



UNIVERSIDAD DE SANCTI SPÍRITUS

José Martí Pérez

**DIPLOMA WORK PRESENTED IN OPTION TO THE BACHELOR' S DEGREE IN
EDUCATION. FOREIGN LANGUAGES**

**TITLE: THE VALUE OF RESPONSIBILITY THROUGH ENGLISH LESSONS IN
NINTH GRADE.**

AUTHORESS: Bettssy Isabel Nieves Agramonte.

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DEDICATION

- To my family, for supporting me all time and giving me confidence to achieve my purposes.
- To Evelio, my excellent tutor.
- To my ninth grade students from Ramon Leocadio Bonachea Junior High School from Sancti Spiritus province, to be the focus of this research paper.

ACKNOWLEDGEMENTS

- ✓ To God for everything, for my family, my tutor, my teachers, and my classmates.
- ✓ To my mother for being there supporting and giving me strength to fulfill my goals.
- ✓ To Evelio Orellana Orellana my tutor; for his wise and valuable orientations, his high exigency and his constant motivation.
- ✓ To my family that gave me support and breathe in bad moments to go on.
- ✓ To all my teachers who gave me their hand without vacillating and in a way or another collaborated with their knowledge and efforts for this research.
- ✓ To my students who help me on the elaboration and realization of the major paper.



"To be educated is the only way to be free".

José Martí.

Abstract

The present Diploma Work deals with a current problem which is hindering the children's and adolescents' education, accordingly to the aims of the Cuban National Education System, that is regarding the education in values in junior high school students. The teaching activities proposed in the research contribute to the reinforcing of responsibility in ninth graders through English lessons at Ramón Leocadio Bonachea Junior High School in Sancti Spíritus city. Theoretical methods were used such as the historical-logical, the analysis-synthesis and the induction-deduction; from the empirical level: the interview, the survey, the scientific observation and the document analysis were used; and from the statistical and mathematical processing level, the procedure of percentage analysis was also applied. The results obtained during the stage of final research diagnosis were evaluated, which allowed concluding that the implementation of the activities slightly contributed to reinforce the value of responsibility in the students taken as sample of the current study.

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Introduction

The communist formation of new generations has always been an aspiration of the State, the family and the community, that is why at schools; the Ministry of Education has remarked as one of its priorities the political and ideological work as an essential aspect to form really responsible youngsters, able to defend the Revolution.

Students accept values in the way they are offered by their teachers. In spite of the efforts carried out by the different organizations existing in Cuba, to better Education, some problems still exist in the school, regarding the education in values.

For any effort directed to the education of values, it is necessary to have a theoretical and determined knowledge that would have made possible the comprehension of the complex of this phenomenon and by the way to orient in the way it should be acted to obtain the wanted results, always taking into account that this is a whole life task. Values are an important part of the ideological and spiritual world of the society and of the inside world of the individual, which are a production of the consciousness (social and individual).

According to the expert Fabelo, Jose Ramon (1989), value is the capacity that certain objects and phenomena of the objective reality have for satisfying any human necessity, it means, the social determination of these objects and phenomena consisting in their function of serving to the daily activity of man.

Values that are formed in the consciousness of an individual are the result of an influence, by one side, of the objective values of the reality with its constant orientation, and by the other side, of the institutionalized values which are gotten in a way of ideological, political pedagogical speech.

These influences are given through different mediations: by family, school, neighbourhood, working groups, cultural institutions and means of communication, social organizations; that is why values are formed in the process of socialization under the influence of many factors.

If education is a right guaranteed by the State, the government has to guarantee massive education to enable the access of all children, youth and adults to the system, which means that it should be comprehensive in all types and at all levels of education, without regarding the age, gender, ethnic or religious differences.

The study-work combination is a guiding principle of Cuban pedagogy that has two essential goals. On the one hand, to develop in students the love for work as a fundamental value of a society of workers, to create in them the awareness of producers of social and material wealth; and on the other, to integrate the students in the productive process and socially useful work in a participatory and balanced way, so as to promote in them, from early ages, values as essential as responsibility and laboriousness.

Both goals are focused on the school, on the vocational training process that takes place inside and outside the classroom, by which students share, through work, the rules of conduct and values related to the development of their consciousness as producers that will enable them to internalize the culture of work as education of the individual in its broadest sense. The application of this principle is present in all the educational system adjusted to the characteristics of each educational subsystem and to the social needs of development of the society. Its roots lie in Martí's conceptions and in the most advanced contemporary pedagogical ideas.

It is a great responsibility of the State and the System of Education to assure the education in values of all children and adolescents in the different kinds of schools and educative centers.

The education of the population becomes of paramount importance right now; it is a global concern that the loss of values is seen today in all nations. Many researchers agree that it is essential to address the training and strengthening of moral values in men, especially among the younger generations.

Neoliberal globalization and its impact on humanity and its economic, social and, the deepening global problems, global economic crisis, have contributed to the deterioration and the changing global values. This problem applies especially to children and young people, reflecting through the loss of values, the most pressing

social problems of the world today. Cuba suffers from the problems mentioned above, which is manifested by the weakening and loss of values in some social sectors.

The need and importance of this work of education in values lies in responding to priorities of the Ministry of Education in Cuba. There are important studies on the theory of values, but they are still insufficient in the way the pedagogical treatment of this problem, specifically with specific curricular strategies.

The Human Values Foundation (HVF) was established in 1995 to make available worldwide, a comprehensive values-themed programmed for children from 4 to 12 years entitled "Education in Human Values" (EHV). Its fully resourced lesson plans use familiar teaching techniques of discussion, story-telling, quotations, group singing, activities to reinforce learning and times of quiet reflection. Following the success of "EHV", a second program was published – Social and Emotional Education ("SEE"), primarily for ages 12 to 14 but it has also proved constructive for older children identified as likely to benefit from help getting their lives 'back on track'.

These programs enable children and young people to explore and put into practice a wide spectrum of values with the goal to enrich their lives. Through the experiential learning, over time participants develop a well-considered personal morality, all the while gaining invaluable emotional and social skills to help them lead happy, fulfilled, successful lives.

Many authors have developed and continue to develop research on the issue of values like: Bujardón Mendoza, A (2005), D'Ángelo, O, (2000), Fuentes, M (2000), Quintana, J. L. Bujardón, A. (2002): and others, Orellana Orellana Evelio (2007), but no evidence has been found of a study of education in values throughout the potentialities of a certain subject and in particular English in junior high school.

A diagnosis was made at Ramon Leocadio Bonachea Junior high School in Sancti Spiritus, in which some scientific methods and techniques were put into practice such as: scientific observation, interview, survey and documentary analysis, by

means of which the main results obtained reveal that there is a necessity of reinforcing some values in the students, corroborated in some weaknesses like:

- Lack of responsibility on the part of the students for the development of the school tasks and independent work in the different subjects.

- Students have frequent unattendance to school.

- Students forget to bring books and workbooks to their lessons.

- They do not do the independent study assigned in the different subjects.

Based on the results of the diagnosis made, some potentialities were also discovered, such as:

- Most of the teachers and authorities are prepared to educate students in values at school.

- The most important documents for the education in values are in the school.

- The different subjects are designed in such a way that they facilitate the education in values through their content to be taught.

As it is shown in the results of the initial diagnosis, the value that needs to be more treated is responsibility.

Based on the results of the diagnosis made and the problematic situation described, taking into account the potentialities and weaknesses mentioned, the following **Scientific problem** has been stated: How to reinforce the value of responsibility in ninth grade students at Ramon Leocadio Bonachea Junior High School?

For solving the scientific problem, **the objective** of this research is: to apply teaching activities that reinforce the value of responsibility in ninth grade students from Ramon Leocadio Bonachea Junior High School, through the English lessons.

After a deep analysis of the scientific problem detected and its manifestations and other studies previously made about the topic of education in values, to fulfill the objective of the research, as well as to achieve a logical organization and development of each step of the investigation, the following **scientific questions** have been formulated:

1. What are the theoretical and methodological bases that support the education in values?
2. What is the real state of ninth grade students at Ramon Leocadio Bonachea Junior High School in regard to education in values?
3. What teaching activities to apply for reinforcing the value of responsibility in ninth grade students at Ramon Leocadio Bonachea Junior High School, through the English lessons?
4. How to evaluate effectiveness of the application of teaching activities for the reinforcement of the value of responsibility in ninth grade students at Ramon Leocadio Bonachea Junior High School, through the English lessons?

For the development of the research, its different stages are materialized by different **Scientific Tasks:**

1. Determination of the theoretical and methodological bases that support the education in values.
2. Diagnosis of the real state of ninth grade students at Ramon Leocadio Bonachea Junior High School in regard to education in values.
3. Determination of teaching activities to apply for reinforcing the value of responsibility in ninth grade students at Ramon Leocadio Bonachea Junior High School, through the English lessons.
4. Evaluation of the effectiveness of the teaching activities for reinforcing the value of responsibility in ninth grade students at Ramon Leocadio Bonachea Junior High School, through the English lessons.

