



UNIVERSIDAD DE SANCTI SPÍRITUS
José Martí Pérez

FACULTY OF PEDAGOGICAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

MAJOR PAPER

**THE RESPONSIBILITY VALUE THROUGH THE ENGLISH LESSONS IN
FOURTH GRADERS**

AUTHORESS:

Lissandra de la Caridad Toledo Jiménez

Sancti Spiritus.

2017-2018 SCHOOL YEAR



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SCHOOL YEAR 2017-2018.

DEDICATION:

My research is dedicated to my family, specially my parents, my sweet sister, my boyfriend, my teachers, my tutors and specially to my grandparents who rest in peace in heaven and always helped me and guided me in all time.

Acknowledgement:

I would like to express my gratitude to all my family and all the people who have made this study possible. Without their guidance and help this project would have not been possible.

First of all, I would like to thank my tutor Msc. Evelio Orellana Orellana, who provided me with information about the topic of my project as well as his guidance during the work process. My tutor also helped me with correction and he gave me advice to improve the study.

I would like to thank Lic.Enmanuel since he helped me in the choice of the topic and provided me with a large amount of literature to start my research.

Furthermore, I would like to express thanks to all the English Foreign Language teachers.

Quote

“Educar es depositar en cada hombre toda la obra humana que le ha antecedido: es hacer a cada hombre resumen del mundo viviente, hasta el día en que vive: es ponerlo al nivel de su tiempo, para que flote sobre el, y no dejarlo debajo de su tiempo con lo que no podrá salir a flote, es preparar al hombre para la vida”.



ABSTRACT:

The current research deals with the students' education in responsibility value as an important aspect of teaching around the world and, mostly, in elementary level which is essential to set the proper bases to form better human beings. The aim of the present research is to evaluate the effectiveness of the application of a set of didactic activities to reinforce responsibility in fourth graders from "Remigio Diaz Quintanilla" elementary school. In the study, some scientific methods and instruments from the different levels have been used. From the theoretical level, the historical and logical analysis, the inductive and deductive and the synthetical and analytical analysis were used; from the empirical level, the pedagogical observation guide, the documentary analysis, the survey and the interview, from the mathematical-statistical level, the percentage calculation. These instruments provided the necessary information to determine the theoretical and methodological fundamentals that sustain the work with values in general and, particularly, the education on responsibility and the application of didactic activities to carry out to the sample during the English lessons to reinforce the responsibility value as a necessary part of the educative process and to motivate students to involve them in a conscious participation in school activities.

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INTRODUCTION

The adequate formation of new generations to be responsible in the fulfillment of duties according to the Communist philosophy has always been an aspiration of the Cuban State the family, the community and the society in general. That is why, at school, the Cuban Ministry of Education has remarked, as one of its priorities, the political and ideological work as an essential aspect to form conscious responsible youngsters, who are able to defend the Cuban Revolution, making students accept values on the way they are offered by their teachers.

In spite of the effort carried out by the different organizations existing in Cuba to better up education, there still exists some problems regarding education in values in the schools. There are several procedures and ministerial regulation codes to follow, but they do not solve the problem because they mostly indicate the way of proceeding, and they must be changed to fit the students' features, the characteristics of the school and the territories and the diagnosis obtained from the research instruments. That is why; to fulfill the educational policies designed by the Communist Party of Cuba, the Cuban Ministry of Education materializes a program that is essential to the political and ideological formation and the education in values for youngsters, with the objective of preparing them to defend the country, the Revolution and the Socialism.

In Cuba, the problem of education in values from the viewpoint of schools has its roots in the pedagogical labor of outstanding personalities that have developed teaching since the end of the 18th Century. The main theoretical contributions about this subject can be found in the works of eminent patriots and pedagogists such as Agustin Caballero (1762-1835), Felix Varela (1788-1853), Jose de la Luz y Caballero (1800-1895), Enrique Jose Varona (1849-1933), Alfredo Aguayo (1866-1948), among others.

Once in the job training-practice, the authoress, by the application of some techniques like: interview, survey and pedagogical observation, realized that the students were not very responsible at "Remigio Diaz Quintanilla" Elementary School in Sancti Spiritus. This was corroborated in the source of scientific

problems of the school and the methodological preparation given to teachers by the leading staff of the school and the subject.

The main aspects that showed irresponsible behaviors of the students were:

- The students do not use the uniform correctly
- Students' misbehavior and their improper attitudes in the Elementary School, specifically in fourth grade.
- Students are not punctual in different activities of the school.
- Students do not do the independent works
- Students forget and not take care of workbooks, notebooks and other school materials
- The students are not constant in studying, reading and updating habits.

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

- Most of the teachers and authorities are prepared to educate students in values at school.
- The most important documents for the education in values are in the school.
- The different subjects are designed in such a way that they facilitate the education in values through the content to be taught.

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

These deficiencies presented by the students regarding the responsibility value are contradictory to what is stated in the directing documents of the teaching-educative process regarding this value, thus, allowing the authoress to establish a problematic situation.

In order to find a scientific solution to the problematic situation described before, the following **scientific problem** was stated:

How to reinforce the responsibility value in fourth graders at "Remigio Diaz Quintanilla" Elementary School throughout English lessons?

To carry out the investigation, the **objective** of this research is:

To evaluate the effectiveness of didactic activities to reinforce the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School throughout English lessons.

In order to carry out and to organize this research process, some **scientific questions** were set:

1. What are the theoretical and methodological bases that support the teaching-educative process in Elementary School and, specifically, the development of the responsibility value in fourth grade?
2. What is the current state of the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School in Sancti Spiritus?
3. What type of didactic activities should be applied to reinforce the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School throughout English lessons?
4. What is the effectiveness of the application of the didactic activities to reinforce the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School?

To give solution to the questions previously stated, the authoress established the following **scientific tasks**:

1. Determination of the methodological and theoretical bases that support the teaching-educative process in Elementary School and, specifically, the development of the responsibility value in fourth grade.
2. Diagnosis of the current state of the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School in Sancti Spiritus.
3. Application of the didactic activities designed to reinforce the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School throughout English lessons.
4. Evaluation of the effectiveness of the didactic activities to reinforce the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School throughout English lessons.

For finding a solution to the scientific problem stated, to fulfill the objective of the research and to develop the whole investigation, some scientific methods, instruments and techniques have been put into practice.

Methods from the theoretical level used:

1. Analytical and synthetical method: to analyze the documents leading the teaching-educative process in elementary school and the teaching of English as a subject to determine the methodological guidelines regarding the education in values and the reinforcement of the responsibility in this level.

2. Inductive and deductive method: to analyze the deficiencies presented by the students in the responsibility value as well as their causes and the effects that the proposal of didactic activities may have in the reinforcement of this value after been applied.

3. Historical-logical Analysis: to analyze the antecedents of the problematic situation regarding the responsibility value in elementary school and how this value has been treated throughout the years and also the evolution of the research problem during the present research process in the sample selected for the current study.

Methods and techniques from the empirical level:

1. Pedagogical observation: Eight English lessons and several school activities were observed to obtain some important data about the students' participation, their motivation through English lessons, how teachers develop activities that can contribute to students' good education in values and they demonstrate such values with their attitudes into the educative process. Furthermore, during the observation, the difficulties and necessities of the students, the results of the application of the proposal could be analyzed and compared with the initial diagnosis.

2. Documental analysis: it was used to analyze the existence of the main documents established for the education values at school, and how the objectives of the syllabus and the English subject's content provide the reinforcement of responsibility value in the students. Some activities were planned or required by English Workbook, according to the way they can contribute to the reinforcement of students' values.

