and growth of our students.

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Teachers encounter pressures to deliver values from school heads and parents due to the academic-dominated education system, more time and efforts needed to boost students' academic performance. At the same time, children's development has become more complicated because of family breakdown or malfunction, and this may hinder the transmission of values in schools.

Some students suffer from family breakdown. Some are from small families, either single child or with just one sibling. Unlike before, children now do not have many chances to learn to cooperate and equip themselves with social skills at home. Parents are either too authoritarian — helicopter parents — or unable to control or talk with their children. Communication breakdown is not uncommon in families. Unsatisfactory parent-child interaction results in parental depression and children's frustration (Fung, Gerstein, Chan, & Hurley, 2013). Teachers in all disciplines are faced with different family problems.

Close parent-child relationship brings positive impacts to the development of students. Yu and Shek (2013) reveal the impact of close parent-child relationships on Internet addiction. The study shows that a close relationship between parents and their children is significant in controlling the level of Internet addiction. In other words, a close parent-child relationship helps children to grow with better habits, self-control, and a higher chance of aligning their behaviour with their parents' expectations. It is noticeable that if children have a good relationship with their parents, they tend to listen to the regulations and boundaries set by their parents. Communication is a means for both to understand each other's need more.

Unlike 20 years ago, the advancement of technology requires our students to be equipped with the ability to face a rapidly changing world. Dede (2010) states that youths should have:

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(1) the ability to learn and innovation to create (2) ethics in technology and information communication (3) occupational and life skills. These soft skills echo the moral values of responsibility, diligence and courage. A UNESCO (2018) report stated that, to thrive in the digital economy in the 21st century, teenagers needed to develop their learning techniques, entrepreneurial, and transferable skills together with their social-emotional skills. Lo and Wang (2006) mention the abilities required for teenagers nowadays need to be linked with moral values, such as 'respect', suggested in their article: *Moral Education of Youths in the Information Age*. The curriculum in the classroom is designed to incorporate skills and intelligence in making use of technology and multimedia. However, abilities and values should not be separated. Students must equip themselves with values to face challenges brought by the new century, which need to better our world with efficient communication, social harmony and ethics in using advanced technology.

The role of teachers has changed from instructor to facilitator, inspiring the learning curiosity of students. Teachers may not or cannot answer every question raised by students, but they can inspire them to find the answers by themselves. Brady (2011) suggest the eight qualities of teachers which are essential for teaching values. Teachers must challenge egocentrism, demonstrate sensitivity, practice tolerance, observe neutrality, scaffold learning, encourage student expression, promote supportive learning context and sustain relationship with students. Teachers as professionals are role models. They must 'demonstrate sensitivity' and 'practice tolerance' in teaching and promoting values with 'supportive learning context', and build up a caring relationship with students (p. 62-63).

This era will see an explosion of knowledge and technological advancement. However, this is not necessarily linked with values education. Unless schools value the importance of moral

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development, students will be equipped with skills but not the ability to make moral judgments or actions. The changing world is a challenge for teachers to focus on values teaching.

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Chapter 2: Literature Review

The first section of this chapter will focus on the definition of values and values education. Its definition is the guideline and principle for leading the discussion in future chapters, and is significant in terms of relating this action research to promote values education in secondary schools. There are different approaches to teaching values education from 1970s to present. The major approaches will be discussed and analyzed.

The second part is a historical review of values education. Moral education or Moral and Civic Education has been promoted in Hong Kong for decades. Its beginning and development will be discussed. We will also look at the delivery of values education in Hong Kong secondary schools through formal and informal curriculum.

The last part will narrow down the scope to discuss values and attitudes in the English curriculum, the roles of the English teachers in delivering values, and the difficulties they encounter in English lessons in Hong Kong secondary schools. This is followed by the research questions, as well as our aim and significance of the action research and its hypothesis.

2.1 Values Education in Practice

2.1.1 What are Values?

According to Kluckhohn (1951), ‘a value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action’ (p. 395). Rokeach (1971) claims that values determine attitudes as well as behaviour. A value refers to a desirable end state of existence (terminal value) or a desirable mode of behavior (instrumental value). Terminal and

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instrumental values are generalized standards of the means and ends of human existence that transcend attitudes toward specific objects and situations. Mintz (2018) suggests that values are basic and fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us. Values describe the personal qualities we choose to embody to guide our actions; the sort of person we want to be; the manner in which we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for conduct.

Lickona (1991) divides values into two categories: 'moral and nonmoral. Moral values such as honesty, responsibility, and fairness carry obligations. But nonmoral values carry no obligations, and refer to things people like to do, for example, reading a novel or listening to music' (p. 38). Further examples of moral values are the purpose of life, happiness, good, duty, responsibility, conscience, honor, dignity (Taneri, Gao, & Johnson, 2015). In *The Development of Values through the School Curriculum*, Taylor (2006) groups values as explicit or implicit. These can be 'substantial values' (such as honesty, respect) and 'process values' (such as reflection and caring) (p. 114). Explicit values refer to values delivered through the school curriculum. Implicit values are infused into the informal curriculum. This study focuses on teaching explicit moral values.

Schools should promote values and attitudes and infuse character education throughout the school and across the curriculum. Lickona (1999) claims that good character consists of the virtues possessed by an individual. Virtues provide a standard for defining good character, because they are intrinsically good, virtues do not change. Prudence, patience, perseverance and courage always have been and always will be virtues. Benninga, Berlowitz, Kuehn, and Smith (2006) state that 'character education can be defined in terms of relationship virtues (e.g. respect,

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fairness, civility, tolerance), self-oriented virtues (e.g. self-discipline, fortitude, effort, perseverance), or a combination of the two' (p. 37). Krupansky (2018) further explains that

> Value and virtue both refer to the same thing — beliefs, principles, ideals, qualities, traits, properties, attributes, expectations, or characteristics of individuals or groups that are highly-valued, desired, admired, and prized in society, but the key distinction is that values are aspirational expectations, ideals or goals that are not always achieved, while virtues are those principles or qualities that have actually been achieved and can be directly observed and experienced in the here and now. (1st para.,unpaginated)

Education must have positive values at its heart and the ultimate expected result is to create a better world for all (Fien, Cox, & Calder, 2018). Students must be taught with knowledge and values. Knowledge and virtue should never be separated from intellectual growth if character building is seen as essential. Although cognitive development may not go hand in hand with moral development, education allows students to equip themselves with moral values. These are vital for building good citizens who will contribute to society, and the world.

2.1.2 What is Values Education?

According to Halstead and Taylor (1996), values education is defined as a lifelong process to promote and develop values. It aims to help individuals develop as responsible and caring persons, and live as participating members of a pluralist society. Students learn to create their own personal, social, moral and psychological values, and integrate these values into their daily practices, so that they become routine. It is also regarded as the central focus of schooling (DEEWR, 2008). In her article *Making the case for values/character education*, Shea (2003) states that values education encompasses character education. Berkowitz (2011) explains that character education had been implemented in the USA for two decades, and that moral education, values education and character education all share the same aims: to 'craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social

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inclinations and competencies in youth, including around strengthening their academic focus and achievement' (p. 153). Beck (1992) suggests 'values education' has been used synonymously with the terms: moral education and religious education. Huitt (2004) writes about moral and character education. In his book *Educating for character: How our schools can teach respect and responsibility*, Lickona (1991) talks about values and character education.

Lickona (1991) states that there is no value-free education, and that values education is a doable thing (p. 22). The term 'values education' is frequently used in his book. Bennett's (1993) *The book of virtues: A treasury of great moral stories*, illustrates virtues consisting of self-discipline, loyalty and faith. He echoes Lickona's thoughts that moral education is a training of heart and mind towards good. It involves rules and precepts; there are things that should be done and should not be done to others. Moral education provides training in good habits. Ng (2006) states that values education is the teaching of values, which includes moral education, aesthetic education, civic education, spiritual education. Lovat (2010) uses values education as an overarching concept that includes concepts such as moral education, character education, ethics education, and citizenship education. In this study, values education is the focus and includes moral education and character education.

The aim of values education is the building of character, strengthening students' ethical judgment and the development of social and personal responsibilities (Department of Education, Science and Training, 2005). Instead of giving correct answers, it is crucial to cultivate moral attitudes and social values throughout the development of reflective or critical thinking (Education Department, 1981). Students need to be taught how to distinguish right from wrong and make their own moral judgment through the process of moral reasoning. Williams (2000) suggests that values education will be successful provided that teachers act as role models for

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students. Students look for examples and role models when they apply what they learnt in school life. The coherence and consistency in carrying out principles and rules are essential to form their learning. Teachers are obliged to create interpersonal atmosphere where respect was continually practiced and the learning climate both in school and classroom was supportive and caring. Thus, students can be shown, through the teachers' demonstrations, how they practise values in classrooms. This ideal practice is strengthened by Noddings (1992) through the four means of delivering values: modelling, dialogue, practice, and confirmation.

The interaction between teacher and students is the key to enforce the four components. Modelling is significant morally in its authenticity, and is powerful as a base of education in caring. Bergman (2004) supports the idea that dialogue is the way to model caring in communication. Without communication, teachers fail to show students empathy, appreciation and understanding. This process is a foundation in building relationships between teachers and students to demonstrate care for each other. In practice, students must take part in carrying out how caring could be achieved through observing the modelling by teachers. The last component is receiving confirmation from teachers, so that students can be identified and encouraged to be better ones in their growth and development. Noddings (as cited in Bergman, 2004) claims that the aim of education should be 'to encourage the growth of competent, caring, loving and lovable persons' (p. 16).

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2.1.3 Approaches to Teaching Moral Values

Veugelers (2000) reminds teachers that they cannot avoid influencing students, even if they strive to strictly confine themselves to the learning process. 'Value stimulation' is found in the interaction between teachers and students. Teachers want to 'stimulate the values they wish to develop in their interpretation of the curriculum', influence the students 'via subject matters, chosen examples and reactions to the students' (p. 40).

Values teaching is part of the learning process in schooling, which is inevitable and vital for every student. It is a crucial part of teachers' profession and the values in teaching impact every student. Teachers are like gardeners who care about the growth of students; they must equip students with moral judgment, since moral decisions lead to action (Chow, 2010).

The following are approaches which have been suggested by researchers and educators to teach values:

- Bennett and Delattre (1978) give three approaches to moral education: Values clarification, indoctrination, and the cognitive development approach using real-life dilemmas to develop students' moral reasoning.
- Wynne (1986) sums up the indoctrination and non-indoctrination approaches in transmitting moral values.
- Kupcheno and Parsons (1986) outline six approaches: Inculcation, moral development, values analysis, values clarification, clarification approach, and action learning approach.

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- Lickona (1991) promotes a more comprehensive, holistic school approach to deliver character education in schools; it aims to include students, teachers and parents: all stakeholders take part in the whole school program.
- Yu (2004) states there are two main approaches in teaching values: 'values clarifications and cognitive-development approach' to teach moral education (p.50).
- Brady (2008) and Cubukcu (2014) conclude there are four main approaches in moral education: trait approach, values clarification, moral cognitive developmental and role-playing.
- Kumta (2013) briefly lays out three approaches to teaching values education: direct approach, integrated approach and the holistic approach. Schools are suggested to start using the direct approach in teaching values, then integrate values into all subjects.

Names of approaches have been changed and modified in the past decades, but the approaches can be summarized as 5 major ones according to the frequency of application in research:

a. Indoctrination
b. Values Clarification
c. Analysis Approach
d. Moral Development Approach
e. Character Development Approach

(a) Indoctrination

As quoted in Kupcheno and Parsons (1986), Krathwohl (1964) claims that the main purpose of inculcation is to socialize students with social, political, moral, or cultural values internalized. Students are not encouraged to make free choices, but to act according to pre-specified values. The secondary purpose is to meet the individual needs of students, such as security and

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adequacy. Inculcated values help set boundaries of behaviour for students feel more secure and competent by just simply following the rules given by teachers. According to Coop (2016), moral education must involve indoctrination, the issue is whether moral education must involve teaching people to accept various moral beliefs uncritically. Its aim is to achieve moral socialization, to inculcate values such as honesty, tolerance, fairness and so forth. Superka, Johnson, and Ahrens (1975) suggest that methods of explanation are used to teach in this approach, and modelling, rewarding and sanctions are effective elements in inculcation. Students learn to incorporate the standards and norms of their referent groups or society.

Sher and Bennett (1982) stress that traits and principles are keys in directive moral teaching. Teachers act as intentional models of behavior in accordance with the favored principles, helping students develop the trait habits, explaining why verbally or sometimes using punishment to correct the undesirable behaviours. Merry (2005) suggests that indoctrination 'is often conflated with justifiable forms of moral instruction' (p. 399). And he claims that 'ethical principles must be instilled in children' (p. 402), which is the ground for building autonomy for their future growth. He echoes Sher and Bennett (1982) who state that children should be taught with moral instruction before they can reason, as this helps remove negative motives such as self-interest, and so they can achieve fair play and concern for others.

Some researchers think indoctrination is not brainwashing or consciousness controlled by others. Wynne (1986) stresses that schools should and must be inherently indoctrinative, for instance, punishing bad behaviour of students is used to teach students moral education. Lickona (2004) advocates 'direct preaching' to foster the habits and consciences of students. Teachers must tell students to 'say please and thank you', 'cover your mouth when you cough'

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(p.45); he believes that direct moral teaching from teachers to form conscience should be proactive.

A nation-wide Australian study, involving 316 schools, showed that teachers' modelling resulted in a successful values education (Lovat, 2017). Teachers thought they had a more important role in modelling values; and understanding students' values; and using various ways to arouse students' values consciousness through values-focused pedagogies. The stories told by teachers and students gave evidence for their transformation both in attitude and behavior towards themselves, others, the nation and the globe (DEEWR, 2008).

Criticisms of teaching moral values by inculcation include the idea that students should learn to act morally by knowing the reasoning for it. Moral education should take account of students' autonomy, it should engage students through a process of discussions (Wringe, 2006). Teachers should always try to teach in a way that appeals to reason, or which at least make possible the later commitment to reasons on the part of the students (Phillips, 1989). Directive moral education, which seemed to be a form of indoctrination, is counterproductive in achieving the goals of values teaching. Children must develop their moral reasoning to make choices.

(b) Values Clarification

In the 1970s Value Clarification was advocated by Raths, Harmin, and Simon (1978) in their book *Values and Teaching: Working with Values in the Classroom.* They believe individuals are responsible for discovering values by themselves through honest self-examination and open-minded search for truths about life. The central focus is to help students use both rational thinking and emotional awareness to examine personal behaviour patterns and to clarify and

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actualize their values. It is an individualistic rather than a social process of values education (Huitt, 2004). Raths et al. (1978, pp. 28-29) describe seven processes that lead to value clarity:

Choosing:

1. choosing freely
2. from alternatives
3. after thoughtful consideration of the consequences of each alternative

Prizing:

4. cherishing, being happy with the choice
5. enough to be willing to affirm the choice to others

Acting:

6. or doing something with the choice
7. repeatedly, in some pattern of life

The values clarification approach does not aim to instill any particular set of values. Through the process, students are helped in applying the seven criteria to justify any value, and to weigh the pros and cons of the consequences of the various alternatives. Simon, Howe and Kirschenbaum (1978) in their book, *Values Clarification: A handbook of practical strategies for teachers and students,* offer examples of different strategies for teachers to use in helping students develop moral judgements, such as voting (public affirming) and ranking (making their own choices between competing alternatives). Students have to grasp these skills for decision making, so they can be helped to aware of the beliefs and behaviours they prize and are willing to stand for in and out of the classroom.

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Baer (1980) and Bennett (1980) criticize this approach as superficial and ineffective in helping students to establish their own moral decision-making. Teachers are told not to teach a set of values, since values are subject to change and students should be required to clarify and defend their own values. Students are confused about values, right and wrong are barely identified. The values curriculum has no adequate criteria to help students to solve value conflicts. Craig (1981) criticizes the fact that the emphasis of values clarification is on 'ethical relativism—values are subjective and resided with individuals' (p. 13). Simon et al. (1978) suggest that teachers should not intervene students' selection of choices, as students should be free to make their own choices in the process without teacher's intervention. However, if students make their decisions on their own preferences, then the process will lead to confusion.

(c) Analysis Approach

Where values clarification guides reflection on personal moral dilemmas, values analysis is commonly used with social issues that involve many people and viewpoints (UNESCO, 2010).

The aim of this approach is to assist students to use logical thinking and the procedures of scientific investigation to deal with value issues. Students are encouraged to provide verifiable facts about the correctness or value of the topics or issues under investigation. A major assumption of this approach is that valuing is a cognitive process of determining and justifying facts and beliefs derived from those facts. It allows students to make decisions by problem solving.

The analysis approach conceives the act of valuing as a primarily cognitive, intellectual inquiry into the goodness or worth of phenomena. In his unpublished doctoral dissertation*, An Analysis of Valuation Strategies in Social Studies Educational Materials,* Bond (1971, as cited

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in Kupcheno & Parsons, 1986) notes that proponents stress valuing be ‘guided not by the dictates of heart and conscience, but by rules and procedures of logic’ (p. 81). As values are believed to be based on facts in this approach, they are verifiable and justifiable. Logical thoughts and scientific procedures are employed in the valuing process. Students are encouraged to criticize and investigate values, so that they can make their own decisions to solve the problems. Hence, valuing and value judgments are subject to tests of logic and truth as much as any other aspects of the real world.

Coombs (1971) outline more specific purposes of the analysis approach:

a. help students make the most rational decision about the value issue under consideration;

b. help students develop the capabilities and dispositions required for making rational values decisions and;

c. teach students to resolve value conflicts with the group members.

The evaluative process includes six steps (p. 29):

a. identify and clarify the value question;

b. assemble purported facts;

c. assess the truth of purported facts;

d. clarify the relevance of facts;

e. arrive at a tentative value decision; and

f. test the value principle implied in the decision.

Classroom discussions are key to the analysis approach. Students must use evidence and information to prove their argument, and values must be identified. They must make decisions and express their opinions. The teacher's role in this approach is the creation of conditions to

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solve public issues within the classroom. The teacher's responsibility is to choose appropriate public issues, provide enough relevant data to begin the discussion process, and to construct analogies—a logical model of evaluation which students can learn to develop. This approach is quite commonly used in discussing social issues, which helps students review position from a wider perspective from various stakeholders.

Gelen's (2014) research in Turkey uses the analysis approach to teach values to 70 fifth grade students. This was found to have positive gains in the values selected, cooperation, fairness and academic honesty, compared with the control group when comparing the pre- and post-test scores between the experimental and the control group. However, Huitt (2004) criticizes this approach because of its focus on social values rather than personal moral dilemmas advocated by the moral development approach.

(d) Moral Development Approach

Kohlberg, Kauffman, Scharf, and Hickey (1975) declare the essence of their theory to be that:

> Morality means a decision of what is right where there is a conflict between the interests and claims of two or more people. Justice means fairness in deciding the conflict, giving each person his due and being impartial to all. Democracy is a form of government designed so that the decision- making process will be considered fair by all. (p. 247)

Kohlberg (1981) claims that the fundamental values of a society are termed moral values, and that the major moral values are the values of justice.

The moral development approach is theorized by Lawrence Kohlberg. He believes the goal of moral education is to stimulate the development of an individual's own judgment and character, rather than 'to impose fixed virtues or an alien pattern of values upon students'

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(Kohlberg, 1966, p.19). Kohlberg's theory of moral development is rooted in Jean Piaget's study. In his book *The Moral Judgment of the Child* (1932/1965), Piaget found that the development of children's moral judgments went through a sequence of stages in which the child had to resolve a moral dilemma by progressively constructing his own ethical position (Cowan, Longer, Heavenrich, Nathanson, & Mcguire, 1969). Piaget described three moral stages:

- a pre-moral stage, where an individual did not have obligations towards rules and regulations
- a heteronomous stage, where something that was right was seen as the honour to the external imposed rule
- an autonomous stage, where an individual had the ability to weigh up the aims and the consequences of a certain rule (Balakrishhan, 2009, p.54).

Based on Piaget's study, it is clear that Kohlberg's work should be regarded as a confirmation and extension of Piaget's thinking (Weinreich, 1975). Kohlberg developed his theory through his studies at the University of Chicago. He organized a core sample of 72 boys with middle and lower class families in Chicago. They were aged 10, 13 and 16. The boys were asked to resolve moral dilemmas by Kohlberg, who presented the boys with a conflict between moral norms, and asked them to explore the logic of its resolution. His interviews included moral dilemmas, including the famous Heinz dilemma. He then constructed 3 levels and six stages in his moral development model (Kohlberg, 1958, see Table 2.1). Through his longitudinal studies starting in 1955, he explored the stages of the moral development of children, in which he claimed the moral development theory was universal and across cultures. '(a) Almost all individuals in all cultures use the same thirty basic moral categories, concepts or principles, and (b) all individuals in all cultures go through the same order or sequence of gross stage development, though they vary in rate and terminal point of development' (Kohlberg, 1971, p. 176).

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Table 2.1: Kohlberg's Stages of Moral Development (Momilies and More, n.d.)

The purpose of the moral development approach is to create situations, value conflicts or moral dilemmas, in which students are confronted by and interact with instructional materials and other students at a higher stage. It was evidenced in practices that students are lifted into that higher stage of moral development when they hear peers discuss it at a higher stage than themselves. The approach stresses the process of moral reasoning – this involves taking different perspectives into account in moral judgment – and stating reasons for making decisions is an important process to equip themselves in making their own judgment on every matter. Thus, self-reflection is the prime requisite for this approach (Kohlberg et al., 1975).

The characteristic teaching method in this approach is the use of moral dilemma; and students are confronted with a situation in dilemmas. Galbraith and Jones (1976, p.62) provide a framework for teachers to run moral dilemmas in lessons in their book, translating Kohlberg's theory of moral development into various strategies and curriculum materials for teachers, including the following steps:

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Step 1: confront a moral dilemma

Step 2: state a tentative position

Step 3: examine the reasoning

Step 4: reflect on an individual position

Blatt (in Blatt & Kohlberg, 1975) examined a teacher-led dilemma discussion (twice weekly for 18 weeks) which linked with issues of law in the context of social studies. The students were selected in four Chicago schools from mixed socio-economic backgrounds. They were stimulated with higher stages of moral thoughts, as this was vital to give students a chance to elaborate their ideas in an explicit way, in which they could share their thoughts with their peer group. It demonstrated a significant development in moral judgment as compared with the control groups. This was further supported by the research conducted by Thoma (1986) to show dilemma discussions were more effective than running academic courses in promoting the development of moral reasoning.

The moral-cognitive development approach worked better at helping students develop their moral development. From one stage to the next, and through encountering moral dilemmas, students had to discuss and express their views with reasons. However, Halstead and Pike (2006) criticize this approach for 'downplaying the social, cultural and religious influences on people's moral thinking' (p. 20). Gilligan (1982) and Noddings (1992) argue that moral feeling and caring are not addressed by this approach, and that justice should not outweigh other values.

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(e) Character Development Approach

What is character? According to Hay, Castle, Stimson, and Davies (1995), character is defined as 'an individual's general approach to the dilemmas and responsibilities of social life, a responsiveness to the social world, the acquisition of prosocial skills, knowledge of social conventions, and construction of personal values' (p. 24). In the 1970s, American education turned to focus on character education. One of the key advocators was psychologist and educator Thomas Lickona. He advocated a holistic and comprehensive approach to nurturing character in students. In *Eleven Principles of Effective Character Education*, Lickona (1996) states that a holistic approach to character development seeks to develop the cognitive, emotional and behavioural dispositions required to do the right thing and do one's best work. All parties of the school, including teachers, students, counsellors, school workers, janitors should share the same core values. In an interview conducted by Travis (2000), Lickona claims that his Character Education builds on Kohlberg's theories. These emphasize the development of moral reasoning through authentic situations, though they do not ensure moral behaviour.

Huitt (2004) supports schools organizing a comprehensive curriculum for growth that challenges students in four areas of life: (a) intellectual, (b) physical, (c) spiritual, and (d) emotional. Students are expected to achieve high standards not only in college preparatory academics, but also in co-curricular areas of performing arts, athletics, school leadership, and community service. Student growth can be developed through activities such as self-reflection, discussing and sharing moral issues with others.

Lickona (1999) states that schools could build a comprehensive approach to develop students' character in three dimensions: cognitive, emotional and behavioural. He defines a

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comprehensive approach in terms of twelve mutually supportive strategies, nine that are classroom-based and three that are schoolwide. Teachers are required to act as caregivers, work for creating a moral community, a democratic atmosphere and practise moral discipline. Teachers should teach character through curriculum. Hence, students can be developed with 'conscience of craft', which means the establishment of students' valuing of learning, capacity for working hard and commitment to excellence. Moreover, students' reflections in morality and ability to solve conflicts can be built up.

Through the whole-school approach, values can be fostered to service learning beyond the classroom, which help create a positive moral culture in the school and recruit parents and the community as partners in character education. The highest objective is that students (and teachers and parents) commit themselves to continuous improvement towards excellence in their endeavors: at school, at home, and in the workplace.

The comprehensive approach of character education engages all phases of school life to offer opportunities for students in character formation. This is the ultimate goal of education which drives students from moral knowing to moral feeling, and leads to moral action. All parties of the school should be involved and work for the same core values which are shared among teachers at school.

Summary

Kohn (1997) and Davis (2003) criticize the character development approach as a kind of 'indoctrination' and 'training', that teach students to have good habits through repetition. Simple character education emphasizes habits, ritual, ceremonies and strict discipline. Kohn (1997) suggests that students should have autonomy to judge what is right or wrong, but not be

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told. Although Diffenbaugh (1992) claims that much of the ethic of character and modes of behaviour are the same as the principles upheld in many world religions, he suggests that the ethic of character needs not be tied with religion or nationality; its concern is the growth of positive human behaviour and the development of humane attributes (pp. 23-25).

Leming (1981) critically and thoroughly reviews research on curricular effectiveness in moral/values education. Only two approaches, namely, values clarification and moral development approaches, had accumulated research based on a shared theoretical base and replication. Other approaches, for example, indoctrination, action learning, were not commonly applied in studies, so they were not reviewed and counted in his review.

Covault (1973) and Guziak (1975) find significant improvement in value-related behaviour regarding their research at elementary school level by using the values clarification approach. However, Greco (1977) does not show significant change in his research into secondary students. Covault's scale used to record and rate student behaviour was criticized by other researchers due to the limited studies he used.

The moral development approach, however, demonstrates significant differences in moral reasoning of the treatment groups in 22 studies out of 27. It is a productive approach in helping students to achieve a higher stage of moral reasoning.

Huitt (2004) concludes that each approach to values education had a different purpose. The use of indoctrination instills certain values, so that students can learn and practise the desirable values. Values clarification and values analysis approaches help students develop logical and rational thinking to interpret value concepts, and identify their own values. Values clarification

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involves helping students to use both rational thinking and emotional awareness to examine their feelings and behaviour patterns. The moral development approach aims to help students develop moral reasoning and discuss reasons for their value choices, which aim at promoting the development of moral stages of students.

Schuitema, Dam, and Veugelers (2003) conducted a thorough review to find effective strategies in 76 studies on delivering values education from 1995-2003. The purpose of the curriculum-oriented moral education was agreed as developing students' knowledge, skills and attitude. Effective teaching strategy found in delivery moral education was:

> Values had to be discussed in a framework of a specific subject area which could enhance students' critical thinking. As such students could learn within a meaningful, rich context which was related to domain-specific subject matter. Reflections were seen as essential to influence students to develop their relationship with the moral issues. (Schuitema et al., 2003, p. 23)

In this study, the moral development approach theorized by Lawrence Kohlberg is merged with the framework of the character education suggested by Lickona (1991) in developing students' moral reasoning through moral dilemma discussions, simultaneously arousing students' moral feeling and action. Schuitema et al. (2003) also mention that values must be taught and discussed in a meaningful context connected to a specific subject area. Nucci (2001) agrees that 'effective moral education is not delivered in a vacuum, but in a meaningful moral and social education through an integration of values education with the teaching of regular academic subject matter' (p. 168). Therefore, English Language was chosen as the subject in this study, and through values integrated into the curriculum, students could be helped to develop their moral reasoning, moral feeling through discussing moral dilemmas.

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2.2 Values Education in Hong Kong

2.2.1 Values Education and Moral and Civic Education

In 1981, the Education Department offered the general guidelines on moral education for schools, however, there was no official guideline that schools had to enforce moral education in schools (Shek & Leung, 2018). According to the recommendations of the *Basic Education Curriculum Guide - Building on Strengths (Primary 1– Secondary 3)* (CDC, 2002), schools should nurture five priority values and attitudes, i.e. 'perseverance', 'respect for others', 'responsibility', 'national identity' and 'commitment'. Under the direction for promoting Moral and Civic Education (MCE), in 2008, the priority values and attitudes were increased from five to seven to cover the newly introduced 'integrity' and 'care for others' (CDC, 2008). Aligned with the developmental needs and characteristics of students, the revised Moral and Civic Education Curriculum Framework (EDB, 2008) listed the learning objectives at various key learning stages.

The Education Bureau (EDB) introduced the Learning Circle of Values Education in 2012/13. This gave on-site support on curriculum planning and teaching to schools by the EDB staff. These teaching resource and materials were developed and introduced by the EDB to promote values education. A learning circle was built through the joining of 6 primary schools in 2013/14, and 16 primary schools, 12 secondary schools and 2 special schools in 2015/16 (EDB, 2016). The percentage of secondary schools in Hong Kong that joined the Learning Circle was only 0.06% (30/472). This reflects the lack of importance that schools give to values education. There is still a long way to promote values education among schools and teachers in Hong Kong secondary education.

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Hong Kong universities also promote life and values education. The Centre for Religious and Spirituality Education (CRSE) at the Education University of Hong Kong was established in 2006 and commissioned by the EDB to run the Programme on Planning Life Education in primary schools since 2010. The Centre had also been commissioned to run the same programme in secondary schools in 2014 (CRSE, n.d.). One of the missions of the Centre is to promote religious education, spiritually education, life education, holistic education and values education through teacher professional development, pedagogical and curriculum and research.

The Centre has printed teaching materials, and organized workshops and seminars for teachers and professionals to promote life and values education. The programmes have assisted more than 100 secondary and primary schools to plan and develop their own school-based life education programmes. Together with more than 60 secondary and primary schools joining the programmes in 2018, over 10% of all local schools receive the Centre's training and support on life education. Based on the programmes, the Centre will continue to support its partner schools to further develop life education by helping schools to apply funding for life education projects, supporting them in the development of school-based life education, and assisting them in implementing thematic experiential activities or curriculum integration in life education, values education, religious education and spirituality education.

The Centre for Quality Life Education (CQLE) at the Chinese University of Hong Kong has been promoting Christian, religious and life education since 2009, and has worked with primary and secondary schools to promote quality life education. Their mission is to lead students to know the truth, work for 'the Kingdom of God', and build a just, passionate society. The goal is to achieve Christian education and establish quality of life. According to the website, 7 secondary schools partnered with the Centre in 2012 in the first phase: Peace Education: peace

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making, peace keeping and peace building (CQLE, n.d.). Up to 2017, more than 100 primary and secondary schools had joined the programme.

Other voluntary organizations provide courses on values education to teachers and professionals, for instance, Hong Kong International Institute of Educational Leadership (HKIIEL, n.d.). The courses are about values formation, how values education can be promoted in schools, and life skills in values education.

The promotion of values education has become significant in the last 20 years. This is reflected in the efforts made by the EDB, universities and voluntary organizations. However, the promotion of values education in secondary schools is still limited. Shek and Leung (2018) criticize the government for not doing enough to promote the rationale behind the seven values and attitudes, and how they can be applied through values and moral education in school. Compared with the planning and implementation of moral education in Taiwan and Singapore, Hong Kong has no comprehensive planning, implementation and supervision by a responsible specialized committee for values education.

2.2.2 Values Delivered through Formal and Informal Curriculum

UNESCO (2010) defines the formal curriculum as 'the planned programme of objectives, content, learning experiences, resources and assessment offered by a school' (unpaginated). This is sometimes called the 'official curriculum'. Written and non-written materials, including audio and visual teaching aids can be included in the formal curriculum. Values need to be implanted in a specific curriculum, or specified curricula, and/ or across-curriculum to impact student development.

As suggested by the Education Bureau (EDB, 2018), Civic and National Education should cultivate students' positive values and attitudes as the direction. Schools must co-ordinate the

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values education embedded in the curricula of various subjects and diverse life-wide learning experiences. These include moral and ethical education, civic education, Basic Law education, human rights education, national education, anti-drug education, life education, sex education, education for sustainable development, etc. This aims to strengthen the whole-person development of students across the curriculum.

Teacher educators must choose whether moral education is inculcated, an implicit and hidden curriculum of the schools or formally and explicitly positioned in the taught curriculum (Narvaez and Lapsley, 2008). Some schools timetable ethics or religious lessons to promote values through formal curriculum. The advantage of timetabling the value lessons is that teachers have time and space to discuss specific values with students, and individual responses can be collected in class due to the small teacher-student ratio. Students who need special attention can be easily detected and catered to. However, this is not easy for secondary schools, since more subjects must be scheduled for secondary than in primary schools. Eight key learning areas (KLAs) are located in the regular timetable (EDB, 2018). Starting in 2018/19, schools are mandated to include Chinese History as an independent subject rather than one integrated with the Humanities in the timetable. A tight schedule is a challenge faced by secondary schools. If values are not implanted in the curriculum, teachers may face greater difficulties in 'teaching' values outside the curriculum.

Promoting values through an informal curriculum involves the mass attendance of events by the whole student body, hosted by the functional groups, for example, the Moral and Civic Committee, Guidance and Discipline Team, etc. Such mass programs can be carried out through seminars shared by guests outside schools, competitions, dramas and activities that linked with themes or values. The responses of students are collected through questionnaires and debriefing,

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but the drawback of this is that individual follow-ups cannot be carried out in general. Chan's (1999) study similarly found that most of the schools choose to have their moral education activities through informal curriculum, such as assemblies, extra-curricular activities and giving talks by inviting guest speakers.

2.2.3 Difficulties of Delivering Values Education through Formal Curriculum

Schools face difficulties in promoting values through formal curriculum since there is no clear instruction given by the EDB, and the examination-oriented education system drives teachers, parents and students to focus on academic achievement more than values education.

In the *Secondary Education Curriculum Guide, Booklet 1: Ongoing Renewal of the School Curriculum* (EDB, 2017), values education is claimed to be a vital element in the school curriculum.

> It is suggested that values education is an essential and integral part of the school curriculum, and is implemented through different components in KLAs, moral and civic education, cross-curricular learning opportunities and life-wide learning experiences. (p. 27)

Values education is also included in STEM education, Information, Technology education and Language across the curriculum, and suggested to infuse into all aspects of school life and is of vital importance for students' whole-person development to meet their own needs as well as those of society.

However, EDB's advocation on the integration of values education into the formal curriculum is just a 'penetration into subjects and other learning areas' (Shek & Leung, 2018, p. 15). Cheung (2008) comments that this approach is vague and unclear, and its effectiveness

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is hard to measure. Its drawbacks are further revealed in studies by Shek and Leung (2018; Shek, Leung, & Lu, 2014). They claim that the percentage of the total teaching hours of teaching moral values for junior forms advocated by the EDB was decreased from 8% in 2002 to only 3-5% in 2012, while the senior form declined from 5% in 2002 to no specific percentage in 2012 (Shek & Leung, 2018, p. 11).

Moreover, due to the examination-oriented education system of Hong Kong, it is common that schools put more emphasis on academic achievement, the curriculum tends to focus on equipping students with examination skills. As such, the time given to teachers to teach moral education is inadequate (Cheung, 2008). Teachers and students spend more time after school in tutoring, especially the S5 and S6 students, since they face the Hong Kong Diploma of Secondary Education (HKDSE) examination. The figures in the Legislative Council Secretariat report (2018, p. 4) show that students study for long hours and spend a long time on homework, about 50 hours per week for primary and secondary students. For senior secondary students, this can be up to 55 hours on average or more. The report shows that students are under great pressure to achieve better academic results in schools. In such an environment, values education cannot be achieved. 'Whole-person development' is a slogan more than reality.

