

University of Sancti Spiritus
“José Martí Pérez”
Foreign Languages Department

MAJOR PAPER

**Teaching activities to promote the study
of Martí’s works through the English
lesson in Fourth Grade**

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Author: Freddy Palmero Betancourt

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Consultant: Lic. Julio Pelaez Mainegra

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THOUGHT

*“Every man when he comes to
the world has the duty to
learn and in return to teach
others.”*

José Martí

GRATITUDE

To my family for their unconditional support.

To all my teachers for their help, specially to my tutor Nelson Martinez.

To my consultant Lic. Julio Pelaez Mainegra.

DEDICATORY

To my family for helping me unconditionally in the making of this work.

To my friends for being there.

ABSTRACT

The following major paper is based on a research done at the “Julio Antonio Mella” Elementary School in the city of Sancti Spiritus, in fourth grade, in order to promote the reading and study of Martí’s works in the English lessons. This research showed that as the state of knowledge of fourth grade students at the “Julio Antonio Mella” Elementary School was diagnosed regarding this topic it was seen that the students were interested in learning Martí’s works and the English language. To give the students more opportunities to learn about Martí’s works a series of activities were applied in this research to promote the study of his works. These activities are flexible, comprehensible, they motivate the students to learn about Martí, they deal with vocabulary about him, and they foment the communicative approach. The students used a very important language like English when doing the activities. It can be said that the development of patriotic values was accomplished by means of this research. The activities proved their validity so that the students would be motivated to learn about Martí. These activities were mainly applied to promote the study of Martí’s works by means of English lessons. Therefore, the theme of this research and its main purpose is the promotion of Martí’s works using the English lesson in the fourth grade.

RESUME

Cette these s'agit d'un etude fait dans l'ecole primaire "Julio Antonio Mella" dans la ville de Sancti Spiritus avec le leut de promouvoir la lecture et l'etude de l'oeuvre concernant Jose Marti, aux cours de Langue Anglaise. Cet etude a demontre que lors qu'on a fait le diagnostic des eleves sur ce theme on a pu voir qu'ils etaient tres interesses d'apprendre sur l'oeuvre de notre heros national et aussi d'apprendre la langue anglaise. Pour mieux promouvoir l'etude des oeuvres de Jose Marti on a applique une quelques activites pour que les eleves puissent avoir plus d'opportunités d'apprendre sur cela. Ces activites sont flexibles, comprehensibles, et contribuent a la motivation des eleves pour bien connaitre et apprendre sur l'oeuvre de Jose Marti. On emploie le vocabulaire appropie eu rapport avec son oeuvre et aussi en tenant eu compte la mise au point de la communication. Les etudiants on utilise cette langue si importante comme la langue anglaise quand ils ont participe aux activites. On peut dire aussi que moyennant ces activites on a reussi contribuer au developpement des valeurs de la patrie chez les eleves. C'est a dire que ces activites ont demontre leur validite pour motiver aux etudiants a apprendre plus sur Marti. Ces activites ont ete notamment appliquees pour la promotion de l'etude de l'oeuvre de Jose Marti moyennant les classes d'anglais. En fin, le propos fondamental de ce theme s'agit de promouvoir l'oeuvre de Marti eu employant la classe de langue anglaise au quatrieme annee de l'ecole primaire.

INTRODUCTION

The elementary level has its main objectives. The English subject favors the accomplishment of the objectives of the elementary level, that are declared in the normative documents, and in terms of the study of Marti's works in this level the following objective can be cited:

- "To demonstrate feelings of Cuban pride, love and pride for the homeland, the Revolution and its symbols, and also admiration and respect for its leaders, heroes, and martyrs, the desire to follow their example, and to manifest feelings of rejection against imperialism."

As it is known Jose Marti is the most universal of all Cubans and Latin Americans and his works have been extending to many countries of Latin America and the world since his time. Jose Marti's works are of great value in our country not only to be studied by the different spheres of our nation but also to be taught in schools. In Cuba it's vital to study his works because he is our national hero and one of the most important figures of the ideas of independence and freedom for our country. Marti was able to unite the Cubans for the War of 1895 which he called the "Necessary War". His works have also been greatly dealt with and studied. Along with this fact, as it could be seen in the application of this research, there are many students that are not interested in his works but at the same time there are many that are interested in studying them. Many of the students of the class which this research dealt with which is Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School are interested in learning about Marti's works.

Along with Marti's works, another important subject and matter taught in our schools since recent times has been English. This language, which has become the second language taught in Cuba, it is also very important for students to learn as it's taken into account the proximity to nearby English-speaking countries, the increasing relations with these countries, the need to teach such an important language like this, and the importance of this language for students to learn as it has practically become the universal language. These aspects all lead to the fact that learning English is also fundamental.

.Another important aspect of this research is that what has been done in it will have an effect in future generations because it can be said that the students were more motivated to learn about Marti and because the motivational levels of the students concerning this matter were raised so that other students would be more motivated to learn about the English language and Marti. The author considers that it was very good to promote Marti's works using English lessons because by this way the students were able to learn English and also be motivated to learn about Marti's works at the same time. By

doing this the students were able to combine two very important subjects into their personal analysis.

If a deep search is done about the authors that have contributed to the study of Marti's works it can be said that Luis Rodriguez Envil, Jorge Manach, Luis Toledo Sande, Cintio Vitier, Armando Hart Davalos, Julio Antonio Mella, Enrique Uvieta, Juan Marinello, and Ruben Castellanos have contributed significantly to this.

In the "Julio Antonio Mella" Elementary School Marti's works are worked with in every grade. His works are worked with in the different units of each grade and they are oriented in each unit that is worked with. Marti's works are worked with in the Spanish Language subject. They are worked with using all of the contents of the Spanish language just like the following components: reading, comprehension, oral expression, grammar, and text writing. Marti's works are taught by means of all of these components.