3. Survey: it was carried out to know about strengths and difficulties of the students in regard to responsibility and to obtain information about the work of the reinforcement of this value in elementary school and how the English subject facilitates this aspect in the holistic formation of the students (to evaluate the knowledge of students regarding responsibility value).

4. Interview: to characterize the state of the treatment given to the development of the responsibility value by teachers as well as the strengths in this important political and social aspect at the end of the research process.

Methods from the mathematical-statistical level:

1-Percentage calculation: it was used to determine the percentage represented by the data obtained in the application of the different empirical instruments taking into account the results on the stages before, while and after the application of the teaching activities, taking as reference the **descriptive statistics** to arrive at some conclusions about the population and the sample selected and to summarize the data obtained.

To carry out this research, the **population** selected is the enrollment of fourth graders in “Remigio Diaz Quintanilla” Elementary School, composed of 92 students; and as an intentionally and non-probabilistic selected **sample**, 25 students belonging to class C were selected. The investigation was made from 2017 to 2018 school year. The sample is characterized for being young students between eight and nine years old, and is formed by students from Sancti Spíritus city. There are 13 males and 12 females. They are hyperactive, and undisciplined. The students are not responsible towards the activities in and out of school.

Another feature is that students do not do the works oriented by the teacher, but they are motivated towards the learning of English language. According to the level, there are several indicators that the authoress took into account to develop the proposal in a new and interesting way. From the sample, 8 are fast learners, 11 average learners and 6 students are slow learners. The intentionality for the selection of the sample out of the population is given by the fact that this is the group that possesses the population’s characteristics more evidently.

The **scientific novelty** of this research is based on the reinforcement of responsibility value in students in the Elementary School and the conception of the responsibility value formation through different didactic activities in which the procedures allow the students to evaluate and change the way of acting centered on the development of this value. The investigation has its training importance based on the fact that the activities give students the knowledge to develop their tasks with efficiency and quality according to their duties.

The structure of the present research paper is the following: the introduction, the development divided into several epigraphs, which are devoted to the theoretical and methodological foundations regarding the educative process in elementary school and the reinforcement of the responsibility value in fourth graders, the conclusions, recommendations, bibliography and annexes.

DEVELOPMENT:

I. THE EDUCATIVE PROCESS, EDUCATION IN VALUES AND THE REINFORCEMENT OF RESPONSIBILITY IN ELEMENTARY SCHOOL THROUGH THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.

1.1 The educative process. Education in values.

To clear up the role of values in the holistic students' formation process in the educative practice, it is really necessary to make a pause in its origin, nature, the environment in which they are developed; and also the psychological formation that support children's formation process.

Men and women in their development as human beings have been questioned about their existence, the sense of life, their aims to achieve, their motivations as their goals that move their behaviours and ways of acting. These arguments, among others, have made company to human raze during its practical and transforming activity.

These statements propitiated the interest of philosophers through the axiological problems since ancient times. Besides, it is practically considered the beginning of the axiological problem with the origin of Philosophy; some authors situate its beginning as an independent discipline through the second half of the XIX century. (Rodríguez, U 1989:206), which is not casual, but the result achieved by the sciences.

To educate people and prepare them for life is an essential task of pedagogy and it also constitutes one of the fundamental problems that have been taken by the advanced pedagogical thought in each historical epoch.

In these days, it constitutes a need in the reaffirmation of traditions because they are the education bases in the formation of a system of values and constitute the starting point of social union and the individual behavior of man.

The tradition of the Cuban pedagogical thinking is the starting point in which who has the responsibility to form new generation from lessons should stand.

According to different authors who have studied the teaching learning process, the term **to educate** has been interpreted as:

To educate: Directing and developing of moral and intellectual faculties. Cervant Dictionary (2014).

The definition bestows a quality about as the teachers should to educate in students to develop good manners of acting.

Education: Action and effect of educating. Doctrine. Courtesy, urbanity. Cervant Dictionary. (2014).

Cervantes Dictionary offers us an important data about how the education helped to grow the knowledge of the persons and by means of this action can be the influence and reflex toward society.

According to Larousse Basic Scholar Dictionary (1981), to educate is to guide, to teach in good principles, to develop the child's faculties.

According to Marti Perez, J.J (1965), education is like a tree; a seed is planted and many branches grow. Be the gratitude of the people that is educated under this protector tree, in the storms and rains that makes them so well. Men will accumulate who seed schools.

This concept refers to the importance of the education in the schools and how this process is developed, overcoming the emerging obstacles on the way.

According to the National 'Hero, Marti (1965) contextualized in several poems about the education as the fundamental base of the formation and development of the man "The education has an ineluctable duty for the man, do not comply it is a crime, to shape it according to the time without deviating from the great and final human tendency".

These definitions are guided to reinforce the education in values taking into account the importance to be responsible persons and play an important role in the society, principally in the acting of the students where they should be having correct manners in and out school, and they should be studious and to achieve a high datum. These definitions are an important source of culture and are educational ways for to obtain a correct formation as future professionals.

First, it should be precised what **values** are:

According to the investigator Jose Ramon Fabelo (1989) refers to **value** as the capacity that determined objects and phenomena of the objective reality have for

satisfying any human necessity, it means, the social determination of this objects and phenomena consistent in its function of serving to the daily activity of man.

Fabelo (1989) specified that value is the reflection of the human being who determines and play an important role in the society taking good habits and manners.

According to the information in the values that are formed in the consciousness of an individual are the results of an influence, by one side, of the objective values of the reality with its constants dictations, and by the other side, of the institutionalized values, which are gotten in a way of ideological, political pedagogical speech. Baxter Esther (2007).

Rendering the definition by Baxter (2007) it is exemplified that values are shaped of several ideals that are formed in the awareness of every person influenced by a model of the society who have a good education. This model is able to teach in the students a correct way and by means of this encouragement, the results can be positive.

According to the investigator David Koutsookis (2009), **values** are ideals that guide our behavior and decisions, and help us distinguish between what is right or wrong. They outline what is important to us in terms of our conduct, our interaction with others and how we might live our lives in a meaningful way. Values give us guiding framework by which to lead our lives. People who do not behave in a positive manner are often lacking this values framework. (2009).

This definition about values was guided to stimulate in the persons to work in bases of the development of the personality, principally in the students.

The authoress of this research is identified with the definition given by Koutsookis (2009) because the investigator refers that values are principles joined with positive and negative aspects that the persons should distinguish between of them. Besides, the value is connected with the formation of the daily activity of the man.

Sociological and Pedagogical principles of the formation of **values**:

Regarding education in values, there should exist a set of sociological and pedagogical principles, which cannot be obviated when structuring the methodological conception of the treatment of values. These principles are

illuminating and guiding opinions of departure for the development of the educational activity of teachers. The sociological principles are directed to the nature and essence of values as a phenomenon of ideological and spiritual life of the society and the individual. From the whole social factors that interact with the sphere of values, the economic factor of last resort is determining.

Educating in values: It is an active, complex and contradictory process as part of the formation of the personality, which is developed in determined historical-social situations, in which intercede different socializing factors like family, school, community, massive means of communication, politic organizations, social organizations, among others. (Marbelis Gomez, 2007, p.2).

The authoress of this research is identified with the definition given by Gomez, Marbelis (2007) who states that educating in values are formed in the process of socialization under the influence of many factors and these influences are done through different mediation (family, school, neighborhood, working groups, artistic culture, means of communication, social organizations), due to this, responsibility is not only the family's, but the school's, the community and the society's, but the school can contribute to the reinforcement of this value by the educative process as the main state institution in charge of children's education.

According to Ana Ochoa Leon (2014), the **education in values** is an instrument that contributes to people's constructions and learning ethic process and the transmission of a social moral and is used as a pedagogical model in the teaching-learning in pupils to develop the communicative expressions and to reflect the training in the culture of the society.