2.3 Values in English Curriculum

Research in the United States and United Kingdom shows that values are integrated with teaching literature, as English is the mother tongue (Lynch, 1944; Clare, Gallimore, & Patthey-Chavez, 1996). Lynch (1944) states that 'English teachers must not be deprived of their greater function which is to make young people aware of the best of man's thoughts and aspiration' (p.131).

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The studies by Bailey (1981) and Clare et al. (1996) are based on Lawrence Kohlberg's cognitive-developmental approach to teach literature and develop 'Instructional Conversations' for students to discuss moral dilemmas through reading comprehension. In Ryan and Lickona's (1992) *Character Development in School and Beyond*, Beck claims that values should be incorporated into the subjects, topics and themes, and sample study units with the idea of discussion, questions and activities is suggested for subject teachers. Bohlin (2005) promotes teaching character education through literature, and make teachers aware of the significance of values in the curriculum, while Mergler (2008) suggests that values should be explicit rather than implicit.

Lord (1987) states that learning English is a guarantee of a better future path, as every white-collar job needs a better command of English. Instead of focusing on the function of English Language itself, the utility of English in society is the focus of having a good command of English. However, Johnston (2003) and Cohen (2006) offer a wider scope by stating that English should have its social, emotional and ethical components. Tsui (2008) points out that English as a foreign language (EFL), classroom has a mission to teach language and 'cultural instructions' (p. 88). For instance, students in an EFL classroom need to learn to appreciate different cultural backgrounds, the value 'respect' has to be taught to lead students to view things from different perspectives when learning English.

However, in Hong Kong secondary schools, teaching values explicitly through English language is not common, though English is a dominant subject in the curriculum which occupies 310-325 teaching hours annually. The teacher researcher tried to find 'teaching values in English lessons in Hong Kong secondary schools' by google search: it revealed some research on 'teacher-student interaction', 'motivation in learning English', 'culture of the

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English teachers', but not on values teaching. There are a few Master of Education (M.Ed.) dissertations related to this topic which can be found in the library resource bank of the University of Hong Kong. Li (1996) comments that English teachers in Hong Kong focus on teaching grammar and skills in general, and that little emphasis is placed on teaching values. Lo (2002) reveals that students and teachers do not have a clear perspective on values teaching through the curriculum.

In view of this, the Legislative Council Panel on Education intentionally promotes Moral and Civic Education (Values Education) in schools (EDB, 2018). This emphasizes that teachers are encouraged to make use of life events, current issues, and interesting topics as learning materials for analysis and discussion with students. In addition, *the English Language Curriculum and Assessment Guide (S4-6)* (CDC & HKEAA, 2007/2015) states that English teachers should foster positive values and attitudes, along with knowledge and skills for students through English language teaching (p. 5). The design of the senior secondary English Language curriculum is congruous with the above-mentioned principle. It is a continuity of the basic education from Primary 1 to Secondary 3. *The English Language Curriculum and Assessment Guide (Secondary 4-6)* (CDC & HKEAA, 2015) states that:

> English is the language of global communication. It is powerful as a means for people to gain access to knowledge from around the world, and also a medium through which students can develop positive values and attitudes, and establish meaningful relationships with others. English can help students increase their cultural understanding and expand their knowledge and world-views. It also plays a crucial role in lifelong learning, nurturing critical thinking and opens a world of leisure and entertainment. (p. 2)

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This means that English learning is a process which needs learners to improve their capabilities for lifelong learning. On top of these, 'values and attitudes' is one of the key strands to enhance student understanding and learning through a global, wider and deeper perspective.

The design of the senior secondary English Language curriculum is based on the three principles (CDC & HKEAA, 2015, p.7):

- knowledge (general and linguistic)
- building skills (language, communication and learning how to learn)
- positive values and attitudes that learners should have developed through the curriculum as a holistic process

Values can be seen as core and sustaining values, and both can be divided into personal and social aspects. Core and sustaining personal domains consist of honesty, courage, self-esteem and perseverance, while the core and sustaining social domains include equality, love, freedom and liberty. Attitudes can affect behaviour positively and negatively. Positive attitudes consist of care, creativity and responsibility, whereas egocentricity is an example of negative attitude. Learners need to develop positive values and attitudes for healthy development in their secondary schooling (CDC & HKEAA, 2015, pp. 7-8).

The suggested modules of the *English Language Curriculum and Assessment Guide for English (Secondary 4-6)* (CDC & HKEAA, 2015) aim to aid the values delivered through the curriculum. They relate to daily life and can be linked with local and world-wide issues. For example, in Secondary 4 English, 'Getting along with others' focuses on sharing and cooperation. 'Study, school life and work' relates to pleasure and problems that students may encounter; the attitude delivered is about staying positive. The positive values and attitude in

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learning itself is vital in helping students develop personality traits. Examples of cultivating values are listed, one of which is responsibility. An individual is a member of different social groups and has different roles to play in these groups. One enjoys rights and assumes different responsibilities in these groups. Students are expected to build up a sense of responsibility in regard of themselves, their families, their society, their nation, and humankind in general. Through every module, teachers can identify values related from the recommended list. The key concern of the values and attitudes listed in the English Language Curriculum is an integral part of the curriculum, not separated.

The core and sustaining values and attitudes are listed in the *English Language Curriculum and Assessment Guide for English (S4-6)* (CDC & HKEAA, 2015, p. 147) and is shown in Table 2.2.

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Table 2.2 Values and Attitudes in the English Language Curriculum and Assessment Guide (S4-6) (CDC & HKEAA, 2015, p.147)

Values and attitudes			**Examples of expected achievements in English Language Education**
			Senior Secondary (S4 – 6)
Core Values: Personal - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality	**Sustaining Values: Personal** - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance	**Attitudes:** - optimistic - participatory - critical - creative - appreciative - empathetic - caring - positive - confident - co-operative - responsible - adaptable to changes - open-minded - with respect for • self • others • life • quality and excellence • evidence • fair play • rule of law • different ways of life, beliefs and opinions • the environment - with a desire to learn - diligent - committed to core and sustaining values	Learners 1. reflect on their language learning process and style, and evaluate the learning outcomes against the goals and targets 2. motivate themselves by developing endurance and tolerance in the face of hardships (such as when carrying out challenging language learning tasks or projects) 3. develop independence and a commitment to lifelong learning through undertaking self-access language learning both inside and outside the classroom 4. develop a critical attitude in analysing and discriminating the different meanings or shades of meaning of words or texts, and in using language to achieve desired effects (e.g. influencing other people's feelings and their direction of thinking) 5. develop a critical attitude towards the ideas and values in spoken and written English texts 6. appreciate the value and power of language through being exposed to and producing a wide range of texts, both literary and non-literary 7. develop an awareness of the relationship between literature and society through relating themes represented in literary texts to contemporary social issues 8. develop through language learning activities (such as debates, group discussions and projects) an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people 9. develop, through interacting with a wide range of texts and people from different cultural backgrounds, an appreciation of the relationship of Hong Kong to other countries and cultures, and the interdependent nature of the modern world 10. develop leadership and partnership qualities through assuming different roles in group activities such as discussions, role-plays, simulations and projects 11. identify specific goals for work or further studies so as to set directions for language learning work (notably, when choosing topics for project learning or optional courses)
Core Values: Social - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - inter- dependence - sustainability - betterment of human kind	**Sustaining Values: Social** - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilisation heritage - human rights and responsibilities - rationality - sense of belonging - solidarity		

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2.3.1 Role of English Teachers in Promoting Values

According to the teacher researcher's experience as an English and Religious Studies teacher in 3 Christian secondary schools for 22 years, and the second year as a non-religious secondary school principal, values education in schools is either integrated into the formal curriculum, such as religious education, humanities and social studies, or infused into the informal curriculum, through assemblies and extra-curricular school activities. Some schools even use both to foster values education in schools. However, teaching values explicitly based on a theoretical framework has not been tried in my English lessons. Having been an English teacher for some years and now an action researcher, it is interesting to see how values can influence students' moral reasoning and behaviour when they are explicitly taught. This study tried to investigate how Lickona's (1991) theoretical framework with Kohlberg's moral development model can be applied in a class of S4 through English language teaching. Values education does not separate from quality teaching; it is an integral part in the curriculum. Lovat (2010) stresses that it allows teachers to establish synergy for students to strive for their best performance in learning. It is the essence of effective teaching and schooling.

As front-line workers, teachers are direct agents of classroom values delivery (Shaaban, 2005). Leming (1993) points out that prominent gains are found in student achievement where there is a positive climate for learning as values education embodied important elements for good discipline of a 'learning organization' (Senge, 2013). School is a place to foster values for students, in which to provide an environment to best enhance their behaviour and learning.

Schools and teachers are responsible for fostering values and character for students (Lickona, 1991; Noddings, 1992; Ryan & Lickona, 1992). Lickona (1991) further elaborates

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that ‘responsibility’ and ‘respect’ are the two universal and fundamental moral values that schools need to teach for flourishing students’ academic achievement and moral development. He also mentions that schools can include other values regarding their needs. Shaaban (2005) suggests a framework for incorporating moral education into the ESL/EFL classroom. Pike (2011) emphasizes English teachers should be ethical and professional when teaching poetry since values must be contained through reading. This is supported by Jarrett (1991), who suggests that literature is an ethical means: ‘fictions, drama and poetry can invite serious reflection’ (p. 176), while Kohn (1997) also agrees that literature can ‘spur reflections’ (p. 17). English teachers are moral agents, like the other subject teachers, they are obliged to teach values through the curriculum.

Throughout the daily communication, English teachers demonstrate the values taught through their connection with students. This is reflected in Ariyanti’s (2016) study. She observes how English teachers deliver moral values in their English lessons. Teachers act as examples to demonstrate politeness to the students, respect different opinions in class, explain ideas with patience, and teach students to apologize to one another if they tell lies or are rude to others. Veugelers (2008) also points out that values are embedded in the curriculum, the school culture, and the behaviour of the teacher. Students learn more values through observing the words and deeds of teachers in every lesson.

Language teaching has moral values, and is value-laden in nature (Johnston, 2003). Teachers must teach morality by using real-life issues through the curriculum, and build relations with students. English panel heads need to identify relevant parts of the curriculum at each level to incorporate positive attitudes and values, and to implement core/extensive life-events. At panel meetings, they must discuss suitable ways to bring out positive values in the

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learning and teaching process. If possible, they arrange collaborative lesson preparation time and seek concerted efforts from teachers to plan relevant activities for students. English teachers must discuss and share with colleagues how curriculums incorporate with values which can be shared and discussed through different English lessons and activities. A vertical coordination of values development should be planned to be viewed as a whole process for students from S1-6. Students should be provided with a learning atmosphere to share their views in class. A respect for different views should be fostered. When assigning tasks to promote active learning, students are expected to cooperate with others, so that respect for others and responsibility can be cultivated.

2.3.2 Difficulties of Delivering Values in English Teaching

Teachers are role models in class and among students, what they do impacts the process of building student values and attitudes. Teachers' willingness and preparedness to deliver values in English lessons is one of the factors deciding its success (Bailey, 1981).

Learning English Language is seen as important by parents and students in Hong Kong, however, the focus is on its knowledge and skills rather than values and attitudes. Schools using English as the medium of instruction (EMI) for learning all subjects tend to be prestigious, with students who perform well in public exams. EMI students' higher proficiency in English gives them stronger competitive power in getting into prestigious universities. The skills and knowledge-based teaching approach dominates teaching in Hong Kong as both teachers and students face pressure to achieve well in public examinations (Tam, 2018). Fok (1999) criticizes the education system in Hong Kong is just for 'facilitating modernization and promoting economic growth, while the instrumental aspect of education is over-emphasized, and the values aspect is overlooked' (p. 10).

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Li's research (1996) on values and values teaching in English Language for junior forms points out the difficulties in incorporating values into the English curriculum. Teachers on the whole showed that their motives were related to students' academic performance, which was linked to their career. Meanwhile, the teaching culture was practical and private; teachers did not share or discuss teaching strategies among themselves as they respected other teachers' professional judgment. Teachers showed their difficulties in delivering values in English lessons. Li suggested three reasons for hindering the delivery of values in English teaching:

- Teachers tended to focus on equipping students with the skills required to master the subject rather than focus on values.
- Skills were linked closely with tests and examinations, which were necessary to see the progress shown by students due to the examination-oriented structure in the Hong Kong education system. Teachers had to help students do better in tests and exams as requested by the heads of school, as English was one of the core subjects in the curriculum.
- Lastly, teachers lacked motivation to transmit values as it was not an easy task for students to digest and reflect when topics related to values. This was especially so for students who were weak at English.

25% of the teachers themselves showed they did not have an adequate vocabulary to discuss values with students. English teachers used English only to teach the subject matters. They used Cantonese to discuss 'serious matters', or issues about school, such as going on a picnic.

There has been scant EDB training for English teachers to foster values and attitudes among students, even though this is mentioned as one of the three strands in 'knowledge, skills and attitudes and values'. For in-service or experienced teachers, examination-oriented teaching is

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still the main factor that affects their eagerness to deliver values in English teaching. It is necessary to strike a balance between skills, knowledge, values and attitudes. And through integrating values into the curriculum, it is hoped that students can be helped to develop moral reasoning, and lead to moral action.

2.4 Research Questions

To find out how values can be promoted through English lessons and how these values affect students' moral reasoning and behaviour in school, the study asks the following questions:

1. How can values be taught by using moral dilemmas in English language teaching?
2. Can this approach help the progress of students' moral development stage according to Lawrence Kohlberg's theory?
3. What is the influence of the values taught on student behaviour?

2.5 Aim and Significance of this Research

Values are an important foundational element in fostering and developing students' moral reasoning. Students can learn how to make right decision, integrate the feelings of empathy and care to others, then choose positive behavior. Students are believed to be able to be taught to make right decisions and act upon them after moral reasoning is processed and moral feeling aroused (Lickona, 1991).

Since English is one of the core subjects in the syllabus of secondary education and it occupies a heavy weighting in the timetable, it is hoped that the introduction of promoting values through English Language teaching can be applied by English teachers in daily classroom practice. The focus on values should not be undermined by the subject knowledge,

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instead, they should be integrated and taught explicitly. Meanwhile, values in English teaching should match the school's direction on the whole-person development.

The aim and objective of this research study is to investigate how values can be promoted by using moral dilemmas through English language teaching and what positive impact can be made.

In light of the situation described in the literature review, the action research conducted is significant in three ways:

- First, there has been little exploration of the use of Kohlberg's (1981) moral dilemma discussion model to promote values through English language teaching in Hong Kong.
- Second, teaching moral values as an explicit element in English lessons is also under-researched.
- Finally, English Language is a core subject in Hong Kong secondary schools. It has great potential to aid the moral reasoning of students. It is hoped that this study will prompt English teachers to rethink their role as a moral agent, and investigate this area more thoroughly.

2.6 Hypothesis of this Research

The hypothesis of the study is that students can be helped to enhance their moral development stages, and that positive behaviour will be promoted after identified values are explicitly taught and moral dilemma discussions are held in the English-speaking lessons within the academic year (November 2017–May 2018). The explicit values selected were based on the *English Language Curriculum and Assessment Guide (S4-6)* (CDC & HKEAA, 2015) in the

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first place, and then narrowed down to the 7 values recommended by *Moral and Civic Education: Towards Values Education* (EDB, 2018): 'Perseverance', 'Commitment', 'Responsibility', 'Respect to others', 'National identity', 'Caring' and 'Integrity'. After reviewing the English Curriculum of S4 in the target school, 5 values were selected to integrate with the themes of the textbook: they were 'perseverance', 'compassion', 'responsibility', 'respect' and 'integrity'.

Teachers, as value educators, are in a good position to ignite students' consciousness of values, give them the skills to reflect upon the values, and support their moral development (Sutrop, 2015). Students are expected to progress in their moral growth. Positive changes in behaviour with the values taught, including 'perseverance', 'integrity', 'responsibility', 'compassion' and 'respect' can be measured in terms of:

- showing each other more respect and care in class
- fewer conflicts and more consideration for others
- showing responsibility and integrity in their class duty and learning
- higher motivation and engagement in English lessons
- a higher rate of handing in assignments on time
- less frequent lateness to school

The teacher, as an action researcher, would try to observe students' change in behaviour through class observation and students' involvement in activities.

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Chapter 3: Research Methodology

Two parts were included in the research methodology. Firstly, the theoretical framework applied in teaching was examined, and secondly, the research design and methodology. The theoretical framework of Lickona's character education model (1991), integrated with Lawrence Kohlberg's moral development model (1981) was used in teaching values. Lickona's framework contains moral reasoning, moral feeling and moral behaviour, three components which are inter-connected. Moral dilemma discussion was the approach used to promote values through the English-speaking lessons. Action research is the research design used to evaluate the theoretical framework.

3.1 The Theoretical Framework Applied in the Teaching Process

3.1.1 Moral Development

Kohlberg's theory of moral development offered a framework on how moral reasoning is developed through three levels and six stages. Leming (1981) notes that in terms of student behaviour, the outcomes of the moral development approach are specific and can be measured by means that, although it is difficult to administer and score, are standardized and reasonably reliable and valid. In a critical review of 45 empirical studies of moral development carried out in 27 countries (Ma, 1988), Snarey (1985) had tested a number of cross-cultural studies and proved the accuracy of the framework. He concluded that Kohlberg's Stage 1 to Stage 3/4 or 4 could be claimed as universal.

Kohlberg (1981) believes that the main purpose of moral education is to stimulate the natural development of an individual's own judgment, which allows the individuals to control their behaviour (p. 300). Justice is the core belief of Kohlberg's ideology. Gilligan (1982), an

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associate of Kolhberg and a feminist, raises her criticisms on sex differences in moral development. Gilligan identifies different developmental stages for females. However, she does not claim that one system is better; both are equally valid. Only by integrating these complementary male (justice) and female (care) orientations will we be able to realize our full human potential in moral development. Noddings (1992) points out that males tend to stress hierarchical rights, while females establish connection and caring in relationships. Noddings (1992) concludes that caring is the attitude which should dominate all schooling. It should be a key element in building a responsive and impartial relationship between the carers and those cared-for, different from natural care. This has been demonstrated in the Chinese traditional teachings of Confucius (孔子) and Mencius (孟子). Lau (2006) states that the Great Teacher promotes caring relations with his every disciple. The Great Teacher was held to be a role model for his disciples to follow, and the caring and nurturing for every individual is different according to their personality traits, which is highly significant. According to Xu (2019), 'Ren' (仁), is the founding pillar of Confucianism. It is defined as a virtue of benevolence and altruism. In view of this, the caring relationship between teacher and students is the pre-requisite for undergoing any values education in class.

3.1.2 Character Education

- The approach of Character Education, advocated by Thomas Lickona (1991), fills the gap of the theories between Values Clarification as suggested in *Values and Teaching: Working with Values in the Classroom* (Raths et al., 1978) and Kohlberg's Moral Development Theory (Kohlberg, 1981). Character education rejects moral relativism, reasserts the idea of moral objectivity and stresses building the caring relationship between teachers and students (Lickona, 1996). Lickona (1991) advocates character education by listing three interrelated aspects in building students' character in school:

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- moral knowing
- moral feeling
- moral action

Students must know, desire and do good. They learn to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, no matter the pressure or temptation from within. Teachers are moral models, moral mentors, and care givers. They must love, respect and care about students in school, so that students can grow in an environment with love and caring. Ryan and Lickona (1992) state that the 'moral identity—all these are part of the affective sides of our moral selves'. These affective factors 'constitute the essential bridge between moral knowing and moral action' (p. 19). The affective factors, such as commitment, conscience, empathy, have been stressed more in moral judgment in character education, than in Values Clarification and Moral Development.

Nucci (2002) analyzes the relationship between character education and moral development and points out the two are closely related. He notes, 'a person of good character is someone who attends to the moral implications of actions and acts in accordance with what is moral in all but the most extreme circumstances' (p. 138). Haljasorg and Lilleoja (2016) agree that the combination of character education and values clarification can achieve better results and is important for schools to discuss moral issues with students. The specific purpose of character education is to promote values through the curriculum, with more exploration provided to students by discussing moral issues in the classroom.

However, Halstead and Taylor (1996) argue that two problems can be found in this approach. First, difficulty of identifying appropriate values, ensuring a consistent approach within the

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school. Second, it takes no account and pays little attention to values outside school which are in conflict with it.

The first issue is not difficult to deal with as there are guidelines and frameworks in different countries for schools to follow. In Hong Kong, the Education Bureau suggests schools promoting Moral and Civic Education through nurturing students with the seven priority values and attitudes: 'Perseverance', 'Respect for Others', 'Responsibility', 'National Identity', 'Commitment', 'Integrity' and 'Care for Others' (EDB, 2018). The latter issue is complicated since values in society are not consistent with the values taught in schools. Students may find it difficult to make their own moral judgment when the values are being challenged. The values taught need to be sustained and parents' cooperation is vital to help students to face values that contradict the school during the secondary schooling.

3.1.3 The Modified Theoretical Framework

This study will use Kohlberg's theory in discussing moral dilemmas in English lessons through the framework suggested by Thomas Lickona (1991). It aims to foster student character through moral knowing, moral feeling and moral action. He argues that Kohlberg's moral dilemma discussion focused on the 'process' of thinking skills rather than moral content. In his view, 'moral knowing, feeling and action in their manifestations are the qualities of character that make moral values a lived reality' (p. 63). Moral knowing includes moral awareness, knowing moral values and perspective-taking; moral reasoning, decision-making and self-knowledge. Moral feeling refers to conscience, self-esteem, empathy, loving the good, self-control and humility, while moral actions are competence, will and habit (p. 53). The three domains work together and affect each other, and the components are the desirable goals of character formation. Teachers should serve as effective care-givers, models, and ethical mentors

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(p. 72) in teaching, creating a democratic and open learning environment to let students discuss and express their opinions on moral issues, then challenge students to put these values into practice. The focus of my action research study is to use moral dilemmas to develop moral reasoning, arouse moral feeling, and help students achieve moral action.

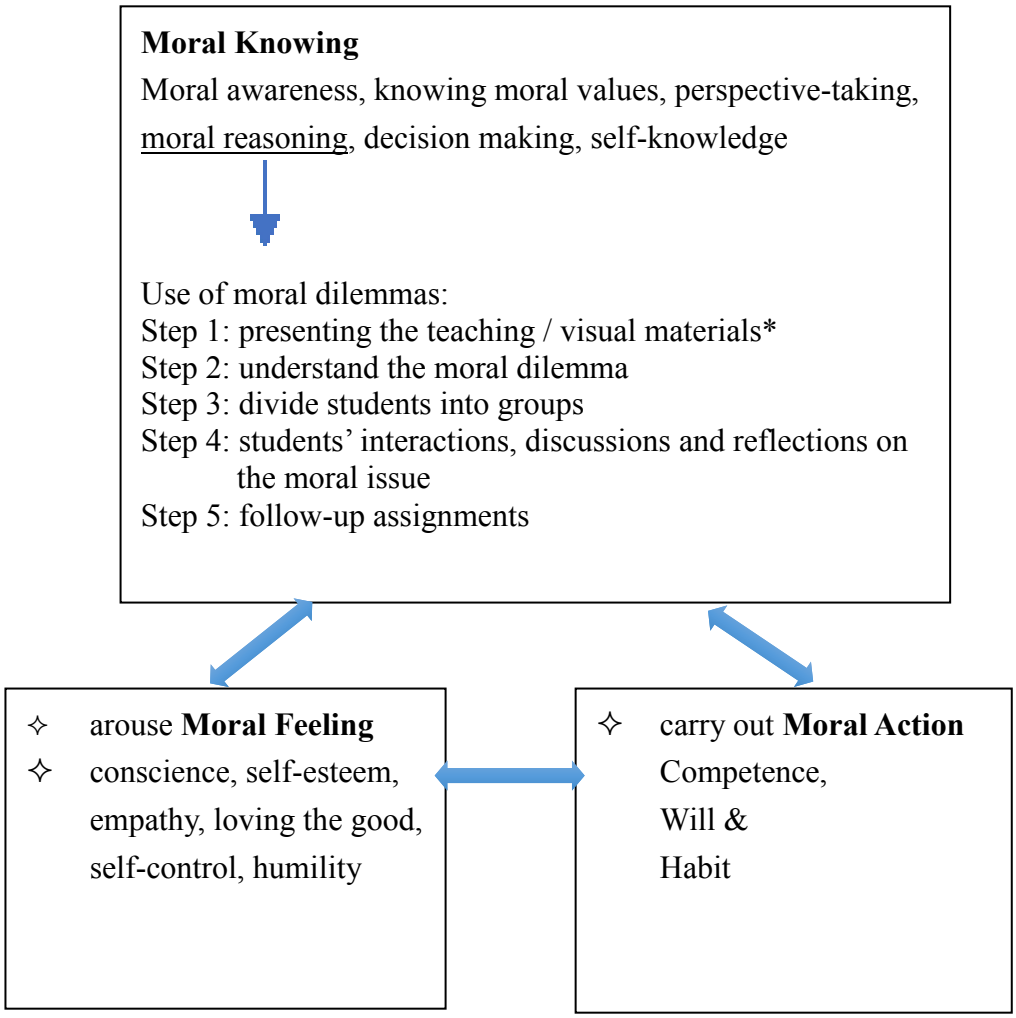

Fig. 3.1 The Revised Theoretical Framework Based on Lickona's (1991) Model

*Remarks: Since Lickona's and Kohlberg's frameworks are based on the American culture, the materials designed in this study took account of the Chinese culture and gender issues.

Hau and Lew (1989) and Ma (1988) state that cultural differences of the Chinese perspectives should be added to Kohlberg's fourth, fifth and sixth stages. The Chinese cardinal

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relationships, which refer to the relationships between ruler and minister, father and son, husband and wife, old and young and relationship between friends, affect the perspectives of Chinese people. The role of authority, like the government, father and teacher, is stressed in family and society. Children are taught to be good and to obey authority figures. This is a reminder for the teacher researcher to take the cultural difference and Chinese perspectives into consideration when topics, such as obedience to authority figures are touched. The teacher researcher paid attention to this issue to see if students tended to obey authority figures, fathers, teachers and bosses, when they underwent moral reasoning and made moral decisions.

Genders featured in stories used for moral dilemmas might also affect the moral reasoning of the participants of the study. The following study was done by McGillicuddy-De Lisi, Sullivan, and Hughes (2003) using the model of Defining Issues Test revised by Rest, Narvaez, Bebeau and Pressley (1999). Among 114 college undergraduate students, male and female students evidenced principled reasoning (Stages 5 and 6), but they did this more often when dilemma characters were male than when story characters were female. Participant gender and relationship conditions were significant factors in the frequency of Stage 4 reasoning. Although the study mentioned by McGillicuddy et al. (2003) was conducted in the USA in 2001, and the age range of the college students was a few years older than the participants in this action research, the teacher researcher in this study tried to use male and female characters in the moral dilemmas with similar frequency; 8 times with male characters and 6 times with female characters. This aimed to avoid gender as an issue that affected the judgment of students. However, an investigation in the gender differences on moral development was not a focus of this study.

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The cultural differences between Chinese and Americans have also been considered. This study aims to minimize bias on the cultural and gender issues when preparing and conducting lessons in class. Story settings are mainly school or personal-based. The three components in the framework based on Lickona's model about character education are the main focus.

3.1.4 Using Moral Dilemmas in English-speaking Lessons

English teachers cannot avoid teaching values as they are moral agents, priests, poets and prophets. 'English teachers need to cultivate experience for students to help their spiritual and moral development' (Pike, 2004, p. 177). As English Language is a core subject in Hong Kong secondary school curriculum, English teachers have a significant role to teach values and arrange discussions in moral values to let students share their views. In the teaching experience of the action researcher, English teachers generally focus on teaching four skills: reading, writing, listening and speaking.

The New Senior Secondary Syllabus of the Hong Kong Diploma of Secondary Education Examination, introduced in 2012, shifted the weighting on the speaking ability of students from 10 to 25% (including the school-based assessment) of the overall grade (CDC & HKEAA, 2015). Teachers must include more drills in English lessons to make sure students get higher grades in the public exam. Teachers think their time-limits and examination-orientated syllabus are the biggest constraints in delivering values explicitly through the curriculum (Li, 1996). Teachers must cover certain units in the yearly curriculum and are assigned to finish a required number of writings and grammar exercises. As teaching hours restrain teachers from finishing the designated curriculum, values are neglected or undermined.

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However, English teachers have a prominent role to nurture and foster values for students. Tomlinson and Quinton (1986) view language itself as a repository of values; English language reveals human choices. Studies have applied Kohlberg's moral development model to conduct moral dilemmas through literature, stories and reading comprehension in classes. The impact is made to inspire students to learn from the values and behaviour of the characters (Bailey, 1981; Clare et al., 1996). Teachers can ask open-ended questions to clarify, summarize, build students' contributions, and encourage students to respond to each other. Teachers work as facilitators to conduct discussions among students, so that they can express their views freely with confidence, though students' English proficiency may be a significant factor for teachers to consider when implementing moral dilemma discussions in class.

Mak and Chik's study (2011) shows that students learn English by using surface methods, such as reproduction and repetition, rather than deep methods. They have previously memorized vocabulary or facts without understanding the underlying meaning or the intention of the author. Tsui (1991) also remarks that Hong Kong students lack motivation to learn English, and in her point of view, 'motivation, no matter integratively or instrumentally, is the most important factor in learning a language' (p. 140). According to the 22-year teaching experience of the teacher researcher, as well as conversations with English teachers from other secondary schools, Hong Kong students lack motivation to learn English in general, especially in lower banding schools. When students have unpleasant English learning experiences at primary school, they are less motivated to learn in secondary school, and most often use surface methods. They do not use English in daily life, and it is very hard for them to attempt to make progress. Students with higher English ability have higher motivation to learn, and tend to use deep methods to use language in authentic situations and think of learning English for achievement in life (Mak & Chik, 2011). Teachers' use of rote memorization to learn texts without understanding them

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might be a result of students' using surface methods to learn English (Leung, Ginns, & Kember, 2008). But students need a deeper understanding of material to discuss moral dilemmas. Lesson plans and teaching materials must suit the English proficiency of the students, and be interesting and relevant enough to motivate them to engage in discussions.

3.1.5 Implementation of Moral Dilemma Discussions in English lessons

Values in English Language are listed in the *English Language Curriculum and Assessment Guide (Secondary 4-6*) published by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007/2015). Among the learning objectives of the English Language Education (one the eight Key Learning Areas), there are language development strategies and positive attitudes related to language learning. 'They are especially relevant to the development of generic skills and personal and social values and attitudes broadly recognized and valued in all KLAs' (p. 8). The three strands highlighted in English language learning are knowledge (general and linguistic), skills (language, communication and learning how to learn), values and attitudes as a holistic process. As such, English teachers have a crucial role to establish and deliver values to students through language teaching.

In principle, if teaching materials are suitable for the level of students, then students will understand the story and the setting. As such, students' ethic and feeling can be aroused through the group discussions. Students can benefit from listening to older peers discuss and analyze the texts using higher-order thinking. Material topics should be relevant to students' daily life —as they already have background knowledge of everyday topics, students can enter without needing additional knowledge. An atmosphere of mutual respect and trust should be established before the discussion, so that students can voice their views freely. This process allows students to learn to respect and pay attention to the opinions of others that are different from theirs.

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Through conversation and dialogue, students can clarify, elaborate, and rethink from their own perspectives, and make moral judgments and decisions. The underlying rationale is important in leading them to moral behaviour.

It is hoped values can be promoted through the revised framework by applying moral dilemma discussions as a vehicle to strengthen students' moral reasoning, arouse their moral feeling, and arrive at moral action.

3.2 Research Design and Methodology

3.2.1 Action Research

This study was designed as action research. It is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations to improve the rationality and justice of:

(a) their own social or educational practices,

(b) their understanding of these practices, and

(c) the situations (and institutions) in which these practices were carried out (Carr & Kemmis, 1986).

Classroom teaching for teachers is not just routine work; it should aim at professional development. Whenever there is a problem, teachers should look for ways to improve: be it classroom management, the emotional problems of students, teaching strategies, etc. Values are vital elements of the curriculum, but they are not stressed or explicitly delivered. Action research is the best design to apply the theory into practice of values teaching and check if the intervention can make changes. The action researcher conducted the research herself since

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she knew the needs of the group of students and through observation, communication, class behaviour, she could evaluate the effectiveness of the intervention.

According to Zuber-Skerritt (2018), action research is a cyclical iterative process of action and reflection on and in action. Both theory and practice, and research and development are not separated, but integrated. 'It aims to improve work practices through collaborative inquiry following a spiral of cycles of planning, acting, observing and reflecting, and to gain a better understanding of the change and development processes. It is the most effective process of professional development' (Zuber-Skerritt, 1991, p. 113). Through a process of reflection, teachers can test if a theory works or not and consider how it can be improved. Teachers should keep reflecting on their practice in order to enhance quality teaching and learning, be innovative to study methods to benefit students' learning.

The cycles of action research—planning, acting, observing and reflecting—perfectly fit this study. Teacher researcher needs to plan and design for the material used for the experimental groups, use the materials to aid moral dilemma discussions, observe the participation and responses among students, and reflect on the whole process. Obstacles must also be identified in the implementation process. This process demands professionalism from the researcher to conduct the research and be sensitive to the involvement of students. Accurate judgment of student participation is important since there are no other researchers to support her.

Kemmis, McTaggart, and Nixon (2014) suggest the idea of 'self-reflective cycle' by adding the re-planning stage in the spiral cycle shown in Fig. 3.2. In this study, the researcher needed to design moral dilemma discussion materials suitable for the level of the students, and relevant to the values specified in the S4 English curriculum. Then the researcher must conduct

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the lessons, observe the responses and interaction of the students, and reflect on the whole process. After reflecting on the strengths and weaknesses of every lesson, the action researcher must write her own reflections, then re-plan materials used, and the implementation process of the next session if limitations are observed in the previous lessons. Good practice must be maintained, and improvements should be made when the moral dilemma discussions are carried out again. Only through a cycle of planning, acting, observing, reflecting, then re-planning, acting, observing and reflecting; teaching, learning, and delivery of values can be improved in every lesson.

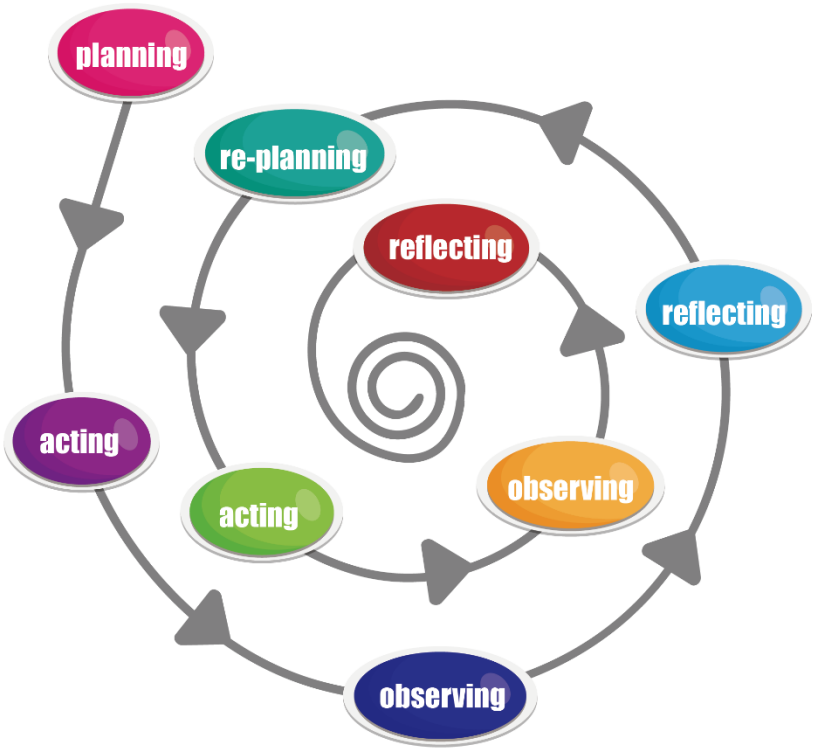

Fig. 3.2 The Five-step Spiral Reflection Cycle

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3.2.2 Background of the School

The school is a co-educational one situated in Tin Shui Wai, founded in 2002. There are 4 schools with 2 primary and 2 secondary schools under the same school sponsoring body. The first primary school was built in 1992. The school sponsoring body began a through-train between the two primary schools and secondary schools in 2011. 95% of S1 students are students from the through-train primary school. This is a double-edged sword for the school: all students share the vision of the school sponsoring body; teachers meet regularly to discuss connecting formal and informal curriculums, pastoral care and extra-curricular activities. However, a drawback of the increasing number on SEN students was created by the through-train policy. Teachers must spend lots of time caring for students with special education needs and behavioural problems.