For example, Unit 1 of the fourth grade curriculum, has the following exercise: Oral narration of stories with the help of questions, images or illustrations and using as an example the story "The Enchanted Shrimp" of Jose Marti. Unit 2 also has the following exercise: Oral narration of stories and texts that have been read and using as an example "The Black Doll". The dramatization of the stories is also used. In a subject called "The world in which we live in" the students work with important dates regarding Marti and specifically the dates of the second phase of the history of Cuba. In first grade Marti's works are fomented by means of conversations about aspects related to the homeland, its heroes, and Jose Marti.

But despite all of the activities and exercises that are done in elementary school regarding Marti's works these activities about Marti are not enough, they do not have enough variety, and they are not creative enough. This is why the author considers that it is important to use the English lesson to apply teaching activities to give the students more opportunities to learn about Marti and to motivate them more to do so. The activities that are proposed and applied in this research are flexible, creative, they have to do more with vocabulary, and they are more interesting and motivational.

As the state of knowledge of fourth grade students at the "Julio Antonio Mella" Elementary School was diagnosed regarding Jose Marti's works and the English language it could be seen that the students were interested in learning English as well as learning about Marti. The students also had a regular understanding of Marti's works. The observations done in class, the checking of notebooks and the results of the initially applied evaluations and tests proved all of the above results.

Taking as a reference everything that has been stated previously concerning the state of knowledge of the students of Class #4 of the fourth grade on this topic the following **scientific problem** can be identified: How to contribute to the promotion of Martí's works by means of the English lessons in the fourth grade?

Therefore the **objective** of this research is: **To apply teaching activities to contribute to the promotion of Martí's works by means of English lessons in the fourth grade at the "Julio Antonio Mella" Elementary School.**

To further develop this research the following **research questions** have been made:

- ❖ What theoretical-methodological grounds support the knowledge of Martí's works in the teaching-learning process of the English language?
- ❖ What is the current state of knowledge concerning Martí's works of the students in Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School?
- ❖ What characteristics should the teaching activities have in order to promote Martí's works in English lessons in the fourth grade?
- ❖ How can the teaching activities applied to promote Martí's life and works in the fourth grade by means of English lessons be validated?

The following **research tasks** have also been designed for the development of this research:

- Determination of the theoretical-methodological grounds that support the knowledge of Martí's work in the teaching-learning process of the English language.
- Diagnosis of the current state of knowledge of Martí's work of the students in Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School.
- Elaboration of teaching activities to promote Martí's works in English lessons in the fourth grade.
- Validation of the teaching activities applied to promote Martí's life and works in the fourth grade by means of the English lesson.

Population and Sample:

Population (Fourth Grade): 106 students

Sample (Class #4 of the fourth grade): 26 students

METHODS:

Theoretical Level:

Historical-Logical: Enabled to deepen into the history of the study of Marti's works.

Induction-Deduction: Allowed from the general conceptions that support Marti's works, it proposed activities to contribute to the promotion of the study of Marti's works through the English lesson in the students of Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School.

Analytic-Synthetic: The analysis of the elements of the problematic situation is done linking the elements (analysis and synthesis) with each other and relating them with the problem as a whole. The synthesis is produced by means of the base of results given by the analysis.

Empirical Level:

Observation: This method was used to analyze the situation in the class concerning the study of Marti, including the level of interest, knowledge, and participation of the students on the topic. (See Annex 1).

Survey: This method was used to know the state of opinions of the students concerning their interest in studying Marti's works and the English language. (See Annex 2).

Interview: It was used as a series of questions to know the students' previous knowledge of Marti's works in order to design and apply proper activities that were effective in the promotion of his works in English and also to prepare them for the activities. The interview was done to various students and in it some questions were asked regarding their previous knowledge of Marti. (See Annex 3).

Statistic Mathematic Level:

Percentage Calculation: Used to analyze the data obtained before, during, and after the application of the activities of the research as well as to compare it and it was also used to measure the percentages with which the students answered.

Scientific Newness

The author considers that the scientific newness lies in the teaching activities that have been proposed and applied to solve the situation in Class #4 of the fourth grade concerning the study of Jose Marti's works. This is because the activities are what have contributed to the promotion of Marti's works in the English lesson, because the activities have been an innovative way to promote his works to the students and to cause them at the same time to have a greater knowledge of Marti, and also because the activities are what link for the first time Marti's works with the English language. The novelty also lies in the characteristics of the teaching activities of this research, in the way in which these activities were done, and by the way in which they were conceived. Some characteristics of these activities are that they are flexible, comprehensible, they deal with vocabulary about Marti, they motivate the students to learn more about him, they are interesting, and creative.

This major paper has the following structure: an introduction, a development, conclusions, recommendations, the consulted bibliography, and the body of annexes.

DEVELOPMENT

In Cuba the teaching of Martí's works have always been done and worked with in our schools. Since the beginning of the Revolution his works have been taken more into account as well as deeply studied. We have seen Martí's works been used in society in movies, books, magazines, university and nationwide conferences, anniversaries concerning his birth, death or other important dates of his life, in culture, in music as there are many songs that refer to him, and political aspects that have been taken into account concerning him as he is our national hero. His ideas have been taken into account and have been one of the strongest bases of Cuban society as well as Cuban schools. He is without doubt, the Apostle of Cuba.

Among the most important things that his works and ideas have influenced has been education. In Cuba it is essential to study his works in schools starting from the lowest grades in elementary school all the way to universities and colleges. There have even been numerous proposals regarding ways to improve the teaching of his works in schools as well as to make this be more efficient. His works have been what has shaped students' knowledge and formation concerning their country as well as their comprehension of our history. There isn't a school in Cuba that doesn't have his books or works for the students to reach.

Just as it is important in Cuban schools ranging from all levels of education for his works to be taught it is also important to promote the study of his works for students. This is very important because students can not only be motivated to study his works in school but also for their own personal knowledge.

In terms of what is done in Cuba with Martí's works it can be mentioned that the Ministry of Culture does a series of events about Martí's works that are done for elementary school children in which they participate in contests where they have to draw Martí or write about him. Many museums propose these activities and the main goal is to teach our children Martí's works. Children have to paint Martí and write poetry or stories about him. These activities done in museums have the objective to link Martí's works with the cultural entities of the country or in other words for example to link Martí's works with a museum about history, art, or nature.