After the analysis of these definitions, the education in values is a process of the attitude 'learning of the persons and should be valued since early' ages, and help to form the personality with a high level of knowledge

The authoress of this research is identified with the definition given by Ana Ochoa de Leon (2014) because the investigator refers to the importance to inculcate education in values in students for a better preparation and formation of the person and restate that is a process tied to the culture of the society. Furthermore, this process has been seeing in different branches and putting into practice in several

subjects, and the results of the formation in education in values have been positive effects in the school' teaching, specifically the English subject and toward of the society.

The process of education implies educating in values. Different authors have given a different definition of this term, for example:

1.2. The educative process, education in values and the reinforcement of responsibility in elementary school.

Education in values in an elementary school has a great result in all places, principally in rural areas. Today the island enjoys international prestige regarding the work carried out with children from 4 to 6 years of age, largely due to the results of the "Educate your Children" program endorsed by studies of international organizations such as the United Nations Children's Fund (UNICEF). Furthermore, through educative systems and several subjects, the teacher is to influence directly in students, families and communities, using scientific and investigative methods.

Responsibility: A responsible person makes decisions and accepts the consequences of their acts. The responsibility is a benefit or a habitual disposition by which the persons should assume the consequences of their own opinions.

Responsibility: Fulfillment of compromises with oneself, the family, the group and the society. (Gómez, M., 2007, p.5).

Responsibility: quality of the personality that implicates liberty to decide and to act assuming the consequences derived from the actions. It is the opportunity and conscious performance of the perfect fulfillment of the contracted duty, which offers satisfaction. It is commitment and obligation. (Gomez, M. 2007).

This authoress assumes that the responsibility is one of the basic values that are acknowledged worldwide and thanks of this, the persons could have love self and sacrificing by others persons. Besides, the persons can be responsible when they are worried with their jobs, studies and makes their own decisions accepting the consequences of their acts.

Responsibility: Is a system of values and will have a series of projects to future, and it is influenced by the process of the economic, social and political development. Leon, Jose Rafael (2011).

Leon (2011) refers that the responsibility is a system linked with some social factors and the persons are viewing in the future as a professional person. The school is one of the most important influences in the formation of the youngsters.

Esther Baxter (2002) defines the **responsibility** value with several indicators: To show on constancy and discipline, the persons should have positives habits of attendance and punctuality in the job, to show good attitudes in the studies, to feel satisfaction with the results of the job and studies.

According the authoress Baxter (2002) explained in the definition that to be a responsible person should fulfill with several formalities and to demonstrate a correct behavior and attitude.

Responsibility: The quality of the personality implicates liberty to decide and to act assuming the consequences derived from the actions. It is the opportunity and conscious performance of the perfect fulfillment of the contracted duty, which offers satisfaction. It is commitment and obligation. Rodríguez Rodríguez, I.S (2009.p30)

The definition of the responsibility should be fulfilling with the specific characteristics of the persons and this implicates to make decisions, derived from their actions, assumed since childhood.

Reinforcement of responsibility: a process that includes education as a gradual process which involves all the society, based on the influences and interactions of it with the individual, and of the individual with it, to obtain as an end, the socialization of the individual as an active subject, able to transform his/her environment, by means of the fulfillment of his/her commitment, the compromise with the family and the society. (Gomez, 2007).

The authoress of this research is identified with the definition given by Gomez (2007) who states that to be a responsible person respect the values of the society, accept the consequences of their acts and are able of assume important freights in the jobs or studies. This definition surrounded the rest of the concepts and make a reference point about the application and evaluation of the contents imparting throughout English Lessons to reinforce the responsibility value in students, principally in the elementary 'teaching.

1.2.1. The contribution of the teaching of English as a foreign language in students' education in values in elementary school.

Baugh et al (2002) have explained the idea that today's English language is resulted from centuries of political development and social events, which affected the English history, and as a result, they had an impact on the English language. The history of the English language can be summarized in four phases of evolution: Old English, Middle English, Early Modern English, and Present-Day English.

Old English is the language used between 450 AD and 1100 AD, the period from 1100 to 1500 is Middle English, Early Modern English was used between 1500 and 1800, and the period since 1800 is Present-Day English. The Roman conversion of the church of Britain in 597 AD, made contact between England and Latin civilization and made some additions to vocabulary.

The Scandinavian invasions had an influence, in addition to the Norman Conquest, and later, English changed in both form and vocabulary from what it had been in 1066. In a similar way, the Hundred Years' War, the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and the growth of commerce and industry of science and literature have contributed to the development of the English language (Ibid).

The political and cultural history of the English language is not simply the history of the British Isles and of North America, but also the history of some societies, which have driven the language to change. Much of the vocabulary words of Old English has been lost and new words were born.

Change of some words in meaning can be illustrated in the Shakespearean language, for example Nice in Shakespeare's time meant foolish; rheumatism signified a cold in the head. Richards and Rodgers (1986) emphasize that English is nowadays the most studied foreign language, but five hundred years ago, Latin was dominant in terms of education, commerce, religion and government in the western world.

It is commonly believed that English is becoming a widely used language, and through it, one can participate in a variety of social activities, because language is

more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on sociolinguistic situations. English is one of the most important languages of the world. As stated by Baugh (2002), it is spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire. It is the largest of the Western languages.

Many people are aware of the value that the English language has in today's world. For that reason, the demands for learning it are increasing every day. There are different factors, which make that language dominant and important; some people see it as their window to the outside world in the sense that they can use it as a medium of communication with others from different countries because it is widely spread. Antich, Rosa (1979).

Others believe that through this language they can check recent researches and read books from other countries so it represents for them a source of knowledge. It is widely recognized that the English language is becoming an effective means to communicate, to participate in international business activities, and to obtain information about the events all around the world. In her book "Teaching English Overseas", McKay (1992) demonstrates that the reason for the widespread of English is the belief that a certain proficiency in that language may provide social and economic gains.

Pinkley (2012) states that since character education includes values, it has a place in EFL classrooms because besides language learning learners would have the opportunity to develop the learners' critical thinking skills. In fact, they are required to reflect on different situations in the daily life and express their perspectives, thoughts and feelings related to these situations (Munera, Garcia & Lopez, 2008). They add that value instruction in EFL classrooms would optimize aspects of the foreign language such as vocabulary, pronunciation, reading, writing and speaking.

However, to include value education, teachers should consider the age of the learners, their cognitive abilities and level of English (Shaaban, 2005). For example, pupils at the elementary level cannot discuss values such as using animals for research purposes; however, they could be engaged with activities that

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

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

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

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

The authoress of this research considers that incorporating activities that contribute to reinforce children's human values, specially responsibility in the lesson content in the English class gives the participants the opportunity to express themselves

and their values for solving problems and to listen to their partners and to think in a reflective way, which allows them to have better relationships with their classmates. Furthermore, it changes the routine of the class to a more enjoyable atmosphere.

Results of the initial diagnosis of the state of the reinforcement of the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School.

The investigation demanded a diagnostic study. This study worked with an intentional sample of 25 students in a group of fourth grade at “Remigio Diaz Quintanilla” Elementary School. The obtained results, departing from the following indicators which are evaluated are high, middle and low level.

1-The active participation of students in the activities in the school

High: Students participate in all the school activities.

Middle: Students participate in some school activities depending on their interests.

Low: Students only participate in a few school activities.

2-The motivation of the students towards the school activities

High: Students motivate in all the school activities.

Middle: Students motivate in some school activities depending on their interests.

Low: Students are only motivated in a few school activities.