Parents have a close relationship with the school as they are well-linked when their children are in primary school. A number of parent volunteers came to school during lunch time every day and at festivals. The Parent-Teacher Association supports school functions such as the Sports Day and Christmas celebrations. Parents help make ‘Hot Pots’ to serve teachers and students. Many of the parents are housewives and contribute to schools since their children are at the primary school. Workshops for parents are also regularly organized.

However, there are drawbacks to the through-train policy. From 2011-2017 the banding of the primary students declined from banding 2.1 to 2.8. At the same time, the number of students with special educational needs increased from around 10 to 100 students at the same time. The increased number of SEN students in primary schools has resulted in a heavy workload. This is a challenge for the Pastoral Care team teachers, as their role is changing to become something

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akin to Discipline and Guidance Team in other schools.

The average age of the teachers is around 40, with a teaching experience of around 10 years. Almost half of the teachers have worked at the school since its establishment in 2002. Peer observation among teachers is a practice required by the school every year, and there is regular observation by panel heads with school principal and vice principals every year. However, exchange and discussion of teaching strategies is not common among teachers, according to the teacher researcher's observation and attendance in the preparation period among English teachers at the same level. Experienced teachers who can share teaching strategies and techniques in class management are needed, especially for teachers with less than 5-year teaching experience.

3.2.3 Core Values of the Mission and Vision of the School

The mission of the school is to inspire students' consciences, and let them pursue the truth. The school is committed to building a caring and positive environment, encouraging students fostering brotherhood, cultivating a passion for the motherland, and motivating to love learning. The school stresses the whole person development, and a balance between mental and physical health. The school hopes to equip every student with professional knowledge, moral conduct, the ability to pursue life-long learning, and make contributions to society. Education is student-centred, learning centred, value-oriented and evidence-based. It helps students to pursue excellence and be responsible to society. The above information is from the school website.

3.2.4 Subjects of the Study

A majority of students live in Tin Shui Wai and Yuen Long. These areas have small families with many newly arrived from the Mainland. Although there are few newly arrived students

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from China study in the school, families are from middle to low socio-economic status families. According to the daily conversations with teachers, it is rare that students travel to Kowloon or Hong Kong Island; they are unwilling to spend high fares or endure long travelling time on transportation. Students have little interest in knowing more about other parts of Hong Kong beyond the areas they are living in. Yet students are genuine and sincere; they are not affected by the 'trendy atmosphere' of the highly populated crowded urban districts.

The students selected for this action research live mainly in the same district as the school. They walk or take the light rail to school every day, which takes 15 to 20 minutes. Most of their families are of low socio-economic status. Parents are busy at work and have limited education. Most of the parents hope their children work hard in school and obtain good grades when they leave. Parents want their children to get into university, and hope teachers can help enhance the academic performance of their children.

Students in the action research are Secondary 4, Class 4A, regarded as the best class in the level. Students were streamed and assigned to class A as they had better academic performance, learning attitude, class performance, handed in homework on time and with good conduct. A formula was used to select students to join class A; 50% for the academic results, and another 50% for class performance, measured by subject teachers in three phases, percentage of handing in homework on time, and good conduct.

Most students in Class 4A were prefects, representatives in activities for their year group and outside school competitions with academic-oriented and leaders of the school clubs and school societies. They were busy with other activities at different times. Compared to other classes in S4, the students of 4A were more responsible and well-behaved, and eager to achieve

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success in academic performance. The teacher researcher was assigned by the school to take up half of the class for the English-speaking lessons in the 2017-18 school year.

3.3 Plan of Research for the Pilot Study

Before starting the main study, a pilot study was planned for an S4 class. The pilot study helped test the practicality of the study which led to more reliable results (Schade, 2015). In this research, two pilot sessions helped test the suitability of the material designed and the student responses to the moral dilemma discussions. The 20 students of Class 4D was selected for the pilot study. Class 4D was chosen since the size of the class was similar to half of Class 4A, the experimental group students. Students in 4D did not perform as well as the class 4A students since they had mixed learning ability according to their results in the S3 final examination. The criteria of class streaming in each level in the school is to select students with better performance in academic and learning attitude to Class A, then students are randomly mixed in the other three classes, B, C & D. Class E is the remedial class for students with special educational needs.

Written consent from the principal of the target school was obtained first. Then the consent forms were distributed to students in the pilot and main study. Students in the experimental group were asked to give the consent forms to their parents as well (Appendix 1). A briefing explanation was given to the class of 4D before the pilot study. Some students doubted if they could engage in the discussion since it was conducted in English. The teacher researcher encouraged the students to use English even though it might not be perfect.

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The topics chosen for the two pilot studies were stealing and cheating. 'Stealing' was found online and related to Kohlberg's studies, and 'cheating' was a school-based topic. The arrangement of the two selected topics tested if this approach was suitable for students and the topics were interesting to them. The first case was 'Heinz's dilemma'. In the story, Heinz's wife is gravely ill, but Heinz does not have enough money to buy medicine for his wife. He must choose whether to steal drugs to cure her, or not steal drugs and let her die. The second story, "Cheating", is about two friends in S4. One friend discovered that the other had cheated in his exam. The student must decide whether to tell the teacher or think of other ways to help his friend (Appendix 2).

The following steps were applied in the trial lessons:

(1) A short story was distributed to every student with 3 questions set on the worksheet. Teacher guided the students to read the story and made sure they understood the meaning of the story and questions.

(2) Students were asked to write down their own answers with reasons on the worksheet.

(3) Teacher clarified the meaning of the story or questions if needed and guided students to write their responses on the worksheet.

(4) Teacher asked students to sit in a circle, and invited some to tell their answers with reasons to the whole group. At the same time, the teacher asked the other classmates to comment. It was important to ask for reasons when students made their choice, for example, 'why do you think the character should/ should not do that?' Instead of what the character would do.

(5) Teacher did not need to conclude which choice was the best, but throughout the process, it was salient to help students enhance their moral reasoning to make moral judgment.

(6) Students had to write their journal of reflection in an exercise book after the lesson. This was the follow-up assignment for students.

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Teacher's instructions, materials used, and students' responses would then be reviewed after each trial lesson.

3.3.1 Implementation of the Pilot Study

The two moral dilemmas were examined in the English lessons. Each lesson lasted for 35 minutes, the teaching and discussion time was about 30 minutes, with 5 minutes for the teacher researcher to give a follow-up assignment to students. Students agreed to join the discussion and were told about the procedures before the discussions were conducted. Students were interested in knowing the story of Heinz and discussed what he should do to save his wife. Most students understood the story and questions for discussion. However, students found it hard to express themselves in English, so some used Cantonese to express their views, and the teacher tried to tell them how this should be delivered in English.

The second moral dilemma on cheating was closely related to their school life. When students discussed this they were interested in voicing their opinions, although some were passive. The teacher researcher encouraged the passive students to express themselves more, as dominating views by one or two students were not ideal. One boy tended not to use English and expressed himself in Cantonese. His values were different from what the teacher researcher had expected: he argued that getting high marks by cheating was clever, and using no effort to attain good marks was desirable. However, some students would think they could learn nothing even if cheating could help them get good grades, the real aim of studying was to acquire knowledge through schooling. Some mentioned justice, which was an important rationale as to why students should not cheat in exams. Most of the discussion was in Cantonese, as one started using Cantonese, the other students followed and responded in Cantonese quickly. This was

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understandable; Cantonese was the students' mother tongue and there were no barriers for them to express their views. However, the teacher researcher encouraged students to use English as much as possible and asked how the expressions could be put in English. Some students were happy to express themselves in English only.

3.3.2 Insights from the Pilot Study

The two sessions of pilot test gave insight into the following three things:

(a) Content of the Materials Must be Closely Related to Students' School/ Daily Life

Students had to understand the content of the moral dilemmas fully, so that they could discuss what they should or should not do. The first trial was Heinz's story. Students took some time to understand the content of the case; it was not easy, and Cantonese had to be used to let every student understand what happened to Heinz and his wife. The discussion was carried out in English and some students did not speak much, as the language was a barrier for them. Some used Cantonese to tell others their decisions and reasoning. Throughout the lesson, the teacher acted as a facilitator to guide students to think about the rationale for making decisions and judgment. There were 20 students in the pilot study. Most of the students were interested in taking part in the discussion as it was a fresh experience for them to get involved in active moral discussions.

The second topic was about cheating in examinations. Students were given the story of John and Tom, they were friends in the same class, and John sat behind Tom in the examination and discovered that he was cheating. Students had to express their views on what John should do. This was a more interesting topic than the first because it was closer to their school life and it might have happened to classmates before. Students thought it was wrong to cheat, but had

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different reasons. It was the first step to let students understand the content of the dilemma before discussions can be held. Even though some were not clear about every word in the material, they could grasp the gist when other students voiced their opinions.

(b) Language was a Barrier for Some Students in Discussions

Some students had difficulty expressing themselves in English, so they did not voice their opinions. The discussion depended on the proficiency of English if students wanted to deliver their views clearly and precisely. The pilot test showed the teacher researcher that students with limited English could not manage the discussion well. Even when the teacher invited students to speak more English, it was difficult for students to follow, and students used Cantonese to express themselves. This in turn provoked others to follow suit. As such, it was hard to change back to English since the responses among students were fast and they enjoyed the discussion with quick responses. It was important that students' English proficiency was above average if moral dilemma discussions were implemented in English lessons.

(c) Students had Their Own Views on Moral Dilemma Issues that Needed to be Heard

When students were asked to give opinions on cheating, some hesitated to express their opinions even they agreed with it, since the school rules state that cheating is a serious misconduct, with serious consequence: zero marks for the subject, and a demerit. However, when one student expressed his view as to why he supported student cheating, other 'braver' followers voiced their support for him. The process was interesting since they had never experienced a discussion of this issue in class. The class concluded when most students agreed that it was not fair, and that the aim of education was to attain knowledge: cheating did not help students achieve this goal.

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In sum, the moral dilemma was an interesting experience for the students to encounter conflicts of values. It was a new and fresh encounter for students to express their views on choosing options of action for the character during the moral dilemma discussions. Through the challenge and be challenged by—opinions different from their own. The process could let students think deeply and view issues from a wider perspective.

As such, the material should be linked with the school or daily life and the content must be suitable to the students' level. The background of the moral dilemma shown in the materials may not be in very detail, but it should give clear and adequate information for students to know what the story is and the confrontation of the selected value/s. The words and vocabulary used should be easy to understand, and questions listed must be clear to encourage students to engage in discussions. To overcome the language barrier, students with better English would be a more suitable test for the hypothesis, since the process of moral reasoning depends on listening and responding to peers in discussion. The selection of 4A to undergo the main test in action research is a suitable decision as the students are more proficient in English than other classes in S4.

3.4 Plan of Research for the Main Study

1) Planning stage: Several principles guided the design of the teaching materials for the 14 moral dilemma sessions.

Firstly, the materials were integrated with the English curriculum in the school schedule from November 2017 to May 2018, and linked with the five selected and explicit values, as shown in Table 3.1. The dilemma should involve conflicts of values so that students have to find a way

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to justify their choice of actions for the character. For instance, the theme of Chapter 6 was 'Catwalk', and the focused value was 'integrity'. The moral dilemma provided to students was about the main character, Emily, whose friend, Kat, was a part-time model. Kat wanted Emily to help her keep this secret from her mum, as she was afraid that her mum would stop her being a part-time model if she found it out. Emily's dilemma then, was whether to lie to help her friend, or tell the truth due to 'integrity'. Students shared and justify their opinions of the two sides.

Secondly, to eliminate the gender bias in Kohlberg's moral dilemmas (Gilligan, 1982), the teacher researcher used both female and male characters alternatively in the 14 sessions. This helped to eliminate the influence on students' moral decisions and action that the gender bias might cause.

Thirdly, the chosen topics had to be interesting and related to school setting and students' daily life. This would help to minimize explanation time, so that students could be engaged in the moral discussions quickly.

Last of all, the language proficiency of students had to be taken into account in the writing of moral dilemmas. Difficult vocabulary used might hinder the understanding of students, it would either take a longer time for the students to understand or demotivate their desire to take part in the lessons. As such, the researcher had to design the teaching materials using the appropriate language. This had to both suit the students' standard and usage on one hand, and initiate topics related to the syllabus, school settings, and daily life on the other hand.

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2) Acting stage: Teacher researcher needed to lead the moral dilemmas in the speaking lessons with clear instructions and procedures to allow students to understand the teaching materials. Students then had to answer the questions on the worksheets. After finishing the first process, students were divided into small groups with mixed abilities to discuss among themselves. Then students sitting in a big circle facilitated the whole group discussion. Students had to use moral reasoning by giving reasons for their decisions, and peers would comment on their choices. It was hoped that a higher level of moral reasoning would be achieved through the discussions. Moral feelings would be aroused during the discussions, and the teacher had to be aware, address, enhance and direct students' moral feelings, such as using empathy, or compassion when making moral decisions.

It was important to set the ground rules in the first session on how moral dilemma discussions were run in lessons.

Ground Rules

1. Try your best to take part in the small group and whole group discussion.
2. Respect to others is important throughout the lessons.
3. When one starts sharing, everyone has to pay attention to him/her.
4. There is no right or wrong answer for each action/solution.
5. You can change your stance during discussion.
6. Record your discussion and send to Miss Law after the lesson, wklaw@qts.edu.hk

After the first session, the teacher researcher gave feedback on students' assignment in the first few minutes. She remarked on students' perspectives, gave feedback on what other angles they could investigate, and demonstrated some good work to inspire them to think about the issues. When presented with a moral dilemma, the students were asked what they should do. There were several options for the students to choose. They were then asked to elaborate their

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reasons and rationale. In examining these options, the teacher attempted to point out the psychological and social dimensions of the experiences involved. Students were asked to specify the standard or hierarchy of values implicit in each issue, followed by a small group discussion on the values involved. After that, the teacher attempted to stimulate controversy by introducing controversial questions and issues that should be dealt with in the whole group discussion. It was vital that an atmosphere with protection of freedom of expression and understanding of alternative views was built and encouraged. This involved drawing a clear line between understanding someone's point of view and agreeing with it and clarifying the issues of disagreement. The procedure assumed that students with higher-stage thinking could influence lower-stage subjects in a free discussion, for example, from stage 3 (to be a good girl/ a good boy) to stage 4 (to be a good citizen who abides by the law).

Small group strategies helped students prepare for the whole group discussion. Everyone had a better chance to share their opinions in 4-person groups. The groups in discussion were mixed in ability, with 2 girls and 2 boys each group most of the time. Students were arranged into different groups each time and the teacher researcher would arrange students in groups before the lesson. It was hoped that if students were of mixed ability, stronger students could lead the discussion and weaker students could follow the points shared. In this experimental group, boys were more proficient in English, so they were distributed to help weaker students. After the small group discussions, students gathered to join the whole group discussion.

In the 14 moral dilemma discussions held in the English-speaking lessons (Appendix 3), the rundown of every session was in the following framework (Appendix 4a):

- 10 minutes was used for giving out teaching materials and students would be asked to

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read it aloud or test their comprehension through questions raised by the teacher researcher.

- 10 minutes would be set for small group discussions, students were divided into 4 in a group, and audio recording was requested for their discussion by using their iPads.
- After every lesson, students had to send the recording to the teacher via uploading the file to the designated google drive.
- After the small group discussion, all students would join in the whole group discussion. Students would be asked for their options, stance, views on different issues, and they needed to share their views in front of the whole group. Students would then challenge the others with different views and present their views in the whole group. It would take about 8-10 minutes.
- In the last few minutes, teacher would sum up students' opinions but not showing the thinking of teacher herself.
- Before finishing the lesson, students would be shown with the questions for their assignment. They would be requested to finish the work within two days at home. (Appendix 4b)

Grades were deliberately omitted in the students' assignment since the lesson was not examination-oriented and grades were not stressed in the process. This aimed to motivate students to develop their moral reasoning in a more relaxing learning atmosphere instead of competition based. Learning and studying are self-directed and interest driven. Stickers were given to those who worked diligently in sharing their views and contributed much in their reflections. This would encourage the group of students to try their best and keep their passion throughout the whole action research.

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3) Observing stage: The teacher researcher had to challenge students on their moral decisions as well as observe student responses during the discussions on the moral dilemmas. Some students might be more passive and did not feel confident in expressing their views; the teacher had to encourage these students to join the discussion. Interaction among the groups were closely observed so that the teacher researcher can judge if the teaching materials were suitable for the students and know what their views were upon the moral dilemmas. Students' feelings should be considered, if any emotions were aroused by the discussion, especially for some sensitive topics, such as 'bullying', 'cheating'.

4) Reflecting stage: The teacher researcher's evaluation and self-reflection allowed her to see what worked and what did not in the planning and implementation of the process. It also allowed her to check if the goal of developing students' moral reasoning and arousing moral feeling was achieved in lessons. Through the reflection, the researcher had to measure the qualitative and quantitative parts of the implementation. Reflecting on the assignment given to students was vital, since the questions set were to help students to 'digest' what they had thought and learnt throughout the lessons, so as to consolidate what they had learnt of the target values.

5) Re-planning stage: After reflection, the materials, arrangement of groupings and assignments were re-planned to maximize their effectiveness. Lessons were re-planned and teaching materials were re-written if any of the following occurred:

- the materials used in the previous lesson did not arouse their interest in discussion
- the language used did not suit their level
- the combination of the group was not comfortable for some students
- more passive students were grouped together

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Most importantly, students had to benefit from the discussion to enhance their moral development. Values had to be explicit and clear as the objective of each lesson. In In summary, a half class of an S4 class (16 students) were taught with the values incorporated into the English curriculum. The other half of the same S4 class was treated as a control group taught by the Native English-speaking Teacher (NET). According to the *English Language Curriculum and Assessment Guide (S4-6)* (CDC & HKEAA, 2015), there are 9 suggested themes for S4 English (the compulsory part). Within the 5 themes covered in the English Language syllabus in the 2017-18 academic year at the target school, 3 themes were covered during the period November 2017 to May 2018 in alignment with the S4 syllabus and teaching schedule, and 5 chosen values were taught explicitly. Some sessions with one value and some with two, Table 4.2 in section 4.1.2 showed explicit value/ values were taught in the 14 sessions. The moral dilemma approach was a medium to help students focus on the explicit values when discussing the issues in the English-speaking lessons. This is shown as the table below (Table 3.1):

Table 3.1 Selected Themes and Explicit Values for This Study

Themes suggested by Eng. Curriculum and Assessment Guide	**Topics of the Textbook**	**Values**
Study, School Life and Work ✧ Study and related pleasure/ problems ✧ Experiments and projects ✧ Occupations, careers and prospects	Stress out Joining a Club Frenemies University Life	Integrity, Responsibility, Compassion, Respect, Perseverance
Nature and Environment ✧ Protecting the Environment ✧ Resources and Energy Conservation	Adrenalin Junkies Healthy Life Big Day Out	Respect, Responsibility, Perseverance, Compassion
Communicating ✧ The Media and Publications ✧ International Network (Internet)	Light, Camera, Action! On the Catwalk	Integrity, Responsibility, Respect

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The 14 Moral Dilemma Sessions are tabulated below (Table 3.2)

Table 3.2 Schedule for the 14 Moral Dilemma Sessions from November 2017 – May 2018

Date	Topics	perseverance	integrity	responsibility	compassion	respect
2017/11/23	1. Tom's dilemma		X			
2017/11/30	2. Lily's dilemma			X		
2017/12/07	3. David's dilemma				X	
2017/12/14	4. Rose's dilemma					X
2018/02/01	5. Bobby's dilemma	X				
2018/02/08	6. John's dilemma		X	X		
2018/03/01	7. Kate's dilemma	X				X
2018/03/08	8. Josh's dilemma			X		
2018/03/15	9. Emily's dilemma		X			
2018/04/12	10. Adam's dilemma	X				X
2018/04/19	11. Maria's dilemma			X	X	
2018/04/26	12. Danny's dilemma		X	X		
2018/05/10	13. Morri's dilemma		X	X		
2018/05/17	14. Chris's dilemma		X	X		
		3	6	7	2	3

3.4.1 Qualitative Data Collection

Qualitative methods were also used to collect data for evaluating the teaching process and outcomes. Regarding research question 1, the moral dilemma discussion approach to teaching values through English Language teaching was used. The researcher prepared stories integrated with values from the syllabus with moral dilemmas. There was one English-speaking lesson every week in the school timetable. Every lesson was well-planned and well-used.

The action researcher kept a clear record of the materials used as follows:

- Lesson plans, materials, PowerPoint and follow-up assignments for students
- Recordings of every small group's discussion in the Google Drive
- Discs of the video-recording for every lesson
- Researcher's own journal of reflection

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Then the data was triangulated with:

- semi-structured interviews for the 4 groups of students

In order to understand more about the thoughts and responses of students on values promotion through English Language teaching, four group interviews were conducted after the moral dilemma sessions had been completed in June.

There were several guided questions for conducting the semi-structured group interviews, however, adjustments were made, and follow-up questions asked according to the responses of the group. The questions are listed below:

(1) What do you think about the topics and the moral dilemma discussions in the English-speaking lessons this year?

(2) What is the barrier for you in joining the discussions in the lessons?

(3) Can peers' feedback or opinions in the small group and whole group discussions give you any inspiration? Give examples to illustrate.

(4) Do you think values education is important to students?

(5) Can values education lead to positive behaviour for students?

(6) What other aspects do you want to raise regarding the moral dilemma lessons?

Four students were arranged in one group in the group interviews according to their familiarity with each other, this helped them express themselves freely with the mutual trust they had built among classmates. The interviews were audio recorded with the consent of the group, and the conversations were transcribed and translated. Students were asked if they preferred group interviews conducted in English, Chinese or mixed- code. One group chose to

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use Chinese, one group used English and the other two were with mixed code. It was hoped language would not be a barrier for the interviews: as students felt more comfortable expressing their views, the adequacy and efficiency for delivering their thoughts could be achieved.

The group interviews were conducted to triangulate if the lessons and teaching materials designed, procedures applied, and interaction observed among students could enhance their moral reasoning and feeling.

In the theoretical framework applied in this study, moral feeling was a component which went hand in hand with moral reasoning and moral action. When students' moral feeling is addressed, there is a higher chance for students to put the values learnt into action. The moral feeling was expected to be aroused through the topic discussed and interaction with peers. The teacher researcher needed to enhance moral feeling and help students address and be aware of these feelings. 'If values education is merely intellectual, that touches only the mind, but if it misses the heart, it could miss a crucial part of character' (Lickona, 1991, p. 61). Therefore, in students' discussions, follow-up assignments, sharing in the group interviews, students were invited to reflect on their moral feeling, such as compassion, empathy, loving for the good which were important when they made their moral decisions.

Peer English teachers of S4, especially teachers of other levels were to be invited to sit in the speaking lessons to observe and give comments for the speaking lessons focused on moral dilemma discussions. This helped avoid the subjective observations by the teacher researcher, and misjudgment of students' response or involvement. Teacher observers could comment on the instructions given by the teacher researcher, procedures for dealing with the moral dilemma discussions, and more importantly, the role of the teacher as facilitator.

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When the teacher researcher was teaching, she might neglect explanations on the gist, some main points that should be elaborated before the discussion, or some clues that were significant to facilitate the whole discussion and so forth. It was vital to help the action researcher reflect on the whole process of teaching and review, evaluate and re-plan for the future lessons. Even credits and good comments given by the fellow teachers helped boost the confidence of the action researcher to go forward.

3.4.2. Quantitative Data Collection – Adoption of Defining Issues Test-2 (DIT2) and Assessment Program for Affective and Social Outcomes (2nd Version) (APASO-II)

Apart from qualitative research methods, quantitative data were also collected. Quantitative Research design relates to data collection which is measurable in a systematic and scientific way. Defining Issues Test-2 (DIT2) and Assessment Program for Affective and Social Outcomes (2nd Version) (APASO-II) were adopted in this study for investigating the moral development, which is an important part in the teaching outcomes for the experimental group and the control group. Supporting evidence was collected such as the yearly moral performance record for the two groups and the students' responses to the questionnaire set by the teacher researcher after the moral dilemma sessions.

Regarding research questions 2 and 3, two kinds of measurements for the quantitative aspect were applied to evaluate the teaching outcomes in this study. In order to understand the progress of students' stages of moral development, Defining Issues Test-2 (Appendix 5a) designed by James Rest and others (1999) was used, and the glossary (Appendix 5b) prepared by the teacher researcher, which aimed to help students understand the 5 stories and statements. Moreover, 48

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questions of the APASO-II (Appendix 6) revised by The Hong Kong Institute of Education in 2008 (renamed as the Education University of Hong Kong in May 2016) were used as a pre- and post-test for the experimental and the control group in November 2017 and May 2018.

The Defining Issues Test-2 (DIT2), a revised version of DIT1, was used to collect the quantitative data for this study. There were several reasons to use DIT2, not DIT1 to assess students' moral development in this study.

- First, some dilemmas were out-dated and needed to be rewritten in new language due to social changes.
- Second, DIT2 could be used to calculate a developmental score.
- Third, DIT2 could avoid bogus data by checking participants' reliability. (Rest et al., 1999).

Before conducting the DIT2 in the target school, license had to be obtained from The Center for the Study of Ethical Development of the Alabama University and all data had to be processed by the Centre with fees charged. The teacher researcher would receive the report after submitting spread sheets with the preliminary score of each respondent through email.

This test has been widely used for the past two decades in different disciplines and its analysis with the new index ─ N2 has improved its validity. Schools and colleges have commonly applied this measurement in alignment with Kohlberg's moral development theory (Rest et al., 1999). Compared with DIT1, the length and time spent in completing DIT2 was shorter since the latter one included 5 dilemmas instead of 6 and the time spent was about 40 minutes compared with 50 mins for DIT1. DIT2 was conducted in English and was distributed

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to 4A students after the 2 trial lessons had been implemented in another S4 class.

There were 5 moral dilemmas in DIT2: 'Famine', 'Reporter', 'School Board', 'Cancer', and 'Demonstration'. Students had to choose if they favoured the action, no action, or were undecided. Each dilemma contained 12 statements, and each statement had to be rated in terms of its importance (1-5), on a rating scale from 'Great' (1) to 'No' (5). Finally, participants had to rank the four most important statements among the twelve in each moral dilemma. The whole test took about 30-40 minutes to finish, and students were provided with a glossary of both the content and statements of each story during the test to help them understand the content of the whole test. Since the setting of the two stories: 'School Board' and 'Demonstration' were in the U.S.A., students might not have a clear background of the dilemmas. All instructions were given in English by the teacher researcher and no discussion was allowed among students during the test. Students seemed to be quite nervous, but most of them took it seriously. One class teacher period, about 40 minutes, was borrowed to conduct the test in November 2017.

APASO was launched in 2003 to support schools' assessment of students' affective and social outcomes, and self-evaluation of the effectiveness of support measures in promoting students' whole person development and learning to learn. In line with the implementation of the school development and accountability framework, specific items of the APASO-II have been included in the key performance measures to promote schools' sustainable development and self-improvement (EDB, 2016). APASO has been widely adopted by schools since its launch.

In light of the latest education development and catering for schools' needs, the EDB commissioned the Hong Kong Institute of Education to conduct a comprehensive review of APASO in 2008. The 2nd version of APASO was available for schools' use in the 2010/11

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school year. It primarily measures the social and affective performance of all students at school or specific groups of students at school.

Eight categories of the APASO-II were selected. These include:

- Self-concept－Learning English (5 questions),
- Social Relationship－Caring for Others (9 questions),
- Social Relationship－Respect Others (6 questions),
- Motivation－Social Relationship (5 questions),
- Learning Ability－Critical Thinking (5 questions),
- Ethical Conduct－Responsibility (5 questions)
- Ethical Conduct－Moral Conduct (4 questions)
- Ethical Conduct－Self-Control (9 questions).

These statements were selected in line with the moral values delivered through the moral dilemma sessions, and were shown in the following table:

Table 3.3 Explicit Values Measured by APASO-II

Selected Explicit values	APASO-II (questions related to the selected values)
1. perseverance	**Ethical Conduct－Self-control (10)** 85 I set and keep goals. 92 I am good at resisting temptation. 93 I have an easy time breaking bad habits. 94 I am hard-working. 95 I speak after thinking things out. 96 I refuse to do things that are harmful to me. 97 People say that I have an iron-like self-discipline. 98 I always finish my duties before giving time to fun and game. 99 I can easily concentrate. 100 I am able to work effectively toward long-term goals.
2. Integrity	**Ethical Conduct－Responsibility (2)** 83 I am committed to my family. 84 I am faithful to my peers. **Ethical Conduct－Moral Conduct (3)** 89 I think to forgive people who treat me badly' is important. 90 I think to respect people with high moral standard' is important. 91 I think reflect critically on myself when seeing something immoral happen' is important.

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3. Responsibility	**Ethical Conduct－Responsibility (3)** 83 I am committed to my family 84 I am faithful to my peers. 86 I take great care to meet my appointments. 87 I take care to play my role in groups I occasionally join.
4. Compassion	**Interpersonal Relationship－Caring for Others (9)** 36 I care about others. 37 I am considerate towards others. 38 I like to help others. 39 I care about other people's safety. 40 I care about other people's health. 41 I keep in touch with my relatives. 42 I keep in touch with my friends. 43 I would not hurt other people's feelings. 44 I always greet people. **Motivation－Social Relationship (5)** 54 It is very important for students to help each other at school. 55 I like to help other students to help each other at school. 56 I care about other people at school. 57 I enjoy helping others with their schoolwork even if I do not do so well myself. 58 It makes me unhappy if my friends are not doing well at school.
5. Respect	**Interpersonal Relationship－Respect others (6)** 45 I treat people with respect. 46 I speak gently. 47 I always point out the positive qualities of others. 48 I listen carefully during conversation. 49 I trust people. 50 I am polite to others.

The school distributed 193 questions of APASO-II (provided with the Chinese version) to all students in May over the past two school years (2015-2017) to evaluate students' performance in learning attitude and strategies, morality, and attitude to schools. The selected 48 questions were included in the pool of 193 questions. The above-quoted questions were directly related to the chosen values, and some others were used to collect more background information from the subjects, including the interest in learning English and ability in critical thinking (see Table 3.4). These could indirectly help to understand more on students' ability in dealing with moral dilemmas in English and understand more about their attitude and ability when making judgment on matters.

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Table 3.4 Statements in APASO-II related to English Learning and Critical Thinking

Selected Explicit values	APASO-II (statements indirectly related to the study)
1. English Learning	**Self-Concept－English Learning (5)** 44 I look forward to English classes. 45 Work in English classes is easy for me. 46 English is one of my best subjects. 47 I get good marks in English. 48 I learn things quickly in English classes.
2. Critical Thinking	**Learning Competence－Critical Thinking (5)** 65 When I do things, I need to know the reasons. 66 I rely myself on making judgment for matters that I do. 67 I have confidence to solve complicated matters. 68 I can follow complicated procedures to solve problems. 69 I agree with authority when adequate reasons are given.

In order to make the action research clearly cut off with the routine APASO-II of the whole school and help the students to be more focused, the pre-test of the 48 selected questions of APASO-II was run in November 2017 (in the school year of 2017/18) only for S4, while the post-test of the questions was done in May 2018 in a separate time slot for S4 as well, a week after the routine implementation of giving out the 193 APASO-II questions to all levels.

3.4.3 Data Analysis

Qualitative data were analyzed by using coding and thematic analysis. The parent code and child code were set in themes and categorized the qualitative data accordingly. There were five themes set for the 14 moral dilemmas: perseverance, compassion, responsibility, integrity and respect, according to the theme of the 4 units of the textbook of the S4 English Language curriculum. Students' responses were categorized into sub-themes. Coding and theming were the main method for analyzing data, as Strauss (1990) points out that coding was to fracture instead of counting items. The coding should be structural and interactive in nature. Parent code and child code needed to be established and according to the qualitative data collected. Example of parent codes were: 'values education', 'moral development', 'English language teaching',

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'moral reasoning' etc. Child codes are the subcategories under each parent code, such as 'values teaching', 'definition of values', 'formal and informal curriculum', which are under 'values education'.

However, as pointed out by Maxwell (2013), when analyzing qualitative data, coding was not the only way to analyze data, but with fundamental activity, such as reading and thinking about interview transcripts and observation notes, writing memos, analyzing narrative structure and contextual relationships, creating matrices and other displays were all important forms of data analysis. Jotting notes, analyzing the interview notes, transcribing the conversations of the interviews and correlating these with students' responses in discussions and assignments had been done by the teacher researcher before concluding her qualitative findings.

In this study several activities were involved in collecting data:

- the teacher researcher wrote her own reflection after every lesson
- students completed their follow-up assignment on consolidating their thinking
- observation through class teaching
- student participation in moral dilemma discussions

The data of the pre- and post-test of DIT2 and APASO-II were analyzed with quantitative methods (SPSS and related methods). The tools were used to check if any progress could be seen in the target students' moral development stages by comparing the pre- and post- test scores of the DIT2 and APASO-II. The pre- and post-test APASO scores were compared between the target group and the other half of the class as control, to see if there were any changes of students' perception of values after applying the moral dilemma discussions throughout the 7 months from November 2017 to May 2018. In addition, the school data of students' performance

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including the frequency of lateness, record of school rules breaking, awards in voluntary services outside school and etc., were collected to compare between the experimental group and the control groups of students by using the independent samples *t*-test. It was used to compare the means of two independent groups to determine if there was statistical evidence that the associated population means were significantly different. All these quantitative data were then triangulated with the collected qualitative data (table 3.5, column in the middle).

In assessing program outcomes, one of the most respected methods to measure change in individuals is the experimental pre-test-post-test design using a control or comparison group (Campbell & Stanley, 1963, as quoted by Marshall, Higginbotham, Harris & Lee 2007). Two reasons for the pre-test-post-test method are its presumed tight scientific control over threats to internal validity, and the fact that it can be used to make comparisons between the same people, or groups of people, at different points in time. However, there are limitations for using this type of method.

Limitations include the difficulty, or impossibility, of locating and maintaining an adequate comparison group. Another important limitation is that even when complete pre-test-post-test information is obtained, actual changes in attitudes, behaviours, or skills may not be evidenced if participants overestimate their attitudes, behaviours, or skills on the pre-test (Howard, 1980). This limitation may be applied in this study as students may not have much idea on DIT2 when they tried to do the pre-test of it. Moreover, when all the instructions were given in English, students with lower proficiency in mastering the language might have been inhibited to understand the operation smoothly.

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The method used for analyzing the DIT2 and APASO-II scores was 'Paired sample *t*-test'. Paired sample *t*-test determines whether the mean difference between two sets of observations is zero. In a paired sample *t*-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired sample *t*-test include case-control studies or repeated-measures designs (Statistic solutions). The *t*-test was selected to evaluate the effectiveness of the moral dilemma sessions in the experimental group compared to the control group. The pre- and post-test scores were inserted and analyzed by using a paired sample *t*-test. Shier (2004) states the procedures for calculation. MS Excel 2017 was used to calculate the collected data. Besides paired sample *t*-test, analysis of covariance (ANCOVA) was done for APASO-II to test the pre-test and post-test scores between the two groups to make sure the result supported the paired sample *t*-test. However, it was not possible to carry out ANCOVA analysis in DIT2 due to the confidential calculation method and limited variances disclosed in the results sent by the Center for the Study of Ethical Development of Alabama University. The supplementary information of the experimental group and control group was supported by the data collected from the seven indicators of students' yearly moral performance. Independent samples t-test was used to compare the means between the two groups to evaluate if the impact of moral development made significance difference on students' yearly moral performance.

