

**PEDAGOGICAL SCIENCES UNIVERSITY
CAPTAIN "SILVERIO BLANCO NÚÑEZ"
SANCTI SPÍRITUS**

**Major paper presented in option to the bachelor's degree on
Education.**

Foreign Languages

*"THE DEVELOPMENT OF NINTH GRADE STUDENTS'
INDEPENDENT WORK IN THE ENGLISH LESSONS"*

Rayner Ruíz Carrazana

2012


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Somos un ejército de luz

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Rayner Ruíz Carrazana

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Lic. Fidel Cubillas Quintana. PhD

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Acknowledgements

- To my students ... by the immense privilege of education and confidence in my educational work. Also to the people who encouraged me to continue, despite the setbacks.
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Dedication

- To my family, for supporting me all the time and giving me confidence in my teaching-research.
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- To Germán, my excellent tutor.
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Abstract.

The present research report deals with the current problems which are one of the biggest difficulties facing education, taking into account the new transformations in the junior high school model and the importance of the independent work method in regard to form the personality of the learner in relation to the creation of independent work habits and the development of research skills. Activities aimed at contributing to the development of independent work are applied, created on the basis of a pedagogical model, different from those traditionally presented in English language teaching. The objective of this research is to apply teaching activities in the English lessons in order to contribute to the development of independent work in ninth grade students 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 observation and the document review were used; and from the statistical and mathematical processing level, the procedure of percentage calculation was used. The results obtained during the stage of final research diagnosis were evaluated, which allowed us to conclude that the implementation of the activities greatly contributed to solve the existing problems as there were evident changes and an increase in the development of independent work in the selected sample.

Résumé

Cette recherche aborde une problématique actuelle qui constitue une des majeures difficultés auxquelles l'éducation fait face en prenant compte les nouvelles transformations du modèle de la secondaire basique et à l'importance qui prend la méthode de travail indépendant par rapport à la formation de la personnalité des apprenants et à la création des habitudes de travail indépendant et le développement des compétences investigatrices. Dans la recherche ils s'appliquent des activités adressées à contribuer au développement du travail indépendant, son élaboration est basée dans un modèle pédagogique différent à ceux qui ont été traditionnellement exposé pour l'enseignement de la langue anglaise. L'objectif de cette investigation c'est appliquer des activités qui contribuent au développement du travail indépendant en cours d'anglais des élèves de la neuvième année de l'École Secondaire Basique Urbaine « Ramón Leocadio Bonachea » de la municipalité de Sancti Spíritus. Ils se sont employés des différents méthodes : du niveau théorique : la méthode historique et logique, l'analyse et la synthèse et l'induction et la déduction ; du niveau empirique l'entrevue, l'enquête, l'observation, et la révision des documents ; du niveau mathématique, le calcul des pourcentages. Ils se sont fait des validations des résultats obtenus pendant l'étape de diagnostic initial de la recherche et qui on permit arriver à la conclusion de que l'application des activités a contribué significativement à résoudre la problématique existante, puisqu'ils existent des évidences des transformations et augments par rapport au développement du travail indépendant à la montre sélectionnée.

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Introduction

Education needs to be more scientific and efficient in the contemporary world. Guaranteeing the cognitive independence offers man the possibility of being capable of directing his learning, to ensure his continuous education and, in that way, achieving a high level of independence and efficiency in carrying out his labor activity. One of the major problems currently faced in teaching theory and methodology of different levels is concerning the correct independent work development. Taking into account that independence is precisely one of the personality traits that has its expression in the reasoning system; it is on duty, as new society formers, of working tirelessly in the search for working methods that actually contribute to the formation of future generations, developing creative and independent potentialities in them.

By means of working independently, students develop their learning capacity, based on the scientific information received. Such study way contributes to the development of critical and independent thoughts, increases the interest in the study subject, the acquired knowledge becomes solid and wide, self-disciplines the students' work and prepares young man for his future professional work, because working independently they use several materials, different literature and other sources that collaborate with the improvement in the acquisition of knowledge. Cuban authors have pointed out from the theoretical and methodological points of view the independent work such as: Pérez, Gastón and Nocedo, Irma (2002), Antich de León, Rosa (1988), Báxter Pérez, Esther (1988), Santana Amargo, Juan (2000), Herrera Rojas, Luis and Ríos González, Miriam (2001), Ríos González, Miriam (2002), Quiñones Reina, Danilo (2003), Rodríguez Melgarejo, Yurima (2008), Ruíz Álvarez, Mayelín Magdely (2009). All these authors have aimed their research to enrich the theory and methodology of the independent work.

To execute this work, it has been considered that one of the problems of the current Cuban school is the wrong orientation, execution and control of the independent work, essentially by training teachers. The following **problematic situation** has been verified by means of studies that have been made to different documents and researches, that in spite of the availability of information in materials, the students lack of resources to achieve autonomy, personal effort and constancy during the execution of the teaching

task, this **contradiction** provokes inadequacies in the teaching-learning process (TLP), therefore the following **scientific problem** arises: How to develop ninth grade students' independent work in the English lessons? So, the following **objective** is formulated: To apply teaching activities in the English lessons in order to contribute to the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School. The **scientific problem** had to be subdivided into sub-problems for its better study on, and for this, the following **scientific questions** were used: **1.** What are the theoretical and methodological foundations to support the development of independent work? **2.** What is the current state of the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School? **3.** What characterizes the teaching activities that contribute to the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School? **4.** How to validate the results obtained by the application of the teaching activities designed to contribute to the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School?

