



FACULTY: EDUCATION
DEPARTMENT OF FOREIGN LANGUAGES

Diploma Paper

Theme: Proposal of exercises to reinforce solidarity in tenth graders through the content of the English classes at "Reynaldo Castro Fernandez " Senior High School in El Salvador municipality.

Authoress: Yaineri Ceiro Brooks

Adviser: MSc Maritza Andrews Puentes

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Year 58 of the Revolution

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INTRODUCTION

The revolutionary changes carried out in Cuba with the triumph of the Revolution brought about a process of substitution of the old capitalist values by others derived from the socialist character of the new society.

The present society demands from school higher exigencies to guarantee the communist formation of an up-to date man, a person who can feel and act in correspondence with what the society demands from him taking into account the scientific-technical progress.

Many investigations confirms that there can be found moral germs since the primitive community, where the individual interest was subordinated to the collective ones.

That primitive man did not have a system of education like the one existing now a day. In early times, education was somehow spontaneous among the primitive groups. That education was based on equality of rights and duties for every person. However, when time was passing by, the base of equality was broken up because of the great material production and the importance given to a man who had responsibilities with the production and its distribution.

During the XVI and XVIII centuries existed in Cuba different social contradictions, where strong feudal and slave relationships ruled. It was time in with bourgeoisie was implanted, and the formation of a different culture. By that time, the political direction of the colony considered that family, customs, church, and the Spanish culture played an important role in the formation of the new generation. In the last decades of the XIX century, there were produced great social and political changes in Cuba, and as a result of the application of the educative ideas, the Cuban identity triumphed.

The theme of values has constituted a permanent problem of the traditional philosophical work, and by the middle of the XIX century this theme became an object of specialized investigation, aloof from anthology and the theory of knowledge. This primacy of values has to do with the creative and work of the subjective factors increases in the conditions of the contemporary social development. This is extremely related to the problem of the valorative activity and its influence in the practical and theoretical activity of humanity because values constitute the principal link between theory and practice.

One of the greatest successes of the revolution is to form Cubans with high valorative consciousness, where youth in a general sense, is a worthy inheritor of the moral values of our society. Several investigations have been carried out in this Topic. Among the authoress can mention: Medina MeclinTaiminia (2001): Validation of a system of activities that contributes to the strengthening of antimperialism and internationalism in the first year students at Enma Chuing Arnao Occupation School.

Maristania Betancourt Ramirez and Haydee Garcia Hermosilla (2010): Roads for the strengthening of responsibility through the classes of Civic Education in Primary School children.

Orlando Gutierrez Licea (2010): Influence of Math in the formation of responsibility in fifth grade at Rene Ramos School in El Salvador Municipality.

Mariuska Alonso Perez and Sulaine China Ricardo (2010): Brief Analysis of the main difficulties that affect the use of the English classes in eight grades to strengthen solidarity in the students at "Vicente Chavez Fernandez" Junior High School.

As it is observed none of the works mentioned before deal with the topic of investigation of this diploma paper, that is why the authoress of this research decided to deepen in solidarity as one of the most important values to be develop in senior high school.

Through the application of different methods of investigation it was confirmed that there existed some difficulties in the teaching-learning process. These difficulties are related to the preparation teachers have to use the content of the classes of English to work with the formation of values in an adequate form. According to what has been confirmed, it can be said that these difficulties occur because the activities are not prepared in order to foment moral values in the students in the productive way. Apart from that, the potentialities certain contents offer to do so are not used to develop this important pedagogical work.

All these influence in the formation of the students personalities that are why it's observed an insufficient development of certain moral values such as responsibility, patriotism and solidarity. These difficulties are manifested in the appraisals they make, in their opinion and fundamentally in their attitude to face certain problematic situations in the class.

As the theme of values is too complex, this work will be centered mainly in one, solidarity, since it is considered the most important value within the interpersonal relationship the teacher develops in the class.

It's important to point out that this value was taken from the specific ones that according to what the Minister of Education stated should be treated in tenth grade. These values are:

Honesty	Responsibility	Patriotism
Industriousness	Internationalism	Solidarity

The authoress of this work will center this investigation in the following problem:

Scientific problem: Insufficient use of the classes of English for developing solidarity in tenth graders at Reynaldo Castro Senior High School in El Salvador municipality.

Objective: Provide some exercises to reinforce solidarity in tenth graders through the content of the English classes at "Reynaldo Castro" Senior High School.

Object of investigation: The teaching learning process in the English subject.

Scientific questions:

1-Which are the theoretical antecedents that support this work?

2-Which are the theoretical and methodological conceptions about the formation of values at Reynaldo Castro High School?

3-What is the actual situation about the formation of values at Reynaldo Castro High School?

4-What proposal of exercises would be suggested to reinforce solidarity through the content of the classes of English at Reynaldo Castro High School?

Scientific Tasks:

1-Characterize some historical antecedents about the formation of values.

2- Elaborate the historical foundation about the formation of values by making the bibliographical revision.

3- Diagnose the real state of the use of the potentialities the English classes offer to reinforce solidarity in tenth graders.

4- Elaborate a proposal of exercises to reinforce solidarity through the content of English classes.

Methods applied:

From the theoretical level:

Analysis-Synthesis: To support theoretically the theme of the investigation through consulting several bibliographies for the result of the experiment of valuation.

Induction-Deduction: to facilitate the arrival to general conclusions will be confirmed through whole investigation.

Historical-Logical: To carry out a brief study of the antecedents causes and condition of the formation of values.

From the empiric level:

The observation: It's aimed at knowing the reality of the problem through the direct perception of the class.

The interview: To English professor's to know what they know about the theme from the didactic viewpoint.

The Survey: To Students from tenth grade to evaluate the frequency with which teachers work with them in to reinforce solidarity through English classes.

From the Mathematical and statistical level:

Percentage analysis: To indicate the results obtained from the interview and inquire.

Sample description

Of a universe of 64 grade ten students, 32 were taken as sample representing the 50% of the total. The criterion of the selection was the fact that this group was considered a bad one

because they neither like to work together nor help their classmates in class, basically the advanced students

Development

The formation of values has great significance within the ideological education. The historical continuity of our revolution depends on this formation. In our socialist society the formation of a man with strong moral convictions who participates actively in the edification of communism, is the highest exigency. This formation has also to do with the knowledge and respect to the revolutionary traditions of the Cuban people.

Jose de la Luz y Caballero gave a great significance to the educative labor in schools. He emphasized on the necessity of developing positive qualities of the personality not only through the process of instruction but also through other activities prepared in the school.

Jose de la Luz y Caballero also considered the use of special method of prize and method of punishment as well as the educative role that a good example plays in the new generation. He also considered teaching of a great importance in the formation of potentialities values.

For Enrique Jose Varona a famous philosopher, the teacher should educate with the word, with the pen, with the action. That is why the educative act is essentially formative.

The formation of values is also important for the development of the socialist personality to have the young people assume a correct attitude within the process of the construction of a new society. These values should rule the general behavior of the young people. They are the ones that determine their attitude and ways of behaving.

Our Commander in Chief Fidel Castro while referring to the thesis about Educational Politics of the First and Second Congresses of the Communist Party said:

“The Communist formation of the young generation is an inspiration of the state, of the political and social organizations and also of the family and the community that should act in agreement to develop ideological values of our socialist system in children and young people.”

In this complex process of the formation of formation of values, it's important for the adolescents to know what adults and society expect from them, to be responsible, educated, disciplined and simple what to be boys/girl means. For this, adults should be an example to be followed by the new generation.

In this way the students will acquire the social consciousness and the possibilities to orientate their behavior by reinforcing the values that guarantee the construction of the new society. The educational labor offers many opportunities to carry out a task of this nature .Concerning this, it could be said that sometimes young people are told about our great heroes in such a way that, for the students, they represent unattainable examples related to other epochs and situations. It is the educator's task, to see in those heroes the different moral values, but at the same time, to teach how these values appear in daily life, when and how we can orientate ourselves by them each day .If it is not done in this way, we have the risk of having those heroes become characters of legends and not to be imitated as human beings.

While talking about the formation of values, it's important to know its meaning. After having consulted different bibliographies and investigated about the different meanings, the authoress of this work offers would like to offer the following concepts:

According to Jose Angel Turro , (2001) Values are a form of reflection of the objective reality in the human conscience, the fact that one reflects the significance of the objects and phenomena of the objective reality for the satisfaction of the human needs , material or spiritual needs. As a form of reflection, they are ideas, assessments, and options, esthetic and religious conceptions. But they have the same objective; they constitute a reflection of the significance of the objects and phenomena outside world, for the man and for his needs.