3.4.4. A Summary Table of Data Collection

The table below (Table 3.5) summarized how the collected data are used to respond to the 3 research questions, some data responded to more than 1 research question:

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Table 3.5 Research Questions and Data Collection

Research Questions	Qualitative data	Quantitative data
Teaching Process 1. How can values be taught by using moral dilemmas through English language teaching?	• Teacher researcher's observation in class • Teacher researcher's reflections on the designed teaching materials • Teacher researcher's reflections on the implementation of moral dilemma discussions • Students' discussions in the teaching process • Students' reflections shown in the follow-up assignments • Interviews with students of the experimental group • Feedback from the three teacher observers	• Questionnaire set by the teacher researcher
Teaching Outcomes 2. Can this approach help the progress of students' moral development stage according to Kohlberg's theory?	● Students' reflections shown in the follow-up assignments ● Interviews with students of the experimental group	● The pre- and post-test scores of the DIT2 of the experimental group and control groups ● The pre- and post-test scores of APASO-II of the experimental group and control groups ● Questionnaire set by the teacher researcher
Teaching Outcomes 3. What is the influence of the taught values on students' behavior?	● Students' reflections shown in the follow-up assignments ● Interviews with students of the experimental group	● Results of the yearly moral performance record of the experimental and control groups ✧ First Honour Award ✧ Second Honour Award ✧ Frequency of breaking school rules ✧ Frequency of lateness to school ✧ Frequency and punctuality of handing in classwork and assignments ✧ Frequency of joining the voluntary services inside and outside school

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Chapter 4: Findings

Action research is the research design used in this study to investigate how the approach of moral dilemma discussions could promote values through English-speaking lessons, while its process and outcomes were evaluated through both qualitative and quantitative methods. Qualitative data includes teacher researcher's observation in class and reflection on both teaching materials and implementation, students' discussion during lessons, group interviews with students of the experimental group and feedback from the three teacher observers, while quantitative data consists of results of the pre-test and post-test of DIT2 and APASO-II. The yearly moral performance between the experimental and the control group, and the questionnaire set by the teacher researcher after completing all teaching sessions were supporting evidence to examine the findings.

4.1 Qualitative and Quantitative Findings Related to the Teaching Process

4.1.1 Teacher Researcher's Observation

Students were involved in the 14 sessions of moral dilemma discussions. Every session was 40 minutes in the schedule, however, the actual time was 35 minutes in practice. At the beginning, students were nervous with the video camera set on the side of the classroom. They tended to speak softly and avoided being recorded in the video, but after a few sessions, they got used to the setting. The boys then talked loudly and one or two laid their heads on their desks sometimes.

Most of the students actively participated in the small group discussion (4 students in a group). The teacher researcher set the ground rules (see section 3.4) for all students in the first lesson. Students who shared views were impressive and some could voice their views on issues with different perspectives. Even though some girls' English standard was not adequate enough

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to understand other students' points, they were helped by those who sat next to them. An open and relaxing atmosphere was built during the 14 sessions; students did not mind sharing their views even if they were different from others. Dead air occurred sometimes, but it was not serious and did not affect the whole discussion.

Boys of the group had higher English command than the girls in general, and four top students in English of the level tended to speak more than the others. The materials used were suitable for students to understand and they had no problem to understand the questions raised relating to the content. However, they needed time to digest the stories, then wrote their own answers.

4.1.2 Teacher Researcher's Reflections on the Teaching Material Design

The first moral dilemma discussion began in mid-November 2017, and though the students took it seriously in the first term, it was not easy for the teacher researcher to maintain the interest of the students in the second term. Some students lost their interest and seemed to be tired when they had the English-speaking lesson. The topic needed to be more interesting and the grouping needed to be arranged more carefully to make sure at least one enthusiastic student could act as the leader in the group to invite everyone to share in every small group discussion.

School taboos proved to be the moral dilemmas which most aroused student interest. For example, in Session 1, Tom's dilemma, students were asked what they should do if they saw a classmate cheat in an exam. Session 6, John's dilemma, was about seeing a classmate being bullied in class. Such topics were seldom discussed in lessons among students. They were told not to cheat in all forms of assessments, no matter in quizzes, tests or exams and warned with

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the punishments. Students were rarely allowed to discuss why they should not cheat in school. Similarly, ‘bullying’ was a topic that students may have heard of this in school, or even experienced. Students probably would have been advised to seek help when they were bullied in school. However, there were few opportunities for students to share their feelings on behalf of the victims or bullies,and discuss what they should do if they saw bullying in class. It was a novel experience for students to express their opinions openly in class through the moral dilemma discussions.

Less successful topics were Session 10: Adam’s dilemma and Session 12: Danny’s dilemma. In Adam’s dilemma, students were asked if they would give their seat to an Indian old lady on the MTR, and what they would do if the seat is then occupied by young boy. In Session 12: Danny borrows a camera from school and discovers that the lens is scratched after use. Would he report the case to the teacher-in-charge? The students answered these topics unanimously and tended to give the ‘right’ answer to ‘please’ the teacher researcher. For example, the character should report the case to the teacher-in-charge in session 12, since the character of the dilemma violated the school rules. Therefore, discussions without diverse views might bring dead air for some moments.

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Table 4.1 A Summary on the Target Values and Brief Content of the 14 Moral Dilemma Sessions

Session: Main Character	Values focused	Brief content
1. Tom's dilemma	Integrity	To report a classmate's cheating in the examination to the teacher/ remain silence
2. Lily's dilemma	Responsibility	To help classmate do Math/ celebrate her best friend's birthday
3. David's dilemma	Compassion	To help old lady push cart / go back to school to sit for the exam
4. Rose's dilemma	Respect	To opt for euthanasia/ keep her husband alive
5. Bobby's dilemma	Perseverance	To continue the ABRSM exam in playing the violin / finish the HKDSE exam first and stop playing the violin
6. John's dilemma	Integrity and Compassion	To report the case of bullying in class to the teacher/ remain silence
7. Kate's dilemma	Respect and Perseverance	To join an exchange program/ give the money to help dad's losing business
8. Josh's dilemma	Responsibility	To cure the dog with surgery/ put him down due to the expensive operation fee
9. Emily's dilemma	Integrity	To keep the secret for Kat for being a part-time model from her mum/ to tell lies for her friend
10. Adam's dilemma	Respect and Compassion	To tell a boy to give the seat to an old woman on MTR/ let the boy took the seat
11. Maria's dilemma	Compassion and Integrity	To use the money to help a stranger/ keep a promise to return money to her sister
12. Danny's dilemma	Responsibility and Integrity	To report the scratch on the lens of the school camera/ keep it as a secret
13. Morri's dilemma	Responsibility and Integrity	To report a restaurant for using expired ingredients to make food/ keep the part-time job
14. Chris's dilemma	Respect and Integrity	To report the misconduct of the prefect/ tolerate and understand the limitation

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4.1.3 Teacher Researcher's Reflections on the Implementation of Moral Dilemma Discussions

The teacher researcher wrote down her own reflections every time after teaching the English-speaking lesson. Certain aspects were reviewed, including lesson preparation, implementation and overall learning atmosphere, in the reflections:

(1) How were the instructions delivered?

(2) What were the responses of students in understanding the content of the material designed?

(3) How was the students' engagement in the small group and whole group discussions?

(4) How to motivate students to get actively involved in the discussions?

(5) Could the questions raised by the teacher researcher facilitate the discussion among students?

(6) What could be done to let more students express themselves freely?

(7) Was the atmosphere of the class open and trustable enough for students to share their views?

(8) How were moral feelings aroused in the issue and what behaviour could be observed in the lesson which linked with the value/ values taught?

(9) How to make students enjoy the moral dilemma discussions more?

This was important to enhance the effectiveness of promoting values in English language teaching and review the goals set for each lesson relating to the three research questions. The journal of reflections helped the teacher researcher evaluate, review and improve the practice regularly, which matched the spirit of the action research, the five-step spiral cycle including the several steps: plan, act, observe, reflect, and then re-plan.

Four students were assigned by the teacher researcher in each lesson to engage in the small group discussion. Every group was requested to submit their recording of discussion to the teacher researcher each time, since she was not available to stay with every group to listen for the details. This helped the teacher researcher to evaluate the understanding and views shared

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by every student after reading the teaching materials. Moreover, students were more aware and serious in participating in discussions since they knew teacher would listen to their recordings after each lesson. The groups were of mixed ability, with 2 girls and 2 boys in each group at most of the times. Students were arranged into different groups each time and the teacher researcher arranged students in groups before the lesson. It was hoped if students were mixed with ability, the stronger students could lead the discussion and weaker students could be helped to follow the points shared.

For the whole group discussion (16 students joined together), students were more passive. It was not easy to let students voice their perspectives in front of the whole group. Some girls were afraid that they did not make themselves clear, or lacked confidence, so they would speak softly; the teacher researcher needed to encourage them to repeat the points loudly. Some students expressed their points and asked questions, but the responses might not be fast enough to fill the dead air.

The teacher researcher revised the model for the whole group discussion. In the first few sessions, the teacher researcher divided students according to their different favoured options (choices for the main character to deal with the dilemma) into groups, so that each group could explain their choice and raise one question to challenge the choice made by another group. This approach aroused in-depth thoughts: when students with different options were challenged, they would think of reasons to defend their choice (Appendix 7). However, the implementation depended a lot on the proficiency of English of the group members: If the group of students was better in English, then they could find it easier to explain and defend their choices. After the first few sessions, the teacher researcher had tried to use another framework to run the whole group discussion without too much ‘confrontation’ among students with different options.

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Students needed not to be divided according to their options or choices, but they were asked to express their points by sitting randomly in a big circle. It was hoped the pressure of representing their choice would be lowered, so that students could just express their views when teacher researcher asked questions, then the others could add on their ideas and express more with their reasons given.

(a) Teacher Researcher Reflected on Her Delivery of Questions and Feedback

The purpose of giving questions and feedback was to arouse students to think deeper, to give reasons for their choice in order to think at a higher stage, so that moral development could be achieved during the teaching process.

An extract of teacher researcher's reflection on her questioning skills after Session 6: John's Dilemma on 'cheating':

For running the whole group discussion, I should not tell the students to sit into two sides, this would restrain their stance, they could choose not to take part in either side. When students talked about reporting the case of cheating, they were afraid that it would break the friendship, I should arouse their feelings of it, 'why is friendship breaking important to you?', 'Will you do something wrong with your friend if you think friendship is more important than justice?', 'Can punishment correct misbehaviour?' I have no time to explore the following question, 'if John were not your best friend, only your classmate, would the result be the same?' I'll look at the students' worksheet and the assignment collected by tomorrow. Then a better time management needed to be set in the following lessons.

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The action researcher needed to challenge students to think more than giving an answer to please the teacher. For instance, in Session 14: Chris's dilemma, 'if you saw a prefect who let his friends jump into queue when buying things at the tuck shop, what would you do about this?" Meanwhile, giving challenges to students if almost all of them have unanimous opinions on one case.

Extract (1) of teacher researcher's reflection after Session 14: Chris's Dilemma:

Many students chose to report the case to the teacher-on-duty, they tended to choose the right answer for the teacher. When teacher researcher asked them about the reason/s of supporting to report the case to teacher, not many could answer with a sound reason.

It was important to facilitate students to think from different perspectives and even when all agreed with the stance, the right questions could lead them to think of the rationale behind their option. Therefore, the teacher researcher asked the students why they should report the case to teacher as shown in the following extract:

Extract (2) of teacher researcher's reflection after Session 14: Chris's Dilemma:

Students would point out this was responsibility that they should report the prefect's misconduct to teacher, and it was not fair to others, as prefects should be role models, they should behave well.

Apart from giving challenges to students when they all agreed with one answer, the teacher researcher was always aware of asking reasons from students in order to stimulate the moral thinking of students to a higher stage.

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In Session 1: Tom's Dilemma, when a student expressed his view on the importance of 'integrity'. Student (No.8) wrote: 'I think integrity is important to people because integrity is the foundation of character. We need to be honest to ourselves or others. Also, the people will trust me if I am integrity'. [sic] The feedback from the teacher researcher to the student was, '*Why should people trust each other? What are the good points of it?'* In responding to the student's answer, the teacher researcher wanted her to think deeper for why people need to trust each other. If there is trust or no trust, what will the result be? Trying to stay positive was the attitude of the teacher researcher when giving feedback, it enhanced to stimulate the student to think of the importance and the good points of trusting others and being trusted in the social relationship.

There was another example to show the teacher researchers' feedback on helping students to think in a wider scope in Session 4: Rose's Dilemma, which was about mercy killing. After the student (No.7) wrote, 'I think will have many people want to mercy kill, because in HK have many cannot heal disease. It will tortured that people life make them smarting' [sic]. She assumed that there would be many people like to have mercy killing if it was implemented in Hong Kong since it could relieve the suffering of the patients from non-curable diseases. Since the value was 'respect' in this session, the teacher researcher gave her feedback by writing, '*Is there a bottom line that we should respect someone's choice to end his/ her life? If mercy killing is allowed in Hong Kong, does it mean that everyone can act according to his / her wish to terminate his / her life? Are there any more things that should be considered?'* Through this feedback, it was hoped to lead the student to further view the situation not in one single perspective, but to see the matter from a higher stage that if euthanasia was enacted as a law, then how the different views in the society could all be considered and respected in settling this issue in a more comprehensive way.

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There was one more example to show the teacher researcher's feedback which aimed to let the student understand more about her own moral feeling.

In Session 9: Emily's Dilemma, students were asked this question: what are your feelings if you have to tell lies for keeping the secret for your friend, Kat? A student (No.3) wrote: 'If I have to tell lies for keeping the secret for friend, I would feel sad because I don't know why can't tell the truth to her mum'[sic]. Teacher's response was, '*Why do you feel sad? Apart from feeling sad, do you have other feelings?'* Teacher tried to stimulate the student to think deeper and give a clearer explanation for her feeling, since this helped to lead to moral action when students were aroused with moral feeling, according to the theoretical framework of Lickona (1991).

Through the reflection of teacher researcher's questions and feedback, it was seen that the teacher researcher kept stimulating students to think in a higher stage in moral reasoning and to arouse their moral feeling at the same time.

(b) Teacher Researcher Reminded Herself of Being Sensitive on Certain Topics

When writing about sensitive topics at the school setting which students might have experienced themselves, for example, Session 1: Tom's Dilemma about cheating, Session 6: John's Dilemma about bullying, the teacher researcher attended to the students' responses and feelings.

Extract of teacher researcher's reflections on Session 6: John's Dilemma:

This topic was very typical and close to students' school life. One student repeated 3 times there were no cases of bullying at the school, so nobody put their hands up when I asked if they had

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heard of bullying in school before or what was the best way to stop bullying, I should change the school setting to let them feel not be too offended.

The moral feeling was figured out when students were asked to use adjectives to describe the feeling of the victims, adjectives 'lonely', 'sad' and 'scared' were mentioned by the students. Arousing students' awareness of moral feeling helped students think of the moral obligation of John. I think this was a good try. One of the aims of asking that was to connect students' moral feeling with their moral decision.

(c) Teacher Researcher Intended to Leave More Space and Time for Students

One of the weaknesses of the teacher researcher was talking too much in the lesson. She needed to remind herself not to speak too much or express her own viewpoints in lessons. If the teacher researcher gave too many directive guidelines, students might follow the stance and opinions of the teacher researcher, and they might not tell others what they had in mind. It would be salient that the teacher kept silence at the right time and offered questions to facilitate the discussion or help students think in-depth at another right time.

The reflections from the teacher researcher on Session 10: Adam's Dilemma showed her awareness about leaving more time and space for students in discussions:

This time, I didn't stop all groups to continue the discussion if some hadn't finished. I would hope students continue to discuss for 10 minutes if they had the interest in it, since the recording that I got before might be too short, some were 6 to 7 mins only. I would encourage students to focus on the issue and express their views more.

Although there was still room for improvement for the moral dilemma sessions, through the continuous interaction with the experimental group of students, the teacher researcher had reflected on the practice and explored ways to help students' moral development.

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4.1.4 Students' Discussions during the Teaching Process

Based on the five selected values, students gave their comments which reflected their learning on values throughout the teaching process. Several examples were extracted from students' transcript based on their audio recording of the small group discussions:

(a) Perseverance:

In Session 5: Bobby's Dilemma, students had to discuss if Bobby had to obey his parents' advice by giving up his interest in playing the violin as he had to face the Hong Kong Diploma of Secondary Education Examination.

Transcript from their discussion:

One of the groups shared their opinions on Bobby's decision in the small group discussion; one student suggested that Bobby should not give up playing the violin as he had been learning it for quite some time. One argued that Bobby should listen to his parents' advice since the public exam was more important; he could continue playing the violin after he had finished the exam. Another two students agreed that if Bobby had a good time management, he could prove to his parents that he could manage both well; not to give up easily, his interest was very important.

In this session, students were challenged to make a choice between obedience to authority and pursuit of self-interest. No conclusion could be drawn in the group discussion, however, the opinion of having a good time management for balancing the two and to prove Bobby that he had the ability to do both was a more efficient method suggested by two students as a solution to solve the problem finally. This showed how students analyzed the situation and thought of ways out to solve conflicts. To stay in stage three for being 'good boys and

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good girls' was not the best method for the students, but through gaining trust from parents while striking for the rights to continue what they want to do was the solution for the group of students.

(b) Integrity

In Session 13: Morri's Dilemma, students had to discuss this question: if she knew the restaurant that she was working in as a part-time waitress was using expired ingredients to make food, would she tell the owner of the restaurant about it at the risk of losing her job?

Transcript from students' small group discussion:

No.33: I think Morri should tell the owner, it is harmful to the customers, and it is my moral obligation to protect the customer, it is my responsibility to protect them.

No.12: I think I should remain silent. And not to do anything, as I am only a waitress, this is not my business, may be all the chefs know that, but they have no complaints. If they continue to use the expired ingredients, they will discover and buy the new ingredients.

No. 6: I don't agree with you, because it is a restaurant, the expired food will affect the health of the customers.

No.33: I agree with you, for the restaurant, the owner should protect, if customers are sick, I don't think you will feel comfortable.

No.3: If you don't tell the boss and chefs use the expired ingredients, you will feel sick. If customers know that they use expired ingredients, they will not go again.

Through the conversation, student No.12's opinion was challenged by students No.33 and No.6, as they mentioned that it was the responsibility of Morri to protect the customers and even if Morri might lose the job as a part-time waitress at the restaurant, she should

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put customers' health and safety as the priority. This indicated that the students' thought (No. 33 and No.6) was about concerning the benefit and welfare of the society. It was a reflection of stage 5 in moral reasoning.

(c) Responsibility

In Session 2: Lily's Dilemma, students were asked the question: if she had promised to teach Teresa Math, but she forgot that she had promised to go to see movie with her best friend May, what should she do then?

Transcript from their discussion:

No. 7: What should Lily do? To help Teresa with her Math or going to see a movie with May for celebrating her birthday. I think Lily should celebrate May's birthday because they are best friend and Teresa is a classmate.

No.5: But I think Lily should help Teresa with Math, because if Teresa does not hand in her homework, she will be punished by teacher. How about you?

No. 11: I think Lily should help Teresa with her Math because Lily is the monitress of her class, she has the responsibility to teach her classmate.

No. 13: I agree with you. Lily should help Teresa. Celebrate birthday can be later.

No.5: What is the principle for making decisions? I think Lily should use which one is more important to make her decisions?

No.13: I think Lily should make her decision by keeping her promise first.

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Students shared about the principle of making decisions: If two things were both important to them, who they had made the promise with first should be the priority. Even though May was the best friend of Lily, three students agreed that Lily should help Teresa with her Math. The reasons given were that Lily was the monitress and Teresa might get the punishment if she could not hand in the homework on time. Student No.7 showed her moral reasoning was in stage 3 as she wanted to please her best friend. But students No. 11 and 13 had put Teresa's benefit more than her own friendship, so the sense of responsibility was stressed in their feedback. To keep the promise that one's had made first could show the thought of fulfilling one's responsibilities towards herself and others. It was a way to work for the common good for the society if everybody kept their promise whenever they had made first with others. In this way, No.13 was more mature and reflected her moral reasoning was in a stage of 4/5.

(d) Compassion

In Session 6: John's Dilemma, students were asked to discuss if John should report the bullying case of Peter after his witness to the class teacher.

Transcript from their discussion:

No. 8: Should John report this to help Peter? Yes, I think he should. If not, Peter will…..

No. 7: I think the class teacher should have the responsibility to help, and she can solve the problem.

No. 9: If John does not report, may be Peter will get more serious.

No. 12: Teacher should stop and teach students why we should not bully, but this might anger other bullies. The bullies may bully John.

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No.7: I think John should tell the class teacher that if he was also bullied.

No.9: If do not report to the class teacher, will bully again.

When students were asked what feeling the victim would have at the beginning of the lesson, 'scared', 'upset' were mentioned to describe of the feelings. When moral feeling was stimulated, students were more engaged in their discussions. The first part of the conversation showed how students interpreted the role of a teacher and why they all agreed that John should report the bullying case to the class teacher. Teacher was a role model with ability and authority to the students. He/ She should be reliable and trustable to solve problems, such as bullying in class. Students' moral feelings of empathy and conscience was revealed in their conversations that the bullying on Peter should be reported immediately and they had the conscience to help, otherwise, it would be more serious. The moral reasoning of the group of students was in stage 4/5 because their focus was to help the victim and they agreed that no one should be bullied in class. Teachers should keep the order and the bullying cases should be stopped.

(e) Respect

In Session 10: Adam's Dilemma, students were asked to share their views on what Adam should do, who intended to give up his seat on the MTR to an Indian lady, but the seat was taken by a young boy as he stood up.

Transcript from the discussion:

No. 11: I think he should leave the seat to the Indian old lady. She is also old, she'll feel tired very soon.

No.3: I agree with you, if his mom stops, I will tell her that the boy is young, he should give the seat to someone who is old, she will feel tired and get hurt.

No. 14: Do you think the elderly should be respected? I think everyone should

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be respected no matter what nationality one is, because everyone is human in the world and we should respect each other, we all live in the same place.

No. 5: I think everyone should be respected.

No. 11: We should respect the elderly because they have worked for a long time.

No.14: Every elderly has worked for a long time, we should respect every elderly in the world, if you don't respect others, others will not respect.

No.5: Do we have the obligation to… we have the moral obligation to offer seats to elderly on any public transport, we will see elderly, they will feel tired, we should give seats to them to let them feel relaxed.

No.3: I think we have the moral obligation when we have a chance because the elderly will feel tired; we should give our seats to them. If we do not offer seats, they will feel very tired and they will easily get hurt, so we should respect them, we have the moral obligation.

In the conversation, there was a moral development shown as students gave reasons for why elderly should be respected. After students No. 3 and 11 mentioned that elderly should be given with seats since they easily got tired, then they talked about all elderly should be respected no matter what their nationality was. The moral feeling of empathy as well as the contribution made by elderly to the society had been stated (they have worked for a long time). The moral reasoning reflected in the discussion should be in stage 5 when others' benefit was considered regardless of different nationalities and cultures.

The above discussions quoted from different groups related to the five explicit values aimed to illustrate that students were aware of giving sound reasons when they were trying to make their moral decisions convincing. The reasons given were to defend their dispositions. Moral

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feeling was also a key factor stressed by students in connecting with their moral reasoning. Throughout the teaching process, students were stimulated by each other in developing their moral reasoning from a lower stage to a higher one as well as expressing their moral feeling.

4.1.5. Questionnaire Set by the Teacher Researcher after Completing All Teaching Sessions

Before conducting interviews for students of the experimental group to understand more how they view the effectiveness of the moral dilemma approach and how they evaluate the teaching process and teaching outcomes, a questionnaire with 11 questions was set by the teacher researcher for all students in the experimental group to collect data on evaluating the teaching process and teaching outcome of this study. It took about 15 minutes for them to complete the questionnaire. A full version of the questionnaire can be found in Appendix 8. The brief content of every session in Table 4.2 (in section 4.1.2) was printed out to recall students' memory and table 4.3 showed the results of the questionnaire (Q.1-6).

Table 4.2 Results of Questions 1-6 and 10: Related to the Teaching Process

Statements	Strongly agree	Agree	Neutral	Dis-agree	Strongly disagree	No. of students
1. The materials used in the 14 lessons were easy to understand.	43.75% (7)	56.25% (9)	0% (0)	0% (0)	0% (0)	100% (16)
2. The topics chosen were interesting for me to undergo discussion with my classmates.	6.25% (1)	81.25% (13)	12.50% (2)	0% (0)	0% (0)	100% (16)
3. The group discussion helped me achieve a higher level of thinking and moral reasoning.	18.75% (3)	68.75% (11)	12.50% (2)	0% (0)	0% (0)	100% (16)
4. The whole group discussion helped me clarify the reasons and stance for making my option.	25.00% (4)	62.50% (10)	12.50% (2)	0% (0)	0% (0)	100% (16)
5. The whole group discussion was useful to let us challenge our stance when students have different opinions.	6.25% (1)	68.75% (11)	25.00% (4)	0% (0)	0% (0)	100% (16)
6. Classmates' opinions were inspiring and critical.	6.25% (1)	68.75% (11)	18.75% (3)	6.25% (1)	6.25% (1)	100% (16)
10. Moral dilemma is a good way to put students in situations and undergo discussions.	18.75% (3)	62.50% (10)	6.25% (1)	6.25% (1)	0% (0)	100% (16)

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The first two questions were about the materials designed and topic chosen. All students agreed that the materials were easy to understand and 87.5% of students agreed that the topics were interesting. In the research proposal, the clarity and level of difficulty of the language used in the stories were specifically mentioned, since the materials were written by the teacher researcher, so students' needs were considered and had been taken care of. And the values were bounded within the S4 curriculum, the topics should be closely related to the curriculum which linked with students' daily school life.

For the small group discussion, 77.5% of students agreed that the discussion could help them achieve a higher level of thinking. Regarding the whole group discussion, 87.5% agreed that the discussion could help them clarify the reasons and stance they made.75% of students agreed that fellow classmates' opinion served as a challenge to their stance and some of their opinions were inspiring and critical and 78.25% thought moral dilemma is a good way to put students in situations and undergo discussions. This could be treated as supporting information for the teacher researcher to understand more how students in the experimental group viewed the teaching process. Generally speaking, the feedback from the students was positive and they thought the small and big group discussions could help them develop moral reasoning.

4.1.6 Interviews with Students of the Experimental Group

Four interviews which included all students in the experimental group were arranged during the post-exam period from June to July 2018. Since students had extra tutorial lessons during the post-exam periods, they were free only at noon; therefore, the interview was about 35- 45 minutes before they left school. A chat with 1 student was also carried out at the end of June after receiving the school record of violating school rules. That student was recorded using iPad

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to play games during recess four times. The chat helped the teacher researcher find out how moral values affected his moral feelings, moral judgment and behaviour.

One group out of all could use English throughout the interview, two groups with mixed code and one group mainly used Cantonese to answer questions raised by the teacher researcher. Consent for audio recording was approved by the group before starting the group interview. Students were guaranteed free expression, and that their views would not have any drawbacks, and every one's views had to be respected. If some students had difficulty in expressing themselves in English, they could choose to use Cantonese and the transcript would translate all their sharing in English for further study.

After analyzing the content of the interview with four groups, opinions put forward by students referring to the teaching process were categorized below:

(a) Time Constraint for Conducting the Moral Dilemma Discussions

If there was a double lesson, which meant one and a half hours, then students could join another cycle of small group discussion, they could discuss with other members again with the same issue, an in-depth thinking would be achieved better. One shared that the time was not enough to hold the discussions, two lessons would be better than one.

After students grasped the gist of the issue, the time was running out after the small group discussion. Students agreed that lack of English vocabulary related to the issue was an obstacle when they wanted to express their views smoothly. However, one student thought if vocabulary had been listed and provided by the teacher, it would direct their discussions, so he agreed that the moral dilemma discussions could be better if the teacher gave the teaching materials and

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follow-up questions to students beforehand. The suggestions had been put into practice in the last few sessions, but not the vocabulary list.

(b) Language Barrier in Expressing Their Ideas in English

Some students thought that English was a barrier that hindered them from expressing themselves well and understanding other students' point of views. They assumed that if the discussions were conducted in Cantonese, more students would share their opinions on their matters, but it did not affect their stance they had made in the discussion even if they would not find it easy to share their views in English. One reflected that it was not easy for him to follow others' viewpoints, but he would consider others' reasons as reference when he made his decisions.

When they were asked why some of the students did not share much in the discussions, they would think probably they did not want to expose more about their perceptions, or memories on certain issues. In their view, there was about 60% of students could use English to discuss the issues brought by moral dilemmas, some could not understand easily. However, if they used Cantonese to discuss, their English could not be improved, so to conduct moral dilemma discussions in English could help them to use English more fluently. Time limit was a barrier, since there was only one lesson which lasted for about 35 minutes, the small group discussion was only about 10 minutes, then students would join the whole group discussion, this could not provide enough time for students to express themselves thoroughly.

The whole group discussion might not work well if some students did not understand much about the moral issues. It was like a presentation in their point of views, and there was too much

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pressure for those who were weak in English, so they did not share their views. In the whole group discussion, some girls shared that they would not dare speak since it was like a presentation. In the English-speaking lessons, it was good that students were arranged into different groups every time, so that they could talk and discuss with different classmates, unlike in other subjects, the combination of group mates was fixed. The girls also pointed out English was a barrier for them to express and understand others' opinions, if materials and questions were given to students beforehand, it would help students to prepare, but one assumed that only 40% of the group would put efforts in preparing for the lessons even if materials and questions were given. 80% of the students agreed that the moral dilemma discussions were useful in establishing their values system and helped develop their moral reasoning. Transcript of a group interview can be found in Appendix 9.

In short, the positive impact of moral dilemma discussions on building students' values and moral reasoning was assured. Students found the topics and materials easy to understand and closely related to their daily life. Using moral dilemmas can enhance their moral reasoning by sharing and challenging their views with their peers. However, time constraints might be a factor for students to explore their and others' views in a short time as there was only about 35 minutes for each session, including the small group and whole group discussions. English was considered the greatest barrier for most of the students in this group, as they might not have the appropriate vocabulary to express themselves. Even if they were allowed to check the words needed with iPads, it might hinder the smoothness and fluency in expression. Suggestions for using a double period for conducting the moral dilemma discussions and giving materials and questions beforehand might help students to engage in discussions.

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4.1.7 Feedback from the Three Teacher Observers

Three teachers were invited to join the class observations for the action research from March to May 2018. These three teachers included the Deputy English Panel Head and two Heads of Academic Committee. There were limitations to invite teachers to join the lesson observation, a majority of teachers were excluded due to clash in the timetable. English teachers who taught the senior form classes were on the priority list since this research was about 'promoting values through English Language teaching'. Moreover, teachers of English would be invited first, since they were more familiar with the subject matters and able to give comments on the teaching material designed, language and vocab input by the teacher researcher and students' participation, skills acquirement and learning outcomes. Besides English teachers, invitation to Heads of Academic Committee was sent, since they took charge of monitoring the effectiveness of teaching and learning for all teachers. They would observe lessons regularly and share vision and skills on how students' learning could be enhanced, so they were assumed to have the expertise on giving comments on building good common practice for lessons and evaluating the effectiveness of the teacher researcher.

An email on the materials, questions for discussions and the follow-up assignment would be sent to the teacher observer three days before the lesson implemented. Observation forms designed by the school would not be sent since more space and a wider scope of feedback could be left for the observers. There were a few guided questions related to teacher's instructions, language delivery and students' engagement for teacher observers to give comments on the whole lesson. And the teacher observers were requested to send their feedback of the lesson observed via email. Two were quite general to give their comments in a whole paragraph and one Head of Academic Committee categorized the comments into several areas, including

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'directions for activities' and 'explanations of content' and commented on all the good practices he had seen throughout the lesson.

There were good practices pointed out by teacher observers after the lessons. The teacher observers agreed that clear objectives at the beginning of the lessons were stated and precise instructions were offered to students. Teacher researcher wrote the objectives of the lesson on the blackboard, which would help students have a clear goal set for the lessons and it could facilitate the discussions in small groups, then in the whole group. The vocabulary used by the teacher researcher was suitable and matched the level of students. Rephrasing questions and elaborating ideas by using school and daily examples had been observed when students were not clear with the questions. Also, the teacher researcher had walked around the small groups during discussions could help monitor and supervise students to be on tasks. This was a way for teacher to make sure every student was engaged and encouraged, especially to those who were timid or lacked confidence to speak up.

The positive comments mentioned by one of the Heads of Academic Committee helped confirm the effectiveness of the teaching practice on applying the moral dilemma discussions in the lesson. Teacher gave examples that were closely related to students' daily life which helped students to understand the values delivered. Questions or illustrations were used to let students think about the reasons and rationales that supported the reasons offered by students. For example, in Session 9 : Emily' dilemma, teacher used 'cheating' to provoke discussion on whether students had to tell the truth or lies to her friend's mum for helping her friend keep the secret for being a part-time model, this could help students to rethink the values they had discussed beforehand. Students were challenged to think deeply on the issue and give reasons to back up their choices of action during the small and whole group discussions.

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Extract from the feedback of one of the Heads of Academic Committee:

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge students' thinking, inviting students to make their thinking visible. (Case of dilemma is chosen as the means to get students to reflect on the meaning of 'integrity', which provide students chance of deep learning.) Most students are intellectually engaged in the lesson. (Students are invited to explain their thinking as part of completing tasks.)

Teacher observers gave further comments upon their observations, students were observed to engage actively in the lessons which indicated that they understood teacher researcher's requirement and instructions. It was noted that students were in general giving viewpoints on their own and used taught phrases, e.g. I agree with you/I don't agree with you, in responding to group members. Some students who were weak in vocabulary had been observed to use their iPads to check the wanted words immediately in order to help themselves to express their ideas. Two were amazed to see the fluent and smooth output of some students during the discussion which they did not expect.

Extract from the comment made by the Deputy English Panel Head:

I was amazed that values were integrated into the lessons and impressed with students' performance. Some of them could use a wide range of vocab to express themselves on making their decisions. Some of the students I taught in S3 were timid and afraid of speaking English in class, but through this lesson, I could see they had made great improvement to speak more English and tried hard to engage in discussions.

Teachers also gave comments on improving the lessons, especially on preparing students for the moral dilemmas. One Head of Academic Committee suggested that students should have

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more vocabulary building exercises before the lessons, since some students could not use appropriate vocabulary to deliver their views. She also suggested that students should have more time to write down their answers before splitting into small groups, as this would help develop more deep thinking on the questions set in the follow-up assignment.

Extract from the comment of another Head of Academic Committee:

To better cater for students' language support needs, teacher could ask students to write down their ideas before the lesson. During the discussion, teacher could invite students (listener) to write down the notes presented by others. In the lesson, some students find it difficult to explain and elaborate their view in English. A small number of students had difficulties in using diverse vocabulary in the group discussion. Some students just read aloud the ideas written on the information sheet without deeper explanation and elaboration. More vocabulary building exercise could be introduced before the lesson.

In responding to the comments made by the Head of Academic Committee on providing more vocabulary related to the session, the teacher researcher had reservations on this since the list of vocabulary would be directive on leading students to share their views, which was supported by the opinions shared by students in the interviews. Instead, after taking her advice, the teacher researcher had uploaded the teaching materials and follow-up assignments to the school website－'Schoology' for the follow-up assignments 3 days before the lesson. It was the school website for English teachers to upload teaching materials and assignments for students. It helped students to have more time to prepare for the lessons. Besides, the writing time had been cut short after Session 6, since more time could be left for running the small and whole group discussions. Students were asked to read the teaching materials for 3 minutes, then jotted down some main points of their views for about 2 minutes, after that, the small group discussions would last for 10 minutes. It was a remedy for the time constraint of each lesson.