Following the heuristic investigation the following **scientific tasks** were stated: **1.** Determination of the theoretical and methodological foundations that support the development of independent work. **2.** Diagnosis of the current state of the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School. **3.** Elaboration of teaching activities that contribute to the development of ninth grade students' independent work. **4.** Application of teaching activities to make the development of independent work possible.

To penetrate into theory the **analysis and synthesis** and **induction and deduction** methods from the **theoretical level** were used. To obtain valid and reliable information, **the interview, the pedagogical observation** and the **document analysis** were the main methods used from the **empirical level**.

From the **statistical-mathematical level**, to analyze the data from the research, the **percentage calculation procedure** from the **descriptive statistics** was used. To apply the investigation a **population** composed of group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School in Sancti Spíritus was selected. These students do not have solid knowledge in English because in previous years they did not have a

specialist in front of the classroom for teaching them, so, they do not have language skills that allow them to have some cognitive independence in the language itself. Forty five students belonging to group four from ninth grade were selected as **sample** representing the 100 % of the population. This sample was intentionally selected because it is the group in which the author teaches related to the specialty. During the research process the following **independent variable** was controlled: the independent work teaching activities, and the controlled **dependent variable** was: the development of independent work.

The **scientific novelty** lies in the teaching activities that will contribute to the development and strengthening of independent work in the foreign language subject, and they are characterized by giving more effectiveness to the subject learning strategy in the grade, helping the students' self-activity. The **practical significance** is given in the proposed activities that allow the development of independent work in a similar context.

The major paper is structured in: introduction, development, conclusions, recommendations, bibliography and annexes.

Development

With the revolutionary triumph in 1959, big changes commenced, giving priority to the necessity for stimulating and developing the student's independent work. From this moment on, independent work constitutes one of the fundamental ways to favor the development of student's cognitive potentialities in the teaching-learning process.

The research claims to deepen into theory and it is necessary to define the following terms:

José Martí speaks of independent work and he says:

"(...) schools must be reason houses with a wise guide and the boy is accustomed to develop his own thought, and it is specified later on, in an arranged relation the objectives and ideas, in order to deduce the direct and harmonic lessons that leave him enriched with its information, besides strengthened with the practice and the taste of having discovered it".

Martí calls schools reason houses; therefore, he is already making a call to education to develop its logical and scientific thoughts, in which through a teacher's guide, the student learns habits to develop his own thinking in an independent way, and in this manner he makes his logical and harmonic thoughts rich, besides, this makes them stronger through the practice and the taste of having discovered by themselves.

According to Felix Varela Morales (1788-1853), to observe is the first, therefore, he would ask his students to observe, to ask and to judge by themselves. In the same way, José de la Luz y Caballero (1800-1882) who dedicated with a great interest to the student's educational formation and he defended the explicative method and he has explained to us:

"(...) you do not attend the establishments for learning what you have already learned, but very regularly for learning how to study and for learning how to teach". (1986: 427)

With this, Luz y Caballeros explains to us that you do not attend to the school just for learning what you have already learned, but the main objective is to teach the student how to learn, that is why the problematic of teaching independent work occupies a very important place, it is our duty that they learn how to study and how to teach, this is what develops the reasoning, the logical thought, the capacities and the activities that are capable of preparing the young man for his life.

Gisela Sánchez Orbea (1987: 14-18) says that independent work is:

“(…) every activity that is carried out independent or in a group by the student, aimed to consolidate, amplify and deepen in knowledge, habits and acquired skills as in assigned activities as by his own desire, without the help of the teacher to solve the presented problems”.

Independent work, both individual or in group, out of the English lesson, facilitates the meeting with the language students study in different conditions that they have in the classroom, what it gains a bigger significance when its teaching-learning process is developed out of the linguistic circle. (2009: 195-197)

Pidkasisti, P. I. (1986: 45) expresses that:

“(…) independent work is the way to include the students in the cognitive activity, or it is defined as the organization way of the cognitive activity, as its way of logical organization, psychological and pedagogical”.

The opinion of Baranov, S. P. (1989: 133) is that:

“(…) independent work is the cognitive activity, in which the student's logical order thoughts in his intellectual actions and practice depends on the student and are determined by him”.

In the specific case of foreign language teaching, independent work contributes significantly, aside from the established, to the development of student's communicative competence, insofar as they are involved in the search for linguistic models fitting of the communicative functions they are studying to insert them in the solution of the communicative functions the teacher has set them up from a stated solution. (2009: 195-197)

The independent work process makes possible to pay the necessary attention to the students' individualities, for this, it requires to have the following stages in mind:

Organization-Planning, **Orientation-Implementation** and **Control**.

Organization-Planning: it has as objective the study of the theoretical material that is directly linked to the activity that will be developed. It is organized taking into account the educational literature as starting-point, including the basic textbook and the complementary one, the materials, as well as the preparation guide or the teaching tasks that were planned and the preparing for the lesson. It is a desk didactic work

where the teachers from the pedagogical staff are responsible for fulfilling that the content aspects from the syllabus form part of the independent work system. This stage, organization-planning must include the following elements:

- Determination of the objective.
- To establish the available spending time for the independent work in relation to each year subject. (real time available)
- To determine the previous knowledge students should know well.
- To have the basic bibliography and the reference at disposal.
- To guarantee a determined information level and knowledge of the place where the independent work will be done.
- Diagnosis control.
- To determine the directions for the self-evaluation and the evaluation.
- To determine the methodological actions to follow.