According to Jose Ramón Fabelo (1996) Moral values are:

Form in which the social significance constitutes the objective value it is reflected in the individual or collective conscience. Each social subject like a result of his assessment, square your own subjective system of moral values in agreement with the social level, the educative influences and the cultural received.

According to the Spanish Tongue and proper nouns Dictionary:

Value: Degree of significance of importance of an action, phrase or word. Properties of the phenomena of the social consciousness .Ideas also constitute values, with them, man express his interests in an ideological way. For example: The idea of communism has itself the interest, tendencies and craving of the popular masses, the workers' willingness and the practical goal

of the communist parties. Apart from that the material, economical and aesthetic values, there exist moral values. The person's work and social phenomena may constitute something good or bad according to moral, they may be object of approbation or sentence. The society creates a system of moral representations, ideas, principles and stimulations, to orientate and regulate the persons conduct.

The authoress of this work considers that all these concepts have elements in common that is, any person can form moral values according to his social, cultural and educative environment what play and important role in the development of the individual. The authoress also considers this concept is up-to date according to what our system of Education is demanding from the society, especially teachers because nowadays classes are considered the main means to foment and to reinforce moral values. It also states that values can be positive or negative according to moral and the individual formation and conduct.

The formation of values has great importance for development of the socialist personality to obtain that the youth assumes a correct participation within the fights that characterize the stage of construction of a new society. It's the formation of values that should guide the general behavior of the youth, and also what should orientate its conduct and determine, consequently, their activities, their ways of acting. This formation should be reflection of the expression of true relation that constitutes important regulators in man's life. It should be obtained as part of the general and scientific education that adolescents and young people receive, as knowledge, as recognition's product of its meaning and behavior.

The moment in which the student has contact with the real model, influences in the correct fixation of the value and its incorporation to the attitudes patterns. The formation of values is a continuous process of as how it can be perfect is a task of each educative factor.

In adolescents, once the above processes are developed, they bring as a result the formation of viewpoints, independent orientations and a system of attitudes towards the persons around.

The teacher's labor should be carried out in an indirect way, putting into practice education in the group and for it, but always paying attention to the problems. As it has already been said, this investigation will be based mainly on the value of solidarity. That is why; this work will depend on this precise value.

After consulted some bibliographies the authoress would like to provide the concept of Solidarity that was taken from the Scholar Dictionary 3rd Edition.

Solidarity: Reciprocal assistance among the members of the same group: For examples: Familiar Solidarity, human solidarity etc.

Solidarity at school:

It expresses the degree of relationships that are established in an effective way among classmates that work together in different activities to fulfill common objectives. The authoress agrees with this because through solidarity the students can develop mutual help with their relatives at home and at the same time in the society and they can work together to fulfill objectives.

Characteristics of solidarity as a moral value.

1. Auto affirmation of himself (Self- affirmation).
2. To be conscious of the existence of others.
3. To feel part of the processes.
4. Disposition to act in group to transform the process.

These characteristics should contribute to:

1- Reinforce self- surety.

- . Elevate consciousness, personal identity.
- . Develop auto esteem in persons.

2- Foment the mutual respect.

- . Value others talking into account their way of acting.
- . Know the reality of others.
- Foment sensibility.

3- Foment the way of taking decision and capacity of focalization.

- . Establish group and individual codes and norms of behavior

4- Clearness in methods and objectives.

- . Value collective processes.

Activities recommended to develop solidarity in high school students.

- . Create work groups in the classroom to promote a movement to help the partners that have the greatest academic and personal difficulties, discussing the results that have been obtained.

- . Use fragments of the Che's daily paper in Bolivia, the speech of our Commander in Chief in the tribute operation (December 7th, 1989) to promote the debate and to compare it with some conducts that are manifested in our present society.

- . The study of chapter IV of the Constitution of the Republic that refers to the Cuban family, especially in articles 37 and 38.

- . Carry out a system of visits to places where the students can appreciate the work of the Revolution in the treatment of disabled persons.

- . Exchange with heroes' relatives to remember anecdotes and impressions. Carry out contests about those meeting.

As the value to work in this investigation is solidarity, the authoress of it wants to provide some important features and aspects about the Communicative Approach in English and the Cooperative Learning Process, which are recommend in Methodology at the time of developing cooperation, collectivism and good relationship in the students. It is important to point out that, although they are not the only ways to accomplish that, teachers may take advantage of these knowledge so as to make easier and more enthusiastic their task during the class.

1.1 Important features about the Cooperative Learning Process and the communicative approach in English.

To give more importance to the collective interests does not mean that the individual ones are less important because, every personal interest rationally understood, will have a social connotation. If the learning process of a foreign language is well structured, organized in a cooperative way, and professors take advantages of the potentialities of the content, then this process will offer several possibilities to strengthen a very important value: The human solidarity.

According to Johnson & Johnson (1987) there are three types of objectives: Cooperative, competitive and the individual one; the predominant in a class should be the cooperative.

So, what is the cooperative learning process?

To cooperate is to work together for obtaining shared objectives, and the cooperative learning process is the instructive use of little groups for having the students working together to potentiate their own learning and the learning of others. Students have two responsibilities within the cooperative learning: to learn determined content and to be assured that the rest of the members of the group do the same. That is why, the student looks for a beneficial solution for himself and for the rest of the group. In the cooperative learning process the student realizes himself that the only way to obtain his objectives is accomplishing this process by the whole group.

Any class of any subject can be taught in a cooperative way. Any unit can be organized in cooperative classes.

It is necessary to have the teacher be able to transform his competitive way individualistic classes in to cooperative classes.

To obtain the different goals, the work in group may have deep effects in the students and also in the teaching members. To structure a positive independence among people as well as an interaction of promotion characterized by help, assistance and support and a higher self-esteem within the group.

Basic elements about Cooperative Learning Process.

Many professors consider they are implementing the cooperative learning process when they are omitting its essence as such. To put students in a group is not the same as to structure the cooperation among students.

Cooperative is much more than being physically closed, discussing materials, helping them and sharing each of these aspects is important in the cooperative learning process. There is no doubt that communication plays an important role developing solidarity in the students through English classes. That is why this investigation offers some characteristics and advantages of the communicative activities which are quite useful in this kind of work.

First of all, it can be said that communicative activities have always an information gap between the pair of students. The purpose is to find out what the other partner knows and to tell this partner what you know. Communicative activities are closely related to the Pair Work and Group Work. Concerning these two terms I can say that doing exercises in groups or in pairs give everyone in the class a chance to express ideas and change opinions. While this is happening the teacher cannot hear every mistake the student commit. This means that the students must pay attention to what each partner is saying, and be ready to suggest correction. There is no need to correct every little mistake any student notices only the ones that are connected with the theme of the unit.

Working in pairs or groups.

It may be necessary to rearrange the seats in the classroom to provide a convenient atmosphere for this. The teacher should try to make sure the class is not always arranged in rows with the teacher standing at the front, or always as a horseshoe with the teacher as the focus of everyone attention. It is better if the students' chairs can be arranged in circle easily around the class while they are working in pairs or groups.

There are advantages for having the students work together in pair or small groups.

1. Every student gets an opportunity to communicate with another in a whole class situation; it tends to be the quickest or loudest whose ideas dominate.
2. Students feel less inhibited, and they are more willing to experiment with their English "plays it safe" by using the simplest vocabulary and structures as they might do when

performing in front of the whole class. Shy quiet students often become quite talkative when they are in small groups.

3. Students are more likely to remember answers they have discovered or worked out by themselves than other students' answers or answers the teacher pronounces to the class.
4. Students working in groups are more active than when they are working as a class: they talk and think more. If a class of, say, twenty were doing a ten question exercise around the classroom, half of them couldn't even have the opportunity to answer a question.

Even if the students are simply doing a fill in the blanks exercises together, this task provides them with opportunities to communicate naturally together in English while they are doing it just as if they were doing a problem solving task or a discussion activity together.

The teacher's role during such activity is to move around the class from pair to pair or to group.

Doing activities in pairs or groups usually takes more time than doing them as a whole class. However, some of the exercises can be done as homework, which saves time. Homework can be checked in class with students comparing their answers in pair or groups and class any problem they encountered.

Even the activities where students are expected to write their answers can be done by working together. The collaboration involved in producing a set of answers, or solution to a problem, is both, enjoyable and beneficial. Sometimes however to provide variety or a change of place you might prefer to ask students to do such exercises alone or to do them for homework.