3-Comprehension of sentences related to the responsibility value activities

High: Students comprehend all sentences related to the responsibility value activities.

Middle: Students comprehend the sentences related to the responsibility value activities sometime.

Low: Students never comprehend the sentences related to the responsibility value activities.

4-Ways of acting of the students regarding the responsibility value

High: Students acting correctly throughout the school activities related to the responsibility value.

Middle: Students sometimes acting incorrectly throughout the school activities related to the reinforcement responsibility value.

Low: Students not acting correctly throughout the school activities related to the reinforcement responsibility value.

5-The fulfillment of duties and rights of the students

High: Students always does the independent works

Middle: Students does their independent works sometime.

Low: Students does their independent works never.

To evaluate the knowledge that students had regarding responsibility in the Elementary School "Remigio Diaz Quintanilla" an observation was applied to obtain first elements and the results were that regarding to:

1- The active participation of students: 9 students were in high level, which represent a 36%, 7 students were in medial level, which represent a 28% and 9 students were in low level, which represent the 36 %.

2-Motivation of the students towards of the English lesson with the responsibility:9 students can be found in high level, which represent a 36%, 8 students can be found in medial level, which represent a 32% and 8 students can be found in low level, which represent a 32 %.

3- Comprehension of sentences related to responsibility value just 9 students was evaluated in high level, which represent a 36%,5 students were evaluated in medial level, which represent a 20% and 11students were evaluated in low level, which represent the 44%.

4-Regarding the fourth parameter that is the way of acting of students related to responsibility value, 12 students were evaluated in high level, which represent a 48%, 6 students were evaluated in medial level, which represent a 24% and 7 students were evaluated in low level, which represent the 28%.

5- Regarding the fulfillment of duties and rights of students: 9 students were in high level, which represent an 36%, 6 students were in medial level, which represent a 24% and 10 students were in low level which represent the 40%.

Quantitative summary results of the initial Pedagogical observation guide to students.

Initial Observed indicators	High	%	Middle	%	Low	%
1-The participation of students in the activities of the school.	9	36	7	28	9	36
2-The motivation of the students	9	36	8	32	8	32
3-Comprehension of sentences related to responsibility value	9	36	5	20	11	44
4-Ways of acting of the students regarding to responsibility value	12	48	6	24	7	28
5-The fulfilment of duties and rights of the students	9	36	6	24	10	40

With the observation developed, the author corroborated that the main problems students have are the fulfilment of duties and rights, and the comprehension of sentences related to responsibility value through English lessons.

Later, a **survey** was applied for knowing what students knew about responsibility as a value and to check their points of view. The results were the following: indicators which are evaluated are high, middle and low level.

1.Responsibility value for the students:

2.Arrive early in the morning to school

High: Students always arrive early in the morning to school.

Middle: Students sometime arrive early in the morning to school.

Low: Students never arrive early in the morning High: Students always expressed the importance of being responsible, doing their duties.

Middle: Students sometime expressed the importance of being responsible fulfilling rarely with their duties.

Low: Students never expressed the importance of being responsible and not doing with their duties.

to school.

3. A correct use of the uniform in and out the school

High: Students always use the uniform correctly in and out school.

Middle: Students sometime use the uniform correctly in and out school.

Low: Students never use the uniform correctly in and out school.

4. How often students do their homework

High: Students always do the independent works and exercises of the English subject.

Middle: Students do some independent works and exercises of the English subject depending on the activities.

Low: Students do not do the independent works and exercises.

5. Participation in the political acts at the school

High: Students always participated in the political acts at the school.

Middle: Students participated in some political acts at the school

Low: Students never participated in the political acts at the school.

6. Activities that motivate students to be responsible

High: Students are very much motivated towards the English subject.

Middle: Students are not so motivated towards the English subject so the teacher has to motivate them using didactic activities.

Slow: Students are not motivated at all towards the English subject.

7. Role of the English subject that guide students to be responsible

High: Students always assumed that the English subject helped to reinforce the responsibility.

Middle: Students sometime assumed that the English Subject helped to reinforce the responsibility.

Low: Students never assumed that the English Subject helped to reinforce the responsibility

The survey was applied at "Remigio Diaz Quintanilla" Elementary School with the objective to know the knowledge of students regarding responsibility value, was observed the following indicators:

1-In the first parameter: **responsibility value for the students:** 11 students were evaluated in high level, which represent a 44 %, 11 students were evaluated in medial level, which represent a 44% and 3 students were evaluated in low level which represent the 12%.

2-Arrive early in the morning to school: 19 students were evaluated in high level, which represent an 76%,3 students were evaluated in medial level, which represent a 12% and 3 students were evaluated in low level which represent the 12%.

3-A correct use of the uniform in and out the school:14 students were evaluated in high level, which represent a 56 %, 5 students were evaluated in medial level, which represent a 20% and 6 students were evaluated in low level which represent the 24%.

4-How often students do their homework: 16 students were evaluated in high level, which represent a 64 %, 4 students were evaluated in medial level, which represent 16% and 5 students were evaluated in low level which represent the 20 %.

5-Participation in the political acts at the school: 25 students were evaluated in low level, which represent a 100%.

6-Activities that motivate students to be responsible: 8 students were evaluated in high level, which represent a 32%, 11 students were evaluated in medial level, which represent 44 % and 6 students were evaluated in low level which represent the 24%.

7-Role of the English subject that guide students to be responsible: 13 students were evaluated in high level, which represent a 52%, 7 students were evaluated in medial level, which represent a 28% and 5 students were evaluated in low level which represent the 20 %.

Quantitative summary results of the initial survey to students.

Initial survey indicators	High	%	Middle	%	Low	%
1-responsibility value for the students.	11	44	11	44	3	12
2-Arrive early in the morning to school.	19	76	3	12	3	12
3-A correct use of the uniform in and out the school.	14	56	5	20	6	24
4-How often students do their homework	16	64	4	16	5	20
5-Participation in the political acts at the school:	(-)	(-)	(-)	(-)	25	100
6-Activities that motivate students to be responsible	8	32	11	44	6	24
7-Role of the English subject that guide students to be responsible	13	52	7	28	5	20

In this initial survey to students they expressed the importance of being responsible, to arrive early in the morning, the correct use of the uniform, the importance of doing the homework, participation in political acts, the activities in the English classes to reinforce the responsibility value. Even though, most of them expressed that they do not do it willingly but because they are forced to do it and this shows that they are not naturally responsible.

1.3.1. Didactic activities to reinforce responsibility values through English lessons in elementary level

The main objective of designing and applying didactic activities focused to educating students in values in the English subject is guided to the development of the knowledge, abilities and pupils' attitude that permits to learn and, in the case of a language, is to learn the communicative functions and linguistics structures by means of these. It expresses the several functions in regarding the interaction in different communicative situations and to acquire other knowledge to increase their integral general culture.

Educative Activities: Set of actions which are executed systematically and permanently with and by teaching personnel in the different levels of education to better the political, ideological, scientific education (...) to guarantee the transformations directed towards the efficient achievement of the educative process. Gómez León, Bárbara (2008).

.....The authoress Barbara Leon (2008) refers that the educative activities contribute to the ideological, cultural, political and historical formation developing in different levels and these are efficient toward the lessons for to obtain a better motivation in the students and by means of these activities, the students are able to captivate more information offered by the teachers.

According to Xiomara Justa Cobo León (2009). Didactic activities: contribute to the harmonic and multilateral formation of the students, to perform values, convictions and principles, and this value to form a new man who demonstrates the real moment.

The definition demonstrate that the didactic activities are characterized to include and to form values, and ethics principles in the persons representing the actual moments and one of these toils are carried out directly with the teacher.