Orientation-Implementation: it one of the most important stages of the process, it is where the what and the how to carry it out are summarized. It makes use of all the content potentialities for a suitable motivation, on the basis of the benefits that produce the work for the students, its present and future utility that gives the fellows that learn according to skills that turn into stable ways of acting. The activity guidance foundation is fulfilled in the guide for self-learning, and then you foresee the student directly on it, linked to the activity, doing observations, making notes, asking for information, facts. In this case, the guidance will help him as a way for carrying the demanded tasks out and they have a direct relation with the objective that will be obtained that is the case of the laboratory practice and outings.

The teacher should take into account the following elements:

- Students' preparation level, that is to say, from the theoretical basis in relation to the work to do.
- Ability for working with materials that provide him the necessary information.
- Command of technical vocabulary characteristic of the subject.
- Possibility to establish relations and comparisons.

- Observation of the students during the work.

The following steps will be taken into consideration:

1. Presentation of the actions.
2. Analysis and appraisal in group.
3. Execution in group or individual.

It is important to specify the reference materials that will be used from the independent work and the methods and procedures that will be used for its fulfillment. In order the students can carry out with the effectiveness what he was assigned, it is indispensable in the lesson process the teacher takes into account the skill developments for making notes, making summaries, analyzing new materials, developing problems, and others, in correspondence with the characteristic of every subject and every student.

In the adequate and systematic orientation of independent work, it is evident the main role of the teacher that he has to lead his students in a correct way, to deepen constantly in regards to the activities they do in the consolidation, searching of knowledge and in the acquisition and development of skills. Likewise, the responsibility of doing in a systematic and operative way the control of knowledge in the students and the duty to inform their difficulties to them, for working quickly to eliminate them falls on the teacher.

The implementation can be in the lesson or out of it, in which the activities are solved individually or in group. It is where the students learn the ability and the teacher follows-up the particularities in their display. It is confirmed how the transit from dependence to independence evolves and what regularities show us a stable quantitative transformation of the ways of acting of the fellow that is learning in the new problems solution, that gives him new information, that organize their logical acting accordingly to assume their protagonist role as the center of the process.

In this stage students should apply foresee procedures and strategies with the aim of producing the required transformations to make independent work with quality, besides, all the activities should be object of analysis as part of the orientation stage, this allows the student to get a conscious and rational implementation, it is important to direct what the student should do in a certain moment to obtain right results.

There are occasions, before carrying-out independent work, where the students acts immediacy without an analysis process, reflection and searching for answering without taking into account the used procedure for its obtaining.

Another element to take into consideration by the teacher when the students are doing the corresponding actions to the learning tasks is related to what they can do by themselves and what they can do with help.

The Control: it is a constant following to the process from its own determination to check how the students are progressing in the develop of the proposed abilities in learning situations, the data analysis and the observations made to arrive to conclusions and generalizations. The information the student will make the rest of his partners know must be structured because it will be the object of reflections because of its instructive and educational function, apart from the following statements:

- Presentation of the report.
- Making some oral questions.
- Discussion and debate of the theme as study object.
- Critical evaluation of the monitoring process and its results.

Both, the answers of the oral questions and the discussion and debate in matter must be well-based with an adequate use of the vocabulary characteristic of the subject. (Álvarez de Zayas: 2009)

Even though, independent work presents perceptible advantages to obtain a conscious learning, it presents as objections: "(...) the time, as well as the difference in students' work pace". (2002: 212)

However such disadvantages, the teacher should avoid the danger that the given time isn't enough when he organizes it, and also, from his pupils' characteristics will start the system of assigned activities that should be planned according to individual differences.

Carlos Álvarez de Zayas, (1992: 220) asserts that independent work is:

"(...) the way the teaching process organization is managed to form independence as a characteristic of students' personality".

Clara Arango (1994: 34) refers that all independent work has to fulfill the following aspects:

- Philosophic aspect: Dialectic-Materialistic conception of the world.

- Psychological aspect: Psychological activity stage and structure of thought.
- Psychological-Educational aspect: To consider what type of activity is.
- Educational: Educational functions.
- Methodological: Sources of information and means for developing activities and habits.
- Organizational-Methodological: Logical organization and the frequency of the activities.
- Organizational: Independent activity structure. (Luciano Pérez, S., 2008:35)

Carlos Rojas Arce (2003) explains the fact that:

“(…) from its double character, that is to say, independent work can be defined from the consideration, in the first place, either from the teacher’s pedagogical activity or, from the student’s learning activity”.

Some educationalist refer about independent work as a joint of activities that students make without the presence of the teacher to solve the tasks proposed for him in the direction of the teaching-learning process.

“The independent work is a system of activities directed by the teacher where the student is located as character capable of transforming the work method and to develop new procedures”. (Ruíz Álvarez, M. M., 2008: 28).

Elaine Navarro Leyva considers that independent work is:

“(…) a way to organize the students’ independent cognitive activity that is expresses by means of a joint of tasks that can be use during the teaching activity or out of it methodologically, as well as its uses in any of the organization ways it will be used”. (Cordero Valdés, G. J., 2009: 20)

“Independent work should be understood as a system directed to the students’ insertion in the independent cognitive activity, according to internalization and assimilation of new contents they acquire”. (Labarrere, G. y Valdivia Pairol, G. 2000)

Mirtha del Llano Meléndez (1984:35) expresses that independent work is:

“(…)” a way to organize the students’ independent cognitive activity that is expresses by means of a joint of teaching tasks directed by the teacher in which the students’

intellectual action, thought and physical activity get around to fulfill the proposed objective”.