There are advantages and disadvantages of students having a regular partner in class. On the one hand, a regular pair can become an efficient working team who enjoy each other's company, enjoy speaking English together, and stimulate each other; on the other hand regular partners may run out of ideas and grow tired of each other. It makes sense. Therefore, to have students change partners regularly, giving everyone a chance to be everyone's partner at some point during the course. This can be done easily by saying to the

class .I think it would everyone stand up and go find a person you haven't spoken to form a while and then sit together.

The purpose of communicative activities is to stimulate real conversation as much as possible. When we are talking to another person we don't always know what information the other has or what the other person is going to say. In other works, there is an information gap in the communication activities, students are directed to separate sections, where each person is given different information and can't see the other's information. The objective is for students to tell their partners what they know .In this way an information gap is created and bridged and the communication take places.

In this activity each student has a task to perform and has to use the information she or he receives. Students will find that they are strongly motivated by their desire to receive, offer and exchange information.

As students do the communication activities teacher can go around the room and make himself available for helping with vocabulary, instructions, and corrections, as needed. Remind students not to look at each other's information if they need to find out what their partners are looking at, they should ask them questions. Most of the communicative activities call for pair work, if there is an add number of students in the class, the teacher should form one group of three with two of the students shearing one seat of information and even pair, because the teacher needs to monitor the activity.

PRESENTATION AND ANALYSIS OF RESULTS

To carry out this investigation, it was selected "Reynaldo Castro" Senior High School in El Salvador municipality. A group of tenth gradestudents and a teacher. Twenty five classes were visited, sixteen drilling classes and nine of presentation of the new content, in order to diagnose the way in which teacher reinforces solidarity in the students through the content of the classesof English.

According to the interview to the teacher of the tenth grade it can be said that this teacher presented some difficulties at the time of reinforcing solidarity in the students through the

English classes, although she mastered, in a general way, the concept of formation of values. (See annex 1).

It is important to say that, according to what this teacher answered, the activities from the tabloid offers great potentialities to strengthen solidarity in the students, but this pedagogical work was not seen in adequate and systematic way in the classes visited. That is why; the authoress of this research work considers that there exists a contradiction between the answer the teacher gave and the reality observed.

It could also be obtained from the instruments applied, that the teacher did not have the students develop activities by pairs or in groups, as another way commonly developed in a mechanical way, since the teacher had a typical from to do that trough her classes to tell the students the importance of being integral with others.

All this explained the researcher of this paper that this pedagogical task was not being productive at all through the English classes that is the students did not reinforce solidarity consciously as a result of the superficial way this labor was done.

In respect to the survey to ten graders it could be obtained that most of the students like English classes, so, this is a fact favors the work of the teacher to reinforce solidarity in the students through the content of the English classes.

According to the answers given by the students, it could be inferred that the teacher did not use the content of the English classes to strengthen solidarity in the students interviewed agreed that the English classes had an educative content what explained that this work was not being developed systematically and consciously.

It is important to point out, that this survey was a great importance for this investigation since it and the observation of the classes permitted the researcher to know the common way in which this tenth grade teacher developed this educative through her classes.

It is noticeable that most the students did not coincide with the fact that the English classes have helped them to reinforce solidarity themselves, it showed that the teacher was not working efficiently on this area (see annexes from 2 to 7) in the analysis of the results obtained from the observation of classes. The authoress could arrive at the conclusions that at the time

of working with the reinforcement of solidarity through the English classes the teacher did not use the correct appropriate procedures do to that.

It could also be inferred that the professor did not know consciously the effectiveness and potentialities the work in groups' offers not only to reinforce solidarity or any other moral value but also to develop habits and skills of the oral language in the students. She did not prepare any communicative activity to elevate the quality of her classes and to better this pedagogical labor as such.

The work of solidarity to reinforce was frequently developed so, mechanically which did not contribute to the development of the teaching learning process.

It is the authoress opinion that this professor should rearrange the methods she uses to develop this educative part through her classes in order to have the students play the leading role of this part. It is not only to tell the students the importance of this value but also to have those expresses their own viewpoints in a given daily situation. This is one of the way through which this teacher can know her students are reinforcing solidarity themselves through the English classes. Of course this work should be systematic to obtain good results at the end of the process. (See annex 8).

PROPOSAL OF EXERCISES

The authoress of this investigation could realize that the teacher does not develop solidarity during the classes of English in a productive way. On the contrary, she works with this value superficially due to the mechanical way they develop this ideological part of the class and to the way they get the center of the class without giving the students the possibility to develop the moral value mentioned before. To improve that, the teacher may develop more creative classes in which interaction should be developed among teacher –students-students – and so on.

It is also important to say that the grammatical structures used in the exercises are in correspondence with the ones the students already know and with the ones present in the units.

Taking into account that our classes are thirty or more students, and not all of them know the necessary vocabulary and grammatical structures to develop some exercises teacher should prepare lessons with sufficient oral practice so as to give everyone the necessary preparation to know what to say and how to say it.

It is important to say that all these exercises proposed are just examples of what a teacher can do in the classroom. That is why; these activities could be adopted by teacher according to the specific characteristics of the students. In all cases the professors should ask the students if they understood or not by asking one student to explain what they should do.

All these exercises have a discussion that is allowed to be done in Spanish with the objective of evaluating changes in the student attitude towards others.

To make the proposal, the authoress of this Diploma Paper took also into account the main features of Cooperative learning and the Communicative approach.

Proposal of exercises

1. Title: Going to the movie.

Unit 1: "All about you?"

Content: Communicative function. Introduce other people and offer help.

Type of exercise. Oral exercise.

Organization of the class. By teams of three students

For slow, average and advanced learners.

Objective: To reinforce solidarity and mutual help through the practice of the communicative functions. Introduce other people and offer help.

Text

It's Saturday morning and you are going to visit your friend Ann. You two planned to go the movie today. You invite your friend Susan to go with you Susan does not know Ann. When you and Susan arrived to Ann's house, she is not ready because she has to clean the house before going out. Susan's mother is coming late from work. What would you do?

Card A: You are Katy. It's Saturday morning and you are going to visit your friend Ann as you two planned to go to the movie today. Invite your friend Susan to go with you. Susan hasn't met Ann before.

Card B: You are Susan and this morning your friend Katy invited you to go to the movie, but first you two should pick up Katy's friend at home. Ann is invited too. You do not know her.

Card C: You are Ann, and this morning your friend Katy comes to your house because you planned to go to the movie today. Katy comes with her friend Susan, but you do not her. You want to go to the movie, but first you should clean the house because your mother is coming late from work today.

Orientation:

The teacher should divide the class in two teams of three students. Each team is given three cards containing the different situations (A, B, C). It is important to suggest the teacher to

group the students taking into account their learning level, slow, average and advanced. That is very important for the success of the activity.

The teams should have a few minutes to get ready for the performance. It's the moment in which the teacher should interact with the students in order to clear up any doubt and supervise the student's work.

After a few minutes, the teacher has the first team acts out the dialogue in front of the classroom. The teacher should take advantage of this part to strengthen solidarity among people having the students value their classmate's attitudes in the role play. The students may also refer to similar situations they have faced on.

Evaluation . To evaluate the effectiveness of exercise, the teacher will observe each student attitude during their work in group along with the developing of their speaking ability. The teacher will also correct the most relevant mistakes, will grade the students' participation and congratulate the best performances.

II-Title: Vacations?

Unit: 1 "All about you?"

Ability: Writing, Speaking.

Content: Simple Present and Future.

Type of exercises: Oral exercises.

Organization of the class: Individual

For slow average and advantage learners.

Objective: To strengthen in the students feeling of solidarity and mutual help with their relatives at home through the use of simple tenses (present and future) by expressing their viewpoints about the situation given.

Situation:

Analyze the situation and try to give it a happy end. Write down your choice. Get ready for the discussion.

Your vacation begins tomorrow. You are so happy because you planned many activities to do during the first week. Your mother needs you pick up your little brother at school every afternoon during this week because she is going to start a computer course tomorrow.

Orientation: The teacher brings to the class the cards containing the information. The teacher reads the exercise to the students and to check comprehension, will demand from one of them to explain what they should do. The teacher may take advantage of this part to propitiate a debate in relation to the student's viewpoint about the situation. The teacher may also ask questions to the students in order to deepen on any certain aspect the students are interested in.

Evaluation: The teacher should pay attention to the student's performance, their vocabulary. The teacher will also correct the most relevant mistakes, will grade the students' participation and congratulate the best performances.

IX- Cultural knowledge quiz.