For a better stratification of the work and to obtain all the information needed to achieve the objective of this research, different methods from the theoretical, empirical and statistical levels were used:

Methods from the **theoretical level:**

- **Historical- Logical analysis:** it permitted to deepen on the evolution of education in values in junior high school students as well as the way this aspect has been

focused on the program of the English subject and the way teachers have been able to exploit the potentialities of the content in educating students in values, particularly the value of responsibility.

- **Analysis and Synthesis method:** it was used in different moments of the investigation, such as: in the analysis of the consulted bibliography about education in values in junior high school students.
- **From abstract- to concrete method:** it was put into practice through the research and it permitted the real interpretation of main concepts used in the research, such as: teaching activities, education and education in values.

Methods from the **empirical level:**

- **Scientific observation:** Ten English lessons and other school activities were observed to obtain information about the students' participation, how teachers plan and develop activities that can contribute to the education of students in values and how they show the values they have and the ones they need to reinforce, and through this observation, the results of the application of the proposal could be analyzed and compared with the initial diagnosis.
- **Documentary analysis:** It was made in order to analyze and verify the objectives of the program and the way the content of the English subject facilitates the students' education in values and the existence of the normative documents for this important task at school. The different activities planned or suggested in the English Text book were analyzed, according to the way they can contribute to the reinforcement of students' values.
- **Survey:** It was used to know about students' opinions regarding the values they have and the ones they think should be reinforced. It was put into practice to know about teachers' and authorities' opinions about the way the school contributes to the students' education in values and how the English subject facilitates this aspect in the overall formation of the students' responsibility.
- **Pre-experiment:** It allowed to determine the shortcomings of the sample and to determine the effectiveness of the teaching activities proposed in the English

lessons to reinforce education in values of the students selected as sample. It also served as a pattern of comparison of the way students show their responsibility through their implication and attitude at the time of developing their tasks at school, before and after the application of the teaching activities proposed in the English lessons.

After putting into practice all these methods from the theoretical and empirical levels, all of them were compared and triangled to obtain more faithful criteria and regularities obtained in all of them, as a basis for the determination and characterization of the teaching activities to be applied to the sample selected.

Method from the **statistical level**:

- **The descriptive statistics**: It allowed tabulating the results obtained in each of the methods and techniques in the diagnosis, using the **percentage analysis** for supporting the qualitative results with quantitative data.

As adolescents, ninth graders are experimenting sudden modifications in the formation of their personality; they suffer anatomic and psychological changes. It is common to find student who still behave as children, so they require individual treatment. Problems made arise due to unfavorable family or nearby community environment. Adolescence is an important stage for consolidation self-image and self-esteem. They want to find a place within the class or group so as to be properly recognized.

For the development of this research, a population was selected, composed by all students from ninth grade at Ramon Leocadio Bonachea Junior High School formed by 222 students. A sample of 40 students (18.00%) of group five from ninth grade at the same school.

The sample was selected intentionally to represent the population, taking into account that it is the group that represents the population in a wider way, mainly from the qualitative point of view. They have the following characteristics: the majority of the students are from a normally functional family. A great percentage of their parents have a high educational level, most of them are workers. These

characteristics correspond to the ones from the community. The group has 40 students, 25 are female, 15 males. Taking into consideration their intellectual level, 15 are of high level, 13 are average level and 12 students are slow learners.

Practical contribution: The application of teaching activities to reinforce the value of responsibility in ninth grade students contributes to the formation of their personality and to become better persons not only at school, but also in the family and in society in general, particularly reinforcing the value of responsibility by their implication in the school activities.

Scientific novelty: The scientific novelty is given by applying teaching activities for reinforcing students' value of responsibility in English lessons in such a way that they show a slight change in the students' attitude towards the school activities, expressed in little more active participation in the school activities, their motivation for these activities have increased in a certain level and they showed better fulfillment of the objectives of those activities, not only in the English lessons but in other activities at school in general.

DEVELOPMENT

- I. **Theoretical and methodological bases that support the education in values.**
- 1.1. **Sociological and pedagogical principles of the education in values.**

For understanding the principles of education in values, it is necessary to analyze the definition of some important terms which are essential in this study:

Education: Action and effect of educating. Doctrine. Courtesy, urbanity. Directing and developing of moral and intellectual faculties (Cervantes Dictionary).

Educating in values: It is an active, complex and contradictory process as part of the formation of the personality, which is developed in determined historical-social situations, in which intercede different socializing factors like family, school, community, massive means of communication, politic organizations, social organizations, among others. It should exist as a set of sociological and pedagogical principles, which cannot be obviated when structuring the methodological conception of the treatment of values. Báxter Pérez, Esther. (2007).

Education in values: Set of actions which are executed systematically and permanently with and by teaching in the different levels of education to better the political, ideological, scientific education (...) to guarantee the transformations directed towards the efficient achievement of the educative process. LLanes, María Elena (2006).

These definitions are illuminating and guiding opinions of departure for the development of the educational activity by teachers. The sociological principles are directed to the nature and essence of values as a phenomenon of ideological and spiritual life of the society and the individual.

According to the authoress of this work, adequate preparation of the students, carrying out the quality of the learning and the overall formation of their personality, constitutes another of the directions in which efforts should centered to reinforce their responsibility towards life in general.

To fulfil this, it is a responsibility and a task of all social institutions in charge of educating and forming young generations: the family, the school, the community, the mass media, the political and mass organizations and others.

All these institutions are responsible of:

- Educating children and adolescents on the necessity of the process of formation of the individual in the different stages of their lives.
- Respecting their dignity, love and accept each one as they are and from there to conform their personality.
- Establishing human relations of maximum communication between adults and the young generations.
- Creating a climate that recovers the self-critic and divergent thinking of the pupil at schools.
- Guaranteeing that the students elaborate their own projects of life and their personal development.

For a correct personal development, the content of learning has a forming value, and it is obtaining a favorable attitude toward the scientific knowledge, what means the necessity of combining instruction with education in all subjects students receive at school.

Teachers are a fundamental and active element in the process of education in values. Their contribution is doubtless even it is not the only one. It is not possible to wait for the existence of all the material conditions to work intensively in the process of education.

Many experienced teachers consulted consider that values are not the result of a comprehension, not even of passive or formal information, neither of directed attitudes without importance for the subject. It is something more complex and multilateral, it is about the relation between the objective reality and the components of the personality of the students, what is expressed through attitudes and behaviors, and then, it can only be taught in values through the knowledge, valuation, abilities, reflexion in the daily activity with an assumed meaning. It is

about getting behaviours as a result of a conscious and meaningful learning in rational and emotional ways.

1.2. Education in values.

The values are an expression of the society in which they were created and it reflects their aspirations and goals in education policy that is drawn, defining what kind of person is required to respond to form their goals and interests. Colectivo de autores. MINED (2002).

It is important to remark that for students to be able to act according to the values demanded in the society where they live in, it is necessary to organize the teaching process in such a way that learners consciously engage in activity as subjects of learning, training and development, have the opportunity to communicate with their peers, working together, are proposed and achieve common goals in line with their age and their particular possibilities.

All individuals learn to direct their behavior as a result of an active and conscious participation in different educational situations. They allow the teacher to guide the process of personality formation, otherwise it is left to the same form spontaneously, leaving the learner at the mercy of multiple conflicting influences by trial and error, and you have to develop attitudes, behaviors and values often opposed to those that are desired. Colectivo de autores. MINED (2006).

Every society has as main objective to train and prepare all persons for their full integration into the society and fully play their role and tasks for the benefit of it.

The education of values in a society in the interests of the class that has the political power and is intended to perpetuate the prevailing social system.

There is a close relationship between ideology and curriculum. The curriculum as Kemmis (2009) expresses, is formed and shaped ideologically. The prevailing ideology and system of values determine curriculum content. In the Cuban Educational System the curriculum, in the different levels, focuses on the development of values. Students are trained in line with the values of the Revolution and Socialism, which are the foundation of the Cuban social project,

which places man and human betterment in the center of the efforts of society. Values education in Cuba has Jose Marti, Fidel Castro and Ernesto Guevara its major paradigms.

According to Dr. Ruiz Iglesias Magalys (2011), there are different points of view that focus on the selection of curricular content in the conceptions of different countries and different education policies. Those views are:

- * Focused on the education of values (political, economic, ethical, etc.).
- * Focused on knowledge (utilitarian, pragmatic, technological).
- * Focused on intellectual development that promotes science.

Choosing Cuban curriculum focuses on education of values, as stated in the policy of the Communist Party of Cuba in relation to education and as emphasized by the Commander in Chief Fidel Castro, when he said: "For us, education is critical, not just the general instruction, instill increasingly deeper and broader knowledge of people, with the education of values in the minds of children and youth from the early childhood, and it is now more necessary than ever". Under these conditions the school has to work deeply in the formation and strengthening of the values of the Revolution and socialism in students.