The graduated Elvira Caballero Delgado points out that:

“(…) it is impossible to associate independent work with a specific method or a procedure; it is simply every activity that involves the student in the independent cognitive activity under the teacher’s direction”. (García Batista, G. y Caballero Delgado, E. 2004: p.p. 16-30).

PhD. Josefina López Hurtado defines independent work as:

“(…) that activity assigned by the teacher for the students to do, in or out of the teaching process, in a certain time, without the constant and direct help of others”. (1999:137)

Independent work has a great importance for the development of students’ cognitive independence, that is why it implies the search of methods, procedures and learning strategies independently and, if the independent work is done out of the classroom area, it contributes significantly to the self-learning development. When this activity is done out of the teaching process it is recognized as independent study, in which it is developed with a student’s high-independence.

There is a tendency among teachers to identify independent work with independent study. Although, there is not a big mistake, it is convenient to recognize some differences between them, because that contributes to improve its practical uses. Both, independent work and independent study are part of the student’s self-training system.

Independent Work.	Independent Study.
It is planned by the teacher.	It is planned by the student.
Directed towards the group.	Individual necessity.
An aimed control.	A straight control.
Learning from a system of actions.	The use of a system of actions.

Independent work application should be based on a task system elaborated in accordance with the principle of complexity increase of the practical and theoretical activities, in which academic, labor and investigative components students should do are interrelated. This principle is valid for the independent study.

That system of tasks should stimulate the development of psychic processes that intervene in learning, that is to say, sensoperceptual processes, motivation, memory, thinking processes, as well as the procedures and strategies of work. An independent work task system with those characteristics should contribute the student to assume progressively professional ways of acting in which compromise, self-consciousness, independence and creativity are evident.

The characteristics that distinguish the independent work task system in a teaching-learning developing conception are:

1. Theory and Practice bond.

Practice as a human activity way constitutes in a knowledge form, which becomes into theory as it is systematized. Theory, on its part, permits the foundation of practice and it is applied to the practice. This theory-practice bond should favor a student's reflection in the practice, from the practice to the practice, which is a condition for a real transformation. In this bound achievement the established interrelation has an essential role throughout the career among the academic, labor and investigative components.

2. Problematic character with a scientific and investigative approach.

It is essential that the tasks create contradiction between what is known and what is unknown for the student, between what is achieved and the new demands, between the explicit and the implicit. This transition from what is known to the unknown that includes the knowledge system, the habits and skills system; the relation rules of the world and the experience of the creative activity from the reproduction until the creation, permits to get to a new development stage.

Therefore it can be said that independent work:

- Implies conscious assimilation of knowledge.
- Develops creative thoughts.
- Permits the development of correct habits and skills.
- Stimulates investigative spirit.
- Increases learning and capacity.
- Contributes to the development of integral personalities.
- Demands more effort from the students and from the teacher.
- Needs a conscious organization and preparation on the part of the teacher.

- Contributes to the formation of the future producer that needs the socialist society.

The independent work involves the student to be capable of:

- Thinking about concrete objectives to do his independent activity.
- Making plans of individual or in group work under the teacher's guide.
- Searching in bibliographic sources data he needs to work.
- Learning how to evaluate his activity results and his classmates'.

The independent work is one the most effective ways to develop skills, acquire knowledge individually, apprise and apply them to practical life. This allows to educate cognitive activity and to develop independence. Students learn how to do through independent work.

The independent work is also approached as a method, procedure, organization way and even as a system of didactic measures towards:

- The conscious assimilation of the teaching material.
- The improving of knowledge and its development.
- The consolidation of knowledge.
- The formation of practical skills.
- The formation of a tendency to an independent search for new knowledge.

However, it is considered that you cannot identify independent work as a method, because it can be done by students using any method as well as in any teaching organization way, due to its implementation can be executed in any of the teaching-learning process components.

The independent work objectives include:

- New material studying.
- Deepening.
- Knowledge application.
- Consolidation, checking and evaluation. These three last moments can be reached by means of different cognitive activities carried out by the students, which can be productive or reproductive, but, combined in keeping with the reached standard.

In the National Seminar for Managements and Methodologists held on February 1982, two independent work principles were stated:

1. Scientific succession of tasks complexity in content and implementation methodology, distributed so that each of them permit to pass to the next execution.
2. Systematization of the structured tasks on the basis of a gradual increase of the activity and independence for its implementation. The success depends on the strict difficulties gradation; here is the importance of the students' systematic diagnosis has in the process as a starting point for planning, organization and implementation in the classroom.

On the contrary, independent work acquires different forms such as making notes, working with the textbook, consulting materials in the library, doing homework, preparing a paper, doing a critical appraisal, etc. The independent work and independent study strategies more used are: making notes, underlining, summing up and reviewing, all of them obviously related to the reading process. As follows, a brief description of each of them is presented.

Making notes: activity also known as taking notes and consists of writing information from a text, a lesson, a conference or another academic activity. This strategy has two conditions: storage and coding.

Underlining: it is an activity that consists of placing lines under the information considered important or to bring such information out as reading. Underlining favors memories of the underlined material to the detriment of that it was not underlined or brought it out.