Unit 1:" All about you."

Ability: Speaking, Listening and writing.

Content: Who- question and the Present tense of the verbs be and do.

Type of exercise: Oral exercise.

Organization of the class: By teams of four students.

For slow, average and advanced learners.

Objective: To use who- questions and the present tense of be and do, to express feelings of solidarity and patriotism.

Exercise:

Title: Let's have some fun!

In the following exercise you're going to learn several things about our country. You should be ready to answer the questions. Enjoy it!

Questions:

Card A: Which is the capital of Cuba?

Card B: Who is our National Hero?

Card C: Which is the name of this year in our country?

Card D: Who is our Prima Ballerina Assoluta?

Card E: What do we celebrate on January 1st?

Card F: What countries does Cuba help nowadays?

Answers:

- Havana, the most beautiful city.
- Many of his books were dedicated to children and his name is.....
- Year 58 of the Revolution.
- Alicia Alonso is our first ballerina.
- The triumph of the Revolution
- Nicaragua, Guatemala, República Bolivariana de Venezuela, Haití, Angola, etc.

Orientation: The teacher divides the class into groups of four students. There is a box that contains some cards. Each one of them has a question related to our country. Then the professor will deliver other cards, one per team that contains information about our country, too. The students should read and analyze the information in the card. The information given in the card gives an answer to each of the questions.

Afterwards, the teacher will select one student from each team who is going to take out a question from the box. Then, the same student is going to read the question for having the rest of the partners analyze if they have the answer of it. After reading the question the student will

copy it on the board to begin the discussion. The professor will ask some questions to support their answers, and in this way to guide the discussion.

The professor will depend on questions b), c), f)

The questions are:

b) Was Jose Marti integral to others?

c) Why do you consider this year was named:

Year 58 of the Revolution?

f) Does the Socialist Revolution propitiate solidarity among people and countries? Why?

This activity will be developed like a contest.

Evaluation: The professor will give marks from 2 to 5 points to make the activity more dynamic.

V-Title: Would you help or not?

Unit: 1 "All about you"

Ability: Listening comprehension, oral expression.

Content: Simple Present Tense.

Type of exercise: Oral exercise.

Organization of the class: By teams.

For slow ,average and advanced learners.

Objective: To reinforce solidarity in the students towards their classmates.

Situation:

Analyze the following situation:

Lucy is not a slow learner. She fails all the tests. Everyone in the group knows she doesn't come to school every day because she spends time chatting and walking around the central park.

Orientation: The teacher (or monitor) stays in the middle of the class and reads the situation as many times as possible to be sure it is understood by everyone.

The teacher asks the question: Would you help Lucy or not? Then she/he has the ones that agree in helping Lucy to stay in front of the class, and the ones that do not agree in the back of the class. Then the monitor will ask the different groups to explain the decision of helping or not. Not all the students will give explanation but they are going to express the main opinions of the group. This discussion will be done in Spanish.

As it can be observed the decision of working always in groups has not only the purpose of reinforcing solidarity as a value as the students help each other while developing collaboration, but also to contribute to learning in cooperative ways as, this kind of work permits positive independence as each group member's effort is required and is indispensable for group success.

There is also an individual accountability or personal responsibility: That is what the students can do together today, they can do it alone tomorrow. Another purpose is to have the group work for better results.

As it can be seen, this exercise serves not only to reinforce solidarity, but also responsibility, industriousness and discipline.

Evaluation: To evaluate the effectiveness of exercise, the teacher will observe each student attitude during their work in group or along with the developing of their speaking ability. The teacher will also correct the most relevant mistakes.

Title: What do they suggest you?

Unit: 2 Do you have any suggestion?

Ability: Speaking, writing.

Content: Communicative functions: Offer help and the use of May.

Type of exercises: Oral exercises.

Organization of the class: By team

For slow, average and advanced learners

Objective: To reinforce in the students feelings of solidarity towards persons in situations through the use of may and the communicative functions: Offer help and Accept help.

Situation:

Look at the following pictures. Analyze the situation each one represents. What do they suggest? Write down and act out the conversation with one of your classmates.

Orientation: For the development of this exercise the teacher should bring to the class three pictures that represent three different situations. Then the teacher should deliver one card for each team. The teacher explains the exercises and checks if the students have understood .To check that, one student will explain to the class what they should do.

Then, sometime should be devoted to have the students get ready. In this moment the teacher's role is to move around the classroom to check the student's work to solve any difficulty the students may have while doing the exercise.

It is important to clear up that the teacher may change the way of the excises. For example, she/he may have each pair of students select just one picture and then perform one minialogue. All will depend on the oral abilities each student has developed.

After having some pairs of students act out the minialogue the teacher can have the students focus their attention on the value that predominates in the three situations. The students should give opinions about it.

Evaluation: The teacher starts checking the activity having the students' perform their role in front of the classroom.

Iv- Title: Can you help me, please?

Unit 2 “Do you have any suggestion?”

Ability: Speaking, listening, and reading.

Content: Communicative functions: Offer help, greeting someone and accept help.

Type of exercise: Oral exercise.

Organization of the class: By teams of three students.

For slow average and advanced learners.

Objective: To practice communicative functions by the students in order to express feelings or solidarity and industriousness towards elderly people.

Conversation:

-Act out the following conversation playing the role A and B.

Card A: You are sixteen years old, and you are walking down the street when suddenly you see an old man who wants to cross the street.

Card B: You are eighty years old, and you are walking down the street. You are somehow afraid of cards, but suddenly a young boy comes to you.

Orientation: The teacher divides the class into groups of three students. Then, she will deliver the cards with the information. Each group will have card A and B, although only two of the members of the team will act out the conversation, they three will prepare and practice it.

The teacher should walk around the class to check the students work. Afterwards, she'll select two or three couples to act the conversation.

Then, the teacher should ask the rest of the teams if they agree or not with the attitude of the young boy who offers his help to the old man. She can make reference to their grandparents and remain them they'll be sixteenth years old in the future, too.

Evaluation: To evaluate the effectiveness of exercise, the teacher will observe each student attitude during their work in group along with the developing of their speaking ability. The teacher will also correct the most relevant mistakes, will grade the students' participation and congratulate the best performances.

VI- The teacher's days has arrived

Unit2: "Do you have any suggestion?"

Ability: Speaking and Listening.

Content: The expressions. Let'...and Would you like? , Wouldn't you like to?

Type of exercise. Oral exercise

Organization of the class: By team of four students.

For slow, average and advanced learners.

Objective: To use some expressions in order to express feelings of solidarity and love towards partners in a communicative way.

Situation:

A group of students of tenth grade are preparing a party to celebrate the teacher's day. Almost all of them have something to bring, except Brian. That is why he doesn't want to participate.

If Brian were your classmate, will you reject him? Why? , How would you help Brian?

Orientation

All the students will answer question one individually. Then, the teacher will group in teams all the ones that coincide in their answers, and will have them answer the second question and debate on the different opinions. In their answers they may use expressions such as *would you like to, Let's ..., wouldn't you like to?*

After copying the activity on the board the teacher will divide the class into groups of four students. The four will prepare themselves in order to answer the question and to explain the expression they chose.

The teacher should walk around the class to check the student's preparation. Then the professor will select one student from each team to answer the exercise. The teacher should also consider the opinions given by other students.

To answer this exercise the teacher should clear up the students that they should support their answer by analyzing the characteristics of each expression and the situation given.

Afterwards, the professor should ask the rest of the class if they agreed or not with each team's answer. The teacher should take advantage of this activity to reinforce solidarity and love among partners. In this part of the activity Spanish can be used.

VII- Title: What happened to you?

Unit 3: "Memories"

Ability: Speaking, writing.

Content: Communicative function: Offer help, the structure would like, who questions and the simple past tense.

Type of exercise. Oral exercise.

Organization of the class: By pairs.

For slow average and advanced learners.

Objective: To strengthen solidarity through the use of the communicative function. Offer help, structure would like as well as who questions and simple tenses.

Situation:

Analyze the following situation

Walking around the park you see a girl crying. You don't know her, but you would like to know what happens.

- a) What questions would you ask her?
- b) Would you like to help her? Why?
- c) Would you do the same with any of your classmates? Why?

Act out the conversation with a classmate of yours in the class.

Orientation:

The teacher delivers the cards to the students. The students read the exercise while the teacher explains it. Then, begin to develop the activity and after a few minutes the teacher checks it in an oral way.

Evaluation: To check this exercise the teacher may have the students express themselves about the importance of being integral with their partners and with people in general. The students may also talk about the importance of developing good relationships within the class, and they can refer to any anecdote that has happened to them.