1.3. Learning needs related to the values.

Some learning needs of children and adolescents who visit the Youth Club and participating in courses or vocational clubs are:

- * Gaps in value formation of children and adolescents.
- * Poor knowledge by students about the life and thought of Che and other leaders who have been example of values in Cuba and in other countries.

Different views about values education are related to questions such as: what are the values? What is the value that students need to reinforce?, What is the relationship between education and the educational values? Does doing the homework form values? How the school can measure the formation and development of values. These questions do not exhaust the existing concerns and

worries; at least they introduce the analysis of values in teacher education of children and youth.

The phenomenon of how values develop and form a process of overall development of people's personality, according to Aguirre, Martha (1995), which is lifelong, affecting the social changes that occur and cause changes in human interactions in perceptions, and the natural and material conditions of life, the quality and meaning of life. Values are reasons and affections of human life itself, which is not isolated from the ratio of the material and the spiritual, between the social and the individual. Integrating learning values intentionally and consciously means not only thinking about the content as knowledge and skills, but on the relationship they have with the values.

Aguirre, considers that knowledge has a value content and value meaning in reality, which must be known to properly interpret and understand through culture and, therefore, everyday scientific knowledge and in that sense is also valued knowledge, but it is something more, it is feeling and effectiveness in the individual, including the study of a foreign language, for example. So, learning a foreign language, should be addressed in all its dimensions: historical, political, moral, etc, emphasizing intentionality towards society, which expresses the relationship between science, technology, society, and are present qualitative analyzes, approaches and motivation processes. Just as it is possible to treat a value from the content, it is also from the expertise of this (the ability and capacity). Seen this way, the teaching-learning process acquires a new content for its comprehensive nature.

The authoress of this study thinks that, in any country, education is a topic of great interest and priority, as it is impossible to think about the development of the citizens a nation needs, or the economic and social development it requires, without taking education into consideration, regardless of the model proposed as a paradigm. Therefore, education has always been present in the ideals of independence of all peoples, as masterfully expressed by their heroes, in whose political thought it has also held a special place.

This is corroborated, for example, by personalities like the Liberator Simón Bolívar, when he stated that "there can be no freedom where there is ignorance [...] Slavery is the daughter of darkness [...] Ignorant people are a blind instrument of their own destruction ... or the thought of the apostle of Cuban independence, José Martí, also warning about the role of education in his maxim "To be educated is the only way to be free".

And those words were not by accident, because the importance of education lies essentially in that it is an ideological weapon that allows men to understand the problems that society must face in each historical moment, in addition to being a fundamental path to solving many of these problems. Another important element can be added: it is through education that every nation develops in its citizens the values and ideals that identify it as such.

In the case of Cuba, education is one of its key potentialities, as well as a vital commitment of the State to its society. And this precept is fulfilled because there is close coordination between the policies and strategies implemented by the country to ensure the educational development and economic and social progress it requires. This is favored by a strong engagement of society at large and the awareness that education is a task in which everyone participates in one way or another, and therefore should also be the responsibility of all, although it falls on the Ministry of Education the state duty of managing, guiding and controlling education at all levels.

This declaration of principles on the importance of education would not be enough without the endorsement of legal support. Thus, the Constitution of the Republic of Cuba (1976) establishes in several articles the fundamental principles and objectives of education, according to which the "Socialist State, as the power of the people [...] shall ensure [...] that no child be left without schooling, food and clothing; that no young person be left without the opportunity to study; that no one be left without access to the studies, culture and sports...", while "guiding, fostering and promoting education, culture and science in all their manifestations".

Therefore, besides an elementary duty of humanity and social justice, education for Cuba is also an imperative of the present time and the safety of its future in the preparation of new generations, so as to ensure the continuity of the revolutionary work undertaken more than half a century ago. Hence the main goal of the Cuban effort to pursue the continuous improvement of education, with a view to fully meeting its objectives, which today leads to the implementation of major transformations.

1.4. Approaches for Facilitating education in values.

According to the Strategy of the Education in Values from the Cuban Ministry of Education (MINED, 2007). A teaching truism states that there is not one best strategy or approach to teach anything to anyone. This implies that the teacher must be ready to bring about a learning experience for the students through a carefully selected teaching-learning strategy, from a reservoir of strategies the teacher has been equipped with. It is therefore necessary to offer teacher an adequate set of these strategies, relevant to the development of the subject he or she develops, not only to transmit knowledge but also values and convictions.

For values education in science and technology, varying strategies may be used in the school, in the classroom, and outside the school. Values learned in school must be related, enriched and extended to the home and to the community. As such, the students' valuing experiences inside the classroom are continuously and consistently followed up outside the school through the provision of projects/activities that the students may do individually or in groups. Some of the strategies that have been used are indicated below (MINED, 2007).

1.4.1. In-School Approaches

.Experiential and Participatory Approach

This is a learning approach that maximizes involvement and participation of the students through carefully planned activities prepared by the teacher. Some programs call these activities 'structured learning experiences' which allow all the students to participate in, through individual or group activities. Viegas Fernández, J.(2012).

According to Fernandez, prepared learning activities put the students into some kind of experience, direct or simulated, for them to do their own reflection, to feel or react, or to determine consequent actions or decisions relevant to the learning situation. The experiential activity gives each student an opportunity to go through a process of valuing, understanding his feelings and thoughts about the situation and committing himself to a consequent action. Values, therefore, are not directly taught nor imposed, but the students are guided to 'catch' the values in the learning experiences.

Fernández remarks individual experiences in the activity may be shared with a small group for further clarification and understanding of their learning. Thus, within a specific lesson, each student would have been given an opportunity to be active either, on his own or with the group.

1.4.2. Integrated Approach

If values are to be infused with a subject content, strategies for integrating both the lesson content (e.g., science), and the values relevant to the content, are necessary. This approach calls for a flowing together of both the cognitive dimension of the lesson and the effective aspect of the values to be integrated. Some educationists call this the 'confluent approach'. It is aimed to develop simultaneously the two domains of learning in order to effect the third domain, which is the action, the actual manifestation of the learner's values. Bujardón Mendoza, A (2005)

1.4.3. Value Learning Strategies

In carrying out the first two listed approaches, there is a host of value learning strategies which were identified by the participants to be useful for values integration in science and technology. González Maura, V. (2000): These included the following strategies:

a) Values Clarification Strategies which aim to let the learners clarify their positions, thoughts and feelings about certain situations by going through the valuing processes of choosing, prizing and acting.

Learning activities for the valuing experiences may be in the form of group dynamics, co-operative learning, discussions, guided imagery, role playing, and many more.

Group dynamics and co-operative learning has been found to be very effective in encouraging students to learn openness, sharing, collaboration, self expression, conflict management, team building, group evaluation, leadership, collective decision making, brainstorming skills, communication skills, group reporting, and group synthesizing, among others. These values are enhanced on top of the content of the lesson being developed.

Guided imagery or fantasy trips are techniques that allow the students to visualize or imagine scenarios, with all the sounds, smells, colours of things related to the learning activity.

This visualization technique is fast gaining ground because of its potency to stimulate creative thinking. It is considered one of the strategies aimed at developing the power of the right brain. In Science and Technology where more often than not, the left brain is stimulated, this strategy may be necessary for an initial development of a sense of aesthetics and the values of curiosity, harmony, peace, and transcendence.

b) Moral Development Strategies are premised on the theory that the values developed are based on the moral reasoning level or judgement of the person. Decision for action, therefore, is a function of the level at which the person judges whether that action is right or wrong.

This strategy engages the students to study the pros and cons of certain possible actions and their corresponding consequences before he/she makes any decision for final action.

(...) learning events. It is more appropriate to use issue-based activities involving local situations so as to allow for immediate and more meaningful experiences of the learners.

c) Values Analysis - a problem-solving type of strategy where the students identify a problem or purpose of the learning activity, gather evidence for positive and negative positions about the situations, and then make inferences and conclusions that will represent their convictions about the value-learning situations.

Individual or group analysis of news materials, local issues/situations, speeches, science reports, collages, etc., are corresponding learning events.

d) Values Inculcation - is known to be the oldest and most commonly used strategy. It is a direct teaching method through the use of lectures, reinforcement techniques, stories, poems, songs, games and simulation techniques. Multi-media (film-showing, tapes and slides) are identified to be very effective in inculcating and transmitting values concepts in Science and Technology.

There are many science concepts and values that can be directly taught from the lives of scientists. This can be presented to project the scientists as normal human beings who succeeded because of their qualities and values which they have developed through their hard work, persistence, devotion and genuine commitment.