Didactic activities: contribute to the development of the motivation and it is related to stimulate the ways of acting in students as a learning skill. Olga Adriana Pérez Sardiñas (2009).

Sardiñas (2009) declared that the didactic activities are one of the principal bases of the learning skills who stimulate to study the contents offered by the teacher and captive all attention in the matters, feeling motivation of them.

According to Agudelo and Flores (2000: 40): Didactic activities include the emphasis on the students and teachers', as well as the interaction among them. The way of relating in the class and the degree of teachers and students participation will be closely related to the learning conception that is applied. It is remarkable also in the reform context; the planning of didactic activities is focused on the interplay between contents, other subjects, teachers and students. The activities are developed on the different didactics processes, in which they contribute to the competence, the construction of learning skills of the students and favors the mediator function of the teacher.

The authoress is identified with the definition given by Agudelo and Flores (2000) because is one of the most important concepts referring to real life, especially in the formation in the elementary school. Besides, the author refers that didactic activities contribute to the construction of learning skills of the students and it is focused on the interplay between contents, different subjects, teachers and students.

3: Proposal of didactic activities to reinforce the responsibility value in fourth graders at “Remigio Diaz Quintanilla” Elementary School.

The proposal of didactic activities are based on the main objectives of the English subject for fourth grade.

The general objectives of the English subject in fourth grade are:

-To demonstrate feeling of love with Cuba country, the Revolution, the homeland's symbols, the base of study materials, the leaders of the nation, the National anthem.

-To show feeling of repudiation to the Yankee Imperialism.

-To demonstrate respect for themselves and the relations with the family, teachers, classmates and other persons of the society

- To manifest honesty, solidarity, humbleness, affects and other moral characteristics.

-To use the technological tools in the teaching- learning such as the docent-materials, educative software, videos, and "Freedom" programs texts.

The proposal is composed by 8 activities that contribute to the perfection of the work related to the formation of responsibility value in students. In this proposal, it can be found different teaching with the different level of assimilation, like first level or reproductive level in which students have the capacity for using procedures with an instrumental character.

The second level or reproductive with variants, where students are able to establish conceptual relations, and should apply this to an established situation, and to reflect about their inside relations.

The third level or application level where the students have the capacity to solve problems and contextualize the problematic situation, identify components and interrelations, establish strategies of solution, to lay foundations or justifying what is done.

The activities present the following structure titles:

- Welcome!
- What does your father do?
- This is my body
- School objects.
- The way I dress.
- What do you do at school?

- My family and I.
- Let's practice

With these activities, the following abilities are developed:

- Talking in present verbs tenses.
- Describing jobs and professions.
- To comprehend sentences and paragraphs.
- To reinforce the speaking abilities.

Besides, it propitiates the developmental teaching where the student is able to apply its knowledge, to work independently, to bind the daily events with the value reinforcement. It can be found different techniques like independent work, combined elaboration. The proposal is directed to reinforce the responsibility value in students of fourth grade from the Elementary School "Remigio Diaz Quintanilla", departing the English subject.

Activity 1

Unit 1: Coming back to school.

Title: Welcome!

Objective: to express orally about housework, by using a dialogue in which the student has to apply the previous contents in order to reinforce the speaking ability and to reinforce responsibility in the house.

Type of lesson: control lesson

Teaching aids: board, chalk, and notebook.

Orientation: the teacher and the students work with all the questions and answers about personal information. After that, the teacher asks the students to complete a dialogue, in which some words are missing. The students have to complete the dialogue according to the context and using the proper word from the box.

Development:

A: What is your -----?

B: My name is -----.

A: How ----- are you?

B: I ----- 9.

A: What ----- do you speak?

B: I ----- English.

A: Do you ----- your mother on the housework?

B: -----, I do.

A: What do you do?

B: I----- the house and ----- the dishes.

your- name – wash- student- yes- language- doctor- mother- Emily- I- Canada- am- help- old- speak- clean.

Conclusion: At the end of the exercise, the students practice the dialogue and they can add their own information. The teacher asks some questions about what they do to help their families and the importance of being responsible in and out the school.

This activity can be done in pairs. The teacher corrects the words when the students read the dialogue.

Evaluation:

Fast learners: students who place all the words in a correct way will be placed in the high level.

Average learners: students who place 7 words in a correct way will be placed in the middle level.

Slow learners: students who place 3 words in a correct way will be placed in the low level.

Activity 2

Unit 2: Jobs.

Title: What does your father do?

Objective: The students should be able to reproduce the vocabulary related to jobs, by means of a video becoming aware that responsibility is very important for living in a society.

Type of lesson: semi-control.

Teaching aids: board, notebook and video.

Orientation: the teacher shows a video about jobs to students, in order to recognize them. After that, the teacher will ask some questions to them and they have to talk about the importance of each one for the society and their future plans.

Development:

- How many jobs are there in the video?
- What are the jobs represented?
- What is the most important?
- Why?
- What do you want to be in the future?

Conclusion: the student uses vocabulary referring to jobs and occupations given in class, and also the future tense in a simple way.

At the end of the exercise, the student has to talk about the importance of each job and the responsibility that everyone has towards it.

I want to be a policeman. I love to help people....

I want to be a fireman.

This activity can be done individually or in pairs. The teacher takes into account all the opinions given by the students, having an influence on their professional guidance.

Evaluation:

Fast learners: students who answer all the questions in a correct way will be placed in the high level.

Average learners: students who answer three questions in a correct way will be placed in the middle level.

Slow learners: students who answer two questions in a correct way will be placed in the low level.

Activity 3

Unit 3: My body.

Title: This is my body.

Objective: to identify the parts of the body by mean of a model in order to express the importance of having a good hygiene.

Type of lesson: presentation class

Teaching aids: a model, board, and notebook.

Orientation: The teacher begins the class by showing a model of a human body, but its parts are missing, and the students have to organize them on the model. Each part has its name in English. The student places the part and learn at the same time. After that, students have to repeat the words with the teacher to correct the possible mistakes.

Development:

e.g.: What is this?

This is a foot.

What are those?

Those are arms.

Conclusion: After working with the content, the teacher asks some questions to students about the importance of taking care of their bodies, and the rules that they follow to have a good hygiene.

- What do you do to have a good hygiene?
- What do you do after going to the bathroom?
- Is it important to wash our hands often? Why?

At the end of the exercise, the students give their opinions about the topic and exchange some information as a way of feedback.

This activity can be done individually, having an exchange of opinions and information among students.

Evaluation: Fast learners: students who answer all the questions will be placed in the high level.

Average learners: students who answer three questions will be placed in the low middle.

Slow learners: students who answer one question will be placed in the low level

Activity 4

Unit 4: My school

Title: School objects

Objective: To identify some school objects by means of a video to reinforce the responsibility value and taking care of the materials in the school.

Type of lesson: Semi-control

Teaching aids: pictures, board, notebook...

Orientations: To start the activity, the teacher shows a video related to some school objects. After that, the students have to answer some questions about the same content

e.g.: How many school objects are there in the video?

-What school objects appear in the video?

-What is the most important for you?

-Why?

-Is it a computer a school object? Why?

-Is this a pencil or a pen?

Development:

Later, the teacher divides the class into 3 teams where the students have to complete the sentences guided by the video.

Character I) ___! My name is ____. I am a _____. I love my _____. This is my_____.

I copy the lessons in my _____

Character II) Her _____is Elena. _____is my friend. She likes to read. Her _____ are _____. She is intelligent.

Character III) He is _____. He takes care of the_____, _____, and _____. He is a _____ student.

-The students will use the words according to the teacher orientations. The teacher will select a student of each team to participate. The team that accumulates the most quantity of points will be the winner.