VIII- A dangerous situation

Unit 3: "Memories"

Ability: Writing / speaking

Content: Simple past.

Type of exercise: Written / oral exercise.

Organization of the class: Individually.

For slow and Average learners (Variant A)

For advantage learners (Variant B)

Objective: To strengthen in the students feelings of solidarity and mutual help to persons who need it through the use of actions that occurred in the past.

Situations:

Variant A

It was a dark night. Two little girls were lost in the forest. They were too tired because they walked a lot to find someone who could help them. They sat down on a stone. Suddenly, they looked around and saw a big snake. There was no chance to run away.

a) Would you like to help these little girls? For so, try to give an end to the story in no more than three sentences. For this , you may select one of these ideas:

.I was a hunter and I was walking near and I.....

. Some friends of mine and I were in an excursion nearby, and we heard voices...

Variant B

b) Draw a textual diagram in which you show the situation. Be ready to tell the class what happened following your drawing.

Orientation

The teacher gives each slow learner a card containing variant A. Each advanced student is given a card that contains variants A and B. All the students read the exercise while the teacher explains it.

It is important to suggest the teacher to bring to the class a picture representing the dangerous situation. It may represent two little girls scared by a tiger. This picture can help the students to be more creative at the time of developing the activity. In this moment the teacher develops a seatwork to check the students work. The teacher starts checking the activity having some students read what they wrote. Both slow and advanced learners answer in the moment.

Then, two or three advanced students go to the board to make the drawing and explain it.

Evaluation: The teacher will select class the best drawing and to congratulate the student. Then, the teacher should carry out a debate asking the following question:

- **Would you really like to help a person in a similar situation? Why?**

Valuation of the proposal of activities

In order to carry out this experiment a group of tenth graders was selected at Reynaldo Castro Senior High School located in El Salvador municipality in our province.

There were 34 students in the group (24 females and 10 males representing 100%). They come together since seventh grade. According to the learning level, there were 9 advanced students, 17 average students and 8 slow students .There were 3 students with serious social problems and 2 others failed tenth grade last course.

In a general way, some members of the group did not show signs of good relationships. It was easily seen in their ways of behaving. There also existed a lack of communication among a great amount of the students. All these information could be obtained by means of an interview to the head professor of this group. (See annex 9)

The authoress of this investigation, in order to measure the moral value oriented this experiment towards the following indicators:

- Mutual help/or cooperation.
- Acceptance.
- Relationships developed within the members of the group.

The experience was applied in the English subject as the object of the experiment.

The experiment started with the application of a diagnostic instrument to know the state of the indicators mentioned before. To accomplish this, there were observed 10 curricular activities. From them, 6 classes of English and 4 of physical training. A survey to the students was also carried out in order to get information about other aspects of great importance for the initial part of this experiment. (See annexes from 10 to 16)

The analysis of the results emitted by the diagnostic test permitted to detect the following difficulties.

*Poor communication among the members of the group.

*Null acceptance of some students by the rest of the group.

*Poor solidarity in the students' relationships.

*Scarce manifestation of cooperation and mutual help on the part of some students mainly males.

*Presence of short groups that is what we call in Spanish "pequeñas islas" which affected the group's development to obtain good collective results.

Right after getting all these information, the researcher started to apply the exercises suggested in this paper in order to better the group's situation through the content of the English classes.

First, a close work was developed with the tenth grade teacher in order to have her know the objective of the proposal and how to fulfill it. That work consisted on explaining her proposal of activities and how to proceed with each exercise.

At the very beginning, the teacher was in doubt about the success of the experiment as she considered her students were not accustomed to develop that kind of activities, although she liked the idea; but thanks to her great effort and the authoress participation, the important task was done.

During the application of the experiment some exercises were adapted to the group's characteristics but without changing their principal objective. To achieve the objective of others, it was necessary to train all the slow learners of the group taking into account the vocabulary and grammatical content to be treated in those exercises. For that, it was necessary to have different office hours to help the students with the mastery of the language.

To check the results of the proposal, sixteen drilling classes were observed.

During the observation, the researcher realized on the positive changes of the students. They played a more active and conscious role during the classes.

Another noticeable aspect was that no student was rejected by the group, even slow learners or those with other sorts of limitations, as it was seen during the initial observation. The human necessity of helping others and pleasure to do so, were really in the student's attitudes. Cooperation became something important for those adolescents.

To implement some of the exercises to in a competitive way also propitiated a higher motivation and interest on the part of the students at the time of participating in the class.

The researcher also decided to participate in a camp developed by the group in order to observe the students 'possible changes in another environment. In this activity, the students, in a general way, showed signs of interest towards the fulfillment of the specific objectives of the group. They shared in competitions, games, and they were happy not only with the individual successes, but also with the collective ones.

There were formed alternative groups, that is, each of the students had the opportunity to share with others. In this way, the isolated students were incorporated to the group. The researcher of this paper could realize that the professor of the school was also satisfied with the group's positive changes. For all these results, the authoress of this investigation considers the proposal is valid, and satisfactory, as the exercises proposed constitute ways to minimize the problem declared in the investigation.

CONCLUSIONS

The strengthening of moral values specifically solidarity is of paramount importance in our socialist society. It is extremely necessary to educate our students for solidarity as one of the principal objective of our System of Education. After having developed this scientific work, the authoress has arrived at the following conclusions.

In a general way the tenth grade teacher had trouble dealing with the reinforcement of solidarity through the English classes. It was a tendency to work with this value in a superficial way which affected the successful development of the teaching learning process at Reynaldo Castro high school.

It is a compromising fact that the staff should focus their attention on the great importance the strengthening of solidarity in a productive way through the content of the English classes has, as it plays an important role in the continuity of our Revolution considering that the youth is the future of our revolution.

As a result of the difficulties detected, a proposal was made that could help teachers at the time of reinforcing solidarity in the students' through the content of the English subject.

In order to prove the effectiveness of those exercises, it was carried out an experiment of validation which was qualified as satisfactory by the researcher taking in to account the results obtained.

RECOMMENDATIONS

The result of this work made possible to recommend the following:

- 1- To develop methodological activities with the staff in order to orientate teachers at "Reynaldo Castro" Senior High School and other schools on how to use the content of the English classes to reinforce solidarity among the students.
- 2- To demand tenth grade teachers to implement the cooperative learning in the English classes in order to facilitate the educative work related to the reinforcement of solidarity.
- 3- To put into practice the proposal this research work offers as a guidance to tenth grade teachers.
- 4- To continue deepening in this theme of investigation to find new ways to have the tenth graders at "Reynaldo Castro" Senior High School be more supported with their classmates and people in general.

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Annex1

Interview to tenth grade teacher.

Question1:

How long have you been working in tenth grade?

*For three years now.

Qestion2:

What is the main objective of the grade?

*The students should be able to comprehend simple, oral and written messages related to the topic of the unit or the class in correspondence with the linguistic level students have acquired and with their interests.

*As a second objective of this grade, they should be able to express themselves through the oral and written language using the communicative functions of the unit or the class with a linguistic correction which should not affect the comprehension of the message.

Question3

What do you understand by formation of value?

*It is a complex process carried out by all the factors of the social context the student live in apart from that, referring to the educative work in the school, it has to do with all the procedures and methods teachers use in the class to develop and reinforce a certain value in the sts.

Question4

Which are the activities help you more at the time of reinforcing solidarity in the students?

*The ones that offer sentences, which have the appropriate content to work with solidarity.

Question5

In which way do see the content of your class to reinforce solidarity in the students?

*By telling them how to be integral with others not only in the class but also outside.

Annex2

Survey to tenth grade students.

-Answer the following questions taking into account that your answer will be very important for the results of this investigation.

Questions

1-Do you like your English classes?

Yes----- No----- A little-----

2- Do they have any educative content?

Yes----- no----- Sometimes-----

3-Does your teacher use the content to reinforce solidarity in you as a student?

Yes----- no----- Sometimes-----

4-Match with an(X) the way(s) your teacher uses to develop this work in the class.

-----By telling you the importance of being integral with others.

----- By debating this with the whole class.

----- By having you expose your viewpoints about this topic.

5- Do you strengthen solidarity through English classes?