Reviewing: this activity, fundamental in the study process, consists in rereading or in reviewing the underlined information, or on which has generated notes.

Summing: constitutes a fundamental skill for the comprehension, learning and study process. It consists in rewriting the study material, paraphrasing the information, including only important or relevant information and organizing the material though the process of establishment the relations present in the text. (2007: 11).

The theoretical supports claim to diagnose the potentialities and deficiencies.

Diagnosis study

From the “Ramón Leocadio Bonachea” Junior High School collective, the group four with a registration of 45 students, a sample of 45 students was selected (where the experiment and the control were done). With the purpose of diagnosing the real state of the scientific problem stated, investigation instruments were applied and the main empirical methods used were:

- The Interview: To check the opinion of different teachers and students about the independent work method.
- The Pedagogical Observation: To check the students’ behavior during the development of independent work in the English lessons.
- Document Analysis: To verify if the students do the independent work tasks assigned.
- Percentage Calculation Procedure: To analyze the research quantitative data.
- The Survey: To verify the application level of independent work methods.

Diagnosis

An interview to the students was applied (annex 1) in which they explained that, because of time independent work is not always checked, because a right moment to this process isn’t always planned. In the initial interview to the students, they answer the following:

1. The teacher always assigns independent work, four said always, 10 said sometimes, 21 said almost never and ten said never.
2. The teacher explains clearly what you have to do, three said always, 19 said sometimes, eight almost never, 15 said never.
3. The independent work is checked, one said always, 27 said sometimes, nine said almost never, and 12 never.
4. You are oriented the proper bibliography, zero said always, 2 said sometimes, three said almost never, 40 said never.
5. You feel motivated to carry out these activities, two said always, three said sometimes, 25 said almost never, 15 said never.

Besides that, several lessons were observed, taking into account the proposed indicators to value the behavior of the students concerning the independent work in the English subject:

Indicator 1: three students said always, four said sometimes and 38 said never.

Indicator 2: six students said always, three said sometimes, and 36 said never.

Indicator 3: three students said always, two said sometimes, and 40 said never.

Indicator 4: three students said always, two said sometimes, and 40 said never.

Indicator 5: three students said always, one said sometimes, and 41 said never.

Indicator 6: three students said always, zero said sometimes, and 42 said never.

Indicator 7: three students said always, two said sometimes, and 40 said never.

Proposal foundations

In general, the searcher expresses the view that the implementation of this proposal has been effective, since it has contributed to essential objective that is to apply teaching activities in the English lessons in order to contribute to the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School.

The proposal consists of eight teaching activities which have the following peculiarities:

- 1) They can be executed at school or in the community.
- 2) They have a previously determined content in the established syllabus and study programs.
- 3) They take into account three moments or stages:
 - ✓ The assignment: (statement of the task and to guarantee the orientation)
 - ✓ The actions: (implementation stage)
 - ✓ Valuation actions: (the process regulation and the results control)

A unity between the emotional/motivational, the procedural and the cognitive is present in the proposal. It bears in mind the common psycho-pedagogical demands in adolescence; inadequacies, potentialities, students' and teachers' requirements, and the school, familiar and community context. In its design, it was taken into account:

- ✓ From the **methodological** viewpoint: how to proceed in each of them.
- ✓ From the **psychological** viewpoint: the teenagers' psychological and social requirements.

- ✓ From the **philosophical** viewpoint: its expression through theory and practice.

Activity 1

Title: “Reporting for the Arts Magazine”

Objective:

1. Construct oral texts in which personal information questions and their answers are the basic notions and functions to deal with.

The students will work in pairs playing the roles of a journalist who works for the Arts Magazine and an important personality. (actor, actress, singer, musician, dancer, painter, movie star and writer.)

Lexicon to be used

Everything related to personal information (name, age, address, occupation, marital status, nationality, languages, children, phone number, likes and dislikes, who do they live with.)

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if is necessary.

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Activity # 2

Title: “Describing the members of my family”.

Objective:

1. To express orally about notions and functions related to family. (Personal information).
2. To describe physic and moral characteristics of people.

Find the meaning of the word family in different sources.

- Make your own concept with the help of your teacher.

- Write a brief paragraph in which you describe your family physical and moral.

Lexicon to be used:

Physical description: Tall, short, thin, black, fat, skinny, plumb, average height, white, brunet, blonde, bold, young, old.

Moral description: Kind, honest, laborious, friendly, funny, smart, intelligent, careful, hardworking.

Daily activities: listening to music, read books, watch television, paint, cook, play football, fishing, running, etc.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

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- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.

Activity 3

Title: “Are they alike?”

Objective:

1. Compare the members of the family using the comparative degree.

The students should bring family photos to class. Each student will make a comparison using two pictures belonging to different members of the family.

Lexicon to be used

Height, build, age, general impressions, eyes, hair, skin.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

Bibliography

- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.

Activity # 4

Title: "I like..."

Objective:

1. Construct written texts to express the functions and notions related to their likes and preferences.

Write a brief paragraph about one of the following themes:

1. Coppelia.
2. The Beach
3. The Zoo.

Lexicon to be used:

Have in mind the Present Simple and continuous Tenses and the proper vocabulary related to these places, expressing their likes and preferences.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

Bibliography

- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.

After the application of the proposed activities the students were interviewed ones more to know if there has been a bettering concerning the treatment of independent work on the part of the teacher. The results are the following:

1. The teacher always assigns independent work, 12 said always, 15 said sometimes, 15 said almost never and three said never.