Direct teaching through moralizing, however, is recognized to have limitations especially for adolescents who by nature are indifferent or react negatively to techniques of prodding, nagging and pure lecturing. Values inculcation strategies may be used more effectively, if these are preceded or accompanied by meaningful experiential and clarifying activities.

1.4.4. Face-to-Face Interaction with Resource Persons

In a subject like Science and Technology, there are many Yearnings, both for content and values that may be achieved via community human resources. Community members involved in different occupations related to the lesson at hand may be tapped to provide the students a face-to-face interaction with them. Also, scientists available in the community would be able to give up-to-date information about a particular science lesson. This interaction can be achieved throughout some techniques, strategies and approaches: Llanes., M.E., (2005).

Questioning Techniques

In values development, processing questions are helpful in making the students understand better their feelings and thoughts about the value being developed. These are effective processing questions asked by the teacher that relate to the personal experiences, observations, attitudes or personal feelings than cognitive questions such as : what, how or why of the concept. This is purposely done to appeal to the student's effective state to lead them to a certain commitment to characterize a certain value.

Modeling and the Silent Approach

Role modeling is accepted to be an excellent strategy. The teacher's personable ways, patience, devotion, guiding and accepting ways, often silent or non-verbal, get across to the students easily and effectively.

Structures, rules, regulations or school policies are all forms of 'silent teachers' that encourage the students to develop values of discipline, respect, prudence, responsibility and the like. These are training situations for them to live harmoniously in a macro-system, i.e., the society.

Out-of-School Strategies

Outside the school, values learning may be enhanced with the use of stimulating and creative science activities.

Action Learning Strategies

These are activities that serve as enrichment or application of the value concepts learned in the classroom. Students may work in groups to plan together: (i) the purpose of the activity; (ii) things they need, people involved; (iii) task assignments; (iv) implementing mechanism; (v) getting support from outside; (vi) evaluating the activity and reporting. It is important to note that whatever the science activity/project may be, the teacher sees to it that he/she focuses on cognitive, effective and behavioral components in the planning, execution and evaluation of the activity.

These activities may be in the form of:

- a) Community Reach-Out - such as a visit to under-privileged, depressed areas or to orphanages, places with victims of calamities, etc.
- b) Social Action or Volunteer Work - which encourages students to assist in the hospitals, clinics or rural health centers, census work, health and nutrition projects.
- c) Research and Project Work - on topics like honesty of vendors and their weighing scales in the markets, or projects involving greening backyards, cleaning rivers or experimental researches related to class lessons, projects on superstitious beliefs and scientific truths, projects on collections (e.g. insects, leaves, shells, flora and fauna).
- d) Site Exposures or Field Trips - visiting polluted areas, factories, denuded forests, science parks, museums and science exhibitions.
- e) Media Awareness Education, Peace Campaigns and the Like - such as conducting assemblies, forums and lectures aimed to raise the community's level of media awareness and to enjoin others to rally behind good and responsible media. Peace campaigns may also be done through poster-making, parades in the community, and essay writing contests.

Parent-Teacher Activities

In any form of learning, it is crucial to involve the parents who play a vital role in the learners' development. There is a meaningful learning atmosphere when the students know that their parents are concerned about their activities in the school. Guidance, support and direction help in reducing, if not eliminating, value confusion on the part of the students.

Science Club Activities

Science clubs may be encouraged to add value-laden activities through games; creative expression such as painting, drawing, drama productions; leadership training; camp outs; co-operative learning; team building, big brother/sister supportive relationships, science quizzes, exhibitions and fairs, debates and symposiums.

Teacher Training Strategies

Admittedly, values development and values integration in science and technology, require special teaching competencies in addition to the normally required skills of the science teacher. The teacher needs to recognize the significance and the crucial need for these programs as demanded by the times.

Cognizant of this demand, teachers must be encouraged to take positive steps in updating themselves with the needed competencies in order to meet the demands.

The following are suggested for consideration in teacher training:

Teachers' Values Orientation or Formation

Teachers' value awareness level must be enhanced. They must understand their significant role in the values development of their students.

They must learn to direct themselves towards the values worthy of emulation by themselves.

Self-development with a direction to raise themselves to the higher level of values is the primary aim of these sessions. Consequently and naturally, commitment to act for the common good (for the family and others, concern for national and global value issues) is necessary components that may be included in this phase of teacher training.

Training in Learning/Teaching Strategies

Rather than leaving the teachers to select the strategies, it is important that they are made to understand the ethical and psychological principles that go with specific strategies previously described. Equally important is their ability to be flexible, resourceful, and creative in the use of these strategies. They have to see the strengths and limitations of these approaches and strategies so that they may be able to adapt them appropriately in classroom settings.

It may be helpful to employ process-based training modalities so that the teachers learn the trade as they experience the processes that go with what is being learned. Participative learning is one effective strategy to actualize the maxim

'learning by doing'. Teachers are known to have a rich reservoir of experiences that can be shared and taken as good resources of new Earnings. Learning can proceed in a psychologically pleasant atmosphere with the values of openness, trust, acceptance, respect, sincerity elicited by learning activities such as group dynamics and other experiential training strategies.

1.5. The education in values in children and adolescents

Education of values becomes of paramount importance right now, it is a global concern that the loss of values seen today in all nations. Many researchers like: Fuentes, M (2000) Viegas Fernández, J. (2002) agree that it is essential to address the training and strengthening of moral values in men, especially among the younger generations.

Neoliberal globalization and its impact on humanity and its economic, social and, the deepening global problems, global economic crisis, have contributed to the deterioration and the changing global values. This problem applies especially to children and youth, reflecting through the loss of values, the most pressing social problems of the world today. Cuba country suffers from the problems mentioned above, which is manifested by the weakening and loss of values in some social sectors.

The student will be able to form their values to the extent that an entity ceases to be a reproductive, mechanically repeating the information it receives and become subject processes information and build knowledge from their interests and prior knowledge on the basis of a profound process of reflection, which takes sides and views and elaborates criteria.

Moreover, the development of the student as a subject of learning and teaching of values is possible as long as the teacher to design learning situations that encourage students to assume a position in its action active, reflective, flexible, and persevering. It is therefore important to the character of the teacher in guiding the education of values. The use of participatory methods in the teaching-learning process fosters the training and development of flexibility; active layout,

personalized reflection, perseverance and perspective mediate the expression of values as part of the regulation of behavior student.

The author of this study considers that only by creating opportunities for reflection on the teaching-learning process in which students learn to value, to argue their points of view, to defend against those who oppose them, spaces in which the student is free to express their views , to disagree, to propose initiatives, to listen and understand others, to deal with problems with security and independence, to strive to achieve their goals, spaces in the teaching-learning process in which teachers are guides students , professional models, role models, only under these conditions will be contributing to the student's values education.

1.6. Values education and curriculum in children and adolescents.

The values are an expression of the society in which they were created and it reflects their aspirations and goals in education policy that is drawn, defining what kind of person is required to respond to form their goals and interests. Irma. Molina, D. L (2002).

For students to be able to act according to the values underpinning the society they live in, it is necessary to organize the teaching process in such a way that learners consciously engage in activity as subjects of learning, training and development, have the opportunity to communicate with their peers, working together, are proposed and achieve common goals in line with their age and their particular possibilities.

Each individual learns to direct their behavior as a result of their active and conscious participation in different educational situations. They allow the teacher to guide the process of personality formation, otherwise it is left to the same form spontaneously, leaving the learner at the mercy of multiple conflicting influences by trial and error, you have to develop attitudes, behaviors and values often opposed to those that are desired. Molina, D. L (2002).

Every society has as main objective to train and prepare each person for their full integration into society and fully play their role and tasks for the benefit of it.

The education of values in a society in the interests of the class that has the political power and is intended to perpetuate the prevailing social system.

There is a close relationship entity ideology and curriculum. The curriculum as Kemmis (2008) is formed and shaped ideologically. The prevailing ideology and system of values determine curriculum content. The Cuban educational system the curriculum focuses on the development of values. Students are trained in line with the values of the Revolution and Socialism, which are the foundation of the Cuban social project, which places man and human betterment in the center of the efforts of society. Values education in Cuba has Jose Marti, Fidel Castro and Ernesto Guevara its major paradigms.

According to Dr. Ruiz Iglesias Magalys (2013), there are different points of view that focus on the selection of curricular content in the conceptions of different countries and different education policies. Those views are:

- * Focused on the education of values (political, economic, ethical, etc.).
- * Focus on knowledge (utilitarian, pragmatic, technological).
- * Focused on intellectual development that promote science.

Choosing Cuban curriculum focuses on education of values, as stated in the policy of the Communist Party of Cuba in relation to education and as emphasized by the Commander in Chief when he says: "For us, education is critical, not just the general instruction, instill increasingly deeper and broader knowledge of people, with the education of values in the minds of children and youth from the early childhood, and it is now more necessary than ever.

Under these conditions the school has to delve into the formation and strengthening of the values of the revolution and socialism in students. The results of the surveys show students and teachers is not reached the desired level in the education of values in children and adolescents.

