



*University of Pedagogical Sciences
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Faculty of Liberal Arts

English Department

Diploma Paper

*A Set of Formative Tasks to Foster
Values Education through an Analysis
of the Historical Evolution of the
United States of America*

Author: Santiago Eloy López Preston

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To the staff of the English department. They have contributed to my professional formation and spiritual growth in such a great way.

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Dedication

To my family for always supporting me and give me the necessary strength to accomplish this wonderful but hard task. Thank you for being by my side in good and bad times. All my heart for you.

Abstract

The Diploma Paper entitled “A Set of Formative Tasks to Foster Values Education through an Analysis of the Historical Evolution of the United States of America”, is a research work on one of the fundamental areas of the Cuban educational system at the moment, that is, the education of the younger generations based on a system of values without which the conquests of our socialist society have little opportunities to succeed.

It consists of three chapters. Chapter one comprises a theoretical foundation in which the values formation aspect is approached from a scientific perspective. Different characteristics and concepts of the formative process are analyzed in this chapter. There is also an analysis of the potentials of the History lesson and the historical periods the author has dealt with to foster values education.

Chapter two, which constitutes the author’s practical contribution with this paper, includes a set of formative tasks intended to foster values education through the analysis of some historical periods in the history of the United States of America the author has selected. Even when the exercises’ main objective is to strengthen the students’ values, they also contribute to the development of the four abilities regarding the teaching learning process of English as a foreign language.

Chapter three comprises the corroboration of the proposal of the set of formative tasks intended to foster values education in the students of the English major.

TABLE OF CONTENTS

INTRODUCTION.....	1
CHAPTER 1: THEORETICAL AND EMPIRICAL FOUNDATION REGARDING VALUES EDUCATION AND THE HISTORICAL EVOLUTION OF THE UNITED STATES OF AMERICA	7
1.1: Trends and conceptions of the Formative process	7
1.2: An approximation to values from the philosophical, the psychological and the pedagogical approaches	10
1.3: The subject History of the English Speaking Cultures	15
CHAPTER 2: A PROPOSAL OF A SET OF FORMATIVE TASKS TO FOSTER VALUES EDUCATION THROUGH AN ANALYSIS OF THE HISTORICAL EVOLUTION OF THE UNITED STATES OF AMERICA.....	23
CHAPTER 3: CORROBORATION OF THE EFFECTIVENESS OF THE PROPOSAL OF FORMATIVE TASKS TO FOSTER VALUES EDUCATION IN FOURTH YEAR STUDENTS OF THE ENGLISH MAJOR	31
CONCLUSIONS.....	37
RECOMENDATIONS	38

INTRODUCTION

The triumph of the Cuban Revolution 57 years ago brought light to all the people who lived in the darkness of ignorance. It also gave hope to the Latin American dreams because the Cubans were among the ones who defended the rights and dignity of human beings, which is to live in a world where justice prevails. The origins of the Cuban culture have emerged from the highest values of human beings and it always has to be preserved.

The National System of Education has considered values education of paramount importance in the teaching learning process that takes place in the educational institutions of the country. In this changing world the students are required to learn with a new approach based on their own experiences and the history of their country and other countries of the world. They need to know not only how to obtain information but also to determine the essence of their personal and professional problems and to find the tools to solve them. Therefore, the students should be taught to think about things not only related to the language structures, but also by drawing on their existing knowledge to help them understand the world.

Nowadays our country is under a process of transformations that has as its main goal the education of the new generations with a comprehensive formation, which will enable them to defend the Revolution under any circumstance. That is why the schools have been given the task of forming the new generations according to the necessities of our country. An important pedagogical work about values is necessary for the staff of teachers and also for cultural and social institutions in general. To help Cuban society to modify attitudes and contribute to form people in the way of solidarity and humanism is a collective task.

English as a subject has been incorporated to the students´ because of the importance it has in their cultural and professional formation. It contributes to the students´ scientific formation of the world taking, as a point of departure, language as a social phenomenon and the thought – language – culture relationship, as well as to provide the language analysis to deepen on its essence. The multilateral and harmonic formation of the future generations requires them to know at least a foreign language as one of the main ways to increase their knowledge and assessment of universal culture.

To achieve what it has been said before it is of a great importance the process of teacher's formation which is developed in the Universities of Pedagogical Sciences. The major on Foreign Languages is among the specialties studied in these Universities. So teachers of English are trained in this type of schools.