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Teachers' observations were practical and useful to help the teacher researcher to evaluate the lessons from a wider perspective. The suggestions and comments were constructive. There was always room to improve in conducting lessons. Through this action research, the teacher researcher had attempted to improve the quality of every session to develop students' moral development through teaching target values explicitly.

To summarize the qualitative and quantitative findings on the teaching process, positive impact was found through the teacher researcher's observation and reflections, students' development in moral reasoning and moral feelings through their discussions in lessons, students' sharing in the interviews and results of the questionnaire set by the teacher researcher after completing the 14 moral dilemma sessions.

4.2 Qualitative and Quantitative Findings Related to Teaching Outcomes

4.2.1. Students' Reflections Written in the Assignments Related to Teaching Outcomes

The purpose of reflections was to help students reflect on what had been raised in the small and whole group discussions in the lessons, then digest, consolidate and express their own perspectives on the issues and dilemmas. Students were then asked to hand in their assignment in an exercise book every time within two school days after the lesson implemented. Normally 2-3 questions would be listed. During the period of the action research, questions for students' assignments had been adjusted from time to time in order to help students to think deeply in values.

Starting from the second session, the teacher researcher gave feedback on students' assignment in the first few minutes. This could be suggestions on students' answers, sharing

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good work to inspire the 'passive' thinkers to think deeply. Grades were deliberately omitted from the assignment since it was not examination-oriented, and grades were not stressed. This aimed to motivate students to develop their moral reasoning in a more relaxing learning atmosphere which was interest-based, so that students could be free from pressure raised by competitions and comparison. However, stickers were given to those who worked diligently in sharing their views and contributed much in their reflections. It was hoped the group of students would be encouraged to try their best and keep their passion throughout the whole process of the action research.

Examples on responding to the five values based on the same students' reflections in different sessions were extracted to illustrate their development from conventional to post conventional stage.

(a) Perseverance

In Session 5: Bobby's Dilemma, students were asked about the following questions:

1. How does perseverance help you achieve success?
2. Parents' views should be respected, then Bobby should not insist his personal choice. How far do you agree with this?

Answers given by one student (No.8):

1. *' I think perseverance encourage me not to give up. In my personal experience, last year, I test the ABRSM Grade 5 Theory Exam. I fail it. But I never give up, study hard. Then, I repeat the Exam. In the end, I pass the exam and get a not bad marks'.[sic]*

2. *'I agree that parents' views should be respected, we can consult parents view before doing anything. Because they have more life experience. But I don't agree that Bobby shouldn't insist his personal choice, because we need to have our own idea. If I have something that I like to do and this is right, I will insist my personal choice'.[sic]*

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The theme ‘perseverance’ and ‘respect’ were brought in again in Session 7: Kate’s Dilemma, the students were asked:

1. What are the criteria for Kate to give up her savings to her dad or to keep the money for the exchange program?

2. What is the moral obligation for Kate to help her dad?

The same student answered the questions as below:

1. *‘The criterion is how urgent is the problems. If Kate’s dad needs the money immediately, she should give up her dream to go for the exchange program’.[sic]*

2. *‘The moral obligation is that Kate should attach importance to her family. She should repay her parents by helping them when they need her help’.[sic]*

This student showed her moral maturity in responding to the questions. In Session 5: Bobby’s Dilemma, she expressed that she would respect parents’ views, but needed not to follow if she thought insisting on her personal choice was a right choice. This reflected her moral reasoning was in stage 2/3, even though she respected the views of her parents, her own interest was in a higher rank compared to obedience to authority. However, in Session 7: Kate’s Dilemma, she put family’s need to be her priority. Her answer reflected her moral reasoning was in stage 4/5 as it involved considering of the need of her family instead of focusing on her own, it was an act intending to work for the good and harmony for the whole family, though going for the exchange program to Finland was the dream of the story’s character.

(b) Integrity

In Session 1: Tom’s Dilemma, students were required to answer:

Q.1 Why do you think ‘integrity’ is important to people?

Answer quoted from one student (No.11):

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'Because being integrity is fair to all people. If not being honest, all people will not got fair. Integrity was very important to all people'.[sic]

(This answer could only reflect the student gave a superficial understanding on 'integrity', not much explanation had been made between 'integrity' and 'fairness'. The stage reflected was not quite clear, since the concept of 'fairness' and' honest' had been mentioned but without a clear elaboration.)

After marking all students' assignments, this kind of question type was adjusted since it was too directive and failed to let students disagree with the stance, since the importance of 'integrity' had been pre-disposed. Then, after reflection, the teacher researcher gave more autonomy to students to judge and define by themselves, the theme was again 'integrity'. In Session 9: Emily's Dilemma, the questions were:

1. What do you think Emily should do in Kat's case? Why?
2. What are your feelings if you have to tell lies for keeping the secret for your friend, Kat? Will you choose to help her by telling lies to her mum?
3. What is your advice to Kat as she has to keep the secret on being a part-time model to her mum?

Answers quoted from the same student:

1. *'I think emily should tell Kat's mum the truth about Kat, because she is her mum daughter. She should know what Kat is doing. But I think Emily should tell Kat's mum no worry about too much, because Kat are already S4 students, she should know what she is doing'.[sic]*

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2. *'I would feel little sad if I need to tell lies for keeping the secret because why need to tell lies to her mother to keeping the secret, why not talk with her mum if she Kat how hard Kat when to do a model she will let Kat do it'.[sic]*

3. *'My advice is let Kat tell her mum she want to be a model real bad. Let Kat's mum know kat is ready to become a model and let Kat's mum not worry about Kat too much. Kat's mum is worry about her because she don't want her daughter's get hurt. If Kat let her mum know she is really ready for it. It should not be a problem to let her mum know about it'.[sic]*

In the second example, the student could give more explanation on the answers he made. He revealed the reason for why Kat's mum should know about Kat's dream for being a model, what his feelings were when he needed to tell lies to keep a secret for his friend and how Kat could make her mum not to worry. Compared to the answer this student offered in Session 1, he showed his deeper thinking and revealed his thoughts in the post-conventional stage, as he covered the mutual benefit between Kat and her mum if being frank to each other could be achieved. Although Kat and her mum might have different views on being a part-time model, he expressed that both could understand each more by respecting each other's views through communication. 'Integrity' meant being honest to himself and by telling the truth, the family relationship can be in harmony.

(c) Responsibility

Students were asked about the definition of responsibility in Session 2: Lily's Dilemma.

1. What is responsibility?
2. Is friendship more important than keeping promises with the ones who are not your friends?

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Extract from one student's (No.5) answers:

1. *'Responsibility is the state or fact of having a duty to deal with something or of having control over someone'.[sic]*
2. *'I think keeping promises is more important because it is my responsibility'.[sic]*

(The answer reflected the student had offered the definition of responsibility by copying its definition from the dictionary but there was no clear explanation on why keeping promise was more important than friendship.)

In Session 8: Josh's Dilemma, the students were asked;

1. What responsibility do we have if we have to have pets?
2. What should Josh do to save the pet?

Answers quoted from the student were extracted:

1. *'If we want to have pets, we have a responsibility that we should have the obligation to take care for them, because they are not toy, they have lives'.[sic]*
2. *'Josh should find all the ways to get money and lets Coco to have the operation, because Coco gets sick and its disease is quite serious, so Coco must have the operation. Only this way can save Coco'.[sic]*

Compared to the answers stated in Session 2: Lily's Dilemma, the student gave the definition of responsibility from the dictionary and stated that it was her responsibility to keep promises, it reflected her moral reasoning was in stage 4. In Session 8: Josh's Dilemma when she talked about what attitude people should have towards rearing pets and when the pet was sick, what the owner should do in order to save it. The sense of 'responsibility' was explained deeper in Session 8: Josh's Dilemma. Instead of being a good girl or good boy, the student's answers showed her moral reasoning was in stage 5 as she mentioned the feelings of empathy and

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compassion of treating a pet with responsibility. Being responsible to oneself and to the others is important for a society, even though to a pet. It is a concept of 'social contract'.

As moral feeling was one of the prominent components in the theoretical framework based on the Lickona's model, the teacher researcher was aware to arouse students' thinking on this. In Session 8: Josh's dilemma, Question 2: What responsibility do we have if we want to have pets? Students had to be stimulated to think of the duty of being a pet owner before they were asked to handle the dilemma. The moral feelings of 'compassion', 'friendship', 'faithfulness' came across students' minds before they were involved in the discussion.

(d) Compassion

In Session 3: David's Dilemma and Session 11: Maria's Dilemma, the values were about compassion.

In Session 3: David's Dilemma, students were asked:

1. What is your reflection after this lesson?
2. Is compassion more important than responsibility?

One student (No.14) answered that *'I will help the old woman because she is an elderly. I cannot focus in the exam if I don't help her'. For question 2, he answered, 'yes, because compassion is about love. If you help people, you will feel more happy'.[sic]*

In Session 11: Maria's Dilemma, students were asked:

1. To help someone in need first or to fulfill a promise, which one do you think is your priority?
2. If there is no other can help the man, and you are the only one to give the man money, will you choose to help him first?

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3. If you think he is telling lies in the end, will this affect your attitude not to help people who need money in future?
4. Why people need to help each other?

The students answered question 3 and 4 as follows:

3. *'It will don't affect my attitude because help people is my favourite. May I will ask more details in next time to help people'.[sic]*
4. *'It is because people have emotions. You will want help people in you heart. Also, we all is live in the world so we have responsibility to help each other'.[sic]*

Comparing with the reason that the student stated in Session 3: David's Dilemma, he thought helping others would make him happier. It reflected the stage of moral reasoning was in stage 2, personal interest would be the main concern in helping people. However, when 'compassion' was discussed in Session 11: Maria's Dilemma, he elaborated his idea in a wider perspective. He mentioned that it was his 'favourite' to help others and *'in this world, all people should help each other due to responsibility'*. Although the student did not clearly state what he meant by 'people have emotions' and why 'we have responsibility to help each other', his scope of view was wider than before and he thought about people who live in this 'world', and people should help each other when others were in need. This expression involved universal ethics and the moral reasoning could be in stage 5 or above.

(e) Respect

In Session 4: Rose's Dilemma, it touched 'mercy killing'. After running discussions in class, students were asked:

1. What would be the effect of mercy killing to one's family if it is implemented in Hong Kong?

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2. Does the one who want to have mercy killing have any obligation?

Extract from one student's (No.2) answer:

1. *'I think many people will go for mercy killing and it will effect their family'.[sic]*
2. *'No, mercy kill will break the law and their family will very disappointed'.[sic]*

In Session 10: Adam's Dilemma, students were asked:

1. What would you do if you were Adam on the MTR?
2. 'Respect all people no matter what their nationality is', do you agree with it?

The same student answered:

1. *'If I were Adam, I would give the seat to the old lady, because many people would have empathy heart'.[sic]*
2. *'Yes, I agree, because all people are equality, don't mind where they come from, everyone are equality, but their constitution are same. Maybe some people think that they are not come from China so we can bully them'.[sic]*

This student disagreed with mercy killing since it broke the law and it would disappoint her family when she shared her views in Session 3. Her stage of moral reasoning was in stage 4. After a series of sessions, she tried to give more reasons for her own answers and linked with the moral feeling, such as 'empathy' and 'conscience'. Respecting others by giving up the seats for them was a sign of showing 'empathy' and showing 'equality' to people with different nationalities. The reason was a social- contract orientation and reflected a stage of 5 or above in the student's moral reasoning.

It was salient that students should be encouraged to think of the reasons behind when they wrote their reflections and the teacher researcher should try to give feedback to stimulate and

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enhance the level of moral reasoning. Students' reflections increased in quantity and quality when answering questions given by the teacher researcher as time progressed during the action research period. Besides, they reflected their views in a wider scope that did not just stay in the stage of personal interest, good boys or good girls, maintain a good society order, but more about focusing on the benefit and welfare of the majority of people in the society, creating a better community for all people who are living in (especially in Sessions 12-14). Teacher's feedback aimed to stimulate students' thinking to a higher stage of moral reasoning.

4.2.2. Results of the Pre-test and Post-test Scores of the DIT2 of the Experimental and the Control Groups

Descriptions were provided in the Guide for DIT2 (Bebeau & Thoma, 2003, p.18-21) for readers to understand the item clusters in the report. 'Personal Interest Schema Score' represents the proportion of items selected that appeal to stage 2 which focuses on the direct advantages to the actor and on the fairness of exchanges of favour, and stage 3 which refers to maintaining good relationship and friendships of the parties. 'Maintaining Norms Schema Score' represents the proportion of items selected that appeal to stage 4 considerations, maintaining the existing role in a legal system. 'Post conventional Schema Score' is the proportion of items selected that is related to stage 5 and stage 6 considerations. P score is a simple sum of scores obtained from the post conventional stage, converted to a percent. This is interpreted as the extent to which a person prefers post conventional moral thinking. N2 score is a new index which includes two parts: 'the degree to which post conventional items are prioritized (almost identical to the P score). It is identical – plus the degree to which personal interest items (lower stage items) receive lower ratings than the ratings given to post conventional items'. (p.19). This assumes that when a student acquires more sophisticated moral thinking, such as an increase in the P score, then a rejection of personal interest and advantage would be shown.

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The following two tables (Tables 4.4 & 4.5) showed the results of the pre-tests and post-tests of DIT2 between the Experimental and the Control Group.

Table 4.3

Results of Paired Sample t-test and Descriptive Statistics for DIT2 of the Experimental Group

Outcome	Pretest			Posttest			95% CI for Mean Difference	T	df
	M	SD	N	M	SD	n			
Personal interest (stage 2/3)	38.27	14.00	15	38.71	11.06	14	0.72, 1.33	-0.58	14
Maintain norms (stage 4)	32.13	13.80	15	31.29	11.17	14	0.70, 1.47	1.24	14
P score (post conventional score－stage 5 or above)	18.80	8.78	15	21.29	9.20	14	0.56, 1.35	22.96**	14
N2 score (overall score)	18.61	7.69	15	21.17	9.75	14	0.59, 1.35	4.81**	14

* p < .05, **p<0.01.

Note: M = Mean. SD = Standard Deviation.

For the scores of personal interest (stage 2/3), there was not a significant difference in the scores for the experimental group's pre-test (M=38.27, SD=14.0) and post-test (M=38.71, SD=11.06); t (14)=-0.58, p=0.571.

For the scores of maintain norms (stage 4), there was not a significant difference in the scores of pre-test (M=32.13, SD=13.8) and post-test (M=31.29, SD=11.17); t (14) =1.24, p=0.235.

For the P score (stage 5 or above), there was a significant increase in the scores of pre-test (M=18.8, SD=8.78) and post-test (M=21.29, SD=9.20); t (14)=22.96, p<0.001.

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For the N2 score (overall scores), there was a significant increase in the scores of pre-test (M=18.61, SD=7.7) and post-test (M=21.17, SD=9.75); t (14) =4.81, p=0.0003.

Table 4.4

Results of Paired Sample t-test and Descriptive Statistics for DIT2 of the Control Group

Outcome	Pretest			Posttest			95% CI for Mean Difference	T	df
	M	SD	N	M	SD	N			
Personal interest (stage 2/3)	33.08	10.35	13	32.13	9.81	15	-9.32, 11.23	6.34**	12
Maintain norms (stage 4)	31.69	8.12	13	34.53	12.18	15	-13.95, 8.27	2.52**	12
P score (post conventional score－stage 5 or above)	22.62	10.60	13	23.20	12.69	15	-12.83, 11.67	1.00	12
N2 score (overall score)	19.71	8.77	13	24.53	11.01	15	-22.61, 9.84	7.76**	12

* p < .05, **p<0.01.

Note: M = Mean. SD = Standard Deviation.

Referring to Table 4.5, for the scores of personal interest (stage 2/3), there was a significant decrease in the scores for the control group's pre-test (M=33.08, SD=10.35) and post-test (M=32.13, SD=9.81); t (12) =6.34, p<0.0001.

For the scores of maintain norms (stage 4), there was a significant increase in the scores of the pre-test (M=31.69, SD=8.12) and post-test (M=34.53, SD=12.18); t (12) =2.52, p=0.027.

For the scores of P scores (stage 5 or above), there was not a significant difference in the scores of the pre-test (M=22.62, SD=10.60) and post-test (M=23.20, SD=12.69); t (12) =1.00, p=0.337.

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For the scores of N2 score (overall scores), there was a significant increase in the scores of pre-test (M=19.71, SD=8.77) and post-test (M=24.53, SD=11.01); t (12) =7.76, p<0.0001.

In summary, significant increase in the scores was found in the P score (stage 5 or above) and N2 score (overall score) of the experimental group, while significant decrease in the 'personal interest'(stage 2/3) and significant increase in the 'maintain norms'(stage 4) and 'N2 score' (overall score) were found in the control group between the pre-test and post-test scores.

In the experimental group, the P score (stage 5 or above) and N2 score (overall score) increased. It was significant for students to show the scores increased in P score, as it represented a higher stage (stage 5 or above) of the moral development, and this reflected the moral dilemma sessions had shown positive impacts on helping students to increase their level in moral reasoning. Instead of staying in the stage of maintain norms (stage 4), students showed they were up in a higher stage. It is believed that a reduction in lower reasoning is a step in the developmental process and participants would be expected to move their preferences to the higher stage. 'This finding would also be suggestive of change that is more preliminary to structural shifts but nevertheless important' (Thoma, personal communication on June 30, 2018). This could be explained that the shift from personal interest to post-conventional was not obvious as the means in personal interest (stage 2/3) did not reduce much, but the increase in the mean of P score and N2 score could still reflect the impact on students' moral reasoning. The statistically significant decrease in personal interest (stage 2/3) and increase in scores of the stage of maintain norms (stage 4) reflected students of the control group had also developed from stage 2/3 to 4. However, considering that the P score did not show significant increase in the control group, it indicated that the moral dilemma discussions had shown impacts on helping

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students of the experimental group to develop to the post conventional stage, which was not found in the control group.

4.2.3 Results of the Pre-test and Post-test Scores of APASO-II of the Experimental and the Control Groups

Paired sample *t*- test result table for the experimental and control groups (Tables 4.6 & 4.7)

Results of comparing the pre- and post-test scores of APASO-II of the Experimental Group:

Table 4.5

Results of Paired Sample t-test and Descriptive Statistics for APSAO-II of the Experimental Group

	Pretest			Posttest			95% CI for Mean		
Outcome	M	SD	n	M	SD	n	Difference	t	df
Learning English	2.25	0.55	16	2.40	0.72	16	-0.58, 0.28	-0.74	15
Care for Others	2.97	0.34	16	3.01	0.34	16	-0.29, 0.21	-0.35	15
Respect Others	2.92	0.44	16	2.88	0.31	16	-0.21, 0.30	0.35	15
Social Concern	2.78	0.26	16	2.85	0.31	16	-0.29, 0.14	-0.74	15
Critical Thinking	2.85	0.64	16	3.08	0.44	16	-0.51, 0.04	-1.82	15
Responsibility	3.08	0.09	16	3.27	0.35	16	-0.44, 0.07	-1.58	15
Moral Conduct	3.07	0.43	16	3.18	0.60	16	-0.51, 0.30	-0.54	15
Self-Control	3.08	0.38	16	3.27	0.35	16	-0.44, 0.07	-1.56	15

* $p < .05$, ** $p < 0.01$.

Note. M = Mean. SD = Standard Deviation.

Outcome ranges from 1 (strongly disagree) to 4 (strongly agree).

For the scores of Self Concept－Learning English, there was not a significant difference for the experimental group's pre-test (M=2.25, SD=0.55) and post-test (M=2.40, SD=0.72); t (15) = -0.74, p=0.47.

For the scores of Interpersonal Relationship －Care for Others, there was not a significant

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difference for the experimental group's pre-test (M=2.97, SD=0.34) and post-test (M=3.01, SD=0.34); t (15) =-0.35, p=0.73.

For the scores of Interpersonal Relationship – Respect Others, there was not a significant difference for the experimental group's pre-test (M=2.92, SD=0.44) and post-test (M=2.88, SD=0.31); t (15) =0.35, p=0.73.

For the scores of Motivation – Social Concern, there was not a significant difference for the experimental group's pre-test (M=2.78, SD=0.26) and post-test (M=2.85, SD=0.31); t (15) = -0.74, p=0.47.

For the scores of Learning Competency – Critical Thinking, there was not a significant difference for the experimental group's pre-test (M=2.85, SD=0.64) and post-test (M=3.08, SD=0.44); t (15) = -1.82, p=0.09.

For the scores of Ethical Conduct – Responsibility, there was not a significant difference for the experimental group's pre-test (M=3.08, SD=0.09) and post-test (M=3.27, SD=0.35); t (15) = -1.58, p=0.14.

For the scores of Ethical Conduct – Moral Conduct, there was not a significant difference for the experimental group's pre-test (M=3.07, SD=0.43) and post-test (M=3.18, SD=0.60); t (15) =-0.54, p=0.60.

For the scores of Ethical Conduct – Self-Control, there was not a significant difference for the

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experimental group's pre-test (M=3.08, SD=0.38) and post-test (M=3.27, SD=0.35); t (15) = -1.56, p=0.14.

Result of comparing the pre- and post-test scores of APASO-II of the Control Group:

Table 4.6

Results of Paired Sample t-test and Descriptive Statistics for APSAO-II of the Control Group

	Pretest			Posttest			95% CI for		
Outcome	M	SD	N	M	SD	n	Mean Difference	t	df
Learning English	2.14	0.61	16	2.36	0.67	16	-0.54, 0.09	-1.52	15
Care for Others	2.79	0.40	16	2.74	0.52	16	-0.15, 0.26	0.57	15
Respect Others	2.76	0.38	16	2.77	0.55	16	-0.28, 0.26	-0.08	15
Social Concern	2.70	0.35	16	2.79	0.40	16	-0.25, 0.77	-1.13	15
Critical Thinking	2.63	0.41	16	2.89	0.47	16	-0.45, -0.77	-3.02**	15
Responsibility	2.74	0.56	16	2.91	0.62	16	-0.43, 0.77	-1.48	15
Moral Conduct	3.03	0.34	16	3.02	0.49	16	-0.23, 0.26	0.14	15
Self-Control	2.29	0.56		2.43	0.42	16	-0.30, 0.02	-1.87	15

* p < .05, **p<0.01.

Note: M = Mean. SD = Standard Deviation.

Outcome ranges from 1 (strongly disagree) to 4 (strongly agree).

For the scores of Self Concept－Learning English, there was not a significant difference for the control group's pre-test (M=2.14, SD=0.61) and post-test (M=2.36, SD=0.67); t (15) =-1.52, p=0.15.

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For the scores of Interpersonal Relationship－Care for Others, there was not a significant difference for the control group's pre-test (M=2.79, SD=0.40) and post-test (M=2.74, SD=0.52); t (15) =-0.57, p=0.57.

For the scores of Interpersonal Relationship－Respect Others, there was not a significant difference for the control group's pre-test (M=2.76, SD=0.38) and post-test (M=2.77, SD=0.55); t (15) =0.08, p=0.94.

For the scores of Motivation－Social Concern, there was not a significant difference for the control group's pre-test (M=2.70, SD=0.35) and post-test (M=2.79, SD=0.40); t (15) =-1.13, p=0.28.

For the scores of Learning Competency－Critical Thinking, there was a significant difference for the control group's pre-test (M=2.63, SD=0.41) and post-test (M=2.89, SD=0.47); t (15) = -3.02, p=0.009.

For the scores of Ethical Conduct－Responsibility, there was not a significant difference for the control group's pre-test (M=2.74, SD=0.56) and post-test (M=2.91, SD=0.62); t (15) =-1.48, p=0.16.

For the scores of Ethical Conduct－Moral Conduct, there was not a significant difference for the control group's pre-test (M=3.03, SD=0.34) and post-test (M=3.02, SD=0.49); t (15) =0.14, p=0.89.

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For the scores of the Ethical Conduct－Self-Control, there was not a significant difference for the control group's pre-test (M=2.29, SD=0.56) and post-test (M=2.43, SD=0.42); t (15) =-1.87, p=0.16.

In short, except the scores of Learning Competency－Critical Thinking, the changes of all components of APSAO-II between the pre-test and post-test scores in the control group were not statistically significant.

Apart from using paired sample *t*-test to compare the pre-test and post-test scores within groups, the use of Analysis of Covariance (ANCOVA) was applied to reduce error variance by adjusting the post-test scores, given the fact that there are differences found in the pre-test between the experimental and control group. (Gliner, Morgan & Harmon, 2003):

> 'Once these adjustments have been made to the post-test scores, the analysis is applied only to the post-test scores. Use of ANCOVA in the pre-test–post-test comparison group design allows the researcher to use the pre-test as the covariate and to adjust post-test scores based on a significant linear relationship between the pre-test scores (covariate) and post-test scores (variate)' (p.502).

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For the 8 components in APSAO-II, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.093, p=0.763].

Table 4.7 ANCOVA Result including all 8 components in APASO-II

	df	SS	MS	F
Covariate (pre-test scores)	1	1.85	1.85	26.595 **
Treatment (Class number)	1	0.006	0.006	0.093
Error	29	2.015	0.069	
Total	32	252.166		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

The ANCOVA analysis of each component is shown below:

For Self-Concept－Learning English, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.005, p=0.944].

Table 4.8 ANCOVA Results of Self-Concept－Learning English

	df	SS	MS	F
Covariate (learn_Eng)	1	2.342	2.342	5.516 *
Treatment (Class number)	1	0.002	0.002	0.005
Error	29	12.315	0.425	
Total	32	196.120		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

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For Social Relationship- Caring for Others, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=1.539, p=0.225].

Table 4.9 ANCOVA Results of Social Relationship－Caring for Others

	df	SS	MS	F
Covariate (care_others)	1	1.091	1.091	6.773 **
Treatment (Class number)	1	0.248	0.248	1.539
	29	4.671	0.161	
Total	32	270.21		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

For Social Relationship- Respect for Others, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.089, p=0.767] .

Table 4.10 ANCOVA Results of Social Relationship－Respect for Others

	df	SS	MS	F
Covariate(respect_others)	1	0.706	0.706	3.852
Treatment (Class number)	1	0.016	0.016	0.089
Error	29	5.315		
Total	32	261.111		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

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For Motivation－Social Concern, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control group have been adjusted [F(1,29)=0.049 , p=0.827].

Table 4.11 ANCOVA Results of Motivation－Social Concern

	df	SS	MS	F
Covariate (social_con)	1	0.683	0.683	6.278 *
Treatment (Class number)	1	0.005	0.005	0.049
Error	29	3.155		
Total	32	258.120		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

For Learning Competence－Critical Thinking, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.284 , p=0.598].

Table 4.12 ANCOVA Results of Learning Ability－Critical Thinking

	df	SS	MS	F
Covariate (critical-think)	1	1.522	1.522	11.08 **
Treatment (Class number)	1	0.039	0.039	0.284
Error	29	3.985		
Total	32	285.32		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

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For Ethical Conduct－Responsibility, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.654, p=0.425].

Table 4.13 ANCOVA Results of Ethical Conduct－Responsibility

	df	SS	MS	F
Covariate (responsibility)	1	1.990	1.990	11.456 **
Treatment (Class number)	1	0.114	0.114	0.654
Error	29	5.038		
Total	32	309.16		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

For Ethical Conduct－Moral Conduct, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.324, p=0.573] .

Table 4.14 ANCOVA Results of Ethical Conduct－Moral Conduct

	df	SS	MS	F
Covariate (moral-con)	1	0.004	0.004	0.014
Treatment (Class number)	1	0.096	0.096	0.324
Error	29	8.554		
Total	32	310.313		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

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For Ethical Conduct－Self-Control, there was not a significant difference in the post-test scores shown in the treatment, while the pre-test scores of the experimental group and control groups have been adjusted [F(1,29)=0.107, p=0.746].

Table 4.15 ANCOVA Results of Ethical Conduct－Self-Control

	df	SS	MS	F
4.1Covariate (self_con)	1	2.643	2.643	18.781 **
Treatment (Class number)	1	0.015	0.015	0.107
Error	29	4.081		
Total	32	206.309		

* p < .05, **p<0.01.

Note: df = degree of freedom, SS = Type III Sum of Square, MS = Mean Square & F = F value.

In summary, no statistically significant difference of all components was found in APSAO-II in the pre-test and post-test scores between the experimental and the control group by using the ANCOVA analysis. It is impossible to use ANCOVA analysis for DIT2 since the calculation method for different stages in DIT2 was confidential and it could only be done by The Center for the Ethical Study Development of Alabama University. The insufficient data (i.e. mean and standard deviation) could not support the running of the ANCOVA analysis for DIT2.

The most significant result shown in DIT2 was that moral dilemma discussions could help develop the moral reasoning of the students in the experimental group, especially the increase shown from stage 4 to stage 5 or above. Yet, development was also shown from stage 2/3 to stage 4 in the control group. However, results in the APASO-II reflected the attitude and

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perspectives of students towards the selected values did not show much difference between the experimental group and the control group after the moral dilemma sessions.

DIT2 and APASO-II are standard tests to test the increase of students' growth in moral reasoning and concepts of moral attitude and values. Apart from the two measurements, there were data collected from other school areas to show the yearly moral performance and overall behaviour of students of the experimental group and the control group. There were seven other areas to help measure the students in a wider spectrum.

4.2.4 Results of the Yearly Moral Performance Record between the Experimental and the Control Group

Independent samples *t*-test was used to compare the means of two independent groups to determine if there was statistical evidence that the associated population means were significantly different. Besides comparing data of the DIT2 and APASO-II of the experimental group and control group, several other key indicators which might be relevant to student performance were also collected to understand students' moral development and moral action. It could serve as supporting information for the overall performance of the experimental and control group students, since students' previous performance in S3 could not be compared with. Independent samples *t*-test was used to test whether such indicators could show the difference between the two groups.

The seven key indicators were:

- First Honour Award
- Second Honour Award

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- Violation of School Rules Record
- Inside School Service Record
- Outside School Service Record
- Students' All Year Class Performance
- Homework Submission Record of Students

'First Honour Award' is the award for students who perform well in class learning/social service, and who are nominated by teachers seven times or more throughout the whole school year.

'Second Honour Award' is the award for students who perform well in class learning/social service and who are nominated by teachers four times or more throughout the whole school year.

'Inside School Service Record' measures how many times students serve in school, while 'Outside School Service Record' measures how many times students volunteer in the community outside the school. The inside school service includes taking up the role of prefects, helping activities, and leading of clubs and societies, and outside school service refers to voluntary service like joining the visit of elderly home.

The data of the 'All Year Class Performance' were collected by subject teachers awarding a 4-point scale to every student in the class for every three months in a school year (Dec., March and June) throughout the year. 'Homework Submission Record of Students' measures the frequency of submitting homework on time by students.

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The independent samples *t*-test results are below:

Table 4.16

Results of the Independent Samples t-test and Descriptive Statistics for other indicators of 4A Students

	Experi. Gp.		N	Control Gp.		n	t-test
Outcome	M	SD	16	M	SD	16	
First Honour Award	0.50	0.52	16	0.63	0.50	16	-0.70
Second Honour Award	0.81	0.40	16	0.88	0.34	16	-0.47
Violation of School Rules Record	0.75	1.07	16	0.50	1.03	16	0.67
Inside School Service Record	1.94	0.93	16	1.44	0.63	16	1.78
Outside School Service Record	1.44	0.73	16	1.38	0.62	16	0.26
All Year Class Performance	98.21	3.19	16	99.28	1.57	16	-1.20
Homework Submission Record of Students	97.18	4.84	16	97.88	3.08	16	-0.49

* p -< .05, **p<0.01.

Note: M = Mean. SD = Standard Deviation.

The ‘First Honour Award’ and ‘Second Honour Award’ ranged from 0 (Not qualified) to 1 (Qualified), ‘Violation of School Rules Record’ ranged from 0 to 4, ‘Inside School Service Record’ ranged from 0 to 4, ‘Outside School Service Record’ ranged from 0 to 3, ‘All Year Class Performance’ ranged from 0 to 100, and ‘Homework Submission Record of Students’ ranged from 0 to 100.

For the scores of obtaining the ‘First Honour Award’, there was not a significant difference between the experimental group (M=0.50, SD=0.52) and the control group (M=0.63, SD=0.50); t (30) =-0.70, p=0.49.

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For the scores of obtaining the 'Second Honour Award', there was not a significant difference between the experimental group (M=0.81, SD=0.40) and the control group (M=0.88, SD=0.34); t (30) =-0.47, p=0.64.

For the scores of 'Violation of School Rules Record', there was not a significant difference between the experimental group (M=0.75, SD=1.07) and the control group (M=0.50, SD=1.03); t (30) =0.67, p=0.51.

For the scores of 'Inside School Service Record', there was not a significant difference between the experimental group (M=1.94, SD=0.93) and the control group (M=1.44, SD=0.63); t (30) =1.78, p=0.09.

For the scores of 'Outside School Service Record', there was not a significant difference between the experimental group (M=1.44, SD=0.73) and the control group (M=1.38, SD=0.62); t (30) =0.26, p=0.06.

For the scores of 'All Year Class Performance', there was not a significant difference between the experimental group (M=98.21, SD=3.19) and the control group (M=99.28, SD=1.57); t (30) =-1.20, p=0.24.

For the scores of 'Homework Submission Record of Students', there was not a significant difference between the experimental group (M=97.18, SD=4.84) and the control group (M=97.88, SD=3.08); t (30) =-0.49, p=0.63.

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To summarize the school data obtained throughout the school year:
There were no statistically significant differences in the scores between the experimental group and the control group over all the seven areas.

Tables 4.4 and 4.5 of DIT2 in comparing the pre-test and post-test scores of the two groups by using paired sample *t*-test showed that there were significant increases found in students' P score (stage 5 or above) and the overall score for the experimental group, while increases in scores from stage 2 to 4 and the overall score for the control group. The consistent and significant increase shown in the experimental group in P score (stage 5 or above) and N2 score (overall score) was supported by the qualitative findings that students' moral reasoning had been developed to a higher stage.

In the APASO-II results, Tables 4.6- 4.7 revealed that students of the control group were found to have significant increase in the category of critical thinking, while students in the experimental group did not show significant increase in this area. However, the mean scores obtained in this category were very close, difference shown in the pre-test (2.63) and post-test (2.89) of the control group was 0.26, while difference between the pre-test (2.85) and post-test (3.08) of the experimental group was 0.23. The difference of the means of the two groups both had shown increase in critical thinking.

In the area of school data, seven areas were compared. Although no statistically significant difference was found in any areas, difference of the mean between the experimental and the control group on the inside (1.94 vs 1.44) and outside school service record (1.44 vs 1.38) might be a reflection of the positive behaviour shown by the experimental group. The inside and outside school service records might help reflect more students of the experimental group

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volunteered to join service inside and outside school, 1.94 and 1.44 respectively. These could be matched and linked with the values: ‘responsibility’, ‘perseverance’, ‘respect’, ‘compassion’ and ‘integrity’, delivered in the moral dilemma discussions.

4.2.5. Results of the Questionnaire Set by the Teacher Researcher Related to Teaching Outcomes

Before conducting the interview, the teacher researcher designed a simple questionnaire as supporting evidence to evaluate the general responses of the students in the small and whole group discussions, their perceptions on ‘Values Promotion’ and ‘English Language Learning’ after the 14 sessions in May 2018. This was because the students still had a fresh memory on the lessons taught. A brief description of the 14 sessions was printed to help students recall the values taught (Table 4.2 in section 4.1.2), Table 4.3 in section 4.1.5 shows the Results of Questions 1-6: Related to the Teaching Process.

Table 4.18 below shows the results of questions 7-11, which are related to the teaching outcomes. All students, 100% agreed that ‘Values teaching should be taught to every student’. 50% of students agreed that ‘Values education could lead to positive behaviour’ but around 30% stayed neutral and around 20% disagreed. About 50% stayed neutral when they were asked if ‘To promote values through English was helpful’, about 43% agreed with this.