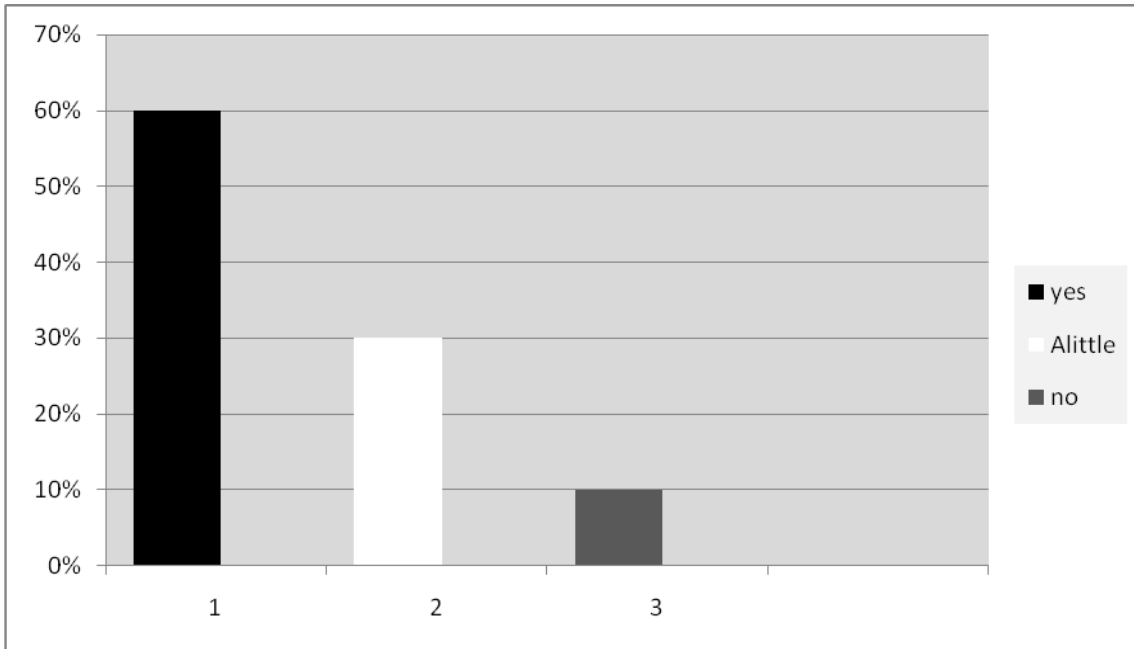
Yes----- no-----

Annex 3

Graphic 1

Results of the survey to students

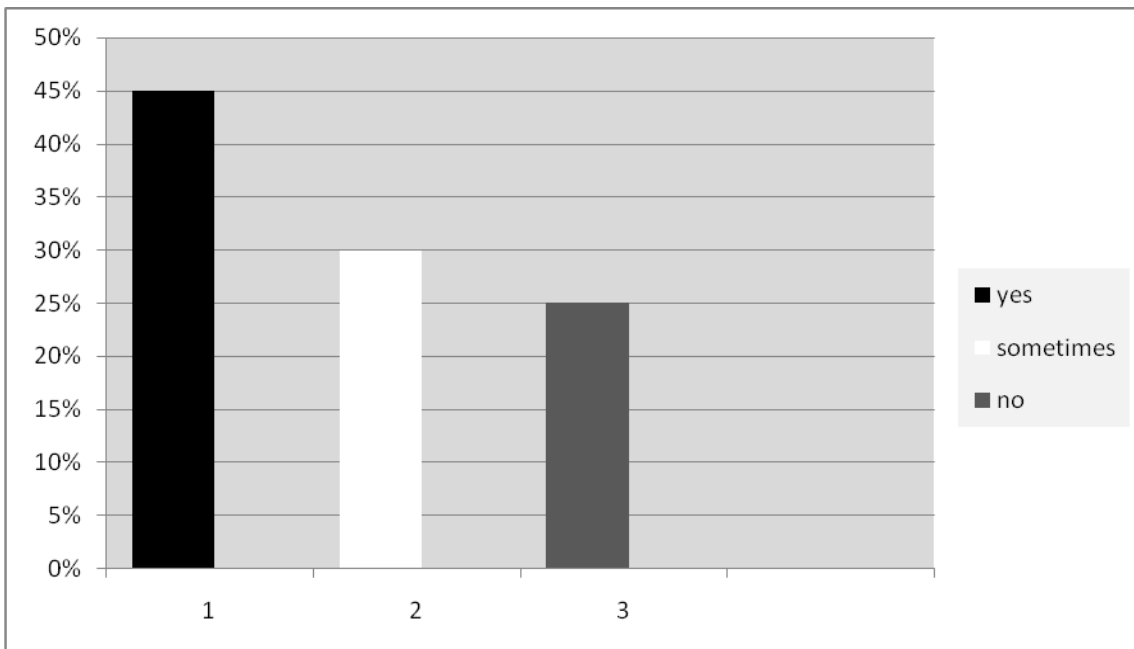
Question 1



Annex 4

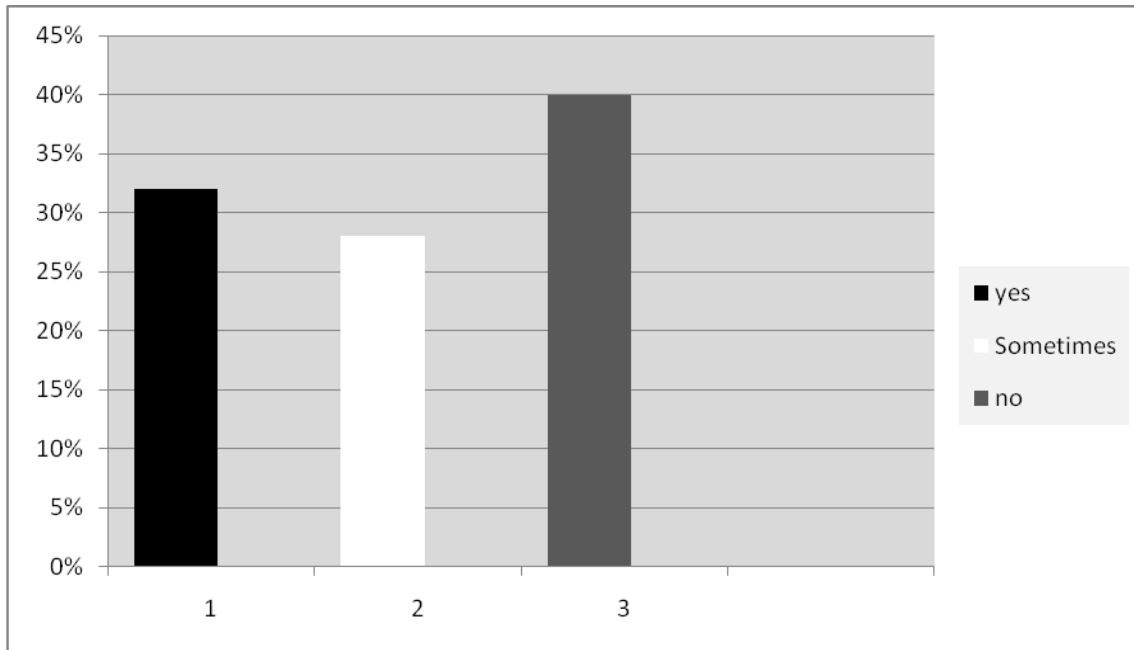
Graphic 2

Question 2



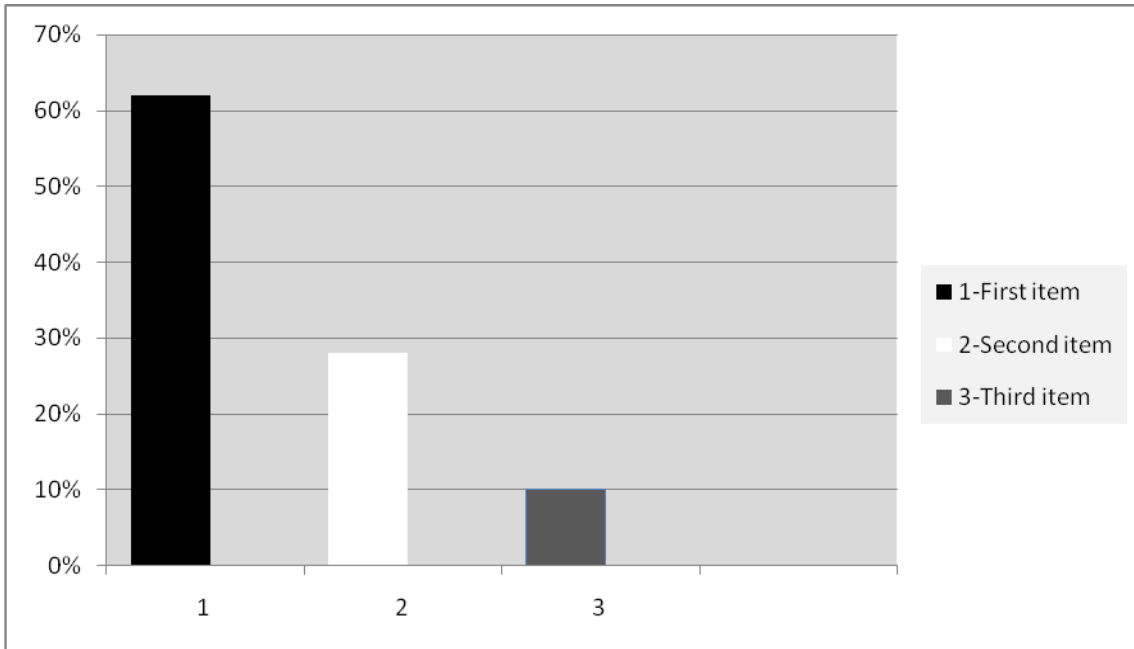
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Graphic 3