2. The teacher explains clearly what you have to do, 15 said always, 27 said sometimes, eight almost never, five said never.
3. The independent work is checked, 10 said always, 27 said sometimes, eight said almost never, and zero never.
4. You are oriented the proper bibliography, 10 said always, 15 said sometimes, eight said almost never, 12 said never.
5. You feel motivated to carry out these activities, 13 said always, and 20 said sometimes; six said almost never, six said never.

To value the final results lessons were observed again:

Indicator 1: 35 students said always, six said sometimes, and four said never.

Indicator 2: 39 students said always, five said sometimes, and one said never.

Indicator 3: 33 students said always, 10 said sometimes, and two said never.

Indicator 4: 40 students said always, five said sometimes, and zero said never.

Indicator 5: 35 students said always, nine said sometimes, and one said never.

Indicator 6: 42 students said always, two said sometimes, and one said never.

Indicator 7: 40 students said always, four said sometimes, and one said never.

Conclusions

- ✓ Checking pedagogical literature allowed deepening into the independent work concept, as well as an enrichment of the author's knowledge about the principles to take into consideration and its utility in the development of independent work.
- ✓ The analysis of the diagnose showed that it was necessary to study the development of independent work in group four from ninth grade at "Ramón Leocadio Bonachea" Junior High School for presenting problems with autonomy, personal effort and with the solution of the teaching tasks.
- ✓ The proposal of the elaborated teaching activities for the independent work development is directed to the group four and they are characterized by their pleasant design, order in their complexity, orientation to their execution, as well as, the possibility for their inclusion in the lesson to achieve the proposed objective.
- ✓ The application of the proposed teaching activities show an improvement in independent work development, higher students' independence during the work, a high development of investigative skill, an increase in learning quality. There was a higher conscious assimilation of knowledge by the students as well, and their search for new knowledge was improved.

Recommendations

1. Continue deepening into the topic object of study to maintain its validity for further studies.
2. Present the results of the present paper in scientific events to socialize them.

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Anexo 1

Entrevista aplicada a los estudiantes. (Inicial y final)

Estudiante, solicitamos tu colaboración para que respondas la siguiente entrevista de proyecto investigativo. Marca con una x según tu opinión respecto a la orientación y ejecución de los trabajos independientes. Gracias.

Objetivo:

1. Constatar en la práctica pedagógica la opinión de los estudiantes respecto a la orientación y ejecución de los trabajos independientes.

1. El profesor te orienta trabajos independientes.

Siempre_____ A veces_____ Casi nunca_____ Nunca_____

2. El profesor te explica con claridad qué debes realizar.

Siempre_____ A veces_____ Casi nunca_____ Nunca_____

3. Se chequean los trabajos independientes.

Siempre_____ A veces_____ Casi nunca_____ Nunca_____

4. Se te orienta la bibliografía adecuada.

Siempre_____ A veces_____ Casi nunca_____ Nunca_____

5. Te sientes motivado en la ejecución de este tipo de actividades.

Siempre_____ A veces_____ Casi nunca_____ Nunca_____

Anexo 2

Guía de observación a clases. (Inicial y final)

Profesor, solicitamos su cooperación a través de esta guía de observación a clases para constatar cómo se aplica el método de trabajo independiente y su impacto dentro y fuera de la clase.

Objetivo:

1. Constatar en la práctica pedagógica el uso e influencia del método de trabajo independiente, en la adquisición y desarrollo de habilidades del mismo.

Aspectos a observar.

1. Se utiliza el método de trabajo independiente.

Siempre____ A veces____ Nunca____

2. Los estudiantes trabajan de manera independiente durante la clase.

Siempre____ A veces____ Nunca____

3. Los estudiantes poseen habilidades en la búsqueda de información.

Siempre____ A veces____ Nunca____

4. Se incrementa la calidad de aprendizaje.

Siempre____ A veces____ Nunca____

5. Se observa una asimilación consciente de los conocimientos por parte de los estudiantes.

Siempre____ A veces____ Nunca____

6. Se observa solidez en los conocimientos de los estudiantes

Siempre____ A veces____ Nunca____

7. Se observan acciones de búsqueda de información por parte de los estudiantes.

Siempre____ A veces____ Nunca____

Anexo 3

Guía para el análisis de la documentación.

Objetivo:

1. Recoger información de cómo se proyecta el trabajo independiente teniendo presente la integración de los contenidos en los documentos oficiales emitidos por el Ministerio de Educación.

Documentos:

- Programas
- Orientaciones Metodológicas de Humanidades.
- Libros de textos de inglés.
- Cuaderno de trabajo de inglés.