- After completing the sentences; each team will expose their own opinions about the video and they have to practice the pronunciation of some words, such as: takes care of.... /likes to read.../

Conclusion:

At the end of the exercise, the students will give their opinions about the importance of the school objects, responsibility as a value and taking care of the same in and out of school.

This activity can be done group pair and group work, having an exchange of opinions and information among students.

Evaluation:

Fast learners: The students, who complete all the sentences correctly, will be placed in high level.

Average learners: students who complete 4 sentences correctly will be placed in middle level.

Low learners: students who complete 2 or 3 sentences correctly will be placed in low level.

Activity 5

Unit 5: My uniform

Title: The way I dress

Objective: To identify different clothes by means of a set of pictures to reinforce the responsibility in the correct use of the uniform.

Type of lesson: Presentation

Teaching aids: pictures, book, notebook and board.

Orientation: At the beginning the class, the teacher shows a set of pictures about different clothes and the same time he/she teaches the vocabulary. Later, the students have to repeat the words to obtain a correctly pronunciation. One of the pictures is a student who, he is wearing a uniform, were the teacher asks students:
e.g.:

-Is he a student or a doctor?

-What is he wearing?

-What colors are the uniform?

-What is the meaning of all the colors that compose the uniform?

-Is he a good student?

-Why?

Conclusion:

At the end of the exercise the students give their opinions boarding on the importance and the responsibility that could have in the correct use of the uniform. This activity can be done pair and individually work, having responsibility and communism values using correctly the uniform, principally pioneer scarf.

Evaluation:

Fast learners: The students, who answer all the questions correctly, will be placed in high level.

Average learners: students who answer 4 or 5 questions correctly will be placed in middle level.

Low learners: students who answer 2 or 3 questions correctly will be placed in low level.

Activity 6**Unit 6:** Activities

Title: What do you do at school?

Objective: To reproduce some activities at school by means of a set of photos to promote an active participation by the students in the activities at school.

Type of lesson: Control-practice.

Teaching aids: pictures, notebook, and board.

Orientation: To begin the class, the teacher talks to students about some activities who he/she does at school and after school. Therefore, the teacher shows photos of him /her live as evidence. Later, the teacher uses some questions patterns, by means of photos about different persons, where they express their emotions concerning to the activities at school.

Development:

- What do you see in these photos?
- What activities does he or she do?
- What activities are the most important for you?
- Why?
- What do you do at school?

-What do you do after school?

-What do you like to do?

Conclusion: At the end of the exercise, the students give their opinions according to different activities that appear in the photos

This activity can be done pair and individually work, having an active participation in the students

Evaluation:

Fast learners: students who all the questions correctly, will be placed in high level.

Average learners: students who answer 5 questions correctly, will be placed in middle level.

Slow learners: students who answer 2 questions correctly, will be placed in low level.

Activity 7

Unit 7: Family members

Title: My family and me....

Objective: to recognize the family members by means of a video in order to express love for the family.

Type of lesson: controlled class

Teaching aids: video, notebook, board, chalk.

Orientation: the teacher shows a video about family members. After that, the teacher asks to students about their families.

Development:

What are your family members?

Who do you live with?

What is your mother's name?

Do you have a sister or a brother?

What is her/his name?

Conclusion: the teacher encourages the students to talk about themselves, about their families and what they do to help them on the housework.

E.g.: My name is Carlos. I am 8 years old. I live with my mother and my grandmother.

At the end of the exercise, the students express what they feel towards their families and how they help their relatives.

What do you do to help your father?

Are you responsible with your tasks? Why?

This activity can be done individually, based on their own experiences with their families. They have to express what they do to be responsible, respecting and loving their families.

Evaluation:

Fast learners: students who answer all the questions will be placed in high level.

Average learners: students who answer 3 questions will be placed in middle level.

Slow learners: students who answer 2 questions will be placed in low level.

Activity 8

Unit 8: Review

Title: Guess the personality.

Objective: to identify important personalities by means of a short description in order to reinforce the responsibility value in students.

Type of lesson: semi-controlled.

Teaching aids: text, board, notebook, chalk.

Orientation: the teacher reads a short description about an important personality, and the students have to guess the person depending on the specific characteristics.

Development:

- 1- He was tall, well built (strong), and with a beard. He fought and continues fighting for our revolution. He carried out the Moncada's assault in 1953. He is considered as our Commander in Chief. (Fidel Castro)
- 2- He was born on May 14th in 1928, in Argentina. He was a doctor. He wrote many diaries, and the last one was written in Bolivia. (El Che)

3- She was born in Santiago de Cuba. She fought with Fidel and Raul in Sierra Maestra. She created the CWF (FMC). She was married to Raul Castro (Vilma Espin)

Conclusion:

At the end of the exercise, there is an exchange of information among students about the personalities discovered, and the teacher asks some questions to the students about their lives and actions.

What do you know about them?

Did they play an important role in our history? Why?

Where they responsible?

What did they do?

Do you want to be like them? Why?

This activity can be done individually or in pairs, having a feedback at the end and putting into practice what they have learned in different subjects, such as History and Spanish.

Evaluation:

Fast learners: students who answer all the questions will be placed in high level.

Average learners: students who answer 3 questions will be placed in middle level.

Slow learners: students who answer 2 questions will be placed in low level.

Final stage of the reinforcement of responsibility value in 4th grade at “Remigio Diaz Quintanilla” Elementary School in Sancti Spiritus.

The proposal final stage an **observation guide** was applied in students of fourth grade and the results were regarding to:

1- The active participation of students: 15 students were in high level, which represent a 60%, and 7students were in medial level, which represent a 28%, and 3 students were in low level, which represent the 12 %.

2-Motivation of the students towards of the English lesson with the responsibility:15 students can be found in high level, which represent a 60% of the sample,7 students were evaluated in medial level, which represent a 28% and 3 students can be found in low level, which represent a 12%.

3- Comprehension of sentences related to responsibility value just 11 students were evaluated in high level, which represent a 44%,10 students were evaluated in medial level, which represent a 40% and 4 students were evaluated in low level, which represent the 16% of the sample.

4-Regarding the fourth parameter that is the way of acting of students related to responsibility value, 18 students were evaluated in high level, which represent a 72%, 4 students were evaluated in medial level, which represent a 16% and 3 students were evaluated in low level, which represent the 12%.

5- Regarding the fulfillment of duties and rights of students: 17 students were in high level, which represent the 68%, 4 students were in medial level, which represent the 16% and 4 students were in low level which represent the 16%.

Quantitative summary results of the final Pedagogical observation guide to students.

Final Observed indicators	High	%	Middle	%	Low	%
1-The participation of students in the activities of the school.	15	60	7	28	3	12
2-The motivation of the students	15	60	7	28	3	12
3-Comprehension of sentences related to responsibility value	11	44	10	40	4	16
4-Ways of acting of the students regarding to responsibility value	18	72	4	16	3	12
5-The fulfilment of duties and rights of the students	17	68	4	16	4	16

The final result of the pedagogical observation guide to students, was satisfactory with the fulfillment of the parameters, were it was a rising in the comprehension of sentences related to responsibility value and the fulfillment of duties and rights of the students. The students felt motivated toward English subject. Frequently, the

students visited and researched data in the library of the school. Their parents helped them and lend a hand to teachers regarding to responsibility.

Afterward, the **final survey** was made for knowing what students developed the responsibility value depending of the parameters and inculcating toward English lesson. The results were the following:

1-In the first indicator: responsibility value for the students: 20 students were evaluated in high level, which represent a 80%, 3 students were evaluated in medial level, which represent a 12% and 2 students were evaluated in low level which represent the 8%.

