**Values Education in Foreign Language Curriculum: An Authoethnography of an English Teacher**

An important issue in language teaching is to bring about acceptable behaviours in students. It is mainly through values education that individuals can internalize societal norms and demonstrate acceptable social behaviors. This study aims to discuss an English teacher’s attempts to incorporate values education in teaching English as a foreign language (EFL) in her lessons. Authoethnography is used to describe and systematically analyze personal experiences of a young female teacher as she is engaged in teaching values through English in her classes in a public secondary school. Data was obtained from the self-reflective writings of the teacher participant, in-depth interviews held with her, video recorded lessons of the teacher in order to explore anecdotal and personal experiences as well as her reflections of the effect of teaching values on the students. Qualitative data obtained from these sources was analyzed through content analysis. The findings revealed that integrating values such as respect, kindness, helpfulness, greeting, being tolerant and honest and fairness, into English lessons, had a very positive effect on the students. Not only were the students able to acquire such values through English, they were also able to demonstrate positive improvements in their behaviours. Suggestions are offered for further research.

Keywords: Pre-service teachers; Curriculum; Values education