There were 81% students agreed that ‘To conduct the discussion of moral dilemma in English can help improve my English’. This reflected that though English was viewed as a barrier for some students to express their views fluently in the interviews in section 4.1.5, they still would agree that using English in discussing dilemmas could be a way to enhance their English standard. Moreover, the approach of using moral dilemmas for conducting discussions

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was supported by 81.5% of students, they agreed that it was a fresh and innovative approach for them to discuss some 'taboos' in schools, such as bullying and cheating.

Table 4.17 Results of Questions 7-9 and 11 : Related to the Teaching Outcomes

Statements	Strongly agree	agree	Neutral	Dis-agree	Strongly disagree	No. of students
7. Values teaching should be taught to every student.	37.50% (6)	62.50% (10)	0% (0)	0% (0)	0% (0)	100% (16)
8. Values education can lead to positive behaviour.	18.75% (3)	31.25% (5)	31.25% (5)	18.75% (3)	0% (0)	100% (16)
9. To promote values through English is helpful to students.	6.25% (1)	37.50% (6)	50.00% (8)	6.25% (1)	0% (0)	100% (16)
11. To conduct the discussion of moral dilemma in English can help improve my English.	13.25% (2)	68.75% (11)	13.25% (2)	6.25% (1)	0% (0)	100% (16)

In sum, although statement 8, 'Values education can lead to positive behaviour' was agreed by only half of the experimental group, the overall feedback from students was positive on using the approach of moral dilemma discussions to promote values in the English-speaking lessons.

4.2.6 Interviews with Students of the Experimental Group

The interviews were done after completing the 14 moral dilemma sessions, they aimed to evaluate the teaching process and outcomes. Since part of the interviews related to the teaching process was reported in the section 4.1.6, this part aimed to focus on revealing students' views on the teaching outcomes. The comments were categorized into 5 main points as below:

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(a) Values Education is Important to All Students and so is the HKDSE Oral Exam Practice

Although all students agreed that values should be taught to all students, however, the schedule for arranging English-speaking lessons for conducting moral dilemma discussions was challenged by some students. It was suggested that a balance between HKDSE oral practice paper and moral dilemma sessions should be achieved, as they would prefer more oral practices related to the exam requirement. They would expect a higher proportion of the oral practice paper in the HKDSE format like another half group in the English-speaking lessons throughout the school year. The proportion of 14 lessons out of 18 English-speaking lessons in moral dilemma discussions would minimize their practices for the public examination. This echoes researchers, such as Shek and Leung (2018) that students are under great pressure from examinations and so values would always be put in the second place in the curriculum.

(b) Moral Dilemma Discussions Could Help Students to Think Deeper

Through the moral dilemma discussions, students agreed that moral reasoning could be enhanced, which could lead to positive behaviour. For those who violated school rules, the reason they suggested was due to their immaturity, or those students chose not to follow the school rules.

They agreed that some students' opinions with deep thinking were inspiring. One student shared that he could observe that sometimes some classmates did not talk much, but once they expressed their views, he was amazed with their critical viewpoints. Students agreed that for those who had deeper thoughts or higher-level thinking would inspire them to think in different angles, and this was a good experience for them. They thought moral dilemma discussions could

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help them think of matters deeper, not following others' views, but would rather enhance their own ideas and judgment. The topics chosen for the 14 sessions were closely related to daily life and the materials were not difficult for them to understand.

(c) Moral Dilemma Discussion Approach is New for Promoting Values

This approach was seldom used in other lessons and students thought it was good to help them think of the reasons for making decisions. It was viewed as a new approach that helped students to focus on values and became more mature, which was expected to lead to positive behaviour. This kind of discussion had not been conducted in any other subjects and this was special and meaningful to them. Regarding topics about 'cheating' and 'bullying', they were told about the punishment by schools only, but there would not be any chances for them to discuss reasons for why not doing. Therefore, it was a fresh approach to let students discuss the matters and give reasons of why not committing these behaviours, meanwhile, thinking of what they should do after witnessing these cases in school. Since all the discussions were conducted in the English-speaking lessons, in students' views, those with better English could benefit more.

(d) Inadequate Moral Reasoning Might Fail to Lead to Moral Behaviour

Students generally agreed that values taught in the sessions could help them think of values seriously when they were required to make moral judgments, then they could make moral decisions in their real life. However, if the situations were different in real life, they might not make the same decisions, the real situations could be more complicated than those discussed in the lessons and more factors would be involved. When they were challenged to explain why some students kept breaking the rules of using iPad at the inappropriate time in the second term, they explained that since the temptation of iPad was great, so they would try to play the game

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on iPad during recess. Also, due to the frequent supervision by class teacher during recess in the second term, more students were caught. One group of students reflected that if misconduct appeared again, that might be a signal of inadequate in-depth reasoning for those students, or they did not like to follow the rules initiated by school. They suggested individual counselling might be helpful to those students, since they needed to understand the reasons behind for abiding themselves in rules. Another group thought students who repeated breaking school rules, like using iPads during recess, was not the problem of students, but that was the strictness of the school rules, students should be allowed to use iPads to play games during recess and lunch time, since they had too much pressure for studying all day.

(e) Students' Comments on the Change of Behaviour in the Experimental Group

Some mentioned the positive changes of behaviour they observed in the group; more students helped others complete their homework in the second term, but they were more selfish at the beginning of the school year. However, one group commented that students were less polite as they got more familiar with each other. The girls thought that if students behaved well in front of the whole class this would be embarrassing. Since they did not know each other in S3, at the commencement of the term, they would be more considerate and polite to each other, but when they got to know each other more, they would care about their friends more than the others. This explained why they still respected each classmate in class, but they tried to hide this underneath.

In summary, the group interviews confirmed that students agreed with the importance of values teaching through English-speaking lessons and the moral dilemma discussions approach could help them enhance moral reasoning and arouse moral feeling. It was a new and interesting

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approach to them, as this had not been used by any other subjects in the school and they were happy to be offered with chances to discuss topics that had not been allowed to touch. Moreover, some thought moral behaviour could be achieved when students had a certain development of moral reasoning, understanding the reasons for obeying rules and were willing to follow.

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Chapter 5: Conclusions

5.1 Answers to Research Questions

In this study, values were explicitly delivered and promoted through the approach of moral dilemma discussions in the English-speaking lessons. There were 14 moral dilemma sessions and values were clearly shown in each session. The five core values: 'perseverance', 'integrity', 'compassion', 'respect' and 'responsibility' were integrated into the teaching materials, which were closely linked with the theme in the S4 English Language curriculum. The teaching process and teaching outcomes were evaluated through both qualitative and quantitative data. The findings showed that the moral dilemma sessions had made positive impact on students' moral development and moral feeling. However, the hypothesis that students' moral reasoning developed would lead to behavioral changes could not be clearly shown in this research.

The action research was carried out for seven months in a Secondary 4 class by using mixed research methods, collecting both qualitative and quantitative data to investigate on the following research questions:

1. How can values be taught by using moral dilemmas through English language teaching?
2. Can this approach help the progress of students' moral development stage according to Lawrence Kohlberg's theory?
3. What is the influence of the values taught on students' behaviour?

Regarding research question 1, the qualitative and quantitative data related to the teaching process were collected. The data included teaching materials designed by the teacher researcher, teacher researcher's observation and reflections, students' responses in the discussions, results of questionnaire set by the teacher researcher, feedback from the group interviews of the students and comments from the three teacher observers.

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The findings showed that the explicit values taught through the approach of moral dilemma discussion in English language teaching should be integrated into the English curriculum. Instead of using the ready-made teaching materials from websites or textbooks, it was necessary for teachers to adapt materials to cater for the language capabilities of the students, to take account of the cultural background and gender issues, and to focus on topics that were related to the real-life situations within the school setting. These all helped arouse the interest of the students to engage in the discussions, reflections and evaluations.

Using the approach of moral dilemma discussions was found to be a practical and new attempt by the teacher researcher to teach values which were integrated with the English curriculum in the English-speaking lessons, and it was certain that students found it was fresh and inspiring for them to learn from each other through English Language teaching. The sessions were seen as interesting from the group interviews of students. The teacher was a facilitator, who gave clear instructions and feedback to help students to discuss the moral dilemmas with deeper thoughts at the appropriate time. The significant learning process happened through the interaction among the small and whole group discussions of students.

Both qualitative and quantitative data collected and analyzed in the study helped answer research question two, which was related to the teaching outcomes. The findings suggested that this approach was conducive to the students' moral development according to Kohlberg's theory on moral development. The qualitative findings related to moral dilemma discussions in the 14 sessions, including the teacher researcher's observation, reflections, students' reflections in assignments, interviews with the students and comments from the teacher observers indicated that this approach had made positive impact on students' moral reasoning. Moreover, the pre- and post-scores in P score and N2 score of the experimental group in DIT2 could suggest

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development shown in students' moral reasoning to a higher stage. Questionnaire set by the teacher researcher, as supporting evidence, also showed that students agreed that the moral dilemma discussion approach could help them to develop moral reasoning. However, the pre- and post-scores in APASO-II did not show statistically significant difference for the experimental group. One of the reasons might be that this was the usual practice of the school to ask students to complete the lengthy survey of APASO-II (193 questions) since 2015. Even though the 48 questions selected for this study were separated and done one week after the school's routine schedule in May, students might have been fed up with the test. If students did not take the test seriously, the effect might not be seen clearly between the pre- and post-test.

With regard to research question three, which was also related to the teaching outcomes, the influence of promoting values shown in students' behaviour during the action research period was not clearly seen. There was no statistically significant difference in the yearly moral performance record, such as the frequency of lateness, record of violating school rules, punctuality of handing in assignments between the experimental and control group students. However, students' reflections written on their assignments, interviews of students and results of questionnaire showed that students were aware of the importance of values, and moral feelings of students were revealed. This might suggest a longer period for observing students' behavioural change is needed.

5.2 Discussions and Implications

5.2.1 Gap Revealed between Theoretical Framework and Practice

A revised theoretical framework was applied in this study and it aimed to test the hypothesis: Students can progress through the moral development stages when selected values are

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integrated in the English Curriculum through moral dilemma discussions. Because of their progress, positive behaviour would be seen among students. However, a gap was found between the revised framework and the practice.

Based on the analysis of the pre- and post-test scores of the APASO-II, the students' opinions on changes of fellow classmates' behaviour through interviews, and the supplementary information of the yearly moral performance record of the experimental and control groups of students in the end of school year, there was no strong evidence showing that students' increase in DIT2 scores could be directly reflected in the improvement of the moral behaviour during the action research period (November 2017- May 2018).

Empirical research shows the gap between moral judgment and moral action, the two might not have a strong link (Fraenkel, 1981; Wright, 1995). Malinowski, Smith & Hogan (1985) find that higher moral maturity resulted in a lower incidence of cheating, and that the influence of the group was greater on individuals of lower moral maturity. Moral reasoning might not lead to positive behaviour, however, those who had higher moral reasoning would feel guilt and anxiety when they violate their own values. Both King (2009) and Thoma, Rest, and Davison (1991) suggest that the transition from moral judgment to moral action depends much on the situation considered. King (2009) stresses environment and experience need to be considered when one makes decisions. Grier and Firestone (1998) further explain that the step from moral reasoning to moral conduct have multiple agencies shaping the outcome. This makes it difficult to determine whether it has been the manipulated variable using moral reasoning development or some other of those multiple factors, which has had the desired effect.

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Through the group interviews, students were sure that values teaching was significant and every student in school should be taught with values. Moral judgment was needed for moral action, but it did not necessarily lead to moral action. This was shown in the students' responses in the questionnaire after completing the 14 sessions. For Statement 8, 'Values education can lead to positive behaviour', there was 50% of students who ticked 'strongly agree' and 'agree', whereas the other half marked 'neutral' and 'disagree'. This meant that students had reservations on the transfer of moral knowing to action. It was not certain that students could carry out moral action even if they could manage the moral judgment.

Although obvious changes could not be found in students' behavior, moral feeling made an impact on students. As Kohlberg and his colleagues believe, that the development of moral judgment is best described by broadly defined stages that encompasses a person's sensitivity to moral issues, moral emotions, as well as the motivation to act (Thoma & Dong, 2014). This could be supported through a chat with a student who had violated school rules for 3 times during the action research period, he had committed lending homework to a classmate, copying homework from a student and used iPad to play games during recess. He was asked when he was recorded of committing school rules, if the values taught in the English-speaking lessons helped him to stop and think. The student answered yes but explained why he lent homework to the classmate since that classmate had no time to finish his homework after sports practice the night before, so he helped. And for using iPad to play games, the student explained that it was because the temptation was greater than the values embedded.

Villenave-Cremer & Eckensberger (1985) explain the behaviour of students was due to 'people's judgment of the seriousness of a transgression and this, in turn, inclined them to decide to commit it' (p.179). A demerit is not a serious record in the report card and the student

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assumes that he may not be caught by teachers. As this transgression is prevalent in school, students think it is not so serious. Blasi (1980) shows that delinquents with higher stages in moral reasoning tended to have greater resistance to the pressure of conforming their judgment to others' views. And there was little support for the hypotheses that individuals of the post conventional level perform more in moral action than the others. Hence, people with higher stages of moral development do not necessarily lead to positive behavior.

In group interviews, it was interesting to note that one female student shared that she would have become not too polite to classmates when they had known each other better. When they acted 'politely', they would feel embarrassed. This was quite a surprise to the teacher researcher as the value of being polite and respectful should not be linked with familiarity. However, this is supported by Wright (1995) that socialization could be a factor to influence an intervention from the moral reasoning to moral action. Students' choices on behaviour would be different in groups and as an individual. During the age of 14-16, adolescents become aware of the contradictions in different situations, but are unable to resolve such conflicts. As Harter and Monsour (1992) find in their study, adolescents can clash with their own interests. One subject in her study replied that she wanted to act politely, but that 'the opposite feelings just overpower me', and a 15-year girl exclaimed that the way the other girls' acted forced her to become an introvert (p.253). In the research of Harter, Waters & Whitesell (1997), 'quiet students might be afraid of causing tension in a relationship, self-consciousness and fear of embarrassment, as well as looking too smart. Emotional instability was one feature of adolescents' (p.170). The girl's response in the action research might not represent all the others' opinions in class, but it was interesting to know her perception of peer relationships; this might be worth exploring in future studies.

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There is a need for further investigation on how moral reasoning and moral feeling can influence student behaviour and how this can be explicitly and consistently be seen.

5.2.2 Development of Students' Moral Reasoning through Moral Dilemma Discussions

(a) Increase in Students' Scores of Moral Reasoning in Experimental Group

Students' development in moral reasoning was found by the significant increase shown in the pre- and post-test of the means of the P score (+2.49) and N2 score (+2.56). The moral development stages were measured in several categories in the Defining Issues Test Version 2 (DIT2): from stage 2/3 (personal Interest) to stage 5 / 6 (post conventional score- P score) and the overall score (N2 score). The most used index for the DIT for over 20 years has been the P index, which is based on a participant's ranking of prototypic items written for Kohlbergian stages 5 and 6. The P index is interpreted as the relative importance participants give to principled moral considerations (stages 5 and 6) in making a moral decision (Rest, Thoma, Narvaez & Bebeau, 1997). Thus, the DIT2 scores in the post-test supported that the intervention made positive impact on the students' moral reasoning.

The DIT's construction aligns with Kohlberg's view that moral judgment is a matter of what one 'ought' to do in the situation through moral reasoning (Sabin, 2006). The moral dilemmas used in the English-speaking lessons were an extension of the moral dilemmas in the DIT2, which were with target values and integrated in the English Language curriculum, modified with the Chinese cultural background and relevant moral issues in the school setting.

In the students' assignments, students wrote about the solutions for the situation and reasons behind for taking certain actions and responses. For example, in Session 12: Danny's Dilemma was about responsibility and integrity. Almost all students agreed that Danny, the main character,

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should admit to the teacher-in-charge, that he scratched the lens of the camera after he borrowed it from school. They thought it was the responsibility of Danny to reveal the case to the teacher; if not, he would not be trusted by the teacher later when he was discovered that he concealed the case. Students wrote the following statements: '*honesty is a virtue*', '*if you tell lies one day, you would lose the trust by others forever*'. This showed that students had their own reasoning for the action they opted and why 'integrity' was important as a student, as a citizen and as a human.

From the group interviews, two groups of students stated that classmates who gave them 'AHA' moments during the moral dilemma discussions. They agreed that some students inspired them in lessons when they shared their points of view, especially when some students were always quiet. Students could not give exact examples of the 'AHA' experiences during interviews. They rated the frequency of the experience as about 4 of 10 times. Kohlberg emphasizes students with the higher stage thinking impact those on lower stage. It is supported by Berkowitz and Gibbs (1983), through the interaction in the discussions, students who focused more on their own personal interest benefit from students who climbed from stage 4 to the higher levels.

Two of three teacher observers were amazed with the English language proficiency of students in the discussions. From their perspective, students needed a high standard of English to express themselves in moral dilemma discussions. However, even though students whose English was average tried their best to take part in the discussions. The observers were pleased with students' performance in class. This could be an influence from the able achievers to the less able ones. When some shared their viewpoints, it stimulated other classmates who wanted to echo and make points of their own.

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In summary, the moral development of some students in the experimental group has been shown to move to a higher stage, with the support of the qualitative and quantitative data related to the teaching process and outcomes: Teachers' observation and reflections, students' discussions in class and reflections written in the assignments, sharing in the group interviews, comments by the teacher observers and the DIT2 scores.

(b) Reasons for Increase in Students' Scores of Moral Reasoning in the Control Group

Besides the scores in moral reasoning obtained in the experimental group, the DIT2 scores gained by the control group had significant decrease in personal interest, and significant increase in the score of maintain norms (stage 4) and N2 score; however, there was no significant increase in the P score (stage 5 or above). Considering that there was a significant increase in stage 5 or above (post conventional stage) for the experimental group, this supported that moral dilemma sessions had helped develop students' moral reasoning to a higher stage.

The significant increase found in the paired sample *t*-test of the pre-test and post-test scores reflected students in the control group had improvement in the moral development. Without the implementation of the moral dilemma discussions, the increase could be explained with several reasons.

First, the whole class 4A was split into two groups, the odd number students belonged to the experimental group while the even number students were the control group. The control group was taught by the Native English-speaking Teacher (NET) and mainly used the HKDSE examination past paper and materials designed by NET which were linked with the S4 English curriculum in the English-speaking lessons.

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To understand more on the causes for the significant increase made in the moral development of the control group, topics of the materials used, and percentage linked with values as judged by the NET were listed as below (Table 5.1):

Table 5.1 Teaching Materials used by the NET in the Control Group

No. of session	Year and set of past HKDSE English Language Oral Practice Paper/ materials linked with the S4 curriculum	Topic	Percentage linked with Values
1	2013 1.1	Your school	25%
2	2016 4.1	Schools replace history and geography with computer programming	50%
3	2013 7.1	Dogs: replacement children?	75%
4	2013 7.3	Peer pressure amongst teens	100%
5	2013 3.1	Unusual activities to keep fit in Hong Kong	25%
6	2014 6.1	Team Sports	75%
7	S4 curriculum	Decorate your dorm	0%
8	2012 1.1	An intern in Hong Kong	25%
9	S4 curriculum	K-pop band Six Bomb	75%
10	S4 curriculum	Singer to Pay Fans' School Fees	75%
11	2012 3.3	Food magazine	25%
12	2014 2.1	Crazy about food photo	60%

According to the information given by the Native English-speaking Teacher, there were a number of lessons on values teaching, and the range of the percentage of the value-based materials was from 0% to 100%, and the average was 50.8%. It was unexpected for the teacher researcher as HKDSE English speaking practice was thought to be skill-based drilling without much value-based discussions.

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In some lessons, students discussed in-depth about the values touched upon. For example, session 3, 'Dogs: replacement children?' Students were asked to consider if some children did not have enough to eat, but dogs had better food prepared by the dog owners, could the pets replace children? That could be a moral issue that was worthy for second thoughts. Session 5 was about 'Teams Sports', while some students shared about contact sports. If sports would cause injuries to students due to the close contact, would this still be introduced at the expense of students' safety for the sake of school's fame?

The NET stated that a few students could express themselves better and share ideas with the whole group due to their higher proficiency in English. Some were serious in thinking of the moral issues and would give insight from different angles. In this way, it would be hard to eliminate all moral values connected to the English-speaking lessons conducted by the NET. The students of the control group could not just avoid discussing values and thinking of moral issues. Values are embedded in the teaching materials, and it is not difficult for teachers to deliver values in lessons if they are aware of its importance. When students are exposed to discussions, it will be easier to stimulate their moral reasoning and moral feeling.

5.2.3 Moral Dilemma Discussions As an Innovative Approach to Promote Values

The DIT2 results showed the statistically significant increase in the P score (post conventional stage) and N2 score (overall score) of the experimental group, which was important to show that students after the 14 sessions were found to have developed to move to a higher stage (stage 5 or above) of moral reasoning in the action research. Although the moral dilemma approach has been used and tested in school settings in American schools since 1970s (Colby, Kohlberg, Fenton, Speicher-Dubin, & Lieberman, 1977), and many results suggest that

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students' moral reasoning was higher after they attended the related course (Blatt & Kohlberg, 1975), this moral dilemma approach is a new and fresh approach to apply for the group of S4 students in Hong Kong. It had not been used in the target school before and it was a new attempt for the teacher researcher after her 22-year teaching experience in teaching English Language. The teacher researcher had also searched for research papers and dissertations on this topic, there were no papers related to using the approach of moral dilemma discussions in promoting values through English language teaching either on google search, google scholar or libraries of universities in Hong Kong.

The approach is a stepping-stone to further investigation into using moral discussions to promote values through the English Language curriculum. Since values and attitudes are foundations as one of the three main strands suggested in the *English Language Curriculum and Assessment Guide (S4-6)* (CDC & HKEAA, 2015) combining with knowledge and skills, using moral dilemma discussions in English-speaking lessons could be a useful way to enlighten English teachers to try in their lessons. Taylor (2006) suggests that discussion is probably the single most widespread technique used in moral and values education, which is supported by Dehaan, Hanford, Kinlaw, Philler, and Snarey (1997) that discussions in groups on ethical dilemmas are important to include in academic courses designed to promote moral maturity. Reflections from the teacher researcher also suggested that the discussions were fruitful to arouse the interest of the students and engage more students to express their viewpoints through using English.

The rundown of every moral dilemma session has been mentioned in section 3.4: Adjustments were made on the implementation of moral dilemma discussions in the 14 sessions.

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In the 14 moral dilemma discussions in the English-speaking lessons, the distribution of time in the first 20 minutes was as follows:

- 10 minutes was used for giving out teaching materials and students would be asked to read it aloud or test their comprehension through questions raised by the teacher researcher.
- Another 10 minutes would be set for small group discussions. Students were divided into 4 in a group, audio recording was requested for their discussion by using their iPads. After every lesson, students sent the recording to the teacher via Google Drive.

Since the time was tight in every lesson, two adjustments in the process were made in the action research. After giving out teaching materials, students were required to write their comments before they joined the small group discussion. After 6 sessions, students stated that this took a long time and that not much time was left for the group discussions. So, writing answers for the discussion questions was cut, allowing longer time for students to discuss in the small and whole group discussions. After 10 sessions, questions for assignment were uploaded in 'Schoology' on the school website platform (explained in section 4.1.7), so that students could save time to copy questions from the blackboard.

According to students' feedback, the time for each session was inadequate for the moral dilemma discussions. There was one English-speaking lesson per week; some students were late, and half the group had to take their books needed for the spilt class. As such, it usually took a few minutes before starting the lesson. When the teacher researcher tried to start the lesson 5 minutes earlier than the regular timetable, students were not ready for that. A 90-minute double lesson, suggested by students in the group interview, would be more desirable to achieve the impact on moral dilemma discussions. Students could have a longer small group

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discussion time, then based on their shared views, more sharing in the whole group discussion. Students' moral feeling and emotions would be aroused accordingly when enough discussion time had been given.

Students' reflections showed that they had deeper thoughts on value-based issues than they shared in the discussions. For students who were with weaker English foundation could not tell others more about their perspectives in-depth in discussions. However, their reflections in the assignments could show how they expressed their views and emotions. One girl who did not talk much in lessons due to her weak foundation in English, treated every question seriously in her written reflections and put efforts into giving reply. In Session 11: Maria's Dilemma, students were asked if a stranger needed help with money but actually Maria had promised her sister that she should pay her sister back with the certain amount of money, then what Maria should do. The student would think keeping promise was important, and the reasons she gave was '*if I do not keep my promise, nobody will believe me*'. However, when she thought of the need of the stranger, she gave him her money first, told him to go to the police station, then she returned the money to her sister later. In this case, she was in a dilemma that she wanted to help the stranger on one hand, but she also wanted to keep her promise to return her money to her sister on the other hand.

The questions raised would help her to rethink her own values, what she should put in priority and how the dilemma could be solved. She wrote about '*helping others is the origin of happiness'*, and even if '*the stranger may tell a lie, I would help him by giving him some money first'*. This might not be revealed in the discussion in-depth. Through collecting the reflections from students, reasons behind why they made their decisions could be drawn out. She would

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put helping others in the priority in her value system since helping others was rewarded with happiness.

Bailey (1981) applied moral dilemma discussions to teach values through literature. The English classroom served as a logical setting in which to begin work with students to facilitate moral development. Halstead and Pike (2006) also point out that literature, including poems and drama can raise the virtues and values of students through aesthetic education. Although few Hong Kong secondary schools offer the elective of English literature for senior form students, there are many other ways to integrate values through the formal English curriculum to help students discuss and think deeply on the moral issues.

This action research aimed to promote values, specified five values related to the S4 curriculum, through the English-speaking lessons. Students' group interviews provided data to strengthen the evidence for the positive impact of the moral dilemma approach to promote values. Half of the experimental group agreed that this was a new approach to teach values, students did not have a chance in other subjects to be divided in groups and discuss about some 'sensitive' moral issues, as mentioned by one of the students, such as 'cheating' and 'bullying'. Teachers would not allow students to discuss but reminded them the serious consequences when they committed the misbehavior. Students were impressed with the use of moral dilemmas for giving them an opportunity to talk and share their perspectives. As Penn and Collier (1985) suggest that it is necessary to develop moral reasoning to its highest level, so students can have their rationale, individual and social direction. Students should learn how to make moral decisions and judgment, what the reasons are for making decisions.

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Using English as a means to conduct moral dilemma discussion was a barrier for students, as stated by some students in group interviews. Nearly 75% thought it was a problem when they wanted to express their ideas but without adequate vocabulary. However, through the questionnaire distributed to the experimental group after finishing the 14 moral dilemma sessions in May 2018, the response to question 10, 'Moral dilemma is a good way to put students in situations and undergo discussions', there were 81.5% of students who strongly agreed and agreed with the statement that they thought moral dilemma was an appropriate means. For question 11, 'To conduct the discussion of moral dilemma in English can help improve my English', about 82% of students agreed that their English could be improved through discussions. There was no contradiction when students thought moral dilemmas was an effective means to discuss moral issues and English could be improved even if it was an obstacle when they expressed ideas.

If moral dilemma discussions were conducted in their mother tongue, would the results and impact be different? The use of moral dilemmas began in 1970s and was conducted in English in American schools. When students used their own language to express ideas, it was expected to be fluent and straightforward. However, it would be negative to draw a conclusion that students with average or low English proficiency could not use English to discuss moral dilemmas.

The positive attitude of students was also a critical factor – both the action researcher and the teacher observers saw that they tried their best to check for appropriate words to share their ideas. Hence, when students recognized the importance of learning values in school, it would help the delivery of the values themselves. In the questionnaire, 100% of students agreed with statement 7, 'Values education should be taught to every student'. Penn and Collier (1985) point

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out that schools need to work on the English Language teaching with integrated values, and values are vital for all students. Even though there are some students with lower ability feel hard to use English in discussions, there must be ways to help students to learn values through the curriculum.

The use of moral dilemmas in English Speaking lessons was a fruitful experience both to the teacher researchers and students, based on the quantitative and qualitative findings. Students found it a new approach for them to discuss issues related to their school life and even a challenge for them to take part in discussing school rules, for example, besides breaking the school rules, why 'cheating' and 'bullying should not be allowed in schools. The discussion of the rationale behind would certainly help students think of the reasons why these behaviours should be stopped and not acceptable. Fairness and justice are the fundamental values of a society, suggested by Kohlberg (1981). In his view, 'a bag of virtues' (p. 295) can only transmit or teach values, but cannot help students' moral development. It is essential to let students reason for not doing so, instead of telling them that certain behaviours are not allowed and they will receive punishment if they do so.

Power, Higgins, and Kohlberg (1989) state that at earlier stages, children should be explained what they had done wrong. For instance, kids know cheating is wrong, but they should also know WHY it is wrong, so that they will not do it. The better reasons children have to support their belief that cheating is wrong, the better able they are to resist the temptation to cheat. Through the process of rethinking the values and reprocessing the moral dilemmas, students will think deeper on the values that they preferred by giving reasons.

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5.2.4 Importance of Teacher's Role in Facilitating Moral Dilemma Discussions

Teachers should build an acceptable atmosphere with trust, respect, empathy and fairness as the pre-requisite conditions to aid the moral development for students (Lau, 2006). An atmosphere which made the discussion accessible for all students to be trusted and with confidence to share their views with everyone was the first condition for undergoing moral dilemma discussions. This helped make sure that every student needed to learn to respect and no teasing or laughing was allowed when someone was sharing his or her views. After the ground rules were set in the first lesson before the moral discussions, all students should abide in it, thus, genuine, frank, open discussions could be achieved.

There were chances that during the questioning process, the teacher researcher might express her stance. In this study, the teacher researcher would remind herself not to take side on any issues, rather, encourage students to explain more on the reasons for choosing that option, to view an issue from different perspectives and angles. It was critical if the teacher revealed her own thinking too early, this might affect some students to follow or dismiss their own standpoint, as teacher was an authoritative figure in the class. As Blatt and Kohlberg (1975) remind readers that teachers are facilitators, they should refrain from revealing their viewpoints to create a wider and freer and non-critical atmosphere for the students. Teachers must clarify, summarize and build on students' contribution, then encourage more responses from the whole group (Clare et al., 1996).

Teachers play a crucial leadership role in the group discussions in encouraging every student to participate. When some students felt tired and laid his head on the desk, she would encourage them to think of the topic more. She would also invite some students who were shy to speak up in the discussions, so that the student could build up his/ her confidence to share his/her views

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in the group. By doing so, students would be helped to develop confidence as well as a higher stage of moral reasoning when they are actively engaged in the discussions.

After writing her reflections after every lesson, listening to students' audio recording on the group discussions and returning the assignments to the students, the teacher researcher summed up what she observed and the feedback she got from students' assignments, then she commented on a few points that students should pay attention to. For instance, some girls' voice was too soft in the small group discussions and they should share their opinions more, not to be afraid even if they were not fluent in expressing their views. And students who had put more efforts in writing their own comments and with deep thinking would be praised in front of the whole class. This was done intentionally in order to encourage more students to take deeper thoughts in the moral issues, which were important in moral development.

The teacher researcher had to be aware of her role as a facilitator during the whole process, since in one reflection, the teacher researcher thought she talked too much during the whole-group discussion, even though she wanted to arouse students to share their views more. And in the reflection of Session 6: John's dilemma which was about 'bullying', the teacher wrote, '*there should be more interaction among the students*. *It seemed the teacher was the only one to initiate questions. I would like to ask students to raise questions to the others as one of the new attempts in the next dilemma discussion'*. In the next session, students were requested to raise questions by themselves. The re-planning in the action research cycle should always be borne in mind to highlight the role of the teacher as a facilitator.

The positive feedback from one of the Heads of Academic Committee and Deputy English Panel Head recognized the significant role of the teacher played in the lesson to help students'

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understanding of the content of the materials and led students to reflect on their thinking deeply. Teacher scaffolded the language used and tried to engage students to get involved into the discussions.

5.2.5 Students' Language proficiency and Relevant Issues

According to Feng (2017), an analysis of the English textbooks used showed that they focused more on civic education rather than moral values. Students are taught to conform their behavior to social norms and values to be good citizens. In most cases, moral values are prescribed for students without inviting them to discuss and critically analyze the moral issues. He suggests that English textbooks could infuse relevant moral issues in different types of pedagogical tasks, and that this is especially useful in dealing with moral dilemmas which require deliberation and analysis of real-life issues. In this way, students not only learn to analyze social issues and think critically, but also come to accept the expected norms more willingly as these are not imposed on them but are derived from their own reasoning (Tsui, 2008).

To fill the gap of the skills-based curriculum, the materials designed for the moral dilemma discussions have to be real-life issues in a school setting. Although there are suggested moral dilemmas on the websites or books, they cannot be directly copied or downloaded, since most of the materials written are recommended to be used for native English speakers, and some of them are not real-life issues or linked with the school situations in Hong Kong, the teacher researcher needed to adapt the materials found and wrote the materials by herself in order to cater for the needs of the students in the experimental group for the suitability of their language ability and culture.

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The language used had to be clear and precise, the vocabulary applied could not hinder the understanding of the students in comprehending the whole text. It was essential that the teacher researcher had to make sure that students could understand the content delivered and the moral dilemmas involved. To know their English proficiency is important, since students would lack confidence or not be able to use a foreign language to express their views fluently. To tailor the materials for students could avoid misunderstanding of the theme and values put forward, as suggested by Kaito and Kaito (1997). It was vital for the teacher researcher to know how to choose the best materials for instruction, how to make supplementary materials for the class, and how to adapt materials. Students' feedback through the questionnaire given after the 14 sessions and the group interviews reflected that they understood the materials written and agreed that they were relevant to their school life, and interesting to engage them into discussions.

The cultural backgrounds of students in Hong Kong and America were different. The moral dilemmas designed had to take account of the cultural and gender issues. In the examples of Kohlberg's dilemmas, stories were male dominated, and the characters were all males, Kohlberg had been challenged as being sexually biased (Gilligan, 1982; Donenberg & Hoffman, 1988). In this study, the researcher intentionally wrote up moral dilemmas with a mix of gender, the main characters were mixed of boys and girls, 8 times with boys and 6 times with girls as main characters. This helped students not to stereotype gender with occasions. Names such as Lily, John, Emily, Danny were commonly used in schools, students were exposed to the school setting with their schoolmates or classmates. Even the authority figures were not males only. In Session 9: Emily' Dilemma, she was in a dilemma that she had promised to keep the secret for her friend, Kat from not letting her mum know that she was a part-time model, but on the other hand, she had been asked by her friends' mum why Kat was not at home always. The authority

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figures in the 14 dilemmas involved husbands, teachers, parents and bosses, all of mixed genders. The design helped eliminate the gender bias of students in moral judgment. In the society of Hong Kong, male is no longer the only dominant figure of authority, it is not rare to see females are heads of organization or mothers with authority in families, so the materials designed were needed to be adapted to the cultural characteristics for the Hong Kong societies. However, investigation on the gender differences in moral development was not the focus in this study, which was rather based on the theoretical framework of Lickona (1991), looking into the interaction among moral reasoning, moral feeling and moral action.

The questionnaire (in sections 4.1.5. & 4.2.5) served as supplementary information, showed students' positive comments on the materials designed. Statements 1 and 2 were closely related to the materials designed, 'the materials used in the 14 lessons were easy to understand' and 'the topics chosen were interesting for me to undergo discussion with my classmates', the percentage of strongly agree and agree was 100% for statement 1 and 87.5% for statement 2. Students reflected that they had no difficulties in understanding the content of the teaching materials which were written by the teacher researcher regarding infusing the values into the curriculum. A large percentage of students agreed that the topics were interesting to them, this would be significant to arouse students' interest to take initiative to discuss and share about their own views. Interviews from students also suggested that students were encouraged to discuss moral dilemmas in an open, non-critical and trustful atmosphere which could help them express their emotional feelings without feeling being teased or threatened by classmates. And it is hoped this approach can be applied in other secondary schools with further investigation on promoting values through English Language teaching.