One way to contribute education of values is deepening is made in the life and thought of Che. This is reflected in the motto of the Pioneers Organization, "Pioneers for Communism: we will be like Che." The organization hopes that the

younger generation be like Che. Moreover, the Ministry of Education, has directed all teachings a program to promote awareness of the life and work of Che because it is considered poor knowledge with students and teachers on the subject.

Learning needs related to the values

Some learning needs of children and adolescents who visit the Youth Club and participating in courses or circles of interest are:

- * Gaps in value formation of children and adolescents.
- * Poor knowledge by students about the life and thought of Che.

Different views about values education are related to questions such as: what are the values, What is the value, What is the relationship between education and the educational values, Is homework form values, how the school can measure the formation and development of values These questions but do not exhaust the existing concerns and worries, at least introduce the analysis of values in teacher education of children and youth.

The phenomenon of how values develop and form a process of enculturation (Aguirre, Martha ,1995; 498) which is lifelong, affecting the social changes that occur and cause changes in human interactions in perceptions, and the natural and material conditions of life, the quality and meaning of life. Values are reasons and affections of human life itself, which is not isolated from the ratio of the material and the spiritual, between the social and the individual. Integrating learning values intentionally and consciously means not only thinking about the content as knowledge and skills, but on the relationship they have with the values.

1.7. Integrating Human Values in English as a Foreign Language (EFL) teaching.

Qualifying teachers in the 21st century according to report of the Ministry of Education is based on four principles of education: Learning to know, learning to do, learning to be and learning to live together (Tawil & Cougoureux, 2013). Learning to know is referred to mastery of learning tools as a means and an end. It means that pupils have to learn to understand the world around them, to lead their

lives with dignity, develop their occupational skills and communicate with other people, helping learners to think encompasses both practical problem-solving and abstract thought.

The second principle is learning to do which means how to adapt education in order to equip people to do the types of work needed in the future. Personal competence is based on a body of theoretical and practical knowledge combined with personal dynamism and good problem-solving, decision-making, innovation and team skills. It also includes the needed technological skills, which means the ability to locate, assess and represent appropriate information quickly.

Learning to be includes equipping people to develop their own independent, critical way of thinking and judgment, so they can make up their minds on the best courses of action in the different circumstances in their lives. Education should enable each person to a fair-minded, responsible human being.

Learning to live together as the fourth pillar promotes cross-cultural understanding. It is expected to teach pupils and students about human diversity and to instill in them an awareness of the similarities and interdependence of all people. It requires working on projects to enable people to transcend the routines of their personal lives and attach value to what they have in common as against what divides them. Therefore, there is a need to develop curricula to introduce people to collaborative projects such as project-based learning and involvement in community activities.

Values are defined as the main beliefs that people use for determining what is right or wrong, good or bad, fair or unfair. As a result, human values such as tolerance, respect and cooperation affect people's personal perceptions and judgments, motives and actions toward others in different situations in varying cultures, societies and religions (Baba, 2011). Feelings of similarity among them. The student teachers worked in pairs during the intensive practical work week in a local junior high school, where they taught the same class for five days a week using materials from a book called "Learning to Live Together" which was published by UNESCO in 2008.

The idea of integrating human values in the school's curriculum has attracted the attention of EFL teachers because traditionally EFL programs strive to create better environments for people to live in at the local and global levels Melouk (2007). The same author adds that EFL competent teachers are expected to be reflective practitioners; therefore, they should look for ways to grow professionally all the time and to seek collaboration with other professionals. One way for having professional growth is to include values in EFL instruction since they would help learners develop a sense of social and personal responsibility.

(Focho, 2010). The United Nations (UN) It is recommended to carry out projects that are in line with the values of such an international body for intercultural understanding and cooperation to foster global education, cross-cultural awareness, global values and critical thinking skills In conclusion, it is recommended since learners not only learn language, develop values, but also have the chance to think critically

The findings of the research study that had been reported by Munera, Garcia & Lopez (2008) show evidence that the students found more relevant an English class with content, which is human values in this case, than in a normal English class with emphasis on language. In addition, the participants of this study showed positive reactions towards the instruction.

Pinkley (2012) states that since character education includes values, it has a place in EFL classrooms because besides language learning learners would have the opportunity to develop the learners' critical thinking skills. In fact, they are required to reflect on different situations in the daily life and express their perspectives, thoughts and feelings related to these situations (Munera, Garcia & Lopez, 2008). They add that value instruction in EFL classrooms would optimize aspects of the foreign language such as vocabulary, pronunciation, reading, writing and speaking. However, to include value education, teachers should consider the age of the learners, their cognitive abilities and level of English (Shaaban, 2005). For example, pupils at the elementary level cannot discuss values such as using animals for research purposes; however, they could be engaged with activities that

promote the value of cooperation such as taking turns, sharing , taking care of a pet, being fair and punctual (Pinkley, 2012). Similarly, activities should be selected to meet the learners' age, cognitive abilities and level of English.

Munera, Garcia & Lopez (2008) mention that “factors like culture, socio-economic level, and domestic relationships should be considered when human values are implemented in an English class. They also added the need for diagnosing the process before starting the instruction of human values in the English classroom. Statz (2000) adds the importance of preparing learners to think carefully and critically about moral issues.

An action research study was conducted in an English class where human values were focused by Mejia (2003) who investigated the reasons for the disruptions of some pupils and realized that economical and domestic problems were the main causes for the inappropriate classroom behaviors and the lack of the two human values: tolerance and self-esteem. Mejia (2003) declared some positive changes in the students' attitudes to their teachers and partners showing tolerance and showed interest in the workshop which gives evidence to an increase in their self-esteem.

A descriptive research study was carried out by Munera, Garcia & Lopez (2008) in schools in Columbia, a country that faces a lot of social problems. Columbia is also known for increasing violence including massacres, murders and attacks on civilians (Uribe, 2005). The researchers analyzed the characteristics of the people involved in the process and their behavioral aspects employing multiple methods for data gathering including journals, questionnaires, interviews and video recording. The findings show positive evaluation to the integration of human values in the English classroom. In addition, they became more aware of their lives as well as their personal growth besides the significance of human values knowledge for dealing with everyday situations.

Incorporating human values content in the English class gave the participants the opportunity to express themselves and their values for solving problems and to listen to their partners and to think in a reflective way, which allowed them to have

better relationships with their classmates. Furthermore, it changed the routine of the class to a more enjoyable atmosphere.

Focho (2011) reports the research findings of a study that investigated the position of English in the Cameroon including English for global education. Her research reveals that by the end of the program, the participants recognized the value of global human values in an EFL setting. In addition, employing such an innovative way of teaching English increased the motivation of the learners. Focho (2011) concludes that integrating human values in EFL instruction empowers learners personally and socially.

The call for incorporating human values in education has attracted the attention of many researchers and educators who prefer embedding the content in instruction and not to teach the values as a separate subject (Shaaban, 2005). Content-based instruction (CBI) is a method of teaching where language and content are combined for the purpose of language learning. (Davies, 2003). It is implemented in different ways, approaches and models such as the sheltered model, adjunct, immersion and theme based. Following the theme based, content could be chosen from a very big number of different topics and relevant materials are selected for teaching the theme (Davies, 2003).

1.8. Education in values through the teaching of a foreign language

The concept of problems and problem solving was introduced by Haseli (2008). It needs the use of the target language. Following this method would develop problem solving skills and content knowledge because the pupils are required to solve a problem. When the pupils discuss the problem and are required to propose solutions, they will be active learners who have an active role as problem-solvers. According to Vukadinovic (2001), while implementing problem-based learning, learners deal with problems and learn better because they would learn what is meaningful for them and feel control of what they are learning.

Vukadinovic (2003) has introduced the problem-based learning model as another type of content-based instruction where a problem is given to a group of students who are required to provide a solution, prepare a report and present the results in

class. Munera, Garcia & Lopez (2008) mentioned that while the participants discussed the topics presented in the problem solving activities, they had the chance to interact during the activities, reflect on some real-life circumstances and put into practice their human values besides sharing their opinions and learning about their partners. It could be concluded that the human values component in the English class was appreciated by the students and allowed the learners to increase their language proficiency mostly in pronunciation and vocabulary.

Shaaban (2005) proposes a comprehensive framework for a project for incorporating human values in ESL/EFL programs to create active, caring and responsible citizens nationally and globally who would be agents for positive changes in modern pluralistic societies.

Participants of such a program will learn English indirectly and will develop their critical thinking through problem solving learning.

According to the diagnosis developed in the school where the study is being made, the declared values to work on this course are the following:

Collectivism is the moral stance, political philosophy, ideology, or social outlook that emphasizes the significance of groups—their identities, goals, rights, outcomes, etc.—and tend to analyze issues in those terms. Collectivism is a basic cultural element that exists as the reverse of individualism (in the same way high context culture exists as the reverse of low context culture), and in some cases stresses the priority of group goals over individual goals and the importance of cohesion within social groups (such as an in group, in whichever specific context it is defined). Melouk (2007) ESL/EFL teachers.