The National System of Education in Cuba has made a great effort to carry out an comprehensive training of the professionals of education. Regarding these aspect a set of disciplines and subjects within the discipline are implemented and included in the students' curriculum.

The discipline History of the English Speaking Cultures is taught from the third year of the major Bachelor of education, in the specialty of foreign languages, which is studied in the universities of pedagogical sciences all over the country. These studies develop a vast panorama that includes important moments in history, literature, and other expressions of cultures that have made significant contributions to the current world. The discipline counts with six subjects, it lasts until the fifth year of the specialty. The subjects are:

History of the English Speaking Cultures I. Third year. CD

History of the English Speaking Cultures II. Third year. CD

History of the English Speaking Cultures III. Fourth year. CD

History of the English Speaking Cultures IV. Fourth year. CD

History of the English Speaking Cultures V. Fifth year. CD

History of the English Speaking Cultures VI. Fifth year. CD

These subjects embrace the history of the fundamental English speaking countries such as: The United Kingdom of Great Britain and Northern Ireland, The United States of America and the post-colonial world which includes Africa, the Caribbean, Canada, and Australia among others.

For this reason, the History of the English Speaking Cultures can make a fundamental contribution to the cultural heritage of the teachers to be, and contribute to their intellectual and spiritual growth toward a universalist and humanist generic condition. Moreover, the texts and contexts objects of study make possible the necessary critical reflection for political and ideological formation of future teachers. The discipline also

makes a fundamental contribution to the process of values education of the students and their development of their professional and communicative skills.

Values education is an essential element in the education of the new generations that is why it is very essential to enhance values education in teachers to be. An isolated man is very unlikely to develop a correct system of values. Human integration in groups, in society is required in order to have values formed and developed.

The efforts of the educational institutions have contributed to collaborative work, but there is still much to be done in order to achieve a total, democratic and comprehensive education for everyone, providing that the process of values education has been correctly conceived.

The shaping of the new man in our socialist country is opposed to a world where neoliberal globalization is predominant with its sequel of exploitation, discrimination, hatred, individualism and self-centeredness. Cubans always display the flags of solidarity, justice and love for mankind. Cubans are coherent with their national apostle to build an ever – growing free, democratic and independent country that has aimed at the highest “with all and for the good of all”.

For all the above mentioned it is necessary to strengthen the values education in the students who are studying to become teachers. When doing this research the author realized there were limitations, such as:

- There is an insufficient contextualization of some values when working with the contents of the subject.
- On the exploitation of the potentialities of the historical and literary texts to establish debates in class.
- The students do not always comprehend the contexts in which the texts were written.
- Unsatisfactory deepening on the relations of the historical contexts with Cuba as the nation in which the students live in.

There have been many foreign authors who have researched in the field of values such as: Karen, Evans et al (1991); Honore, Bernard (1994); Bernal Guerrero, A (1995); Thornberg, R et al (2013)

On the other hand Cuban authors have also deepened on values education, some of them were consulted such as: Baxter Pérez, Esther (1989), Fabelo Corzo, José Ramón (1996), Olivé Iglesias, Miguel Angel (2000), Velázquez León, Manuel de Jesús (2010)

The author took into consideration the relationships that have always mediated between Cuba and the United States of America. Some elements regarding these aspects could be mentioned such as: the never ending attempts to frustrate Cubans' independence and to take control over the country, as well as the actions they have carried out to achieve their goals regarding what it has been said before. In this context the author found a valuable tool to foster values education.

The categories analyzed permitted to declare the following **Research Problem**: How to contribute to the process of values education through an analysis of the historical evolution of the United States of America in fourth year students of the English major at the University of Pedagogical Sciences "José de la Luz y Caballero"?

Thus, the **Research Object** of this investigation is: the teaching learning process of History of the English Speaking Cultures.

The solution of the research problem is expressed in terms of the **Research Objective**: the elaboration of a set of formative tasks to foster values education through an analysis of the historical evolution of the USA in fourth year students of the English major at the University of Pedagogical Sciences "José de la Luz y Caballero."

The **Scope of Action** is: values education in the teaching learning process of history of the English Speaking Cultures.