By saying this, the Ministry of Education does multiple efforts, and this includes contests and other activities, to promote Martí to children. This usually happens around the famous dates of his life and when these important dates are commemorated in Cuba.

With this research the author pretends to demonstrate the ways in which Martí's works are treated and used in Cuba in order to be promoted to the population as well as show the activities that were applied to solve the situation in Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School regarding the learning of Martí's works and how to cause the students to be more interested in learning about this topic and at the same time have more opportunities to learn about his works.

In order to solve the existing situation in Class #4 of the fourth grade regarding Martí's works this research was done so that the students would be more motivated than they already were towards learning about Martí and their comprehension of Martí's works would improve. The research was done to motivate the students of Class #4 of the fourth grade to study more Martí's works and to cause their level of knowledge in his works to improve mainly because this is an educational pillar in Cuban education. The students' knowledge of Martí's works and their interest in this topic was investigated and studied in order to develop teaching activities that gave a solution to the initial diagnosis. It can be said also that the English lesson contributes to the general formation of students. The research deals with a series of activities that were made and applied to the students in order to promote Martí's works in English lessons, to promote his works so that they would be more motivated to learn them, and also to cause them to have more interest in learning the English language. This research was done basically to promote Martí's life and works by means of English lessons.

Characteristics of the Students:

The students of Class #4 of the fourth grade are mostly 8 to 9 year old students. They are mostly males than females, they are smart students, they have a low concentration level, and most of them are uneasy students. At the same time many of them are already interested in learning Martí's works and English, they like to participate, they take the notes that they write seriously, most of them assist to classes, and they feel more motivated when teaching aids are used.

Results of the initial diagnosis:

According to the study done in Class #4 of the fourth grade which is the sample of the entire population of this research which is the fourth grade at the "Julio Antonio Mella" Elementary School regarding the students' initial state of knowledge of Marti's works as well as their interest in studying Marti an observation, a survey, and an interview was done to verify this reality.

All of the students of the class were studied and based on the results many students were interested in learning about Marti and English. It could also be observed as a limitation that they had a regular understanding of Marti's works.

Initial Observation

In the observation guide of the initial diagnosis of the students in Class #4 of the fourth grade there were three main indicators taken into account. They were the students' interest in studying about Marti, their interest in studying English, and their knowledge of Marti's works. All of these aspects were taken into account when the students were observed by the teacher. The observation was also done as a method to obtain the results for the research for the application of the activities. (See Annex 1).

Based on the observations done in class in the initial diagnosis a significant number of students were interested in learning about Marti's works as well as the English language and they had a regular participation level. But at the same time many students in the class in the initial diagnosis had a regular knowledge of his works.

In the initial diagnosis when the results of the observation were taken into account it could be seen that in question 1 which is the indicator that takes into account their interest in studying Marti's works it could be seen that 13 students, representing 50% (B) of the class, were interested in studying this topic while another 13 students, representing 50% (M) of the class, were not interested.

In question 2 regarding the students' interest in learning English it could be seen that 12 students who represent 46.2% (B) of the class were interested and about 14 students which are 53.8% (M) of the class were not interested in learning this language. In terms of the students' knowledge of Marti's works it could be seen in question 3 that 9 students dominated these works representing 34.6% (B) of the class, while 17 students didn't dominate these works well, representing 65.4% (M) of the total class.

Initial Survey

The survey which was used as an instrument to know the state of knowledge of the students of Class #4 of the fourth grade in which several questions were asked to the students regarding their interest for studying Marti's works as well as their knowledge on this, also had its results and indicators. The survey was used to know the students' interest in this topic as well as in the English language and to measure the initial state of knowledge of Marti's works in the class. Out of the total class or the "sample" which was of 26 students the survey was done to 15. Several indicators were taken into account in order to have a more efficient survey and to be able to measure the results according to the students' answers. The indicators were taken into account also to define the number of students that answered "Yes" or "No". (See Annex 2).

In the initial survey when the students of Class #4 of the fourth grade were initially diagnosed regarding their interest and knowledge of Marti's works several basic results were obtained. According to the results it could be seen that many students of the surveyed were interested in learning about Marti's works and the English language, but at the same time several students had a regular knowledge of his works.

In question or indicator 1 regarding their interest in learning the English language it can be seen that 6 students or 40% (B) of the surveyed had a positive answer towards studying English while another 9 which represent 60% (M) of the students surveyed said "No" to studying it. Question #2 was about the students' interest in studying Marti's works. In question 2, 8 students which represent 53.3% (B) answered "Yes" to studying it and 7 students had a negative answer toward this, representing 46.7% (M). In question 3, which was about the students that have a knowledge of Marti's works, 7 students answered "Yes" representing 46.7% (B) of the surveyed while 8 students answered "No" (M) representing 53.3%.

What can be understood by a teaching activity?

“It is characterized by the establishment of a task that leads the student to understand that there exists something that he/she doesn’t know, something that he/she doesn’t have an answer to. This stage, as it is observed, has a motivational character, although, in reality, all teaching activities should create in the students the need to know and serve as a motive for studying.”

“The teacher or professor that directs a teaching activity places the student in situations that make necessary the search of a general process as well as specific knowledge for the solution of diverse problems, and corresponding with the characteristics of the content. The objective of the teaching task lies in achieving, in a conscious and directed way, an orientation of ways of solving problems related to knowing, to learning.”

Fernandez J.R. 1984.

Proposal:

In order to solve the situation of the students of Class #4 of the fourth grade regarding the promotion of the study of Jose Marti’s works in the English lesson which is the main objective of this research and also done to give the students more opportunities to learn about Marti the author applied a series of activities so that they would deepen more their knowledge of Marti’s life and work.