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In the teacher researcher's reflections, materials designed, and topics selected were key factors to reflect on, for example, Session 6: John's Dilemma was about 'bullying'. In her reflection after the lesson taught, it stated, 'this topic is very typical and close to students' school life. One student repeated there was no bullying case in the school, and this might affect other students to reveal the reality. It would be better if the teacher researcher used other schools as the scenario background to avoid making them feel offended'. Even though the topic was closely related to students' school life and it was assumed that most of the students would have heard of this in the school setting, however, when the teacher researcher asked if this had ever happened on them or people they knew, it would be too sensitive for students to reveal their own experience or feelings. It would be easier if the scenario or setting of John's dilemmas happened in another school, then the students might have disclosed their thoughts in a more open way. When students were being asked to use adjectives to describe the victim, 'lonely, sad, helpless and scared' were delivered. This echoed with the importance of arousing moral feelings in lessons. These feelings would dispose them to take actions to help the victims.

When students' moral feeling was shared and echoed by the other classmates, they had more empathy on the experience of the victim, then they focused more on what they 'should' do. Moral feeling was critical to help students to stand in other people's shoes and think what they would do to help if they were the victims themselves. Frankly, no one should be deserved to be bullied and this should not happen in school life, but sadly, it is not rare in Hong Kong schools today. The values for the lesson was 'integrity and compassion'. Moral emotions provided the motivational force —the power and energy— to do good and to avoid doing bad (Kroll & Egan 2004, as quoted in Tangney, Stuewig, & Mashek, 2007), which stressed that moral emotions were the key elements to lead and drive humankind to moral behavior. To let students understand and share the empathy in this case helped students to think in-depth why they needed

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to help the victim and what were the effective ways to help.

In the group interviews, students well remembered 2 topics out of 14, one was ‘bullying’, mentioned and described above, and the other was ‘cheating’. According to the students, these were ‘sensitive’ topics seldom discussed in lessons. It was their first time to discuss these issues in lessons, and that they could openly share their views without reservation among classmates was a surprise to them. In this way, they thought it was a fresh and memorable experience to discuss issues through the moral dilemma discussions.

As Lipman (1995) suggests, effective moral education should cultivate children’s ability to conduct critical and careful ethical inquiries. Therefore, the approach of moral dilemma discussions was seen as an innovative and practical pedagogy for both the teacher researcher and students in teaching and learning the English Language.

To summarize the several points made in the discussions, a gap was revealed between the theoretical framework and the practice, ways to strengthen the link between the three components in the theoretical frameworks and establish moral habits for students are on the recommendations. Teacher researcher played a significant role to facilitate students to participate in the moral dilemma discussions in every session. The impact could be maximized through using appropriate teaching materials and considering students’ English language proficiency. Moreover, taking account of the cultural backgrounds and relevant issues of the students, at the same time, more encouragement and stimulation from the teacher was needed to help develop a higher level of moral reasoning with moral feeling. It was shown that the awareness of the teacher in arousing students’ moral reasoning and moral feeling was the key to promoting values teaching through the curriculum, not only through the approach of moral

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dilemma discussions, but other different approaches. Bailey (1981) and Pike (2004) mention promoting values through literature, such as reading poems. Lickona (1992) suggests storytelling. These all are possible approaches to promote values through English language teaching.

5.3 Limitations Found in the Study

5.3.1 Sample Size

Rest's Defining Issues Test (DIT) (1979) is widely used for large-scale measurement. When the number of subjects is limited, achievement of significance is precluded (Hackshaw, 2008). The sample of sixteen in both the experimental and the control group definitely limits research.

5.3.2 Control Group

In this study, the teacher researcher did not teach the two groups of students, applied intervention in the experimental group and tested the result. When one group (the control group) was taught by the Native English-speaking teacher, it was difficult to get rid of all discussions related to values during the teaching process. The teacher researcher had mentioned that the topics used in the control group should not involve moral values and she hoped there was a difference between the materials used by the two groups. However, the teaching style and interactions between students and the NET in the control group was hard to control. This might affect the performance of the control group for acting as a comparison to the experimental group and the result of the control group could be affected by the characteristics of the subjects and other factors.

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5.3.3Time Constraint

The 14 sessions were implemented from November 2017 to May 2018, one session every Thursday from 10:00 to 10:40. The lesson was scheduled after recess, so every time some students were late since they were prefects who needed to complete their duties before coming back to the classroom; half of the group students took their notes and stationery to another classroom because of the split class. The English lesson usually began at 10:05 a.m.. There was about 35 minutes for each session, time constraint was a problem in implementing the moral dilemma discussions. Students took time to read materials, then thought of the questions and discussion held in the small group, after that, they moved to the whole group discussion. Before the bell rang, a brief summary on the whole group discussion would have been done by the action researcher, then assignment to the students would be delivered. The time had to be kept strict, since the teacher of the following lesson would arrive soon, and students from the control group would be back to their homeroom on time.

Through the group interviews, time constraint was a point mentioned by two groups of students. One group suggested a double lesson to do two small group discussions, with different classmates at one time, so that students could have deeper thoughts on the same moral issue. The whole group discussion was a threat for some students as it was like a presentation; if students did not have enough confidence, they dared not to express their ideas in front of the whole class. Therefore, it is necessary to rethink the operation of moral dilemma discussions in the English lessons which can allow a longer session for the tryout.

5.3.4 Language Barrier

Four students out of sixteen in the experimental group were confident in using English in the moral dilemma discussions and they were more outspoken, half of the group was willing to

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speak in the small group discussions but not confident enough to voice out in the whole group discussions. The rest of students was timid and failed to catch the viewpoints of their classmates at times. Therefore, they were quite passive in the small group discussions and not willing to share their views in the whole group discussion. The involvement of students in discussions was the key to the moral development. Through the sharing of views, students could agree or disagree with the views shared, so that they could be stimulated to think from different angles. Since English is a foreign language for the students, it is understandable that some might have difficulty in expressing their views by not using their mother tongue, however, some students with average ability still preferred to use English for the moral dilemma discussions since they thought it helped improve their English proficiency.

5.4 Recommendations

5.4.1 Recommendations Derived from Research Findings

(a) Stronger Links Between Moral Reasoning, Moral Feeling and Moral Action

The revised theoretical framework used in this study was based on Lickona (1991). It emphasizes the interaction between three components: Moral Reasoning, moral feeling and moral action. A stronger connection between the three is needed if moral behaviour is hoped to be obviously seen among students. Moral development and moral feeling would be shown through the qualitative and quantitative data collected during the research period. These included small and whole group discussions of moral dilemmas, questionnaire set by the teacher researcher, and interviews with students for the teaching process. Student reflections written in assignments, interviews with students, questionnaire set by the teacher researcher and increase shown in the post-test DIT2 scores for evaluating the teaching outcomes. A link between moral reasoning and moral feeling was found, yet, there was a gap between moral action and the other

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two components. It had not been obviously found in student behaviour. Students' yearly moral performance from seven indicators served as supporting evidence to measure the impact made on student behaviour, but these did not have a direct and immediate link with students' moral development. Therefore, it is important to strengthen the link between the 3 components to put the moral reasoning and feeling in daily performance through establishing students' moral habits. The moral dilemma discussions not only help students to discuss and justify what characters should do, re-writing dilemma stories as assignments can be a way to deepen the link with moral reasoning and moral action after every session. The design of assignments can help to let students practise the moral decisions they have made through discussions, then carry out the moral actions in their daily performance.

(b) Moral Habits Building for Students

According to Ryan and Lickona (1992), one's character is one's habitual way of behaving (p. 356). Students must be given opportunities to put their moral judgement and decisions into action to show their consistency in doing good when their moral development has progressed. It is suggested the moral action should be focused more on building the moral habits of students, transforming thoughts of doing good into habits of conduct. For example, respect others, care for others, self-control, perseverance, and insist the will of doing good, etc. William James (n.d.) claims the prominence of building good moral habits for young people, and through this, they can be built with characters, which can change their life. The building of student moral habits can be stressed in helping students to put their moral development in practice. A checklist of moral values which links with moral values, for instance, 'courtesy', 'honesty', 'integrity', 'responsibility', 'respect and caring others' etc. can be integrated into modules or units of the English curriculum. Then these values can be discussed with all students to come up observable moral behaviour, so that students will have a sense of 'moral ownership' for establishing their

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moral habits. These moral habits should be seen explicitly and consistently in class by teachers and students, so that the results can be observed and assessed by teachers, peers and the students themselves in order to evaluate if moral action can be achieved throughout the study.

5.4.2 Recommendation for Future Educational Practice

(a) Dos and Don'ts for Designing and Compiling Teaching Materials

Dos

(i) Select Values Integrated with the English Curriculum

Values teaching is not an add-on component in the curriculum; teachers can select explicit values and cooperate them into the teaching syllabus. The values must be explicit, and students must know the values selected and focused upon in the moral dilemmas. For instance, in Session 1: Tom's dilemma, the explicit value chosen was 'integrity'; Tom sees his friend cheat in the exam and must deal with it, but how? The dilemma was integrated into the curriculum since the module was 'school life'. It is vital to show that values are as integral as knowledge and skills in the three strands of the *English Language Curriculum and Assessment Guide for English (S4-6)* (CDC & HKEAA, 2015). Only through this, students can understand values are an integral part of the curriculum, and every student should be fostered with moral values while learning the knowledge and skills of English language.

(ii) Prepare for More Related Reading Materials Along with the Moral Dilemmas

Teachers should not expose the written teaching materials to the students before the lesson, as it may minimize the curiosity and interest when students undergo the moral dilemma discussions during the lesson. Teachers should give out materials related to the moral dilemma before the lesson to students as preparation. For

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example, before discussing the values of 'respect' by giving out materials about 'mercy killing' in Session 3: Rose's dilemma. It would have been better if students had more exposure to 'mercy killing'. When students have some background information, for example, some news articles about patients requesting mercy killing in Hong Kong and other countries, they would have more background information. This would certainly prepare students when they participate in the discussions and share their views on the moral dilemma.

(iii) Choose Topics Relate to School Setting and Students' Daily Life

There were 14 moral dilemmas in total, nine based in school settings and five related to students' daily life. The semi-real situations (Lind, 2019) help students to put themselves into the situations. The topics chosen should involve more than one value, since the conflicts of values require students to find a way to justify their choices of action for the main character. This also arouses their moral feelings and catch their attention in solving conflicts within the dilemmas. For example, in Session 2: Lily's dilemma, Lily is a monitress. She thinks she is responsible for helping her classmate finish Math homework, but she needs to celebrate her best friend's birthday after school that day. This dilemma might be common for students, as celebrating friends' birthday is a big event for peers. When students are able to grasp the moral dilemma, they are eager to justify their views in the groups. Apart from topics related to the school life, there were situations about giving up seats to people with different nationalities, helping strangers when the character promised to repay her sister's money, etc. These were topics that students found interest in since they were familiar with these situations.

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(iv) Choose Topics with Arguments

The design of the moral dilemma must be behaviour-oriented, meaning students must discuss what the character should do and why they must make certain moral decisions and action. The dilemmas must involve conflicts of values, meanwhile trigger students' moral feeling to share their views. For example, in Session 7: Kate's dilemma, Kate had wanted to join an exchange program for 3 years and had saved money for it. However, her dad lost money in his business and hoped that Kate could help. Students needed to justify Kate's decision. In this way, they were challenged with sharing their views on the pros and cons in this moral dilemma. Students' moral development progressed when they had to ask questions to challenge the opposite side or to defend their own stance.

Don'ts

(i) Do Not Translate Dilemma Stories Directly from Sources

Even though there are many online resources on designing teaching materials about moral dilemmas, some do not suit the cultural background of our students. For instance, topics that relate to students' school life and interaction among students in America may be different from those in Hong Kong; the types of extra-curricular are not the same as well. As such, teachers should adapt the teaching materials to suit the cultural background of their students, so that an intimacy can be built when they deal with the dilemmas.

(ii) Length and Level of Difficulties of Moral Dilemmas

Due to the time constraint, the passage of the dilemma story given to the students cannot be too long. One to two paragraphs of about 200 words, not more than half

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of an A4 page, adequate background of the story is essential to allow students to understand and grasp the gist of the moral dilemma. The content of the moral dilemmas should not be difficult for students to understand, they should easily grasp and clearly understand the conflict of values in the dilemmas and options of actions that the character can make. From the experience gained in the action research, Session 3: Rose's Dilemma which was about 'Mercy Killing' was not quite easy for students to understand. It took a longer time for students to know more about what it meant before starting the discussions. It usually took around 10 minutes for students to read the story and understand the moral dilemma in a regular session. For those who were slow in reading or poor in English foundation, they would check the key vocabulary by using an iPad. Then teacher had to ask students' questions by making sure that they understood what the dilemma was about and clarified some key points if needed before students started their small group discussions.

(iii) Questions Used for Initiating Discussions

For the first few sessions out of the fourteen, three questions were listed in the moral dilemma worksheets for the students to discuss in the small group discussions. After several sessions were conducted, students would expect more variety in the questions given. The same pattern bored students and did not help stimulate them in discussions. Teachers are suggested to give questions, rank the options in priorities with reasons, choose one option out of 3 by giving explanation and etc.

(b) Dos and Don'ts for Conducting Moral Dilemma Discussions

Dos

(i) Set Ground Rules in the First Session

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It is essential to set ground rules for all students in the first lesson. Since this is a new approach and most students do not have any experience of such discussions. Therefore, the teacher needs to state the rules and her request of carrying out the moral dilemma discussions, example of setting ground rules was shown in section 3.4. For instance, students were requested to show respect to others, pay attention to every classmate who shares his/ her view during the lesson, one can change his/her stance during discussions and so forth. When all students knew the ground rules, they were more serious in taking part in the discussions and respect others when anyone shared their views.

(ii) An Open and Trustable Atmosphere for Undergoing Discussions

Some students might not speak much since they were not confident enough or their English foundation was weak. From the present study, the teacher researcher noticed that the girls were weaker in English compared to the boys, as a result, most stayed silent. The teacher researcher would name one girl to start first, then let this student invite her friend to share her views. After a few sessions, when an open and trustable atmosphere was built in class, the sharing among the girls appeared to be more frequent than before. It certainly would take some time to build a safe and supporting atmosphere for the whole group. When the mutual trust between teacher and students and among the students is built, the discussions are more enjoyable and desirable.

(iii) Group the Students According to their Language Ability and Gender

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Groupings according to the language proficiency and gender were attempted in the action research. Two stronger ones in English would be grouped with another two who were weaker. The mixed-ability grouping could help those who were weak to understand the dilemma better and share expressions when the weaker ones were not capable of expressing themselves. Since there were eight boys and eight girls in the experimental group. Students were usually grouped with different gender, two boys and two girls. Even though the effect on gender was not an important aspect to be investigated in this study, balance of gender in grouping and discussions could let students know about the views from their opposite gender. It was hoped that students did not just talk to their close friends only, but also shared their views with everyone in the experimental group through the assigned grouping by the teacher researcher.

(iv) Engage All Students to Participate in Discussions

Some students tended to share their views openly and some preferred to remain silent. The teacher had to engage all students in the small group and whole-group discussions in every lesson. Using an iPad to record the small group discussions while using the video recording for the whole group was a way to keep the students on task. It was vital to let students know the teacher would listen to their recording every time so that they would remain on task. The teacher researcher used different ways to keep the students share their views by picking numbers from a bag, invited one quiet student to speak first, then let her invite another one. These different ways were salient to get everyone involved in the discussions.

(v) Beware of Potential Harm that Sensitive Topics may Cause

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The teacher researcher had covered sensitive topics, such as 'Bullying' in Session 6 in her action research. Students were silent to give responses when they were asked if they had seen or experienced bullying in the school. The reservations of the students' responses might reflect that they were afraid to touch the topic or not willing to tell the teacher about their views or experience. Therefore, the teacher researcher had to avoid using the same school setting as an example to avoid potential harm and be beware of students who might have trauma or discomfort when discussing this topic. Follow-ups of individual student is needed by the teacher researcher or school social worker when disturbing emotions were found among students.

Don'ts

(i) Do Not Reveal Teacher's Own Thinking on Moral Dilemmas

When the teacher responds to students' sharing of views either in the small group or whole-group discussions, it is easy for teacher herself to show her approval or appreciation to students' comments. It is important that the teacher should support the views shared but not to reveal her own thinking on the issue or action suggested by the students. Students are alert to the stance or views of the teacher and some may tend to 'please' the teacher by shifting their stance, such as in Session 10: Adam's dilemma and Session 12: Danny's dilemma, mentioned in 4.1.2. From the present study, there were times that students would ask what the views of the teacher researcher were, for example, in Session 6: John's dilemma, the teacher researcher was asked if she saw someone was being bullied she would report the case to the class teacher. Instead of answering directly, the teacher researcher asked another student to respond to the question but not to tell the

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student what she thought. Since there was no right or wrong answer upon the moral dilemma, the process of discussing the reasons for taking the action was more important than making the option itself.

(ii) Avoid Individual Conflicts Initiated in the Whole Group Discussions

There were many chances for students to express their views upon the moral dilemmas either in small or whole group discussions. Students who were stronger in English like to share their views and justify their options more, and this might arouse conflicts among the students. Perhaps they wanted to stick to their viewpoints and convince others of their opinions. Teacher must be aware of the few students who insist on conveying their ideas while some may choose not to express themselves. This was seen in Session 4: Rose's Dilemma. Two boys wanted to dominate the discussion and convince others to accept their point of view while another two boys argued back consistently. Conducting the moral dilemma discussions is different from a debate; students should be inspired to think collaboratively towards a higher stage of moral thinking in the moral development model rather than "beating" their opponents in debate. This might distract the real purpose of running moral dilemma discussions.

(c) Sample size

Sixteen students in the experimental and the control group is a small-size sample. If there were four classes in S4, two classes were suggested as the experimental group while another two classes were the control group. It would be better for the teacher researcher to compare the impact made between the experimental and control group students, and each group would be around 35 to 40 students.

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(d) Control group

It would be better if the teacher researcher can teach the 4 groups of the same level at the same time, which means 2 classes as the experimental and another 2 classes as the control group. In this way, the teacher researcher can have a better understanding on how teaching materials and strategies can be tailored for students with different English proficiency, as there are two classes in the experimental group. Moreover, a better control on avoiding discussing the target values in the control group can be achieved. There might be occasions when moral values were touched upon by some students in the lessons, however, teacher researcher can try to prevent and minimize the input. Then the difference in the content of the teaching materials, teaching approach and teacher's instructions and responses for the two groups can be under better control.

(e) Time constraint

According to the comments made by the students in the experimental group, time constraint was a commonly agreed factor which affected the smoothness of running the moral dilemma discussions. In this study, 35 minutes was actually used to run for each session of the moral dilemma discussions, which included the time for students to read the teaching materials, discussions in the small and the whole group. As suggested by most of the students, it would be better if the moral dilemma discussions can be done in a double lesson, which means 70 minutes per week. Then, students can have more time to discuss in their small group, while responding, challenging each other in the whole group discussion. The adequate time and space can ensure students to digest, reflect and evaluate the selected explicit value/s in every session.

(f) Language barrier

For some students' English proficiency which is below the standard, it was a barrier for

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them to share and express their views freely either in the small group or the whole group discussions. Some students have commented that to share opinions in the whole group was similar to a presentation which would give much pressure to students who were timid and/or with lower ability in English. Therefore, the teacher researcher could provide relevant reading materials with a list of vocabulary from the text for students to prepare before the lesson. Therefore, students would have more ideas about the values delivered in the session and preparation before the lessons. Although some students commented that only 40% students of the experimental group would spend time preparing for it, this might be a positive influence for all if a few were praised for reading the materials beforehand. An open, trustable and encouraging atmosphere is always useful for helping the 'shy and timid' students to voice their own opinions.

5.5 Concluding remarks

To promote values through English Language teaching by using moral dilemmas may not be the only way to teach values effectively; all other means which can enhance moral reasoning, moral feeling, and moral action can be applied to values teaching.

In this action research, the approach of moral dilemma discussions was found to be a useful and effective means to help students raise their moral reasoning and moral feeling, however, moral action was not obvious seen.

It is suggested that stronger links between the three components can make positive impact on student behaviour, this can be started from focusing on establishing moral habits of students. These moral habits are daily performance in class which can be seen explicitly and consistently, so that the progress of moral development with moral feelings can be interacted with moral action. Further investigation on this area is still needed.

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Appendix 1
Blank Consent Forms to the School Head, Student Participants (with class no. and gender) and the Students' Parent of the Experimental Group

THE EDUCATION UNIVERSITY OF HONG KONG
Department of International Education and Lifelong Education
CONSENT TO PARTICIPATE IN RESEARCH (FOR SCHOOL)
An Action Research on Promoting Values through English Language Teaching

My school hereby consents to participate in the captioned project supervised by Dr. Lam Chi Ming and conducted by Law Wai Kam who is student of Department of International Education and Lifelong Learning in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my students' will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My students' participation in the project is voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Signature: _____
Name of Principal/Delegate*: _____ (Prof/Dr/Mr/Mrs/Ms/Miss*)
Post: _____
Name of School: _____
Date: _____

(please delete as appropriate)*

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INFORMATION SHEET

An Action Research on promoting values through English Language Teaching

Your school is invited to participate in a project supervised by Dr. Lam Chi Ming and conducted by Law Wai Kam who is student of the Department of International Education and Lifelong Education in the Education University of Hong Kong.

The introduction of the research

The action research study aims to promote values through English Language teaching. The moral dilemma discussion theorized by Lawrence Kohlberg will be applied in the English-speaking lessons of the half class of 4A for about 14-16 lessons throughout the school year from November 2017 to July 2018. It aims to raise the moral development stage of target students and improve their behaviour.

The half class of 4A is chosen since the students are more mature than the junior form students and I am the English teacher of this half class who is responsible for teaching them speaking in this school year.

The methodology of the research

There are 17 students in this half class.

The moral dilemma discussions will be conducted from November 2017 to July 2018. There will be about 14-16 sessions, each lesson lasting for 45 minutes. Teachers will present the teaching materials to the students, and then divide the students into 4 groups with mixed ability. Students have to discuss what they should do in the case and give reasons why they make certain decisions. It is hoped students can show progress in their moral development through values teaching which helps arouse their moral feeling and action. Then these taught values can be put into practice. Each lesson will be video-recorded and the interview with students after class will be audio-recorded as well.

This study does not provide individual benefit for the teacher researcher, but will provide precious data for investigating this research topic.

The potential risks of the research (State explicitly if none)

All information related to the students will remain confidential, and will be identifiable by codes known only to the researcher. There is no potential risk in this action research.

Describe how results will be potentially disseminated

The quantitative and qualitative data collected and analyzed will be presented in the researcher's doctoral thesis. The result can also be reported in oral presentation to the school principal and teachers if required.

If you would like to obtain more information about this study, please contact Law Wai Kam at telephone number [redacted] or her supervisor Dr. Lam Chi Ming at telephone number 2948 8458.

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Law Wai Kam

Principal Investigator

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Blank Consent Form to the Student Participants with class no. and gender

香港教育大學

國際教育與終身學習學系

參與研究同意書

<透過英國語文教學促進價值教育的行動研究>

本校同意參加由林志明博士負責監督,羅惠金負責執行的研究計劃。她是香港教育大學學生。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護自己的隱私，本人的個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願參與這項研究。

本人理解我有權在研究過程中提出問題,並在任何時候決定退出研究，更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名: _____

參加者簽名: _____

日期: _____

There were 8 girls and 8 boys in this experimental group.

S. No.1 (F)	S. No.5 (F)	S. No.9 (M)	S. No.13 (M)
S. No.2 (F)	S. No.6 (F)	S. No.10 (M)	S. No.14 (M)
S. No.3 (F)	S. No.7 (F)	S. No.11 (M)	S. No.15 (M)
S. No.4 (F)	S. No.8 (F)	S. No.12 (M)	S. No.16 (M)

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敬啟者：

SC00X -有關 4A 班英文科說話訓練安排

本校一向重視學生之全人發展，除致力提升學與教的效能之外，也銳意培育學生的良好品格。學校的教育使命之一為建立學生正確的價值觀，實踐積極的公民意識，尊重別人，容納異己，為群體利益勇於承擔責任。

羅惠金副校長現於香港教育大學修讀教育博士課程，未來一年將進行一項題為「透過英國語文教學促進價值教育」的行動研究。該研究計劃在全年英文說話訓練課程中加入不同的價值教育元素，包括尊重、責任感、關懷、誠信和堅毅，並以小組討論形式引發學生思考價值的重要及在道德矛盾中作判斷，同時亦鼓勵學生透過行為實踐價值教育。

羅副校長於本年任教 4A 半班英文科說話訓練，而另外半班則由外藉老師教授。全班學生將於 10/2017 及 5/2018 填寫 APASO 問卷及單數學號的同學會於 10/2017 及 7/2018 多填寫 The Defining Issues Test 2* 問卷，以期收集數據，評估學生在道德發展階段是否有進步。另外羅副校長亦會在教授價值教育的課堂中進行錄影並要求每位學生書寫個人反思紀錄及完成相關功課，而課後選取部分學生進行錄音訪問。

如對上述安排有任何查詢，可致電 [redacted] 聯絡羅惠金副校長。

此致

4A 班家長

xxxxxxx 中學

XXX 校長

二零一七年十月 XX 日

✂----------

回條

SC00X -有關 4A 班英文科說話訓練安排

敬覆者：

本人已知悉本人知悉並同意以上安排。

此覆

xxxxxxx 中學校長

家長簽署：_____

學生姓名：_____( )

二零一七年十月 XX 日　　班別：_____

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Appendix 2
Teaching Material used for the First Trial for Class 4D

Moral Dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: Integrity

Tom and John are classmates of 4B. They are good friends and have been friends for 5 years. Tom is good at academic performance, he is always the first in the class, but John is not, he is not interested in studies, he especially doesn't like History. On the first exam day, Tom just sat behind John and he saw John copied answered from a small piece of paper. He cheated in the exam. John wanted to get higher marks in the exam.

Questions:

1. If you were Tom, you saw your best friend cheating in the exam, what should you do?

   _____

   _____

2. John is timid and pessimistic, he always thinks he is not as good as Tom, and he wants to get good results in exam, do you think 'cheating' is a way to perform well?

   _____

   _____

3. If you were John, should you cheat in the exam? Why?

   _____

   _____

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Appendix 3
Teaching Materials of the 14 Moral Dilemma Sessions

1_Tom's Dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: Integrity

Tom and John are classmates of 4B. They are good friends and have been friends for 5 years. Tom is good at academic performance, he is always the first in the class, but John is not, he is not interested in studies, he especially doesn't like History. On the exam date, Tom just sat behind John and he saw John copied answered from a small piece of paper. He cheated in the exam. John wanted to get higher marks in the exam.

Questions:

1. If you were Tom, you saw your best friend cheating in the exam, what should you do?

_____

_____

2. John is timid and pessimistic, he always thinks he is not as good as Tom, and he wants to get good results in exam, do you think 'cheating' is a way to perform well?

_____

_____

3. If you were John, should you cheat in the exam? Why?

_____

_____

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2_ Lily's dilemma

Name: _____Class: _____ ( ) Date: _____

Value: Responsibility

Lily is the monitress of class 4H. She is a good student in most teachers' eyes. She takes care of classmates and she is polite and respectful to teachers and classmates. She always likes to help classmates with their homework whenever they face difficulties. Her friend, Teresa, has asked Lily to help with her Maths after school this Thursday and Lily had promised to help. If Teresa does not hand in her homework right after school, she will be punished by the Math teacher. Unfortunately, Lily forgot that her best friend, May's birthday is on Thursday too and she has been asked by May to celebrate with her after school. They have to leave school at once, otherwise, they cannot meet the time for seeing the movie. Lily feels guilty that she forgets her best friends' birthday and wants to see the movie with her after school but at the same time, she has also promised to help Teresa after school with her Math. What should Lily do?

Questions:

1. What should Lily do, to help Teresa with her Math or go to see a movie with May in order to celebrate her birthday? Why?

_____

_____

2. Based on what principles, should Lily make her decision?

_____

_____

3. What is the feeling of Lily when she makes that decision?

_____

_____

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3_ David's dilemma

Name: _____Class: _____ ( ) Date: _____

Value: Compassion

David is an S4 student. He is very caring and considerate, whenever there is a need for help, he will try his best to do.

Once when he crosses the road, he sees an old woman pushing a cart with all cartons and it is very heavy, so he wants to help her. When the woman passes the road, she asks David to help her push the cart further to the market since it is too heavy for her to push the cart by herself, however, David knows it may take 10 minutes more from there to the market. David is struggling with this, if he doesn't help, the old woman may hurt herself by pushing the cart on her own. But if David helps her, he will be late to school. Even he explains the reasons to the teacher, teacher may not believe in him.

What should David do?

A. David should go to school because he has already helped the old woman to push the cart crossing the road; he has done his best.
B. David should help the old woman to push the cart to the market, even he is late, it is not a serious matter.
C. David should help the old woman to push the cart to the market, but he needs to explain to the teacher that he does not want to be late to school.
D. David should not help the old woman to push the cart to the market, but instead, he should find someone to help her first before he leaves the old woman.

Discuss the options from A-D with your group members, choose one that you think is the best action and give reason?

1. Option _____

Reason:

_____

_____

2. What are the feelings aroused when you make that decision?

_____

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4_ Rose's dilemma

Name: _____Class: _____ ( ) Date: _____

Value: Respect

Rose is married with a husband for about 2 years, and they have no children. Her husband is named Jack. Jack loves sport very much; he is especially fond of rock climbing. Rose is fine of going adventure, but for the dangerous mountains or cliffs, she will withdraw and let Jack go for rock climbing with his friends.

Once Jack went for a trip with his friends to a cliff and he got hurt seriously. He fell from the cliff and was in a coma for a month. When he woke up, he found out that he would be a vegetable for the rest of his life, told by the doctor. He begged Rose, his wife, to end his life by cutting off the breathing pipe, and Rose kissed him goodbye and did it.

Should Rose help his husband die?

Questions:

1. Should Rose be punished because she helped kill her husband? Why or why not?

_____

_____

2. Is there any obligation that Rose should do to her husband in the married relationship?

_____

_____

3. Should the HK government respect one's choice to end up one's life? Why or why not?

_____

_____

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5_ Bobby's dilemma

Name: _____Class: _____ ( ) Date: _____

Value: Perseverance

Boby is an S4 student. He likes music very much and since he was a kid at the age of 5, he started to learn to play the violin. He has got grade 6 in ABRSM after practicing for violin for more than 10 years. Even though he is not very smart in music, he likes and enjoys playing the violin after school or during the holidays. He thinks it is a great way to help him reduce pressure.

His parents know that DSE is coming and hope Boby can get into university. They think that if Boby continues learning to play the violin, probably, he will have the Grade 8 exam when he is in S6. They are worried that he cannot manage the public exam on one hand and practice the violin every night on the other hand. He also has tutorial classes sometimes after school. However, Boby thinks perseverance is very important, if he starts playing the violin, he should not stop because of the public exam and he believes that he can do both well.

What should Boby do?

A. Boby should stop playing the violin in S4 and concentrate on preparing for the DSE.
B. Boby can play the violin, but not to enroll in the ABRSM, so that he has no pressure for himself. He should put DSE first.
C. Boby should prove to his parents that he can manage both, such as doing well in the school tests and exams, so he doesn't need to give up playing the violin.
D. Boby should listen to his parents' advice, because they hope he can get into the university first, then continue his interest in playing the violin later. Children should listen to parents.

Choose one option from the above and give reason / reasons.

1. Option _____

Reason:

_____

_____

_____

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6_ John's dilemma

Name: _____Class: _____ ( ) Date: _____

Value: Integrity and Compassion

John is an S4 student. He has made some friends and a group of good classmates in 4T. There was one day, a new classmate, David, came to study in his school and he was a bit shy and did not talk with other students much.

This caused bullying in class. Some bad students liked to put his school bag in the rubbish bin and some liked to hide his pencil case or books somewhere. David felt sad and was shy to talk about being bullied by classmates to the class teachers.

John wanted to make friend with David, but was afraid this would anger those bullies. They might think John was their enemy too. To be honest, John didn't think David should be bullied.

What should John do?

Questions:

1. Should John report this to the class teacher to help David? Why?

   _____

   _____

2. Should John talk with the bullies and stop them from doing bad things on David? Why?

   _____

   _____

3. Should John make friend with David in order to protect him? Why?

   _____

   _____

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7_Kate's Dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: Respect and Perseverance

Kate is a freshman in the university. She is very outgoing and she likes to explore new things. Since she wants to apply for an exchange program to go to Finland, as she really longs for knowing more about the western culture and stay with the host family for a month. She has been working very hard in a fast food shop for 2 years and use less to support her living in order to earn the fees to join the exchange program. It's about 30,000 HK dollars. Kate's father and mother support her with that, and knowing that their daughter wants to join the program.

About 2 weeks before Kate starts her journey, her father has lost some money in his business and he had found many ways to borrow money from relatives, but he hasn't got enough. Therefore, he asks Kate to help, though he knows his daughter wants to go to Finland for exchange, he thinks to save his business is more important for the family, he needs much money to do so.

What should you do if you were Kate?

Discuss the following questions among your group:

1. Should Kate give her money to her dad because of his losing business?
2. Should Kate has any moral obligation to her dad due to the loss of his business?
3. Should Kate's dad ask other friends to help instead of her daughter, as he knows it is Kate's dream to go for the exchange program in Finland?
4. Should Kate ask her friends for money to help his dad but still use her savings to go for the exchange program?

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8_Josh's dilemma

Name:_____ Class: _____( ) Date:_____

Value: Responsibility

Josh has a dog, names Coco. He has raised him up since he's a puppy. Coco should be 12 years old now. Coco has been a great companion to Josh as he's a single child in the family and he hasn't got much friends. However, Coco has also been a frustration for Josh's mum, as she thinks Josh has spent too much time on Coco and he doesn't do well in studies and not to go outside to meet new friends or join activities due to the dog.

Unfortunately, Coco gets sick and its disease is quite serious. The vet does not promise the operation can cure Coco but he just tries his best. Moreover, the family cannot afford to pay for the operation fee and Josh is sad about Coco's situation.

What should Josh do to help?

Questions for discussion:

1. Should Josh go to do the part-time job to support the fees for Coco's operation?

2. Should Josh give up Coco and agree to put him down if he cannot make enough for the operation?

3. Should Josh borrow money from his friends to pay for the operation, there may be a chance to save Coco?

4. Is there any obligation in law that Josh should save Coco?

5. Is there any moral obligation that Josh should save Coco?

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9_ Emily's Dilemma

Name : _____ Class: _____ ( ) Date: _____

Value: Integrity

Emily's good friend, Kat, always wants to be a model. After school, she will go for buying cosmetics or wandering around boutiques for new fashions. Recently, she has been hired by a model company to be a part-time model. Sometimes, she has to rush to the studio after school, then go home very late. Kat's mum has asked Kat for a few times what she's busying at, but Kat doesn't tell her mum the truth. As they are good friends, Kat's mum knows about Emily and tells her about her worries and wants to know what's happening to Kat.

If you were Emily, as Kat is your good friend, what should you do?

Rank the following statements and set the priorities from 1-5

( ) A. Tell Kat's mum the truth as you think she should know about her daughter's situation.

( ) B. Tell Kat's mum there is a lot of homework and activities after school in these months, so that Kat is very busy, and so are you.

( ) C. Tell Kat's mum that you cannot tell her the truth as Kat is your best friend, so that you have to keep the secret for her.

( ) D. Tell Kat's mum that she should not know about the truth if Kat doesn't want to tell her but she trust Kat can take care of herself, as she is an S4 student, no need to worry about her.

( ) E. Use every means to avoid being contacted by Kat's mum, so that you can skip of telling lies but you help keep the secret for Kat.

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Discuss with your groupmates, from a to g, choose three options and rank (排列) them. Explain why you make your choices and come up to a consent / agreement within your group.