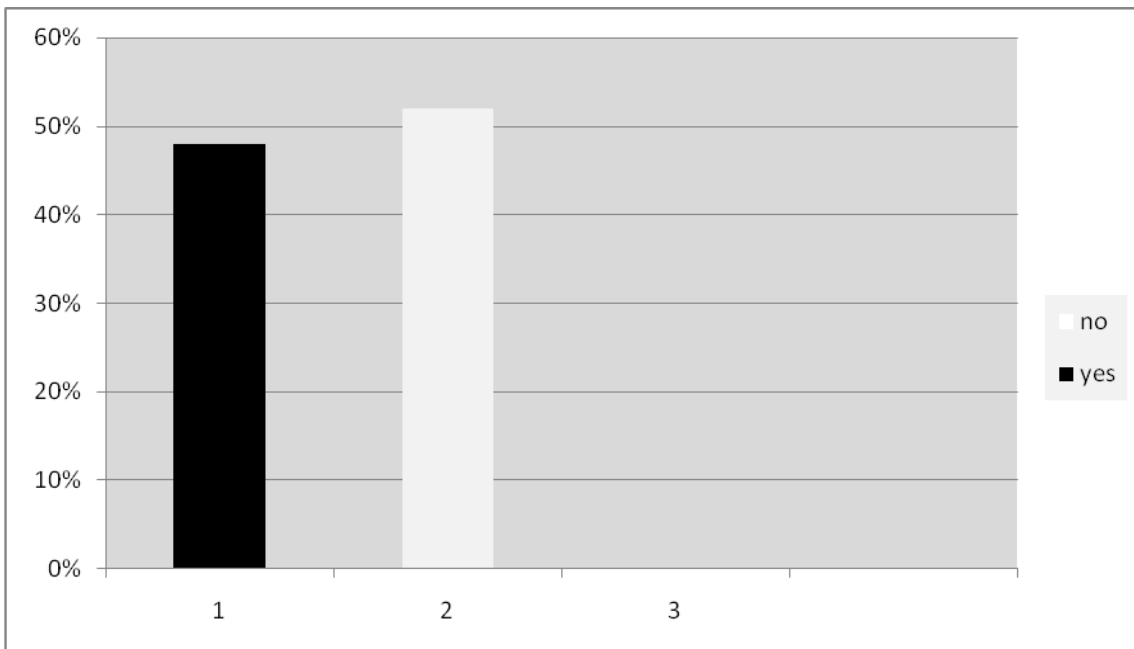
Annex 6

Graphic 4



Annex7

Graptic5



Annex8

Guide for the observation of classes.

.Type of class.

.Objective

.Ways professor use to develop solidarity in the students through the content of the English subject.

.Activities developed to reinforce solidarity

.Other noticeable aspects.

Annex 9

Interview to the guide of the group.

1- How many students are there in the group?

2- How many males and females?

3- Since when did the students come together in the group?

4- Characterize the group according to their level of assimilation?

5- Is there in the group any social disadvantages? Mention one of them.

6- How are the human relations of the members of the group manifested

Annex 10

Guide for the observation of some activities (classes and a camp)

.Time devoted to the activity

.Behavior of the students based on:

.Mutual help and (or acceptance).

.Level of sympathy among them.

Annex 11

Survey to tenth graders after to applied the Proposal of exercises.

1-Your relationships with your classmates are:

Good_____ Regular_____ Bad_____

2- Do you ask to your classmates for help when you need it?

Yes_____ No_____ Not to all of them_____

3- Are your classmates care about your problems?

Yes_____ Sometimes_____ No_____

4- Do you enjoy yourself when you share any activity with your classmates?

Yes_____ Sometimes_____ No _____ with some classmates_____

5-Do you offer your help to any of your classmates if she/ he needs it?

Yes_____ No_____ It depends_____

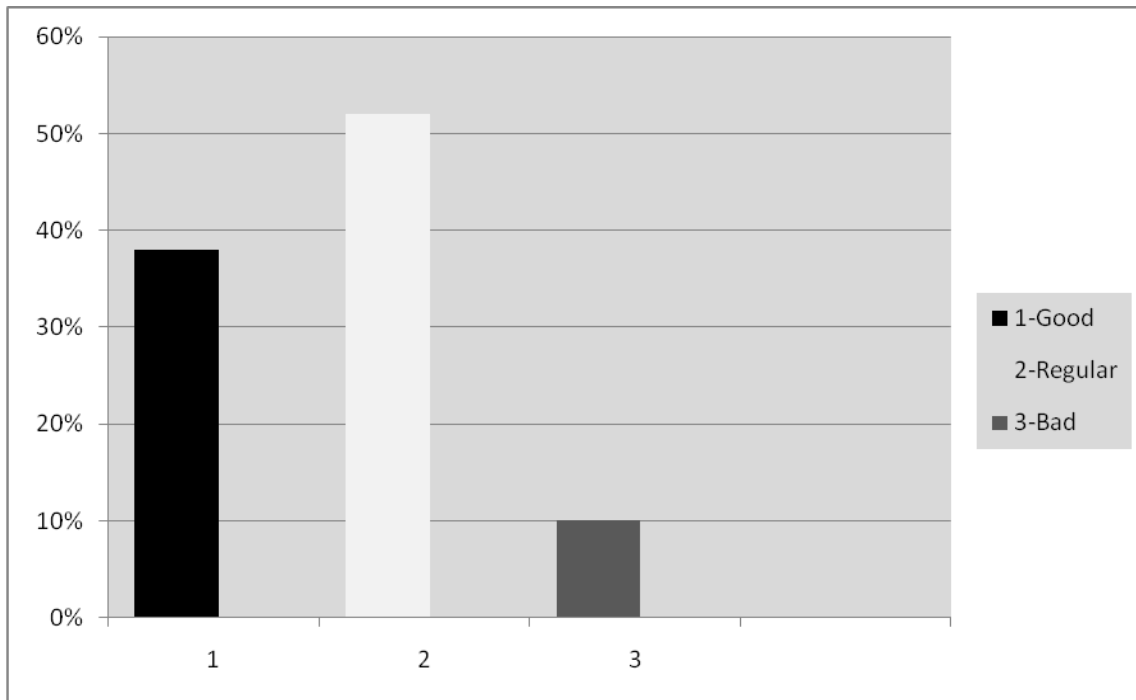
a) If you choose the third choice explain, your reasons by matching one (or both) or the following items:

b) ___ Depending on the kind of problem.

c) ___ Depending on the classmate having the problem.