Characteristics of the Teaching Activities:

There were ten teaching activities applied. The activities applied in this research to motivate the students of the fourth grade at the “Julio Antonio Mella” Elementary School to study more Marti’s works as well as to improve their knowledge of Marti were flexible, interesting, easy to understand, they had to do with comprehension, and they fomented the students’ participation. They were made specifically so that students would be motivated to learn about Marti’s works in the future and they involved the communicative approach, therefore the students interacted with each other and there was a student-teacher communication link in English. They caused the students to brainstorm in English and to use their previous knowledge of Marti in Spanish to answer the questions and they also had a lot to do with vocabulary about Marti’s works and vocabulary that they had already learned in previous units. One of the activities had to do with behavior and how to teach by this activity positive ways for them to behave well. They fomented patriotic values, many of them had to do with

reading, they helped the students learn more about Cuba's history, some of them involved teaching aids, and they taught the students good values. The main objective of the activities was to promote Martí's works in the English lesson so that the students would feel motivated to learn about these works.

Different Stages of the Activities:

Orientation Stage:

- ❖ Facilitates the student to establish links between the known and the new to meet.
- ❖ Use of reflection questions and other means to guide the student in the task analysis and solution procedures.
- ❖ The search for different ways of solution possibilities with the students.
- ❖ The control as part of the orientation.

Execution Stage:

- Facilitates the implementation of various tasks and activities.
- Facilitates the implementation of individual tasks, in teams or groups, favouring the latter mediating processes of socialization.

Control Stage:

- ✓ Facilitates the implementation of control, individual and collective activities.
- ✓ Use of various forms of control.
- ✓ Directs the process giving the opportunity to express their ideas, consider their own projects, arguments, anticipating their judgments and reasoning.
- ✓ Give attention to the rules of behaviour and values as part of the process and value orientation of the personality of students.

Activity 1:

Theme: What is Marti's house like?

Objective: To describe Marti's house in order to improve the students' vocabulary of the parts of the house and their knowledge about Marti.

Teaching Materials: Two medium sized or large pictures of Marti's house.

Procedures: The teacher first presents the title of the activity which is "What is Marti's house like?". He tells them the meaning of the words of the title of the activity. The students describe Marti's house with adjectives that the teacher gives them and he also asks them certain questions about his house. The teacher brings to class two large pictures or drawings, one of Marti's house on the outside and the other on the inside. In this activity they have to practice how to say the parts of the house. The teacher writes on the blackboard a list of the adjectives that describe the house and the words that make up the parts of the house such as bedroom, kitchen, living room, etc. The teacher tells them the meaning of the words "story" and "stairs" for their respective questions.

Part 1:

The teacher shows them the picture of Marti's house on the outside.

1. What color is Marti's house?
2. Is Marti's house small or big?
3. How many stories does the house have?

Part 2:

The teacher then shows them the picture or drawing that shows the house on the inside.

1. Does the house have stairs?
2. How many bedrooms are in the house?
3. What other parts of the house do you see?

4. Do you see a living room or a dining room?

Evaluation: The students have been evaluated according to their pronunciation, their comprehension of the questions, and their participation.

Activity 2:

Theme: Let's study "The Enchanted Shrimp".

Objective: To read "The Enchanted Shrimp" of Martí's works and complete an exercise in order to improve the students' vocabulary in English as well as their comprehension of his works.

Teaching Materials: The story "The Enchanted Shrimp" in paper.

Procedures: The first step of the activity is that the teacher presents the title and explains the meaning of the words of it. The second step of the activity is that the teacher gives the students in paper the story "The Enchanted Shrimp". After, the activity is based on the reading of the story. The students have to read the story in Spanish and then fill in the blanks of the following sentences using the words from a list. The list of words is written on the board for the students to select them for the exercise. The meaning of the words in Spanish is written on the board as well so that the students will be able to understand what they mean. The students have to select by this way, using the words in Spanish, the words that go in English. The teacher helps them and gives them hints for the meaning of the sentences.

Words: ambitious, selfish, weak, wise, humble, magic.

Loppy is _____ and _____.

The enchanted shrimp is _____.

The enchanted shrimp has _____.

Masicas is _____ and _____.

Evaluation: They have been evaluated according to how well they answer each item and according to their pronunciation.

Activity 3:

Theme: Let's study our national hero's works!

Objective: To perform an exercise to describe the works of Jose Marti in order to improve the students' knowledge of his works.

Teaching Materials: Pieces of paper.

Procedures: The first step of the activity is that the teacher presents to the students the title of the activity and explains them the meaning of its words. The students have been handed in a piece of paper which has a series of sentences that are related to Marti's works and are about their description. The teacher tells the students that they are going to answer these sentences with "True" or "False". The teacher tells them that each sentence is right or wrong about Marti's works and that the ones that are right describe his works. He tells them that they have to answer the correct answer according to "True" or "False" and also tells them in Spanish what the words "True" and "False" mean. After the teacher introduces the activity in English he explains them the activity in Spanish. The instructions in English are given so that they can familiarize themselves with the English language and also so that there can be a warm up for the activity. They have apart from the sentences a blank space to write "T" or "F" or in other words "True" or "False". The teacher writes on the board the words "True" and "False" and tells them that they have to answer the blank spaces with "T" or "F". The teacher gives them the instructions, helps them with the meaning of the sentences, and emphasizes on the meaning of the adjectives.

1. Marti's books are patriotic.
2. His messages are full of love.
3. His poems are full of beauty.
4. His works about Cuba are not revolutionary.
5. His stories are interesting.

Evaluation: The students have been evaluated according to their level of effectiveness in doing the activity and also their level of accuracy in answering each item.

Activity 4:

Theme: Famous dates of Martí's life.

Objective: To perform an exercise regarding certain dates of Martí's life in order to improve the students' knowledge of the dates of the year and their knowledge of Martí.

Teaching Materials: None

Procedures: The teacher introduces the title of the activity, which is "Famous dates of Martí's life", and tells the students the meaning of the words of the title. The students have to practice in this activity the dates of the year. They have been divided in groups of 4 and they have been handed by the teacher a list of Martí's most important historical dates for example his birth date and the day he died. For example, the teacher asks them first in English what day was Martí born but in present tense, then he translates that question into Spanish, and the students have to answer the questions with the correct date but in English. They have to say the day and the exact month. The teacher tells them the correct way to say a date in English and that is by saying first the month and then the day.