Honesty refers to a facet of moral character and connotes positive and virtuous attributes such as integrity, truthfulness, straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Furthermore, honesty means being trustworthy, loyal, fair, and sincere. Honesty is valued in many ethnic and religious cultures. Honesty is the best policy" is a proverb of Benjamin Franklin; however, the quote "Honesty is the first chapter

in the book of wisdom" is attributed to Thomas Jefferson, as used in a letter to Nathaniel Macon.

Others have noted, however, that too much honesty might be seen as undisciplined openness". For example, individuals may be perceived as being "too honest" if they honestly express negative opinions of others, either without having been asked their opinion, or having been asked in a circumstance where the response would be trivial.

Solidarity

An overview of the concept of solidarity and its importance as the Church understands it.

In order to begin looking at the principle of solidarity and its importance it will be helpful to first look at the meaning of the word itself. Dictionary definitions talk of two aspects of solidarity: the uniting of a group of people with a common purpose, and mutual-dependency (or interdependency) of people. The Church's understanding of solidarity encompasses both of these aspects.

As a result of the diagnosis made to the sample selected, the value that needs more reinforcement is responsibility.

Responsibility: Fulfilment of compromises with oneself, family, staff and society. MINED (2007.p5)

Responsibility: Quality of the personality that implicates liberty to decide and to act assuming the consequences derived from the actions. It is the opportune and conscious performance of the perfect fulfilment of the contracted duty, which offers satisfaction. It is compromise and obligation. Rodríguez Rodríguez, I.S (2009.p30)

This investigation has a great importance considering that it is important to educate solid values in modern and future generations, which will be able to maintain the stability of a great Revolution, so the formation of really responsible youngsters, capable of defending the conquests reached till this limit, which is essential to go ahead. Educators play a very important role in the fulfilment of this proposal, because they start interacting with children since their early ages.

The reinforcement of values is very old, and there are lots of countries all over the world developing investigations to solve diverse problems related with the reinforcement of values in children, youngsters and adults. Early ages are the best ones to foster values, because children assimilate things better and they are more obedient to teachers.

Educating men and preparing them for life is an essential task of Pedagogy. It is one of the commonest problems that have been taken into account by the advanced Cuban pedagogical thinking in each historic epoch. The present development of the Cuban pedagogical thinking constitutes an expression of the historical background substantiated by illustrious pedagogue professionals that offered interesting educative projects. They considered education as an instrument of popular redemption, with a strong democratic base, whose center of attention was the education of feelings, convictions, moral principles, patriotism, responsibility and labouring, to reaffirm in children and youngsters the revolutionary traditions.

During these days, it is important to educate with a base in the reinforcement of traditions, because they are educative base in the conception of the system of values, constituting an impulsion towards the social cohesion and the individual behaviour of mankind. The tradition of the pedagogical thinking is a departure point to be consulted by those having the responsibility to educate the new generations from the lesson.

There are different ways of acting, associated to responsibility that must be assumed by those involved in the process of education and the process of acquisition. This process must be developed with discipline, consciousness, efficiency, quality and rigor in assigned tasks, it is important to assume criticism and self criticism as a powerful instrument of moral self regulation, there must exist a climate of compromise, and exigency of assigned tasks, people should know and respect the socialist legality, promotion of democratic participation, where the individual must feel compromised with the society, the family, the group, and the

country. To respect, defend and foster the social property over the individual one, and taking care of the environment.

In this investigation the authoress assumes **responsibility** as when it is fulfilled with the assigned duty and stays loyal to the objective. Duties are done with integrity and determination. Circumstances, necessities and choices put people in very particular roles and situations. Moral responsibility is to accept what is required, honour the role that has been encommended and act it consciously, always giving the best. MINED. (2007.p20)

1.9. Interpretation of the results of the empirical techniques.

The investigation demanded a diagnostic study.

This study was made with an intentional sample of 40 students from ninth grade from Ramon Leocadio Bonachea Junior high School.

Some empirical methods were taken into account and from this methods are described the obtain results, departing from the following indicators:

- The active participation of students in the activities from the school,
- the motivation of the students,
- comprehension of texts related to responsibility,
- ways of acting of students regarding to responsibility value, and
- the fulfilment of duties and rights of the students.

To test the knowledge that students had regarding responsibility in Ramón Leocadio Bonachea Junior High School in Sancti Spiritus, an observation was developed to obtain first hand elements. (Annex 1.

Observation guide. Objective: To observe the positions in some activities of the Educative activities and how they manifest the responsibility value on them).

The results were that regarding the active participation of students in the activities of the school, 15 students were in high level, which represents a 37,5% of the sample, 13 students were in average level, which represents a 32,5% of the

sample and 12 students were in low level, which represents the 30% of the sample.

Regarding the motivation of the students, 4 students can be found in high level, which represents a 10% of the sample, 16 students can be found in average level, which represents a 40% of the sample and 20 students can be found in low level, which represents a 50% of the sample. Regarding the comprehension of texts related to responsibility value just 2 student were evaluated in high level, which represents a 5% of the sample, 10 students were evaluated in average level, which represents a 25% of the sample and 28 students were evaluated in low level, which represents the 70% of the sample.

Regarding the fourth indicator that is the way of acting of students related to responsibility value, 2 students were evaluated in high level, which represents a 5% of the sample, 8 students were evaluated in average level, which represents a 20% of the sample and 30 students were evaluated in low level, which represents the 75% of the sample. Regarding the fulfilment of duties and rights of students, 4 students were in high level, which represents a 10% of the sample, 16 students were in average level, which represents a 40% of the sample and 20 students were in low level which represents the 50% of the sample.(Annex 3).

Later, a survey was applied for knowing what students knew about responsibility as a value and to check their points of view. (Annex 2.Survey.Objective: Knowing the knowledge of students regarding to responsibility value.)

Indicators:

- 1-Knowledge about responsibility as a value.
- 2-Contribution of the English subject to the development of this value.
- 3-The importance of responsibility value.
- 4- Interested in the school activities
- 5-Activities to develop the responsibility value.

The results were the following: in the first indicator, 4 students were evaluated in high level, which represents a 10% of the sample, 6 students were evaluated in average level, which represents a 15% of the sample and 30 students were evaluated in low level which represents the 75% of the sample.

Regarding the second indicator, just 2 student were evaluated in high level, which represents a 5% of the sample, 6 students were evaluated in average level, which represents a 15% of the sample and 32 students were evaluated in low level, which represents an 80% of the sample. Regarding the third indicator, 2 students were evaluated of high level, which represents a 5% of the sample, 2 students were evaluated in average level, which represents a 5% of the sample and 36 students were evaluated in low level, which represents the 90% of the sample.

Regarding the fourth indicator, 4 students were evaluated in high level, which represents a 10% of the sample, 10 students were evaluated in average level, which represents a 25% of the sample and 26 students were in low level, which represents the 65% of the sample.

Regarding the fifth indicator, 8 students were evaluated in high level, which represents a 20% of the sample, 2 students were evaluated in average level, which represents a 5% of the sample and 30 students were evaluated in high low, which represents the 75% of the sample. (Annex 3).

After having done the diagnosis, the results allowed the authoress to declare the following potentialities: the access to a set of activities that allow reinforcing responsibility value from the lesson, a set of publications in the library. But these instruments revealed the following insufficiencies: scarce fulfilment of duties and rights of the students, low comprehension of texts related to responsibility value, inadequate ways of acting in different places, and scarce participation of students in the activities of school.

For the fulfilment of the objective of the research and to solve these deficiencies, a proposal of teaching activities is made to reinforce the students' education in the value of responsibility through English lessons.

The proposal is confirmed by 10 activities that contribute to the perfection of the work related to the formation of responsibility value in students. (Annex 6).

This proposal is characterized by being conceived departing from the diagnostic regularities, for allow the development of education in values, being a challenger experience, being dynamic and guarantee the protagonist role of the students.

In this proposal different teaching aids like dictionaries, workbooks, are used.

Besides, they take into account with the different level of assimilation, like first level or reproductive level in which student has the capacity for using procedures with an instrumental character. The second level or reproductive with variants, where students are able to establish conceptual relations, and should apply this to an established situation, and to reflect about his inside relations. The third level or applicative level where the student has the capacity to solve problems and contextualize the problematic situation, identify components and interrelations, establish strategies of solution, to lay foundations or justifying what is done.

The activities are entitled as follows:

-Responsibility is important!

-Helping at home!

-Let's be responsible!

- Learning English!

-Having a good time!

- A responsible family!

- National Hero

-Saying occupations.

- Great Commandant.

- Helping my aunt!