2-Arrive early in the morning to school: 22 students were evaluated in high level, which represent an 88 %, 1 students were evaluated in medial level, which represent a 4 % and 2 students were evaluated in low level which represent the 8 %.

3-A correct use of the uniform in and out the school:23 students were evaluated in high level, which represent a 92%,1 students were evaluated in medial level, which represent a 4% and1 students were evaluated in low level which represent the4 %.

4-How often students do their homework: 20 students were evaluated in high level, which represent a 80 %,3 students were evaluated in medial level, which represent 12% and 2 students were evaluated in low level which represent the 8 %.

5-Participation in the political acts at the school: 23 students were evaluated in low level, which represent a 92% and 2 students were evaluated in low level, which represent 8%.

6-Activities that motivate students to be responsible: 19students were evaluated in high level, which represent a 76 %, 4 students were evaluated in medial level, which represent16 % and 2 students were evaluated in low level which represent the 8 %.

7-Role of the English subject that guide students to be responsible:17 students were evaluated in high level, which represent a 68 %, 6 students were evaluated in medial level, which represent a 24 % and 2 students were evaluated in low level which represent the 8 %.

Quantitative summary results of the final survey to students.

Final survey indicators	High	%	Middle	%	Low	%
1-responsibility value for the students.	20	80	3	12	2	8
2-Arrive early in the morning to school.	22	88	1	4	2	8
3-A correct use of the uniform in and out the school.	23	92	1	4	1	4
4-How often students do their homework	20	80	3	12	2	8
5-Participation in the political acts at the school:	23	92	(-)	(-)	2	8
6-Activities that motivate students to be responsible	19	76	4	16	2	8
7-Role of the English subject that guide students to be responsible	17	68	6	24	2	8

In this final survey to students was observed that there was a rising of some indicators that were evaluated, in which the students demonstrate the importance of being responsible persons, they felt motivated towards the English subject, the perform of homework the arrival to school early in the morning, the correct use of the uniform and the students participation in political and cultural activities

CONCLUSION:

1. The foundations that sustain the formation of values in students of fourth grade at the Elementary School "Remigio Diaz Quintanilla" depart from the done studies by the different investigators, the ones who coincide in considering them as something very mixed to the own existence of the person that affect the conduct, propitiate the feelings, attitudes and ways of acting, outstanding the importance of the education and the importance of being responsible for a student, because this means having an opportune and conscious performance, perfect fulfillment of the duties and rights, what gives satisfaction.
2. The done study gave elements that showed the existent difficulties in the students regarding to the formation of values knowing that they did not take care of the group, they did not have good attendance and punctuality to class, they did not keep an organized group, they did not do the activity they should do, they did not do the independent tasks and they did not fulfill the duties and rights of the students, what asked for the applying of a strategy for its reinforcement.
3. The proposal of activities depart from the necessity that the school have regarding to the formation of responsibility value. These activities are conceived with a systemic character, objectivity, which departs from the diagnostic, with a dialectic character and with corresponding actions.
4. The results of the investigation show the positive change in the dependent variable, what can be considered a possibility to contribute to the formation of responsibility value in the students at "Remigio Diaz Quintanilla" Elementary School. Regarding to the formation of responsibility value, with the new application of the instruments there were achievements because they took care of the group, they kept the organization of the group and their attendance and punctuality to the activities were better

RECOMMENDATIONS:

- To value the possibilities of this proposal to make it extensive to the rest of the students of the other groups and in other primary school in our province
- To include new activities having into account the results of the initial diagnostic of values to the students that start in this career.
- To insert the didactic activities of the responsibility value in student

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Annex 1: Observation guide.

Objective: To observe the positions in some educative activities and how they manifest the responsibility value on they.

Aspects to observe:

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

Annex 2. Interview to the teacher

Objective: To characterize the states of the treatment given to the development of the responsibility values by teachers as well as the potentialities in the finishes of the process.

- 1) ¿Cuántos años de experiencia llevas en la educación en el centro y con cuarto grado?
- 2) ¿Como usted trabaja la formación en valores en sus clases?
- 3) ¿Es el valor responsabilidad muy afectado en el proceso? ¿Por qué?
- 4) ¿Como usted desarrolla el valor de responsabilidad en sus estudiantes?
- 5) ¿Que indicadores les permite evaluar los valores en sus estudiantes?
- 6) ¿Que técnicas, actividades o estrategias ha empleado usted en sus clases para trabajar en responsabilidad?
- 7) ¿Cuál ha sido más efectiva? ¿Por qué?
- 8) ¿Qué cambios usted ha visto en sus estudiantes en lo referido con el valor responsabilidad luego de haber aplicado estas actividades

Annex 3. Survey to students.

Objective: To know the knowledge of students regarding responsibility value

Estimados estudiantes:

El cuestionario que te ofrecemos a continuación está destinado a valor el proceso educativo y dentro de la formación en valores. Es necesario que responda con sinceridad.

1.1) ¿Crees que el valor responsabilidad es importante? ¿Por qué?

Si___ No___ Porque: _____

1.2) ¿Te gusta llegar temprano a la escuela? ¿Por qué?

Si ___ No___ Porque: _____

1.3) ¿Usas el uniforme correctamente dentro y fuera de la escuela? ¿Por qué?

Si___ No___ porque: _____

1.4) ¿Con que frecuencia realices los estudios independientes?

___ Siempre ___ casi siempre ___ Frecuentemente ___ A veces
___ Casi nunca ___ Nunca

1.5) ¿Participas en el intercambio educativo en los 10 minutos en conjunto con su profesora? ¿Qué temas abarcan en estos 10 minutos?

Si ___ No___ Temas: _____

1.6) ¿Realizas actividades en el aula que te motive a ser responsable? ¿En qué asignatura?

Si ___ No___ Asignaturas: _____

1.7) ¿Es la asignatura ingles una de la mas que te ayuda a ser responsable? ¿Por que? Si___ No___ Porque: _____

Annex 4: Indicators to evaluate the didactic activities

Objective: To evaluate with effectiveness the application of the didactic activities toward the English subject regarding responsibility value in students in the Elementary School.

1. Participation in the school activities

High: Students participate in all the school activities.

Middle: Students participate in some school activities depending on their interests.

Low: Students only participate in a few school activities.

2. Motivation of the students towards the English subject

High: The students are very much motivated towards the English subject.

Middle: The students are not so motivated towards the English subject so the teacher has to motivate them using didactic activities.

Slow: The students are not motivated at all towards the English subject.