Teacher: When is Martí born?

Students: On January 28.

Teacher: When does Martí die?

Student: May 19.

Evaluation: The students have been evaluated according to their pronunciation, their knowledge of the months of the year and the numbers, their participation, and their comprehension of the questions.

Activity 5:

Theme: Let's watch "The Eye of the Canary".

Objective: To watch some parts of the movie "The Eye of the Canary" in order to obtain by means of this movie correct ways of behaving for their student and personal life.

Teaching Materials: The movie "The Eye of the Canary".

Procedures: The teacher tells the students that they have to watch some parts of the movie "The Eye of the Canary" which is based on Marti's life. This has been done so that they will see the correct forms of behavior that they should adopt into their student life. The teacher plays them the basic and most important parts of the movie and the students watch it. The entire activity lasts 90 minutes or two periods of classes so that the students can watch the most relevant parts of the movie and so that they will be able to do the other part of the activity that is done after watching the movie. After, the teacher tells the students a series of correct forms of behavior that they should have that are reflected in the way that Marti was when he was young. The teacher tells them that they have to follow the example of Marti in terms of their behavior so that they will follow the way our national hero was.

The teacher also tells them that they have to learn from the teacher and be good students in class just as Marti was with his teacher. He also tells them that they have to learn and study just as much as Marti did and participate in class just as he did. This activity is good because it links our national hero with the way the students have to be with a correct behavior and this causes the students to have Marti as a guide or as a role model for themselves as students. After the teacher teaches them this a series of questions regarding the movie are done to the students in order to verify their comprehension of it. A series of questions are also asked to the students in terms of behavior.

All of the questions have been asked in Spanish and the debate has been in this language. After that, the activity is evaluated.

A series of questions have been asked to the students about the movie:

- How did Marti behave in school?
- How did Marti behave at home?
- What did Marti defend for his country?
- Who was Marti's teacher?
- What newspaper did Marti publish along with his friends?
- How do you have to behave taking Marti as a reference?
- How do you have to be in school compared to Marti?

- ❖ Como se comportaba Martí en la escuela?
- ❖ Como se comportaba Martí en la casa?
- ❖ Que defendía Martí para su país?
- ❖ Quien fue el maestro de Martí?
- ❖ Cual fue el periódico que Martí publico junto con sus amigos?
- ❖ Como tendrías tu que comportarte si tomaras a Martí de referencia?
- ❖ Como tendrías que ser en la escuela si fueras como Martí?

Evaluation: For the evaluation of the activity the students have to answer in the right way the answers that refer to the movie, they have to answer the right answers in terms of behavior related to what they have seen of Marti, and they have been evaluated according to how many questions they have answered. They have also been evaluated according to how well they comprehended the movie and their participation when they answered the questions.

Activity 6:

Theme: Let's describe Marti.

Objective: To perform an exercise about Marti's personal and physical characteristics in order to increase the students' knowledge of our national hero.

Teaching Materials: None

Procedures: The first step of this activity is that the teacher has to present its name and by this introduce the activity. In this activity the students have studied Marti's physical and moral characteristics as well as his values as a Cuban patriot. The teacher gives the students a list of sentences with blank spaces that they have to fill out. The sentences are about his moral characteristics and the teacher helps them understand the sentences. The teacher writes on the board a list of adjectives concerning Marti's personality and physical description. The teacher also translates the meaning of these adjectives. Later on in the exercise the teacher also asks the students questions related to Marti's physical and moral characteristics in order to verify comprehension and translates these questions into Spanish. The teacher also uses mime for the second exercise of the activity in which the students have to study Marti's physical characteristics. This second part of the activity is done orally.

The activity is divided in two parts. One part where the students study Marti's personality and the other where they study his physical characteristics. The students have the chance to place any of the words of the list in the moral characteristics group. If they are working with the moral characteristics they can place any of these adjectives on the blank spaces of the sentences.

Exercise 1 (Moral):

Adjectives: honest, generous, intelligent, patriotic, revolutionary, and modest.

- 1.) Marti had a _____ and _____ personality.
- 2.) Marti was _____ and _____ when writing.
- 3.) He was _____ .

Exercise 2 (Physical):

Adjectives: tall, short, thin, fat, strong, skinny, old, and young.

1.) Teacher: Can Marti be considered short or tall?

2.) Teacher: Can Marti be considered thin or fat?

3.) Teacher: Can Marti be considered strong?

4.) Teacher: Can Marti be considered young or old?

Evaluation: The students are evaluated according to their participation, how well they interpret and answer the questions, on their knowledge of the physical and moral adjectives, and their willingness to participate.

Activity 7:

Theme: Read the story “Abdala”.

Objective: To perform an exercise in which the students have to read the story “Abdala” and work with that story in order to be more motivated to study Martí’s works and also become more familiar with his writings.

Teaching Materials: One of Martí’s books that include the story of “Abdala”.
Pieces of paper.

Procedures: First, the teacher has to present the name of the activity to the students. After he has to tell the students the meaning of the title. The teacher tells the students that they are going to read the story of “Abdala” by Martí and it has been handed to each of them a book that includes this story. The teacher tells them to open up to the page where the story is. The teacher gives them 30 minutes to read it. After they read the story, the teacher tells them in English to extract all the adjectives they can find in it. Then the teacher translates this part into Spanish for the students to understand and the word “adjectives” is written on the board as well. The students have to write the adjectives they find on a sheet of paper and they have to report them by participating one by one and saying each a group of at least 10 adjectives. The teacher writes these adjectives on the board.

After, the students have to take from the adjectives that they extract the ones that are easiest for them to understand and that they know in English and have to write them in English. After this, the teacher selects 10 adjectives of the ones they report in order for them to be used in class and translates them into English. The teacher first tells them these adjectives one by one in English and the entire class has to listen. After, the teacher repeats these adjectives and all of the class has to repeat them after the teacher. After, the same procedure is done in rows and then individually. This part of the activity is done to use the adjectives of the story in English, to develop the students’ vocabulary and pronunciation in this language, to develop the students’ participation, and to promote Martí’s works by means of the English language.