In order to facilitate the development of this research and achieve accurate results the following **Research Questions** were formulated:

- 1- Which are the main philosophical, pedagogical, psychological and axiological elements that might be used to foster values education?
- 2- Which are the potentials of the subject History of the English Speaking Cultures to foster values education?
- 3- How to elaborate a set of formative tasks to foster values education through an analysis of the historical evolution of the United States of America in fourth year students of the English major at the University of Pedagogical Sciences of Holguin "José de la Luz y Caballero"?

- 4- How to verify the effectiveness of the proposal of formative tasks to foster values education in fourth year students of the English major at the University of Pedagogical Sciences of Holguin “José de la Luz y Caballero”?

In order to find proper answers to the questions set above the following **Research Tasks** were formulated:

- 1- To determine the theoretical foundations related to values education.
- 2- To demonstrate the potentials of the subject History of the English Speaking cultures to foster values education.
- 3- To elaborate a set of formative tasks to foster values education through an analysis of the historical evolution of the United States of America in fourth year students of the English major at the University of Pedagogical Sciences of Holguín “José de la Luz y Caballero”.
- 4- To corroborate the effectiveness of the proposal of formative tasks to foster values education in fourth year students of the English major at the University of Pedagogical Sciences of Holguin “José de la Luz y Caballero”.

Some research methods were applied to implement the research tasks, with the purpose of approaching and studying the theoretical information, to process the scientific data of the research, the conceptual interpretation of the theoretical foundations and for the elaboration of the set of exercises and its application in the educative practice.

Empirical Methods:

Observation: to define regularities and problems as well as the main characteristics of the teaching learning process of History of the English Speaking Cultures and the process of values education through the subject.

Interview: applied to know the teachers’ opinions about values education and their experiences when managing the problem.

Analysis of written documents: it was useful for the methodological characterization of the program and lessons plans of the History of the English Speaking Cultures subject.

Pre – Experiment: For the corroboration of the effectiveness of formative tasks to foster values education.

Theoretical Methods:

Analysis – Synthesis: to study the bibliography that refers to the formative and values education processes, the teaching learning process of History of the English Speaking Cultures and other categories.

Induction – Deduction: to get to conclusions on the topic of investigation from a particular to a general perspective and vice versa.

Modeling: to elaborate the set of tasks in order to solve the research problem.

Abstract – Concrete: to process scientific data and make conceptual interpretations about the theoretical foundations.

The **Novelty** of this research investigation is based on presenting a proposal of a set of formative tasks to foster values education through an analysis of the historical evolution of the United States of America.

The **Expected Result** of this investigation is a set of formative tasks that foster the process of values education through an analysis of the historical evolution of the United States of America.

CHAPTER 1: THEORETICAL AND EMPIRICAL FOUNDATION REGARDING VALUES EDUCATION AND THE HISTORICAL EVOLUTION OF THE UNITED STATES OF AMERICA

This chapter is focused on the examination of the theoretical and methodological referents to values education and the teaching learning process of history of the English Speaking Cultures in the third year of the English specialty. It includes the potentials of the subject history of the English Speaking Cultures to foster values education.

1.1: Trends and conceptions of the Formative process

Due to the fact that this research is aimed at fostering values in the students, and taking into account that values formation is something that cannot be achieved in only one lesson, that is, it requires time and systematicity, the author assumes the term formative process as a starting point of this investigation.

Regarding the term formative process many authors have provided definitions for it, such as:

Honore, Bernard in his book “Para una teoría de la formación dinámica de la normatividad “ quotes Cooper, D who considers formation “as the emergence of a certain type of person that condenses particular fragments of experience, that is, the overcoming of the subject – object contradiction, as long as the given person and only the given person synthesizes these two entities, uses actively the passive moments of their experience and observes passively their activity and the others’ until the moment in which observation becomes actively itself, and so on”.

Honore, Bernard defines formation as “the adding up of facts concerning formation; he considers it as the evolutionary function of men”. He manifests, furthermore, that man is formed and evolves under the influence of external and internal forces; social and natural, organized and spontaneous, systematic and asystematic, including all that he interacts with, that is, the other men, objects, natural or social phenomena; all of which leave certain traces upon his memory, conduct and qualities of his overall personality.

For the soviet pedagogue K. D. Ushinski, this problem is object of study of the Education Theory, pointing out that this constitutes a system of scientific ideas about man’s formation, which possesses principles and content and is carried out by means of the use of forms, methods and scientific procedures.