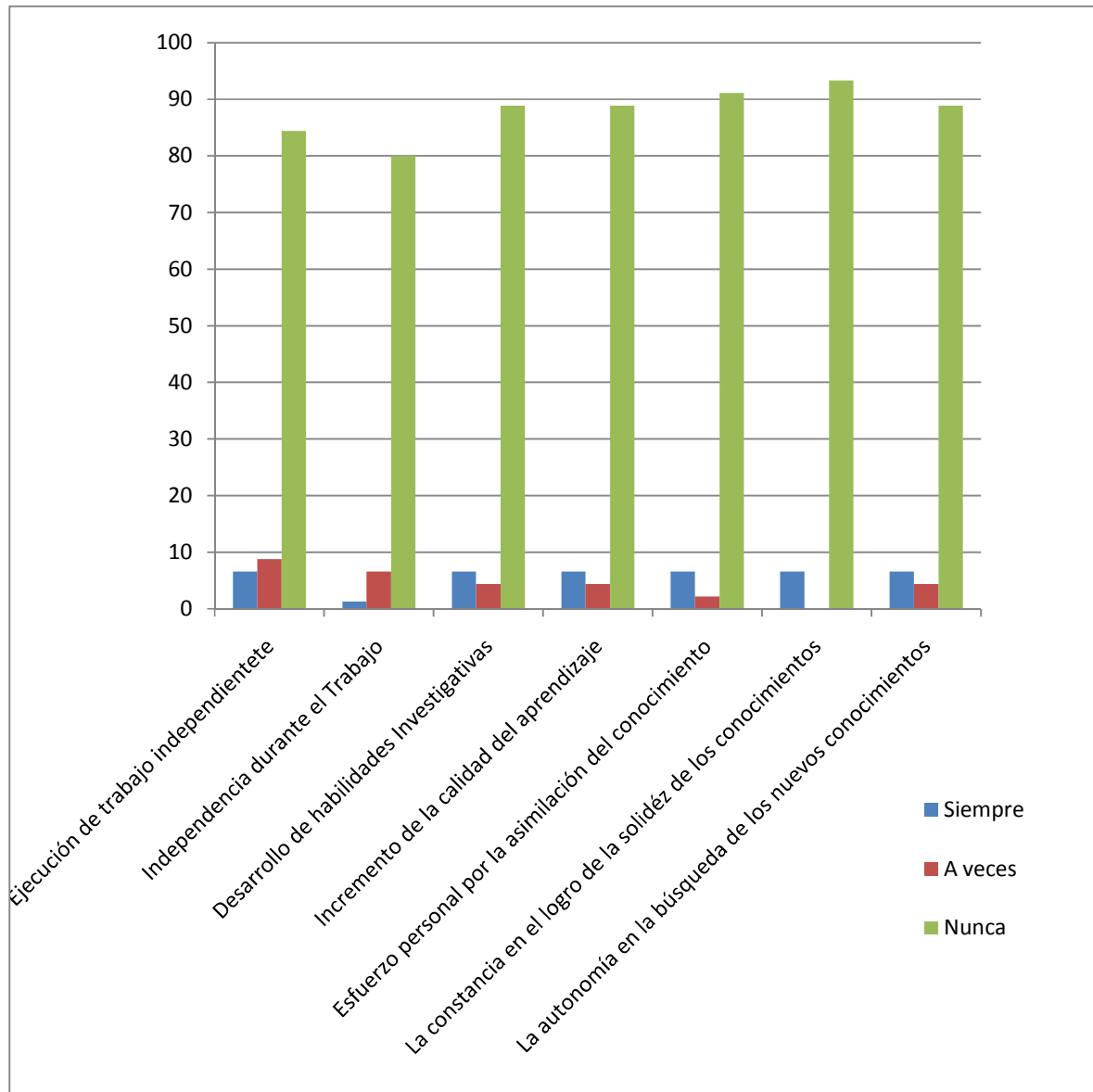
Anexo 4

Tabla 1. Comportamiento del trabajo independiente desde la asignatura de Inglés.

Indicadores	Comportamiento de la relación indicador / sujeto y % (Pretés) Sujetos investigados: 45					
	Siempre	%	A veces	%	Nunca	%
Ejecución del trabajo independiente	3	6,6	4	8,8	38	84,44
Independencia durante el trabajo	6	1,3	3	6,6	36	80
Desarrollo de habilidades investigativas	3	6,6	2	4,4	40	88,88
Incremento de la calidad del aprendizaje	3	6,6	2	4,4	40	88,88
El esfuerzo personal por la asimilación consciente del conocimiento	3	6,6	1	2,2	41	91,11
La constancia en el logro de la solidez de los conocimientos	3	6,6	0	0	42	93,33
La autonomía en la búsqueda de los nuevos conocimientos	3	6,6	2	4,4	40	88,88

Anexo 5

Gráfico 1. Comportamiento del trabajo independiente desde la asignatura de Inglés.