With these activities, the following abilities are developed:

-Talking about people's past experiences,

-describing jobs and professions and

-describing one's skills.

Besides, these activities bring about the development of the teaching-learning process where the students are able to apply knowledge, to work independently, to bind the daily with what happened in past.

The proposal is directed to reinforce responsibility value in ninth grade students from the Ramón Leocadio Bonachea Junior High School, throughout English lessons. In unit entitled Last experiences."Past Times" and unit 5 titled What a job!.

Activity 1.

What a job!

Title: Responsibility is important!

Objective: The students should be able to identify jobs, by means of pictures to recognize that responsibility is very important for living in a society.

Way of proceeding: The teacher is going to show students some pictures where many persons doing different jobs appear and students are going to answer the teacher's questions.

Activity:

Look at these pictures and answer the following questions:

1. What are these people's jobs?
2. Do you consider they are responsible persons?
3. Why do you consider so?

To implement in practice the way of solution the experimentation method was put into practice with the pre-experiment variant. After the implementation of the proposal of teaching activities to the sample, The observation, the survey and the pedagogical test (annex 5) were applied again; and the following results were obtained (Annex 4): an observation was applied again and the results were that regarding the active participation of students in the activities of the school, 30

students were in high level, which represents a 75% of the sample, 8 students were in average level, which represents a 20% of the sample and 2 students were in low level, which represents the 5% of the sample. Regarding to the motivation of the students, 32 students can be found in high level, which represents a 80% of the sample and 8 students can be found in average level, which represents a 20% of the sample.

Regarding the comprehension of texts related to responsibility value 34 students were evaluated in high level, which represents an 85% of the sample, 4 students were evaluated in average level, which represents a 10% of the sample and 2 students were evaluated in low level, which represents a 5% of the sample. Regarding to the fourth indicator that is the way of acting of students related to responsibility value, 28 students were evaluated in high level, which represents a 70% of the sample and 12 students were evaluated in average level, which represents a 30% of the sample and. Regarding to the fulfilment of duties and rights of students, 36 students were in high level, which represents a 90% of the sample and 4 students were in average level, which represents a 10% of the sample.

The results of the survey were the following(Annex 4): in the first indicator, 32 students were evaluated in high level, which represents a 80% of the sample, 6 students were evaluated in average level, which represents a 15% of the sample and 2 students were evaluated in low level which represents a 5% of the sample. Regarding to the second indicator, 26 students were evaluated in high level, which represents a 65% of the sample and 14 students were evaluated in average level, which represents a 35% of the sample.

Regarding the third indicator, 24 students were evaluated of high level, which represents a 60% of the sample, 14 students were evaluated in average level, which represents a 35% of the sample and 2 students were evaluated in low level, which represents a 5% of the sample. Regarding to the fourth indicator, 30 students were evaluated in high level, which represents a 75% of the sample and 10 students were evaluated in average level, which represents a 25% of the

sample. Regarding to the fifth indicator, 32 students were evaluated in high level, which represents a 80% of the sample and 8 students were evaluated in average level, which represents a 20%.

Taking into consideration that values is such a subjective quality to value, after the application of the teaching activities for reinforcing the value of responsibility through the English lessons, there was a slight change in the students' attitude towards the school activities, expressed in:

A little more active participation in the school activities, their motivation for these activities have increased in a certain level and they showed better fulfillment of the objectives of those activities, not only in the English lessons but in other activities at school in general.

All this means that students did not change their total attitude towards their participation in the activities at school and they did not become more responsible persons as such, but at least a slight change was observed towards their implication in the school activities.

CONCLUSION.

1. The bibliography consulted related to the bases that sustain the education in values was supported on studies made by the different investigators. They coincide with the fact that education in values has a great significance within the ideopolítica education. The historical continuity of the revolutionary process in the new generations depends on this formation. Also, it constitutes a fundamental objective to develop of the Cuban Educational System. In this work some theoretical aspects that allow the teachers to acquire a greater knowledge of what to educate in values means are offered, to understand the importance of values in the Teaching Learning Process and the fundamental role they play on the part of the teachers and all the educative, social, political institutions.
2. The study developed gave elements that showed the existent difficulties in the students regarding to the education of values knowing that they did not take care of the group, they did not have good attendance and punctuality to class, they did not keep an organized group, they did not do the activity they should do, they did not do the independent tasks and they did not fulfil the duties and rights of the students, what asked for the applying of an strategy for its reinforcement.
3. The proposal of activities depart from the necessity that the school have regarding to the formation of responsibility value. These activities are conceived with a systemic character, objectivity, which departs from the diagnosis to the sample, with a dialectic character and with corresponding actions. is characterized by being conceived taking into account the students' regularities, for allowing the development of education in values, being a challenger experience, being dynamic and guarantee the protagonist role of the students in the different school activities.
4. The results of the investigation show the positive change after the application of the teaching activities, what can be considered a possibility to contribute to the formation of responsibility value in the students regarding the reinforcement of responsibility value. A little more active participation in the school activities,

their motivation for these activities have increased in a certain level and they showed better fulfillment of the objectives of those activities, not only in the English lessons but in other activities at school in general. All this means that students did not change their total attitude towards their participation in the activities at school and they did not become more responsible persons as such, but at least a slight change was observed towards their implication in the school activities.

RECOMMENDATIONS.

- To value the possibilities of this proposal to make it extensive to the rest of the students of the other groups and in other Junior High Schools.
- It is also recommended the presentation of the paper to deepen into it and to be used scientifically in further investigative works.

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ANNEXES:

Annex 1.

Observation guide.

Objective: To observe the students' participation in some activities of the Educative activities and how they manifest the responsibility value

Aspects to observe:

- 1-The participation of students in the activities of the school.
- 2-The motivation of the students.
- 3-Comprehension of texts related to (Annex 1.
- 4-Ways of acting of the students regarding to responsibility value.
- 5-The fulfilment of duties and rights of the students.

Annex 2.

Survey.

Objective: Knowing the knowledge of students regarding to responsibility value.

Es necesario que cooperes en la realización de este trabajo dando respuesta a las interrogantes que a continuación se te realizan.

1-¿Tienes conocimiento acerca del valor responsabilidad?

_SI

_NO

2-¿Consideras que en la asignatura Inglés las actividades orientadas por tu profesor(a) contribuyen al desarrollo de la responsabilidad?

_SI

_NO

3-¿Crees que la responsabilidad es importante?

_SI

_NO

4-¿Demuestras interés por las actividades relacionadas con la responsabilidad?

_SI

_NO

5-¿Te gustaría desarrollar actividades que desarrollen la responsabilidad?

_SI

_NO

Annex 3.

Results of the Initial Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	24	60%	10	25%	6	15%
2	Motivation of the students.	20	50%	16	40%	4	10%
3	Comprehension of texts.	28	70%	5	25%	2	5%
4	Ways of acting of the students.	30	75%	6	15%	4	10%
5	Fulfillment of duties and rights.	20	50%	16	40%	4	10%

Results of the initial Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIUM		HIGH	
1	Active participation of the students.	30	75%	6	15%	4	10%
2	Motivation of the students.	32	80%	6	15%	2	5%
3	Comprehension of texts.	36	90%	2	5%	2	5%
4	Ways of acting of the students.	26	65%	10	25%	4	10%
5	Fulfillment of duties and rights.	30	75%	2	5%	8	20%

Annex 4.

Results of the Final Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	2	5%	8	20%	30	75%
2	Motivation of the students.	-	-	8	20%	32	80%
3	Comprehension of texts.	2	5%	4	10%	34	85%
4	Ways of acting of the students.	-	-	12	30%	28	70%
5	Fulfillment of duties and rights.	-	-	4	10%	36	90%

Annex 5.

Results of the Final Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	2	5%	6	15%	16	80%
2	Motivation of the students.	-	-	14	35%	26	65%
3	Comprehension of texts.	2	5%	14	35%	24	60%
4	Ways of acting of the students.	-	-	10	25%	30	75%
5	Fulfillment of duties and rights.	-	-	8	20%	32	80%

Annex 6. Set of activities.

Objective. To develop the formation and education in the responsibility value.

Activity 2.: Last experiences.

Title: Helping at home!

Objective: The students should know that helping at home contribute to be responsible persons.

Way of proceeding: The teacher shows a set of sentences and students will have to complete these sentences using verbs in past.

Activity.

Complete these sentences using the past of the verbs in parenthesis.

1. I (do) my homework yesterday afternoon.
2. My mother (sweep) the floor yesterday night.
3. My father (wash) the dishes in the yard.
4. I (clean) my bedroom yesterday.

Activity 3..

Title: Let's be responsible!

Objective: The students should recognize that working at home contribute to be a responsible person.

Way of proceeding: The teacher shows the title of the activity, asks some questions, and orients to students to select a partner and to write a dialogue about what they did the last weekend for helping at home. Teacher explains that they should use the past of the verbs and that they should be ready to dramatize it.