Choice No. 1: _____

(reason):

_____

_____

_____

Choice No. 2: _____

(reason):

_____

_____

_____

Choice No. 3: _____

(reason):

_____

_____

_____

_____

END

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10_Adam's dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: Respect and Compassion

You are taking the MTR home this afternoon. Then you see an old lady who is not Chinese, may be an Indian standing near the door. You think she should have a seat since it's too tirerd for her to keep standing. Therefore, you stand up and want to offer her the seat. However, the seat is taken by a young boy quickly; you are thinking whether you should tell him to give the seat to that old lady. The boy's mother is standing near him and shows no intention to tell her son to offer the seat to the old Indian lady.

What should you do in that situation?

Questions for discussion:

1. Would you explain to the young boy that you intend to leave your seat for the old lady? Why?

2. Would you insist that the boy should leave the seat to the old Indian lady if his mother says no to that?

3. Do you think every elderly should be respected no matter what his or her nationality is?

4. Do we have the moral obligation to offer seats to elderly when we have a chance on any public transport?

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11_Maria's dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: Compassion and Integrity

You are walking home after school one day. Outside the shopping centre, there was a man wearing a T-shirt and trousers, he was asking the passers-by for money. He said he was a tourist and lost his wallet while he was shopping at the plaza, now he had no money to go back to Shenzhen. He wanted to get 50 dollars as the transportation fee. You have promised to return $50 to your sister when you arrive home that day, you have borrowed money from her to go out with your friends.

He was asking you to give him a helping hand, what would you do?

Questions for discussion:

1. You have got only $50 in your pocket and you are willing to give him $50, you think that you can explain to your sister why you can't return her the money and you think she will understand.

2. Even he is telling you the truth, but you think returning the money to your sister is more important. Even you can't help but others will.

3. Doubting if he is telling lies to get some money from the passers-by, you do not want to give him money. You will ask him for details, to know how and when he lost his wallet and brought him to the police station, you think the police can help.

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12_Danny's dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: Responsibility and Integrity

Danny is one of the members of the Photography Club. Once he borrowed the school camera from Ms Chan in order to take some photos for promoting the club. Unluckily, Danny dropped the camera in the school hall carelessly, there was a small scratch on the len, but not obvious. When Danny returned the camera to Ms Chan, she didn't discover anything wrong. Therefore, Danny thought he was lucky.

What would you do if you were Danny?

Questions for discussion:

1. It's not necessary to tell Ms Chan what happened as the small scratch on the len of the camera was not obvious.

2. Danny should tell Ms Chan the truth even though the scratch was not obvious, but he had dropped the camera carelessly, that was his responsibility and a matter of integrity to let Ms Chan know the truth.

3. He should have changed the len of the camera first before he returned the camera to Ms Chan because he had caused damage to it; even it was a minor one.

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13_Morri's dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: __integrity and responsibility_____

Morri is an S4 student. She has recently worked at a restaurant as a part-time waitress to earn some more pocket money for herself. After she works for a while, she discovers that the quality of the food is not up to the standard and some ingredients used are expired, she thinks this will be harmful to the health of the customers. Moreover, as a waitress there, she knows that this is not easy for her to tell the boss that this is not a proper way to do business.

What should Morri do if you were her?

1. Should I tell the boss of this restaurant about the unsatisfactory conditions that I see and hope the quality of the food sold can be improved? If the boss doesn't accept my suggestion, will I be fired? Even I am fired, I should do the right thing, to let them know the importance of food safety.

2. Should I remain silent and not to do anything as I think this is not my business to comment on the ingredients they use to make food? This may make me lose my part-time job. And so far, no complaints from the customers yet, which means the food does not cause harm to them. I should not be too sensitive.

3. My another option is …….

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14_Chris's dilemma

Name: _____ Class: _____ ( ) Date: _____

Value: _integrity and responsibility__

You are Chris, an S4 student who is a prefect in school. During the recess time, many students queue up at the tuck shop to buy food for their breakfast. You have to help keep the order of the students. In one occasion, you saw another prefect (your classmate) helped his friends to jump the queue. You think it was not fair to the other students who were queuing up to buy food and you felt frustrated and upset with this.

At the same time, the teacher on duty seemed not to discover the wrongdoing of that prefect. What would you do?

Questions for discussion:

1. Would you report this to the teacher-on-duty immediately, so that the prefect can be warned or punished by the teacher?

2. Would you think it is common to let friends get into the queue and you should not stop other prefects to do so? It might break your relationship with him. This is not a serious mistake for a prefect to do that and you should not report this to the teacher.

3. What are the best measures for students to behave in tuck shop even without the supervision of teachers and prefects?

4. How values can be established and lead to good behaviour among students?

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Appendix 4a_Lesson Plan of Session 6: John's Dilemma

Items	Procedures	Estimated time
Review of the last session	❖ Give comments on students' feedback on the last assignment on Session 5_Boby's dilemma ❖ And demonstrate some good work done by 2 students ❖ Give back the exercise books to students	3 mins
Start the new session	❖ Pass the worksheet to every student and pick several students to read it aloud, check if all students understand the content ❖ Ask students if they have heard or seen students in the school being bullied ❖ Ask the three questions listed on the worksheet and check students' understanding of the questions	5 mins 2 mins 3 mins
Small group discussion	❖ Students are divided into four according to the seating showed in the PPT ❖ The discussion time is 10 mins	10 mins
Whole group discussion	❖ Students all sit in a big circle and share what they have discussed in the small group. The other group is invited to challenge on their options	8 mins
Assignment offered	❖ Questions are shown on the PPT, so that students will copy them on their exercise book.	4 mins

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Appendix 4b_Teaching Material and Follow-up Assignment for Students of Session 6: John's Dilemma

6_ John's dilemma

Name: _____Class: _____ ( ) Date: _____

Values: Integrity and Compassion

ohn is an S4 student. He has made some friends and a group of good classmates in 4T. There was one day, a new classmate, David, came to study in his school and he was a bit shy and did not talk with other students much.

This caused bullying in class. Some bad students liked to put his school bag in the rubbish bin, and some liked to hide his pencil case or books somewhere. David felt sad and was shy to talk about being bullied by classmates to the class teachers.

John wanted to make friend with David but was afraid this would anger those bullies. They might think John was their enemy too. To be honest, John didn't think David should be bullied. What should John do?

Questions:

1. Should John report this to the class teacher to help David? Why?

_____

_____

2. Should John talk with the bullies and stop them from doing bad things on David? Why?

_____

_____

3. Should John make friend with David in order to protect him? Why?

_____

_____

Assignment for the students

1. What is the moral obligation of John to help Peter? (30 words)
2. What will happen if nobody helps Peter from being bullied? (30 words)
3. Who should have the responsibility to help Peter in this case besides John? (30 words)

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Appendix 5a
DIT2

DIT-2

Defining Issues Test

Version 3.0

University of Minnesota
Center for the Study of Ethical Development

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Instructions

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions / issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses.

Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

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Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

GREAT	MUCH	SOME	LITTLE	NO	**Rate the following 12 issues in terms of importance (1-5)**
●	②	③	④	⑤	1. Financially are you personally better off now than you were four years ago?
①	②	●	④	⑤	2. Does one candidate have a superior moral character?
①	②	③	④	●	3. Which candidate stands the tallest?
①	●	③	④	⑤	4. Which candidate would make the best world leader?
①	●	③	④	⑤	5. Which candidate has the best ideas for our country's internal problems, like crime and health care?

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

Rank which issue is the most important (item number).

Most important item ●②③④⑤⑥⑦⑧⑨⑩⑪⑫ Third most important ①②③●⑤⑥⑦⑧⑨⑩⑪⑫

Second most important ①②③④●⑥⑦⑧⑨⑩⑪⑫ Fourth most important ①●③④⑤⑥⑦⑧⑨⑩⑪⑫

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, **rate** the item as "No" importance and do not **rank** the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1 = strongly favor some action, 2 = can't decide, 3 = strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now.

Please turn now to the Answer Sheet.]

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Famine— (Story #1)

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]

Reporter— (Story #2)

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

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School Board— (Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Cancer— (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Demonstration — (Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets, in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

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DIT-2 Answer Sheet

IDENTIFICATION NUMBER

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Please read story #1 in the INSTRUCTIONS booklet.

Famine -- (Story #1)

What should Mustaq Singh do? Do you favor the action of taking the food? (Mark one.)

① Should take the food ② Can't decide ③ Should not take the food

GREAT MUCH SOME LITTLE NO

Rate the following 12 issues in terms of importance (1-5)

1. Is Mustaq Singh courageous enough to risk getting caught for stealing?
2. Isn't it only natural for a loving father to care so much for his family that he would steal?
3. Shouldn't the community's laws be upheld?
4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?
5. Does the rich man have any legal right to store food when other people are starving?
6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?
7. What values are going to be the basis for social cooperation?
8. Is the epitome of eating reconcilable with the culpability of stealing?
9. Does the rich man deserve to be robbed for being so greedy?
10. Isn't private property an institution to enable the rich to exploit the poor?
11. Would stealing bring about more total good for everybody concerned or wouldn't it?
12. Are laws getting in the way of the most basic claim of any member of a society?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

Reporter -- (Story #2)

Do you favor the action of reporting the story? (Mark one.)

① Should report the story ② Can't decide ③ Should not report the story

GREAT MUCH SOME LITTLE NO

Rate the following 12 issues in terms of importance (1-5)

1. Doesn't the public have a right to know all the facts about all the candidates for office?
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?
6. What would best serve society?
7. If the story is true, how can it be wrong to report it?
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?
9. Does the right of "habeas corpus" apply in this case?
10. Would the election process be more fair with or without reporting the story?
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

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School Board -- (Story #3)

Do you favor calling off the next Open Meeting?

① Should call off the next open meeting ② Can't decide ③ Should have the next open meeting

GREAT MUCH SOME LITTLE NO

Rate the following 12 issues in terms of importance (1-5)

1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?
2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?
3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?
4. Would the change in plans prevent scientific assessment?
5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?
6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?
7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?
8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?
9. Are some people deliberately undermining the school board process by playing some sort of power game?
10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?
11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?
12. What is the likelihood that a good decision could be made without open discussion from the community?

Rank which issue is the most important (item number).

Most important item ①②③④⑤⑥⑦⑧⑨⑩⑪⑫ Third most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Second most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫ Fourth most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Now please return to the Instructions booklet for the next story.

Cancer -- (Story #4)

Do you favor the action of giving more medicine?

① Should give Mrs. Bennett an increased dosage to make her die ② Can't decide ③ Should not give her an increased dosage

GREAT MUCH SOME LITTLE NO

Rate the following 12 issues in terms of importance (1-5)

1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?
2. Wouldn't society be better off without so many laws about what doctors can and cannot do?
3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?
4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?
5. Is the painkiller medicine an active heliotropic drug?
6. Does the state have the right to force continued existence on those who don't want to live?
7. Is helping to end another's life ever a responsible act of cooperation?
8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?
9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?
10. Should only God decide when a person's life should end?
11. Shouldn't society protect everyone against being killed?
12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

Rank which issue is the most important (item number).

Most important item ①②③④⑤⑥⑦⑧⑨⑩⑪⑫ Third most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Second most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫ Fourth most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Now please return to the Instructions booklet for the next story.

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Demonstration -- (Story #5)

Do you favor the action of demonstrating in this way?

① Should continue demonstrating in these ways ② Can't decide ③ Should not continue demonstrating in these ways

GREAT MUCH SOME LITTLE NO

Rate the following 12 issues in terms of importance (1-5)

①②③④⑤ **1. Do the students have any right to take over property that doesn't belong to them?**
①②③④⑤ **2. Do the students realize that they might be arrested and fined, and even expelled from school?**
①②③④⑤ **3. Are the students serious about their cause or are they doing it just for fun?**
①②③④⑤ **4. If the university president is soft on students this time, will it lead to more disorder?**
①②③④⑤ **5. Will the public blame all students for the actions of a few student demonstrators?**
①②③④⑤ **6. Are the authorities to blame by giving in to the greed of the multinational oil companies?**
①②③④⑤ **7. Why should a few people like Presidents and business leaders have more power than ordinary people?**
①②③④⑤ **8. Does this student demonstration bring about more or less good in the long run to all people?**
①②③④⑤ **9. Can the students justify their civil disobedience?**
①②③④⑤ **10. Shouldn't the authorities be respected by students?**
①②③④⑤ **11. Is taking over a building consistent with principles of justice?**
①②③④⑤ **12. Isn't it everyone's duty to obey the law, whether one likes it or not?**

Rank which issue is the most important (item number).

Most important item ①②③④⑤⑥⑦⑧⑨⑩⑪⑫ **Third most important** ①②③④⑤⑥⑦⑧⑨⑩⑪⑫
Second most important ①②③④⑤⑥⑦⑧⑨⑩⑪⑫ **Fourth most important** ①②③④⑤⑥⑦⑧⑨⑩⑪⑫

Please provide the following information about yourself:

1. Age in years:

⓪⓪
①①
②②
③③
④④
⑤⑤
⑥⑥
⑦⑦
⑧⑧
⑨⑨

2. Sex (mark one): ○ Male ○ Female

3. Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)

- ○ Grade 1 to 6
- ○ Grade 7, 8, 9
- ○ Grade 10, 11, 12
- ○ Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretary, 2-year nursing program).
- ○ Junior college (e.g., 2-year college, community college, Associate Arts degree)
- ○ Freshman in college in bachelor degree program.
- ○ Sophomore in college in bachelor degree program.
- ○ Junior in college in bachelor degree program.
- ○ Senior in college in bachelor degree program.
- ○ Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)
- ○ Masters degree (in academic graduate school)
- ○ Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)
- ○ Other Formal Education. (Please describe: _____)

4. In terms of your political views, how would you characterize yourself (mark one)?

- ○ Very Liberal
- ○ Somewhat Liberal
- ○ Neither Liberal nor Conservative
- ○ Somewhat Conservative
- ○ Very Conservative

5. Are you a citizen of the U.S.A.?
○ Yes ○ No

6. Is English your primary language?
○ Yes ○ No

Thank You.

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The glossary of the DIT-2

Story 1	Story 2	Story 3	Story 4	Story 5
Famine 飢荒	Decade 十年	Elected 選舉	Last phases 最後階段	Political and economic 政治及經濟
Shortages 短缺	Lieutenant Governor 總督	School board district 學校選區	Colon cancer 直腸癌	Stability 穩定
Tree bark 樹皮	Shop-lifting 高買	Bitterly 苦澀地	Terrible pain 劇痛	Prompt 快速
Starvation 飢餓	Regretted 後悔	Financial 經濟上	Maximum safe dose 最高而安全劑量	President 總統
Hoarding 聚藏	Out-of-character 性格不合乎要求	Community 社區	Reluctant 不寧願	Troops 軍隊
Desperate 絕望	Minor offense 輕罪	Voice their opinions 表達意見	Dosage 劑量	Campuses 校園
Stealing 偷	Distinguished record 顯著的紀錄	Realize 知道	Hasten 加快	Protest 抗議
Warehouse 倉庫	Earlier troubles 早期的亂子	Necessity 必需品	Rational 理性	Military 軍事
	Wreck 摧毀	Appreciated 欣賞	Mental state 智能狀態	Widespread 擴散
		Ultimately support 最終支持	Suffering 痛苦	Suspicion 懷疑
		Dominated 主道	Increased 增加	Multinational 多國性的
		Threatened violence 具威脅性的暴力		Loss of life 喪失生命
				Demonstrations 示威
				President of the university 大學校長
				Illegal 非法
				Administration 行政
				Paralyzing 癱瘓

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Story 1	1. courageous	勇敢的	getting caught	被捕			
	2. natural	自然的					
	3. upheld	持守					
	4. recipe	菜單					
	5. legal right	法律權利	starving	飢餓中			
	6. motive	動機					
	7. values	價值	basis	基本	social cooperation	社會合作	
	8. epitome	縮影	reconcilable	復和	culpability	有罪責	
	9. deserve	應受					
	10. private property	私人物業	institution	學府	exploit	剝削	
	11. everybody concerned	受關注的人					
	12. basic claim	基本索償					
Story 2	1. public	大眾	facts	事實	candidates	候選人	
	2. publish	出版	reputation	名聲	investigative	偵查	
	3. reporter	記者	credit	讚賞			
	4. voting	投票	Joke	笑話			
	5. shop-lifter	高買者					
	6. serve	服侍					
	8. cruel	殘忍	Heartless	負心			
	9. habeas corpus	人身保護令					
	10. election	選舉	Process	過程			
	11. treat	對待					
	12. regardless	不論	Circumstances	處境			

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Story 3	1. school board	校董會	Decisions	決定			
	2. break promise	不守承諾	Campaign	運動			
	3. community	社區					
	4. scientific assessment	科學評估					
	5. threatened	威脅	Legal authority	法律權利			
	6. regard	認為	Coward	懦夫			
	7. procedure	程序	Divergent views	意見分歧			
	8. expel	被趕	Troublemakers	製造麻煩者			
	9. deliberately	有目的地	Undermining	減除	Power game	權力遊戲	
	10. handle	處理	Controversial	具爭論性			
	11. hotheads	脾氣暴躁	Fair-minded	公平意識	Democratic	民主	
	12. likelihood	相似					
Story 4	1. obligated	有責任	Overdose	服用過多劑量			
	2. better off	更富裕					
	3. malpractice	不良實習					
	4. painkiller	止痛藥					
	5. heliotropic	向日性					
	6. state	國家	Existence	出現			
	7. cooperation	合作					
	8. sympathy	同理心					
	9. guilty	有罪					
	11. protect	保護					
	12. draw the line	畫界綫					
Story 5	1. property	財產					
	2. arrested	被捕	Fined	罰款			
	3. serious	嚴重					

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	4. soft 柔輭		Disorder 不守規	
	5. blame 責備		Demonstrators 示威者	
	6. greed 貪心		Multinational 多國性	
	7. ordinary people 普通人			
	8. student demonstration 學生示威			
	9.justify 公道		Civil disobedience 公民不服從	
	10. authorities 權威			
	11.consistent 一致		Principles of justice 公平原則	
	12. obey the law 服從法律			

Your personal information

4. political view 政治意見	Liberal 開放	Conservative 保守	
5. citizen 市民			
6. primary 主要的			

Appendix 6

APASO-II

情意及社交表現評估套件(第二版)

(48 questions)

自我概念：英語 (5) 4 極之同意 3 相當同意 2 不太同意 1 毫不同意

16 我渴望上英文課。
17 英文科的習作對我來說是很簡單的事。
18 英文是我其中一個成績最好的科目。
19 我在英文科取得好成績。
20 我在英文課學習很快。

人際關係：關愛他人 (9)

36 我關心別人。
37 我會為他人著想。
38 我樂於助人。
39 我關心別人的安危。
40 我關心別人的健康。
41 我和親友保持聯絡。
42 我與朋友保持聯絡。
43 我不會傷別人的心。
44 我經常和別人打招呼。

人際關係：尊重他人 (6)

45 我尊重別人。
46 我說話和氣。
47 我經常指出別人的優點。
48 對話時，我會細心傾聽。
49 我信任別人。
50 我待人有禮。

動力：社群關係 (5)

54 學生在學校互相幫忙是非常重要的。
55 我喜歡幫助其他同學在學校做得更好。
56 我關心學校裏的其他人。
57 即使我的成績不是很好，但我樂意在習作上幫助別人。
58 如果我的朋友在學校表現不好，我會感到難過。

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學習能力： 批判性思考 (5)
65 當我做事時，我需要知道原因。
66 我依靠自己去判斷是否同意某些事情。
67 我對解決複雜的事項充滿信心。
68 我能依照複雜的步驟以解決問題。
69 我只會在得到充分的理由後，才認同權威。

道德操守：承擔 (5)
83 我對家人忠誠。
84 我對同輩忠實。
85 我會訂立目標，並努力達成。
86 我十分重視我的約會。
87 在我偶爾參加的小組，我會做好本份。

道德操守：道德操守 (4)
88 我覺得遵守社會大眾認同的規則是重要的。
89 我覺得原諒那些待我不好的人是重要的。
90 我覺得尊重有品德的人是重要的。
91 我覺得當見到不合符道德的事情時，會自我反省是重要的。

道德操守：自我控制 (9)
92 我能抗拒誘惑。
93 改變壞習慣對我來說是很容易的。
94 我是個勤力的人。
95 我想清楚才說話。
96 我拒絕對我有害處的事。
97 別人說我有鐵一般的自制力。
98 我常常先完成工作才玩樂。
99 我容易集中精神。
100 我能有效地工作，以達致長遠目標。

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Appendix 7
Transcript of the Whole Session 3: David's Dilemma
7/12/2017

T: Today when you send the recording, pls write down the date 1207, then the name of your group. Last time most of you said that friendship was not as important as responsibility. I agree with that, most of you would choose to help Teresa first, because one of the principles was that you have promised to help her, so that's why you chose to celebrate with May on her birthday later, because May is your best friend and she can understand, and most of you had shared this feedback, so that's good. Now we're going to have another dilemma, that is David's dilemma. Now can you get one please? Ben, are you ok, sick? Please get one.

T: Now, this time we talk about Compassion. First time we talked about 'Integrity', so how about last time, in Lily's dilemma, what was the value we talked about? Most of you think Lily should help Teresa, that's Res, start with 'R', so 'responsibility' last time. This time, the value we will look at is 'Compassion'. I don't know whether you understand this word. Do you know? Angela. Yes, it's right, that means love, to show your compassion to somebody. This time, what is the character's name? Ann, what's the name of this boy? You can see the topic. David, that's right.
David is an S4 student. He is very caring and considerate, whenever there is a need for help, he will try his best to do. Alan, can you continue?
Alan: There was a time when he crossed the road, he saw an old woman pushing a cart.
T: What does it mean by 'cart'? No.8, do you know?
No.8: (She shook) her head.
T: The old woman was pushing a cart (used the action to show pushing). What is a cart? Like a trolley, small one, 車仔. Ok, so the second one, what does it mean by 'cartons'? Do you know No. 13?
No. 13: ……. (gave the meaning, but not clear in the recording)
T: No.15, please continue.
No. 15: When the woman passed the road, she asked David to help her push the cart further to the market since it is too heavy for her to push the cart by herself, however, David knows it may take 10 minutes more from there to the market.
So what happened? No. 6 please.
No. 6:……
T: David is struggling with this……
No. 6: David is struggling with this, if he doesn't help, the old woman may hurt herself by pushing the cart on her own.
T: David is in a struggle, why No. 11? Continue please, but if…..

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No. 11: But if David helps her, he will be late for the exam.
T: Yes, if David helps, the exam will start on time, then he will be late. Then what happens, No. 14?
No. 14: Even he explained the reasons to the teacher, teacher may not believe him, so it may affect his performance.
T: What does it mean by 'effect'?
No. 14: 影響
T: Yes, right. Do you think the teacher would believe him if he said he helped the old lady? There are four choices. A, can you tell me please, No. 12?
No. 12: He should stop, David should go to school because he has already helped the old woman to push the cart crossing the road; he has done his best. Exam is more important. What is B, can you tell me, No. 1?
No.1: David should help the old woman to push the cart to the market, even he is late, it is not a serious matter.
T: What is option C, No.4?
No.4: David should help the old woman to push the cart to the market, but he needs to explain to the teacher that he does not want to be late to school.
T: Thank you. No. 3, D, please.
No. 3: David should not help the old woman to push the cart to the market, but instead, he should find someone to help her first before he leaves the old woman.
T: Instead, he should find someone to help. So, I'll give you five minutes to finish one and two on the worksheet. Can you do it by yourself first? then we can have the group discussion.

[Small group discussions]
T: OK, time's up. Anybody chose A, A is about you do not want to help since the time will be late when you go to school, because exam is important. Nobody chose A?! How about B, put up your hand please. For B, please go to Jason's place. All Bs, I want you to tell why you made that choice and tell about your reason. And see what reasons others have, may be different from you, so discuss about option B. C please.
A, No. 9, any more A, only No. 9. [No. 6 put up her hand], A? Please join No. 9. A, can you sit together. All Ds can go together, why do you make the choice of D? Can one student do the recording with iPad? Ten minutes. D divides into 2 groups, No. 8, No. 12 and No. 7 sit at the back pls. 2 students 5 minutes, 4 students can discuss for 10-11 minutes. No Chinese pls.

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1st group discussion

No. 7, No. 8 & No.12 (B) -Chose Option A

[00:16] No. 8: My option is D, David should help the old woman to the market, then he can go back to school at that time.

[00:57] No. 12: I think David can ask someone to help at that time to help the old woman.

[01:18] No. 7: This can help the old woman and at the same time, it won't stop him from the exam. What is the bottom line? I will put 'importance' as the bottom line. If

[02:11] No. 8: If that people need my help. If it is very urgent, I will help the people first, then do my thing.

[02:34] No. 12: I will do my thing first. If you can handle it by yourself, you can have another time to….

T: You can change to use another word. You think she can do it, then you do not need to help. Try to speak more, so that others can join in.

[04:19] No. 8: I agree with you. If my thing is very important than other people and helping people other thing is not very important.

[04:44] No. 7: I think your idea is good, I think I'll find someone to help her. Because I think push the cart to the market is not very important.

[05:16] No. 12: I think learning is very important in my school life, and exam is the most important one, so I'll go to the exam first.

[05:49] No. 8: I agree with you. If you think helping others is a good thing. My own thing is more important.

[06:42] No. 7. Let's talk about why we do not choose B. I think if we chose B, teacher will not understand.

[07:14] No. 8: I agree with you. If we explain this to the teacher, the teacher will not understand us, I think teacher will think exam is important than helping people. Also, we still need to do the exam.

[07:43] No. 12: I think….. I think the exam is not only David to….to make, it will have other candidates, I think the teacher will ask another candidate.

[08:32] No. 8: This is about our presentation. Thank you.

2nd group

No. 14, No. 10, No. 11, No. 15 & No. 2 - Chose Option B

[00:22] No.14: I chose option B, I will help her first, because I cannot focus in the exam even I don't help her.

[00:43] No.15: I agree with you. I also choose option B, because result is not so important in the whole life. Helping others is happier for David than getting good results.

[01:17] No.11: I agree with you. I also chose option B. He will feel bad if he doesn't help the

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old woman. Exam is not so important than helping people who need help.
[01:47] No.15: I don't agree with you. My option is A. Because exam is really important for a student. He got some urgent thing to do, and he is urgent for the exam. I don't think he should be…
[02:40] No.2: I don't agree with you. I would choose option B. If David doesn't help that woman, she may have some problems on the way.
[03:07] No.10: Let's move to another question. What is the bottom line? How do you make the decision? My bottom line is that. If someone can do the thing by himself, he has the ability, I won't help him.
[03:38] No. 14: I don't agree with you. I think age is the bottom line. It's the age, if elderly or children I'll help. If teenagers, I don't' help.
[03:57] No. 11: I think, I don't agree with your idea. May be some of the teens need help, but you say teens don't need help. My bottom line is that if people got help, he should appropriate, if don't appreciate my help, but get helped. I'll be really disturbed. That's my bottom line.
[04:47] No.10: Also, in that situation. If David doesn't help the old woman, the woman will get hurt by the cart, I think if David knows this, David will feel upset, so he has to help her.
[05:23] No. 15: I agree with you because when someone needs help, we should help, no matter what.
[05:40] No.10: So what is the bottom line?
[05:46] N. 15: My bottom line is to help someone who needs help.
[06:07] No.2: I agree with David. David should help. People sometimes need help and I'll help
[06:37] No. 11: I want to ask No. 15, if you were David, would you help the old woman to push the cart to the market? Even when the exam finishes.
[7:06] No. 15: Can you say again?

3rd group
No. 9 & No. 6- Chose Option C
[00:27] No. 9: I think C is the best action. He has done something to help. What do you think?
[01:10] No.6: I think the exam is important, the old woman can ask someone to help. I've already helped her to push the cart cross the road.
[01:36] No. 9: If David thinks the exam is important, I think he should choose option A. What do you think?
[02:37] No.6: I think helping is important. Teachers may not understand David's choice. What is the bottom line? I'll try my best to help people, because they need my help. What do you think?
[03:17] No. 9: If I think exam is very important, I should go to school for the exam. If I think

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helping the woman is important than going to school, I'll help the woman. So, I think there is no right or wrong option. It depends on the people what he wants.
[04:25] No. 6: I will not help the people. I'll ask somebody to help them. Do you agree?
[04:49] No. 9: It is good to help the old woman. It's the end of our discussion.

4th group
No. 3, No. 1, N. 16 & No. 13 -Chose Option D
[00:10] No.13: David's dilemma, our group chooses option B. David should ask someone to help. The only way to make David to go for the exam on time.
[00:59] No.16: I agree with you. Although helping others is important, David goes to school to have exam is also important, so he can find someone to help and he won't be late for the exam.
[01:41] No.1: I agree with both of you. I think David needs to go to school, he can find someone to help, other people will be willing to help the old woman. If we chose C, no people would help.
[02:17] No. 3: I think David can go to exam and other people can help the old woman as well. Other people will help as they see the old woman is pushing the cart. They will help the old woman.
[02:53] No.13: What is the bottom line? The bottom line is not to cost any damage to me while helping others.
[03:26] No.16: My bottom line is not to have effects while helping others.
[03:43] No.1: I agree with you. I need to compare two things, which one is more important. In this case, if helping the old woman more important, I'll choose helping the old woman first, because the old woman is important, because for the exam…I can be late for the exam, because teacher will understand me.
[04:34] No.3: If I have to do something important, then I will not help. If I need to do something important, then I won't help. If I told him, the people would understand me, she will find others for help. What do you think?
[05:13] No. 16: This is the end of our discussion. Thank you for listening.

[Start the Whole-group Discussion)
T: OK, time's up. I can see your option. Now, I want to hear, what is your bottom line to help somebody? No. 14, please.
No. 14 said that age is the bottom line.
T: Your option is A. What are the criteria for helping others?
No.14: Adults will not be helped.
T: So how about No. 12's group? What is your bottom line for helping?
No. 8: Importance of the matter is the criteria for helping others.

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T: Which one is more important to you? No. 7, what do you think?
No. 7: Urgency.
T: you would which one is more urgent, exam or help? OK, No. 11. If you cannot go to exam, what is the result?
No. 11: Failed.
T: If you explain to the teacher, maybe you can get deduction in the marks. But you think it's OK. Why do you think helping the old woman is very important?
No. 11: If I cannot help the old woman, the woman may get hurt.
T: No. 11 doesn't want to let the woman get hurt, and that's compassion. No. 10, how about you?
No. 10: I need to help the old woman and even I'll be late to school.
T: Why do you want to help the old woman at that time?
No. 10: I don't know.
T: You chose option B. Even be late to school, you want to help. And the rest of you will choose to go back to school for the exam, since you think the exam is more important.
T: Now please take out your exercise book and write down 3 questions on the blackboard for the follow up assignment. Please try your best to speak more English in discussions. Next time, I will invite one more teacher to join our lesson, last time was Ms Wong.
Goodbye class.

Remarks:
Groups were divided according to students' choices of answers.
Some chose to help the old woman to push the cart to the market, some agreed just to stop after crossing the road, since David had to go back to school for the exam. Two chose helping the old woman is the priority, even be late to school.
There were 4 groups of students, each group discussed for about 10 mins.
About 10 mins left for the full-group discussion.

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Appendix 8

Full Version of the Questionnaire Set by the Teacher Researcher

Statements	Strongly agree	agree	Neutral	Dis-agree	Strongly disagree	No. of students
1. The materials used in the 14 lessons were easy to understand						
2. The topics chosen were interesting for me to undergo discussion with my classmates.						
3. The group discussion helped me achieve a higher level of thinking and moral reasoning.						
4. The whole group discussion helped me clarify the reasons and stance for making my option.						
5. The big group discussion was useful to let us challenge our stance when students have different opinions.						
6. Classmates' opinions were inspiring and critical.						
7. Values teaching should be taught to every student.						
8. Values education can lead to positive behaviour.						
9. To promote values through English is helpful to students.						
10. Moral dilemma is a good way to put students in situations and undergo discussions.						
11. To conduct the discussion of moral dilemma in English can help improve my English.						

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Appendix 9
Transcript of a Group Interview
6/7/2018_ Group Interview 4
Length: 31”03’

Teacher and No. 4, No. 5, No. 6 & No. 7

T: speaking lesson for the whole year, do you think values education can lead to positive behavior?
No. 5: Yes, No. Students after learning the values but they may not apply them in the daily life. If the situations are different, they may not make the same decisions.

T: Why not can be applied in life?

No. 5: When they have not yet happened, they would think how to do. But when the things really happen, they would not do the same decisions, the objects, people around,

No. 4: Students are told not to use iPads, but some will still use them in the wrong time. Possibly because teachers do not teach the values in-depth.

T: Now, we are using dilemmas to help students to think deeply? Can this help?

No.4: No, not really. After students listen to it, they may not follow.

T: How can school help students to have positive behavior? In the 14 lessons, do you agree that students can lead to positive behavior? How can students behave positively?

No. 6: I would think it’s the attitude of the students. If they listen and follow, because they have replaced themselves in the situation. I would say not much change for myself, I always give seats to others.

T: Do you think other students can help you if they have some different views?

No. 6: Yes, sometimes.

T: Do you think values can help students to have positive behavior?

No. 7: Yes, they can. Some students do not want to be good, because they will be embarrassed by the good behavior. I think some students do not want to make themselves obvious, so that they do not do well in front of others.

T: do you agree that our group of students do not want to be good in front of others? What are their feelings?

No. 5: I think they will feel embarrassed.

T: May I ask about the marks in

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No. 5: When students get to know each other more, they don't want to behave well.

T: How about respect others? The marks are lower?

No. 4: When we came from different classes in S3, we didn't know each other well, so we would be careful when we talked to each other. Now we would express ourselves better.

T: When we know each other well, we do not care so much?

No. 6 and No. 7: We care about friends but not to the others much.

No. 7: We have different groups, more than normal a bit.

T: No. 4 said some want to behave well, but they can't change. I want to ask why some students violate the school rules more than in the first term?

There are some students,3 times copied homework, 4 times used iPads, why did they do that?

T: Students violate school rules are only minority. How can we change students with their behavior?

No. 4: Counselling individually may help. They knew that they were wrong, so they would want to change.

T: How do you like the format?

No. 4: I think the small group discussion is good, it's not like presentation, and every time we'll have different groups, in other lessons, the grouping is always fixed.

No. 6: Nothing I dislike. Some students can understand more in the small groups, then in the big groups, we can know what others think.

No. 7: When many said about something, if I am not sure, I was not dared to talk in front of the group.

No. 5: When I heard about other students' opinions, I could think in-depth.

T: In the other group, students suggested to repeat the small group discussion in the second round? Do you think it's good?

No. 6: I think small group discussion first, then big group is good.

No. 5: I have my idea first, then after I heard other students' comments, I would think some others' opinions are good. 1-3, 2 is in the middle.

No. 4: If I understood, I would think it's good, I would give 1.5 for my understanding, if 3 is the highest. Teachers can explain more.

T: how to help students to express themselves better in the group discussion?

No. 4: Not to use so many vocabularies.

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T: how to help students with the discussion?

No. 4: No need to let students know about the stories, usually we explain the story first, but we can know about the questions.

No. 7: if we know the questions, we can search for the words first. Sometimes stuck with the words.

T: Sometimes we stop and search words if this is good?

No.5: not very smooth

T: How many will prepare for the questions if teachers give questions to students/

No. 7: only about 40 % will prepare for the questions.

T: I can see some students even they know the values; they may not follow. How about if the consequence is serious, students will not do that again.

No. 4: but some students will do it again.

T: Some students told me that in the second term, more patrol from teachers that led to violation.

No. 7: I think school should allow students to use iPad during recess. The school rules are too strict.

No. 7: I think students should be given one more chance.

T: How can students be helped not to copy others' homework?

No. 7: They should be kept after school

T: Boys or Girls behave well in our group? 8 boys and 8 girls?

No. 4: Girls behave better. It's easier for them to copy other because it's fast and easier . After they played ball games, they are very tired, so they don't want to do their homework.

T: Can you give a rating to the usefulness on the moral dilemmas, 1-10, 10 is very useful.

No. 5: 8

No. 4: 5

No. 6: 7

No. 7: 8

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