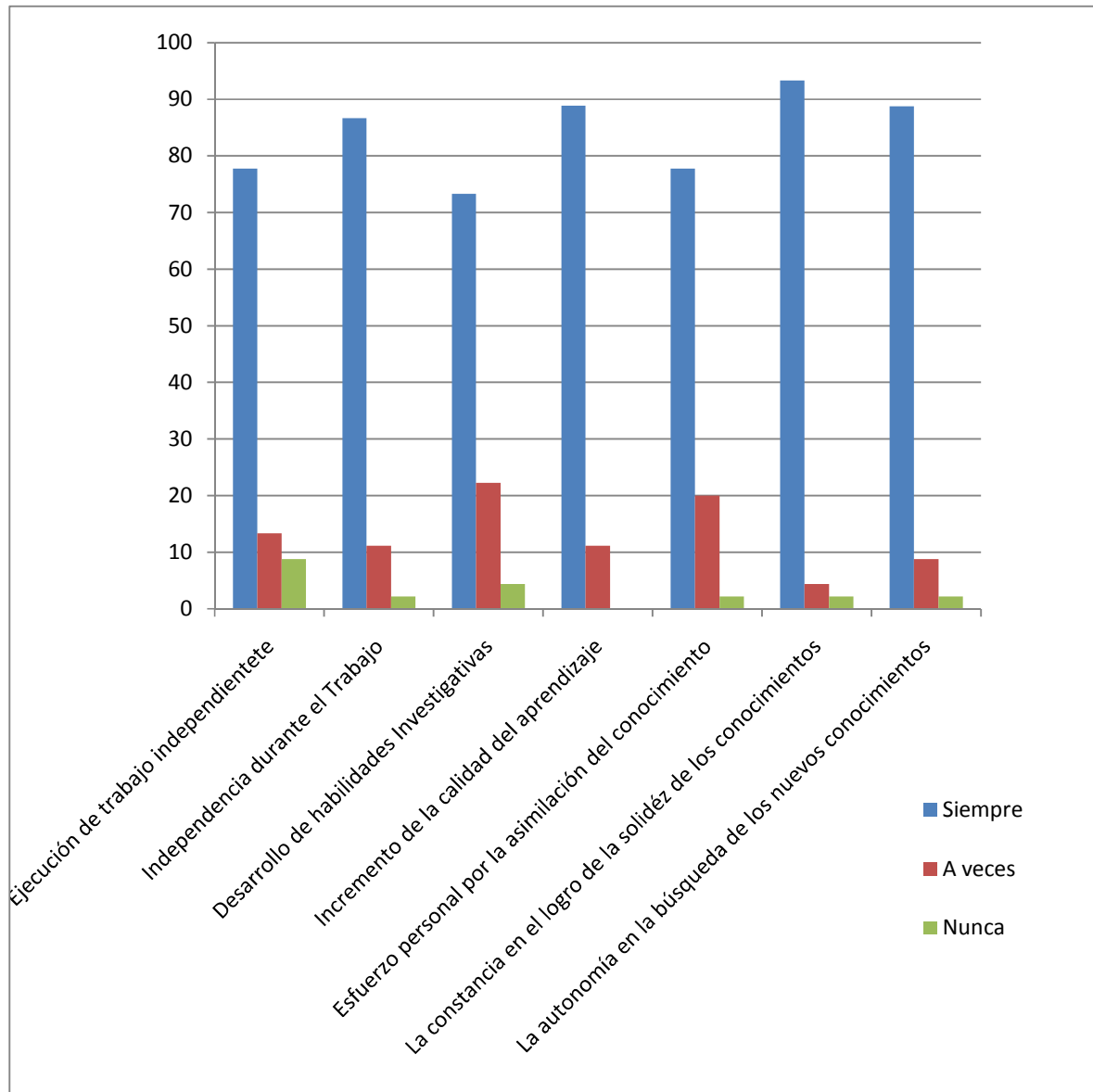
Anexo 6

Tabla 2. Comportamiento del trabajo independiente desde la asignatura de Inglés.

Indicadores	Comportamiento de la relación indicador / sujeto y % (Postés) Sujetos investigados: 45					
	Siempre	%	A veces	%	Nunca	%
Ejecución del trabajo independiente	35	77,77	6	13,33	4	8,8
Independencia durante el trabajo	39	86,66	5	11,11	1	2,2
Desarrollo de habilidades investigativas	33	73,33	10	22,22	2	4,4
Incremento de la calidad del aprendizaje	40	88,88	5	11,11	0	0
El esfuerzo personal por la asimilación consciente del conocimiento	35	77,77	9	20	1	2,2
La constancia en el logro de la solidez de los conocimientos	42	93,33	2	4,4	1	2,2
La autonomía en la búsqueda de los nuevos conocimientos	40	88,88	4	8,8	1	2,2

Anexo 7

Gráfico 2. Comportamiento del trabajo independiente desde la asignatura de Inglés.



Anexo 8

Activity # 5

Title: "Planning my week."

Objective:

1. Construct oral and written texts about their daily activities.

Work with a partner and make the schedule for next week. Exchange with your pair.

Lexicon to be used:

Daily activities.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

Bibliography

- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.

Anexo 9

Activity # 6

Title: "My last Vacation".

Objective:

1. Construct written texts about their recent vacation and exchange them with their classmates.

The students will make a summary about their recently finished vacation and they will socialize it with their classmates.

Lexicon to be used:

Mainly action verbs, such as: visited, went, danced, enjoyed, participated, drank, swam, watched, played, took, slept, walked, washed, sang, knew, wrote, read, rode, ate, get dressed.

The activity will begin by asking the students about the past tense of the verbs they are going to use in the activity. These verbs will remain on board.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

Bibliography

- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.

Anexo 10

Activity # 7

Title: "What are you doing?"

Objective:

1. Exchange information about the activities they are doing at the moment of speaking.

Every student will have a small picture the teacher will give them, representing a person doing an action. They will work in pairs, but not fixed pairs, and they will ask each other questions.

Lexicon to be used:

Action verbs, Present Continuous Tense.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

Bibliography

- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.

Anexo 11

Activity # 8

Title: "I had a wonderful time."

Objective:

1. Expose the activities they performed during their last vacation by means of a poster.

This activity will be assigned as a project work. The students have to prepare a poster using photographs, pictures, phrases or drawings that will construct the story related to the activities they did during their last vacation.

It will be assigned at the beginning of the unit for them to have time enough to do it

Lexicon to be used:

Names of places, means of transportation, action verbs, adjectives.

While students are working, the teacher walks around the classroom to explain any doubt students may have.

Then, the teacher will evaluate them, and he will correct them, if necessary.

Bibliography

- Software Rainbow. Colección Futuro.
- Workbook for 9th Graders.