Activity.

Select a partner and write a dialogue about what you did last weekend for helping at home. Remember to use the verbs in past and be ready to dramatize it.

Activity 4.

Title: Learning English!

Objective: Students should recognize that learning English is very important for helping others as a responsible person.

Way of proceeding: Teacher gives to students some cards with a text titled Marlon's story, and reads the text several times to familiarizes it with the students, then they will answer some questions.

Reads the following text:

Marlon`s story.

My brother and I began to learn English when we were kids. My parents used to say that children learn English very easily. Every day they would ask us to say something in English. My mother used to be very strict when we were children. As an English teacher, my mother would always correct what we said. She used to make us to repeat words and statements over and over again. Once she was teaching me how to pronounce the word candy correctly. She repeated the word several times: candy, candy, candy. After the third time I started to sing a popular song then: Candito no seas travieso, no seas travieso Candito. My mother only laughed with the funny incident.

a) Answer the following questions:

- When did Marlon and his brother start to learn English?
- What did their parents used to say?
- What did their parents ask them every day?
- What did their mother used to do?
- Do you think it is important to learn English?
- Do you think that helping others makes you a responsible person?

Activity 5.

Title: A good time!

Objective: The students should know that keeping a good behaviour everywhere makes them a more responsible person.

Way of proceeding: Teacher is going to introduce some sentences and students will complete them using the verbs in their past continuous form.

Activity.

A group of people were staying in a camping house. Complete these sentences for knowing what they were doing in that place. Use the past continuous of the verbs in parenthesis.

1. Ann (clean) the house.
2. George (sweep) the yard.
3. Carol and Dennis (wash) the dishes.
4. Tom (paint) the ceiling.

Activity 6.

Title: A responsible family!

Objective: The students should know that working or having jobs is a way of being responsible.

Way of proceeding: Teacher is going to write a title on board, after that, she will ask some questions and then, students are going to write a paragraph about it.

Activity.

Write a paragraph in which you say the jobs or occupations of each member of your family. Say why they are responsible persons.

Activity 7.

Title: National Hero.

Objective: The students should recognize that responsibility was present in the national hero by means of knowing some of his occupations.

Way of proceeding: Teacher introduces the text to students and gives them some cards with the text on them and orients to answer some questions about it.

Activity.

Read the following text:

Jose Marti was born on January 28th, 1853. He was a brave, intelligent and revolutionary man. He had many occupations like: writer, poet. He was the organizer of the Necessary War and he wrote the Golden Age for children. He died on May 19th, 1895.

a) Answer these questions:

- When was Marti born?
- Say some of his occupations.
- Do you consider he was a responsible person?
- When did he die?

b) Write sentences with Marti`s occupations.

Activity8.

Title: Saying occupations.

Objective: The students should recognize that having jobs is a way of being responsible.

Way of proceeding: Teacher asks students to select a partner and write a dialogue about their parent`s occupations.

Activity.

Select a partner and write a dialogue in which you say your parent`s occupations.
Be ready to dramatize it.

A: Greetings.

B: Greetings.

A: Ask the name of your partner.

B: Answer your name.

A: Ask your partner his/her parent`s occupations.

B: Say your parent`s occupations.

A: Farewell.

B: Farewell.

Activity9.

Title: Great Commandant.

Objective: Students should be able to recognize Fidel Castro Ruz as a responsible person.

Way of proceeding: Teacher gives to students some cards with a text about Fidel Castro Ruz and orient to answer some questions.

Activity.

Read the following text:

Fidel Castro Ruz was born on August 13th, 1928. He fought for the independence his all life. He was a excellent lawyer and a great combatant. He loves children and Cuban people will always love him.

Answer these questions:

1. When was Fidel born?
2. Did he fight for defending the Revolution?

3. Say some of his occupations.
4. Do you consider him a responsible person?
5. Do Cuban people love him?

Activity10.

Title: Helping at home!

Objective: Students should be able to recognize that helping at home is a way of being responsible.

Way of proceeding: Teacher asks to students to select a partner and write a dialogue about what they would do for helping at the aunt`s house.

Activity.

Imagine that you went to your aunt`s house this weekend and you helped her at home doing different things because you are a very responsible person.

Select a partner and write a dialogue in which you say what you did for helping your aunt. Be ready to act it out.

A: Greetings.

B: Greetings.

A: Ask what place your partner went this weekend.

B: Say the place you went.

A: Ask what he did there.

B: Say what you did there.

A: Say good bye.

B: Answer that farewell.

Actividad 11

Title: "My school uniform"

Objective: To understand the importance of the correct wearing and care of the school uniform as well as to strengthen the responsibility value in students of 9^o grade.

Unit:

Type of lesson: interactive and developer activity.

Time: 30 minutes.

Methods: reproductive- practical conscious.

Teaching aids: pictures ,Work Book.

Procedure: The professor will tell two students to stand up and show the way they are wearing their uniforms, (the students are wearing the uniform incorrectly)and the teacher asks the following questions:

- Are they wearing the uniform correctly?
- What problems can you see there? (students can identify the problems and answer Spanish)

Then, two other students (a girl and a boy)stand up wearing the uniform correctly.

The teacher emphasizes if this is the correct way to wear the uniform.

- What do you call 'Uniform escolar' in English?
- What colors is the uniform ?

Then, the students will make the following activity .

1- From the list below, tick the things that belong or might be accepted with the school uniform.

- pants
- shirt
- skirt
- tank top
- socks
- rings
- belt
- pull over

- high heels
- shoes
- wristbands
- bracelets
- necklaces
- watch

2- Write short sentences that tell about the correct wearing of the school uniform.

3- Draw a picture in which you suggest the correct wearing of the uniform.

4- Match the objects and their names of what we should not wear with the school uniform.

Match the words to the pictures



TIARA



Nightcap



Waterglasses



5- Write a composition in which you advise a student in how to wear the school uniform correctly.

Actividad 12

Unit:

Time:30 minutes

Tipo de clase desarrolladora,interactiva.

Título: "What time is it?"

Objetivo: To understand the importance of knowing the appropriate schedule for each activity, to strengthen the responsibility value in students of 9° grade.

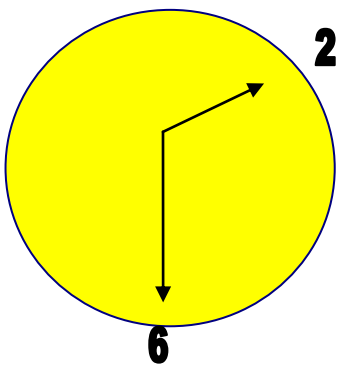
Methods:Reproductive-pactical conscious

Teaching Aids:pictures,Work Book.

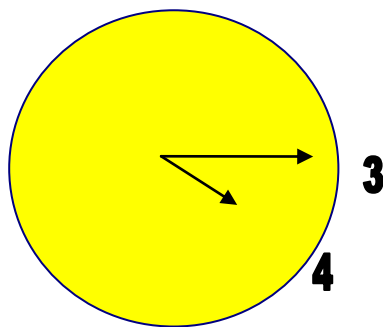
Methodological procedures:

The professor will present the communicative function "How to ask the time"

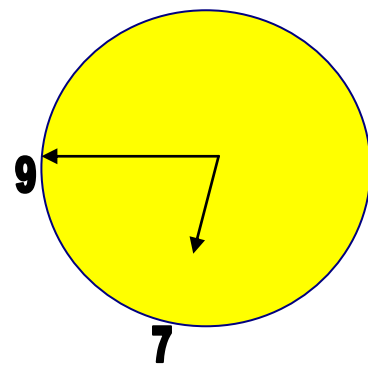
(What time is ?)



It's half past two.



It's quarter past four.



It's quarter to seven.

Making emphasis on the different schedules to carry out the diverse activities.

7.00	8.00	9.00	12.00	4.00	10.00

Suzie's Day



She gets up at seven o'clock.

She has lunch at

She has breakfast at...

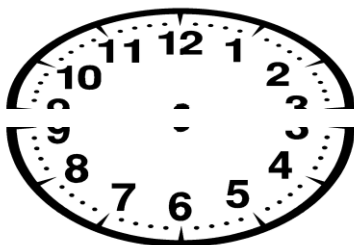
She goes home at ...

She goes to school at ...

She goes to bed at ...

Previously the professor will guide to the students to build a cardboard clock with the pointers schedule and minute hand.

In this way, the teacher will carry out diverse questions in which the students will respond with the Suzie's schedule expressed in the table and pointed out in their clocks.



Monday	
8.30	School begins
9.15	Maths
10.30	Break
10.45	English
11.30	History
12.45	Lunch

Activity:

Complete the following paragraph. Follow the example.

Suzie starts school at half past eight. She has a maths lesson at _____ .

She has break at _____ . She has an English lesson at _____ .

At _____ she has history. She eats lunch at _____ .