As another part of the activity the students have to describe several characters of the story that the teacher assigns them to describe. The teacher assigns one student to describe Abdala, he selects another student to describe Abdala’s mother, and he assigns another to describe another character of the story. The description that the students have to do is based on moral adjectives and basically the adjectives that make up the characters’ description. The students have to describe the characters using English adjectives.

They have to work individually. The teacher gives all of the instructions in English. This activity has been done in order to motivate the students to learn

and read more about Marti and the English language of the lesson has been used to do this. The entire activity has been done in two periods or 90 minutes.

Evaluation: The evaluation has been made by measuring the students' capability to take out the adjectives from the story, by how many adjectives they are able to extract, by their participation, and by how much they are motivated to do this activity.

Activity 8:

Theme: Let's read the poem "The Girl of Guatemala".

Objective: To read the poem "The Girl of Guatemala" and to perform after an exercise concerning the poem in order to motivate the students more to study Marti's works.

Teaching Materials: The poem "The Girl of Guatemala" in paper. Pieces of paper.

Procedures: First, the teacher has to present the name of the activity to the students as well as tell them the meaning of the words. The teacher tells the students that they have to read the poem "The Girl of Guatemala" by Jose Marti and it has been handed in to each student a sheet of paper with this poem. The students have to read the poem and the teacher gives them 15 minutes to do so. After that the students have to extract from the poem all the nouns they can find and write them on another sheet of paper. The students have to say all of the nouns that they find and this has been done in them participating one by one. Each of them has to say at least 5 nouns. The teacher writes all the nouns that they find and the ones they don't find as well on the board.

After, the students have to take from the nouns that they extract the ones that are easiest for them to understand and that they know in English and have to write them in English. After this, the teacher selects 10 nouns from the poem in order for them to be used in class and translates them into English. The teacher first tells them these nouns one by one in English and the entire class has to listen. After, the teacher repeats these nouns and all of the class has to repeat them after the teacher. After, the same procedure is done in rows and then individually. This part of the activity is done to use the nouns of the poem in English, to develop the students' vocabulary and pronunciation in this language, to develop the students' participation, and to promote Marti's works by means of the English language.

The teacher says all of the instructions in English. After that, the students have to be evaluated.

Evaluation: The students have to be evaluated according to their participation, by how many nouns each of them can say, by their motivational levels, if they read the entire poem, and their certainty in answering with nouns. They also have to be evaluated according to their comprehension of the poem.

Activity 9:

Theme: Painting Marti.

Objective: To perform an activity in which the students have to paint Marti so that the study of his works can be promoted, so that they can become more familiar with Marti, and so that their knowledge of him can be more deepened into.

Teaching Materials: Crayolas, colored pencils, and paper. A picture of Marti.

Procedures: First, the teacher has to present the name of the activity to the students. It is based in the students painting Jose Marti and they have a picture of him for them to be guided on and this picture works as a teaching material. The teacher directs the activity in English and then translates it to Spanish so that the students can understand it. The teacher hands in to each student a piece of drawing paper so that they can be able to paint Marti on it as well as all the necessary materials such as colored pencils, crayolas and paper etc. so that the students will be able to do the activity. The students have to paint Marti according to the picture that they see of him or according to their own knowledge of what he looked like. The teacher gives them a specific amount of time to do the activity. At the end of the activity the students place their finished drawings or paintings on their tables and wait until the remaining students finish. When all of them finish they have to show the drawings to the teacher and after hand them in as well.

Evaluation: The students have to be evaluated according to their participation in the activity, if they do the activity or if not, and how much they use the materials to draw.

Activity 10:

Theme: Let's debate!

Objective: To debate a series of Martí's works in Spanish in order to reinforce the students' knowledge of Martí and also so that Martí's works will be promoted in the lesson using communication.

Teaching Materials: None

Procedures: First, the teacher has to present the name of the activity to the students. After, the teacher has to gather all of the students and tell them to put their seats and tables in a circle in the classroom so that the students will face each other as well as the teacher. The teacher has a list with several of Martí's works such as "The Little Pink Shoes", "The Girl of Guatemala", and "Menique" to be debated by the students. The teacher has to choose a story for example "The Little Pink Shoes" and choose a student to retell or describe the story. Then the teacher asks another student to describe a character from that story for example Pilar or Pilar's mother. After that, the teacher has to ask another student to describe another character from the story. The teacher has to ask one student to say his/her own opinion about the story. Then the students have to interact with each other and the one that speaks first his opinion has to select another student who has also said his/her opinion about the story. They have to select each other and interact with each other in this way. This has been done with four students. Then the teacher does the same activity concerning the story with the remaining stories.

Evaluation: The students have been evaluated according to their participation, their knowledge of the stories, by how many of them participated, by how much they spoke, their motivation, and also how well they have interacted with each other.

Results of the final diagnosis. Validation.

For the final diagnosis of the situation in Class #4 of the fourth grade regarding the students' interest in studying Marti's works as well as their domination of his works a final observation, survey, and interview was also done. According to the obtained results these were very favorable and showed how the main purpose of this work, which is the promotion of Marti's works by means of English lessons, was achieved. The final results showed how the initial situation in Class #4 of the fourth grade improved as the students became much more interested in learning about Marti's works and the English language and how they obtained new opportunities to learn more about his works by means of the teaching activities.

Also the students' previous regular knowledge of Marti increased and there were more students in the class that had a better knowledge of Marti's works. The achieved results showed how the combination of Marti's works along with the English language was a positive way to promote Marti's works. Also how it was very useful to use the English lesson to motivate the students to study more his works. The students fulfilled greatly the activities that they were assigned.

It can be said that the final achieved results showed the effectiveness of the teaching activities. In terms of the final diagnosis it can be confirmed that according to the final methods applied, which were done in Class #4 of the fourth grade, the results were very good.

Final Observation

In the observation guide of the final diagnosis of the students in Class #4 of the fourth grade the same indicators were taken into account. They were the students' interest in studying about Marti, their interest in studying English, and their knowledge of Marti's works. (See Annex 1).