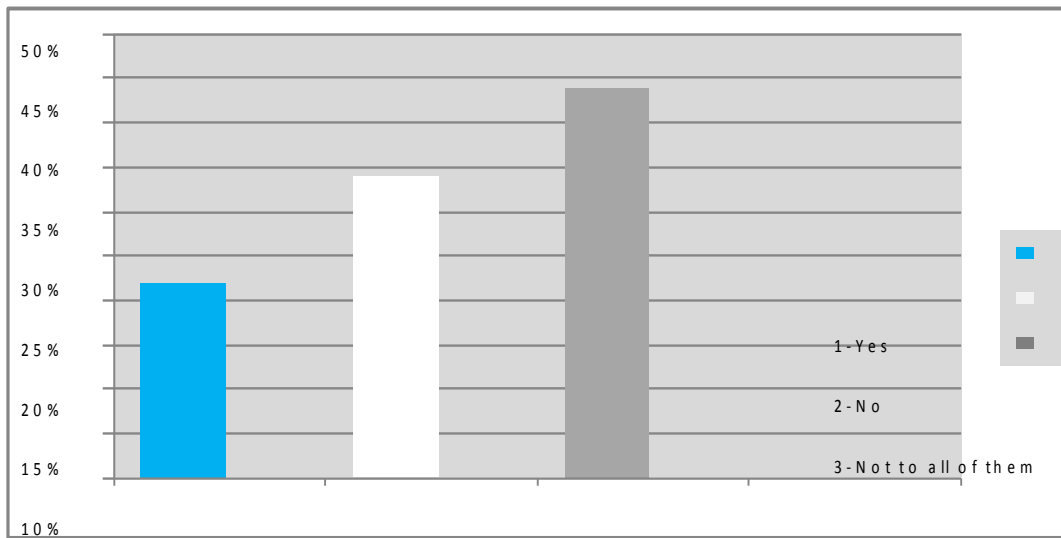
6- Name three of the classmates you like to study, and name one you don't like to do so.

Annex12



Annex 13

Graphic 2



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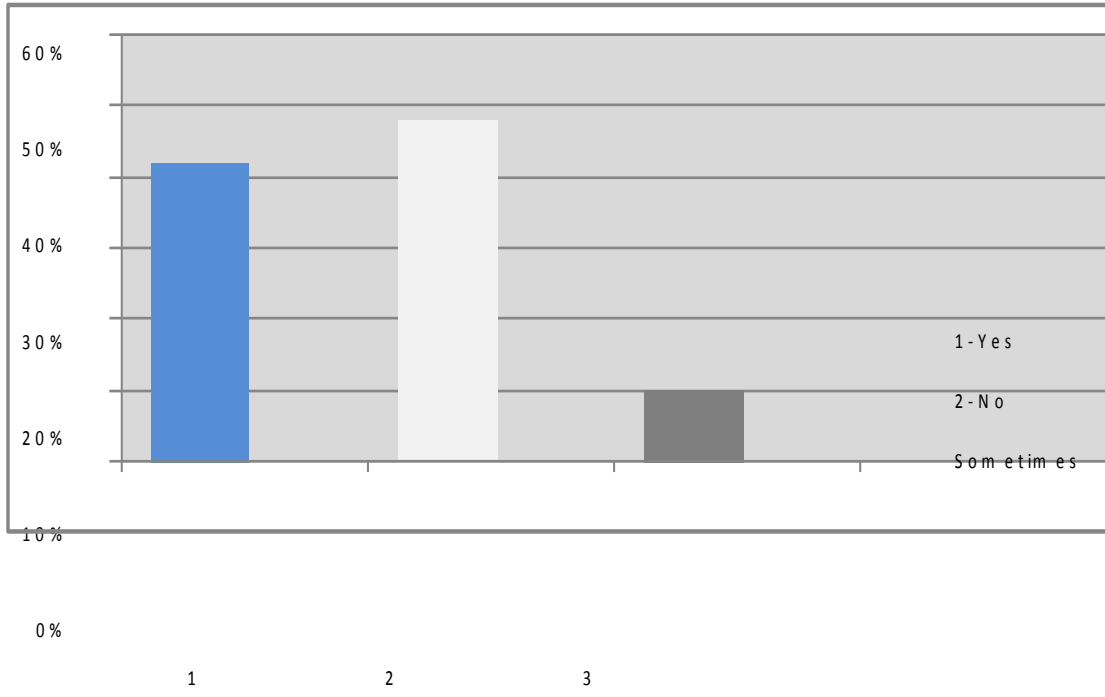
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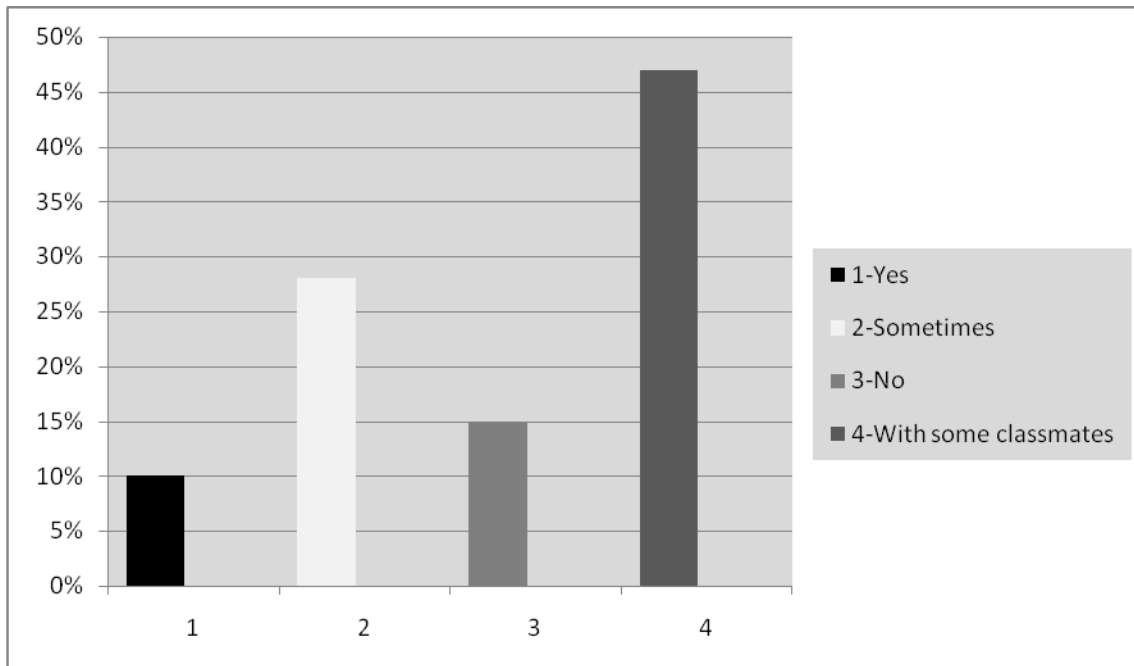
Annex14

Graphic3



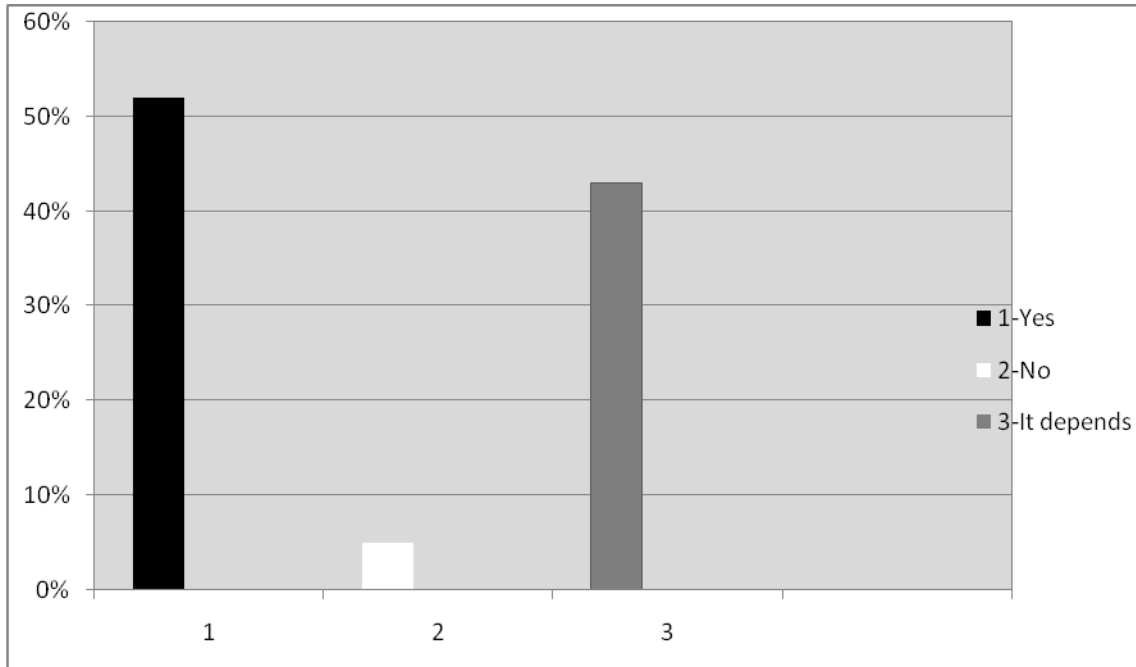
Annex 15

Graphic 4



Annex 16

Graphic 5





Annex 19