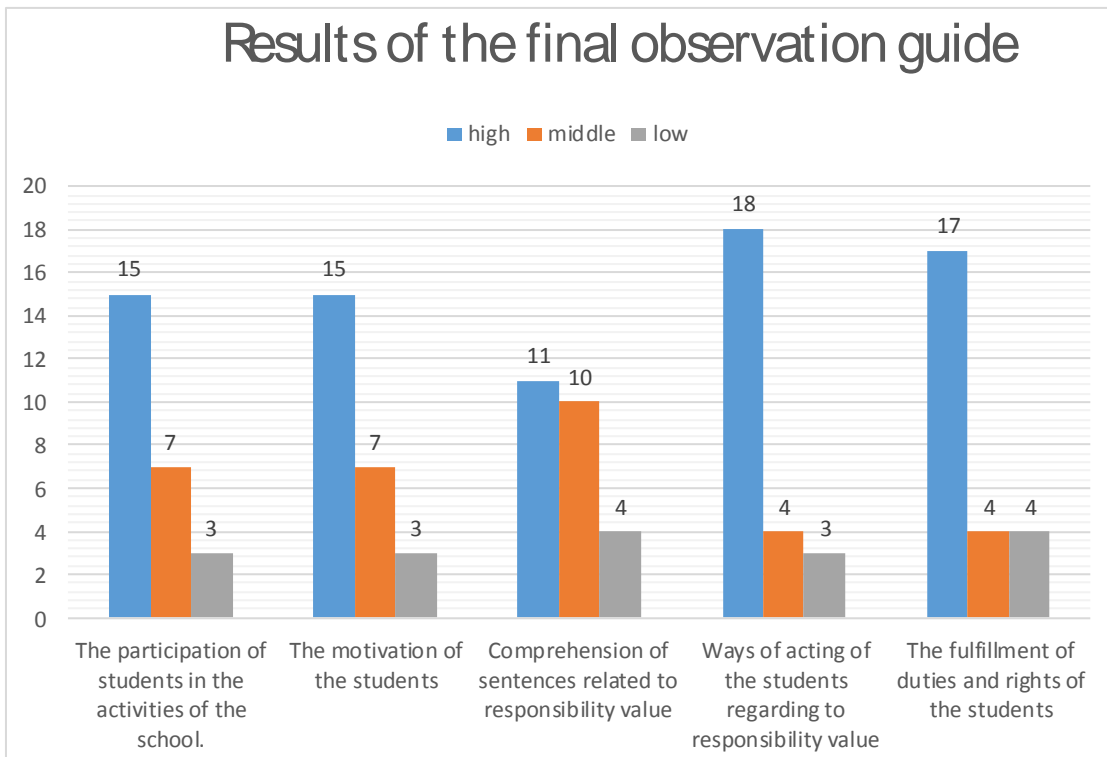
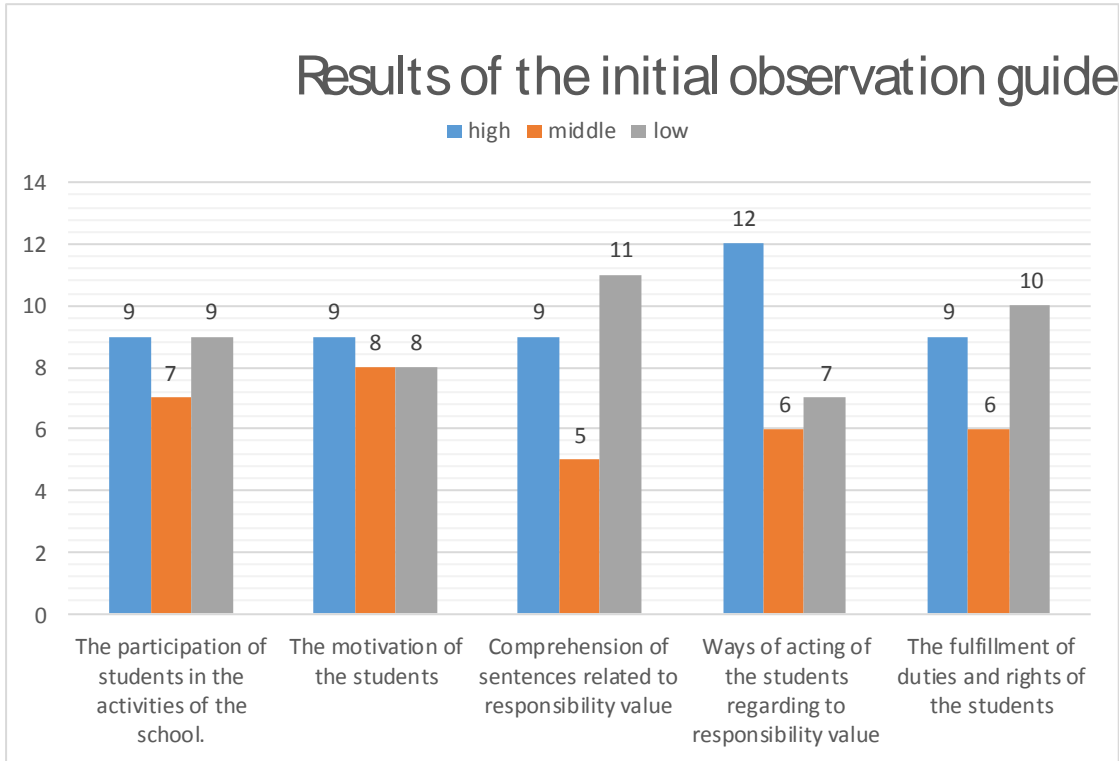
3. Fulfillment of duties

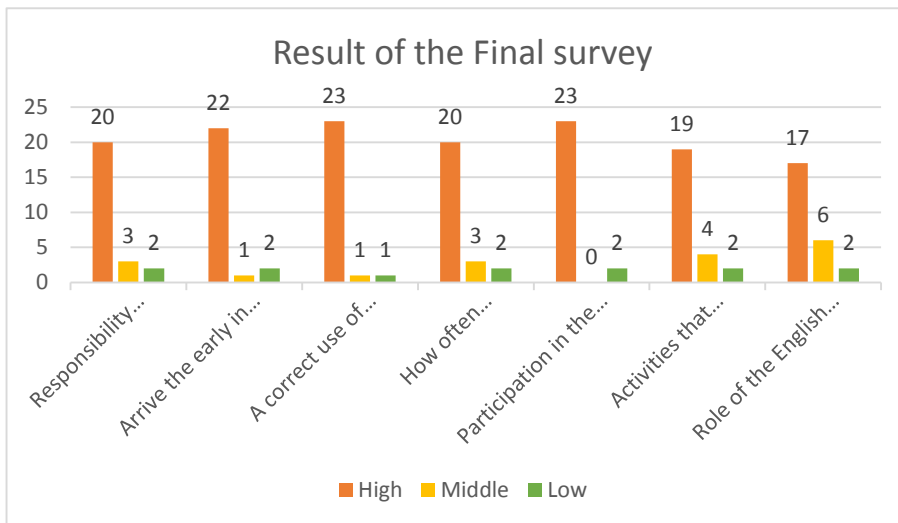
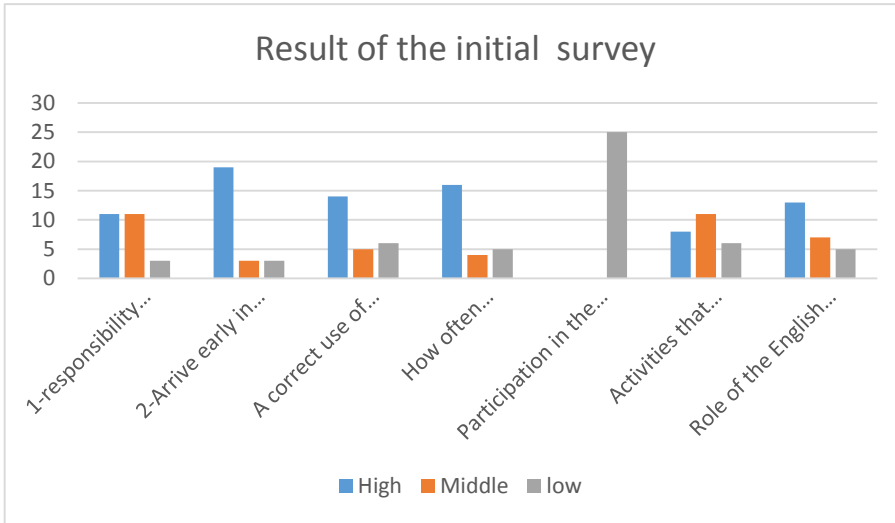
High: The students always do the independent works and exercises of the English subject.

Middle: The students do some independent works and exercises of the English subject depending on the activities.

Low: The students do not do the independent works and exercises.

Annexes:





Quantitative summary results of the initial and Final diagnosis of the application of didactic activities.