It could be seen now that more students were interested in learning about Marti's works and English and that the amount of students that had a knowledge of Marti's works increased.

When the results of the final observation were seen it could be seen that in question 1, 23 students were observed to be interested in studying Marti representing 88.5% (B) of the class while only 3 students were not interested, representing 11.5% (M). In question 2, regarding the students that were interested in learning English, 20 students or 76.9% (B) of the class were interested and 6 students representing 23.1% (M) were observed not to be interested.

In question 3 which is about the students that have a domination of Marti's works 22 students were observed to dominate these, representing 84.6% (B) of the class while only 4 students could be seen that did not dominate or have a knowledge of his works representing 15.4% (M).

Final Survey

According to the results of the final survey it could be seen that more students were interested in learning about Marti's works and English and that their knowledge of Marti's works had increased. (See Annex 2).

It can be seen that in question 1 regarding the students' interest in studying English 11 students now answered "Yes" to studying it representing 73.3% (B) while 4 students had a negative answer toward this representing 26.7% (M). In question 2 that deals with the students that are interested in studying Marti's works 13 students had a positive answer toward this representing 86.7% (B) of the surveyed while on the other hand only 2 students, representing 13.3% (M), said "No" to studying this.

In question 3, 14 students, representing 93.3% (B) of the surveyed, had a positive answer towards now dominating Marti's works while only 1 student who represents 6.7% (M) of the surveyed had a negative answer.

CONCLUSIONS

- 1.) Marti's works are one of the most fundamental pillars of our society. Based on the consulted works which show how his works have been taught in Cuba, how they have developed in our country, and how they have been taught in elementary school it can be seen just how important and vital is the promotion and teaching of his works in Cuba not only for the formation of university students but also for elementary school children. The general knowledge of Marti demonstrates how important it is for our students to learn about his works. But despite this reality there are troubles in our schools concerning its study.

- 2.) It can be said that according to the observations, the questions applied in class using the survey that was used to measure the current state of knowledge of Marti's works as well as the students' interest in this topic in Class #4 of the fourth grade the initial results showed that the students were interested in learning Marti's works and English but didn't have enough knowledge of his works and there was a very small amount of students that had a good level of comprehension of this.

- 3.) The teaching activities should be easy for the students, they should be interesting, and they should be leveled according to their level of knowledge of English and also the grade curriculum.

- 4.) As a final diagnosis of the state of knowledge of the students of Class #4 of the fourth grade after the observations and the survey were applied it can be said that the obtained results were very favorable and that the initial situation in the class regarding the study of Marti's works was solved. According to the positive achieved results it can be said that the teaching activities applied not only improved the existing situation with the students of this class but also greatly motivated them to study Marti's life and works.

RECOMMENDATIONS

There should be continuity in the study and implementation of this topic in schools.

Other ways to promote Marti's works in elementary school by means of the English lessons should be investigated.

This topic should be object of further researches specifically through the English language lesson.

It should definitely keep being promoted in order to motivate students more to study Marti's works.

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ANNEXES:

Annex 1:

OBSERVATION:

The observation was done to obtain the results of initial and final diagnoses regarding the students' interest in studying Marti's works and English and their knowledge on his works.

Objective: To check the interest and knowledge of Marti's works in Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School in order to see the results of the initial and final diagnoses.

Observation Guide:

1. If the students are not interested in learning about Marti this can be shown by (M) and if there are students that are interested it can be shown as (B).
2. Initially, many students in the class were interested in learning the English language (B) while a smaller portion was not interested (M). If the students are interested it can be shown below as (B) and if not as (M).
3. There was in the class a smaller group that had a knowledge of Marti's works in the initial diagnosis (B) and this reflected that the students of the class had a regular understanding of his works along with the fact that there were many that were interested in studying them. There was another part of the class that did not dominate his works well (M) and this shows the negative part of the domination of Marti's works in Class #4 of the fourth grade. If the students have a good knowledge of Marti's works it can be shown as (B) and if they do not it can be shown as (M).

Table 1

Initial Observation

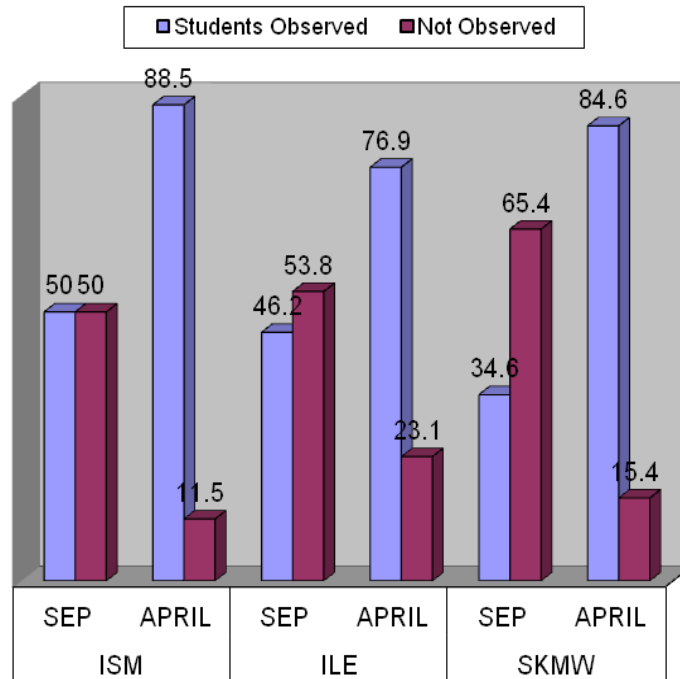
| No. | Indicators | Students Observed (B) | % | Not Observed (M) | % |
|-----|---|-----------------------|------|------------------|------|
| 1 | Interested in studying Marti | 13 | 50 | 13 | 50 |
| 2 | Interested in learning English | 12 | 46.2 | 14 | 53.8 |
| 3 | Students that have a knowledge of Marti's works | 9 | 34.6 | 17 | 65.4 |

Table 3

Final Observation

| No. | Indicators | Students Observed (B) | % | Not Observed (M) | % |
|-----|---|-----------------------|------|------------------|------|
| 1 | Interested in studying Marti | 23 | 88.5 | 3 | 11.5 |
| 2 | Interested in learning English | 20 | 76.9 | 6 | 23.1 |
| 3 | Students that have a knowledge of Marti's works | 22 | 84.6 | 4 | 15.4 |

Initial and Final Observation (M.U. %)



Legend:

ISM: Interested in studying Marti.

ILE: Interested in learning English.

SKMW: Students that have a knowledge of Marti's works.

Annex 2:

SURVEY:

In order to solve the problem regarding the learning of Martí's works in the fourth grade at the "Julio Antonio Mella" Elementary School the following **survey** was designed in order to know the state of opinions of the students in terms of the study of Martí's works and English, to cause a warm up for the activities that they had to do, and to motivate the students to learn about Martí's works. The survey was done to the students in Spanish.

Objective: To check the state of opinions of a group of students of Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School concerning Martí's works in order to see the results of the initial and final diagnoses of their opinions and knowledge.

Directions: The teacher told the students that a survey was going to be done in that class in order to verify their knowledge regarding Martí's works. After, the teacher told them that their answers would be of great use and that he hoped that they answered with full sincerity and with all their knowledge.

Survey Guide:

1. In the first indicator of the survey which is about the students that are interested in learning English if the students answered "No" it is bad and can be signified as (M). This means that they are not interested in learning the English language. If the students answered "Yes" it is good and it can be represented as (B). This means that they are interested in learning it.
2. In the second indicator which is about the students' interest in learning about Martí's works if the students answered "Yes" it can be put as (B) and if they answered "No" or saying that they are not interested it can be put as (M). If they answered "No" it is bad and if they answered "Yes" it is good.
3. In the third indicator, which is about the students' knowledge of Martí's works, if according to the survey they do have a knowledge of Martí's works it can be put as (B) and if they don't, it can be signified as (M). If the students answered "No" in the survey this can be considered as (M) and if they answered "Yes" it can be put as (B).

Questionnaire:

- I would like to study more about Marti's life:

_____ Always
_____ Frequently
_____ Sometimes
_____ Never

- I would like to study more about Marti's works:

_____ Always
_____ Frequently
_____ Sometimes
_____ Never

- I like English:

_____ Yes
_____ No

- I like Marti's works in general:

_____ Yes
_____ No

- I dominate well what I have learned of Marti's life and works:

_____ Yes
_____ No

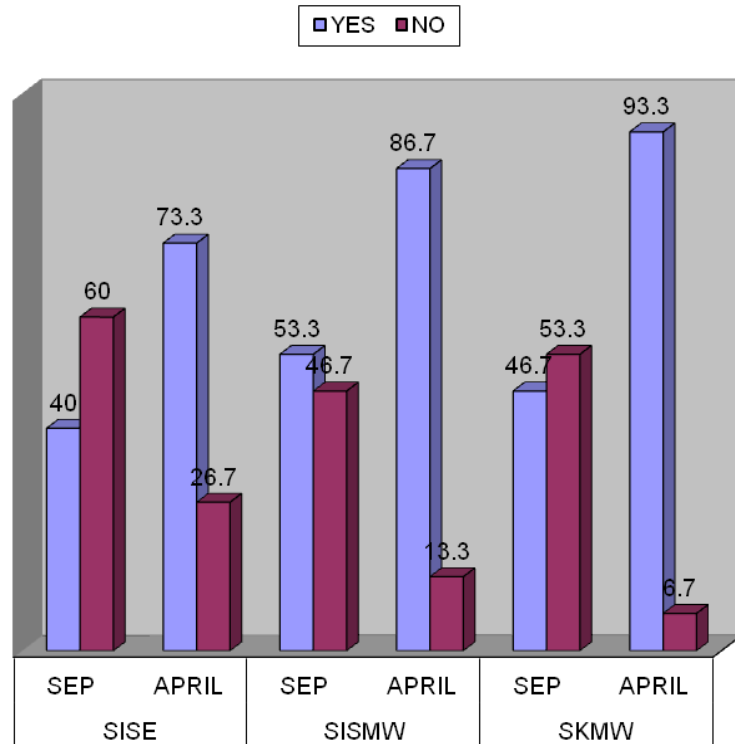
Table 2**Initial Survey**

| No. | Indicators | Yes (B) | % | No (M) | % |
|-----|--|------------|------|-----------|------|
| 1 | Students interested in studying English | 6 | 40 | 9 | 60 |
| 2 | Students interested in studying Marti's works | 8 | 53.3 | 7 | 46.7 |
| 3 | Students that have a knowledge of Marti's works | 7 | 46.7 | 8 | 53.3 |

Table 4**Final Survey**

| No. | Indicators | Yes (B) | % | No (M) | % |
|-----|--|------------|------|-----------|------|
| 1 | Students interested in studying English | 11 | 73.3 | 4 | 26.7 |
| 2 | Students interested in studying Marti's works | 13 | 86.7 | 2 | 13.3 |
| 3 | Students that have a knowledge of Marti's works | 14 | 93.3 | 1 | 6.7 |

Initial and Final Survey (M.U. %)



Legend:

SISE: Students interested in studying English.

SISMW: Students interested in studying Marti's works.

SKMW: Students that have a knowledge of Marti's works.

Annex 3:

INTERVIEW:

The interview was done to various students, specifically 10. It was done to ask the students several questions about their knowledge of Marti's works so as to obtain the results of the initial diagnosis of the students regarding his works.

Objective: To check the state of opinions and knowledge of a group of students of Class #4 of the fourth grade at the "Julio Antonio Mella" Elementary School concerning Marti's works.

In it these questions were asked regarding their previous knowledge of Marti as well as their opinion on this topic:

- How many texts of Marti have you read?
- What do you know about Marti's life?
- What do you know about Marti's works?
- What famous dates do you know about Marti's life?
- Would you be interested in learning about Marti in English?
- What have you learned about Marti before in school?
- What is your favorite text of Marti?