Colectivo de Autores of Compendio de Pedagogia: “As for Cuban pedagogy, man’s formation is conceived as the result of a group of activities organized in a comprehensive systematic way, which allow him to be able to act consciously and creatively. This system must enable him to be an active subject of his own learning and development and to transform the world that surrounds him as well as himself; to form man is to prepare him to live in the historical period in which his life takes place. “

Varona Escobar, Zaida et al define formative process as: “the interaction between a set of external influences and man’s inner and inherent capacity to transform the reality in which he lives. This interaction stimulates man’s necessity to include within his personality the positive aspects that will enable him to change or enhance his way of acting and thinking. This formative process is reflected through principles, norms, procedures and methods that make it possible for men to have convictions, habits, attitudes, values and feelings, besides the knowledge, habits and abilities he should acquire.”

The author of this research assumes the concept given by Varona Escobar, Zaida et al because they took from a group of definitions given by many authors through different years the most relevant aspects in each one of them. The concept provided by this group of researchers is more updated and it embraces in a very accurate way ideas that are essential to understand what the formative process is.

Characteristics of the Formative Process: (Compendio de Pedagogia, 2002)

- 1- It is a many-sided process: Within it there is the influence of various factors: family, educational institutions as well as cultural, relationships and influences of the social institutions as a whole.
- 2- It lasts a lifetime: it begins in the early ages and continues even after school years are finished, though during these an intense development of moral qualities and conduct takes place.
- 3- It is gradual: It undergoes different levels; during the first one it assimilates basic notions of certain rules of behavior at home: school and the surrounding context; the second one is where the ethical conception starts taking shape and incorporates to the personality skills and conduct norms to act in a correct way in the face of different situations, and the one we could call the last one is

characterized by the formation of convictions, attitudes, values, habits and feelings.

- 4- It is concentric: it retakes once again the same qualities of personality, with the objective of consolidating, widening and deepening them in accordance with the level of development reached by the students. In the first school years special attention is given to elemental discipline, in the intermediate years the focus is on responsibility and in the superior levels a high level of consciousness is demanded. These qualities are not developed in a vacuum or in isolation, otherwise, in simultaneity with others, with no existence of a mechanical order or a predetermined period of time.
- 5- It is bilateral and active: There is the presence of the influence of the educator or other socializing agents and the students' activity, which must be characterized ever growingly by their interest, effort, independence level and perseverance in order to reach a given goal.
- 6- It is group-work related: it is not possible to organize the system of formative influences without taking into account all the factors it comprises, especially the school group as an active entity in the process, adequately organized and directed. The existence of an interrelation is indispensable, as well as a positive level of communication among the school staff, the family and the remaining influencing agents within the community.

Lastly it can be added that it is difficult to perceive externally what has been achieved by the students, it is complex to check and value in a short period the development of the qualities of the personality. This does not turn out to be measured with a simple questionnaire, a dictation or a question in class; but it rather takes other procedures such as the comprehensive and the individual study of the students, penetrating their inner world and seeking constantly for the causes that originate inadequate conducts. The level of development achieved reveals public by means of applying in life the knowledge, abilities and habits of conduct; the attitudes assumed in different situations; the system of values, motives and necessities that condition conduct and the viewpoints about life. The formative process is directed towards the future, due to which the tasks and their content must be projected on the grounds of the determination of objectives that go in accordance with the trends of social development, in such a way that each generation is enabled to surpass the level of development reached during their lifetime.

1.2: An approximation to values from the philosophical, the psychological and the pedagogical approaches

There are many researchers that through the years have dealt with the issue of values such as:

Jasew, (1983): "Objects and phenomena included in man's assimilation of the world".

Baxter Perez, Esther (1989): "Above all a subject – object relationship with a positive or negative significance for the subject (the individual) objectively acquired."

González, Rey (1996): "All the motives created in men's social process, all human relations are potential values to be developed."

Fabelo Corzo, José Ramón (1996): "Objects, phenomena, behaviors, conceptions stemming from human activity, with a specific role within society and with a social signification."

Torres Sarión, Yicel (2003): "Values constitute a socially positive significance of objects, events phenomena or processes"

Olivé Iglesias, Miguel Angel (2004): "Atributos reguladores de la actuación humana, resultado de la interacción del hombre en sociedad a través de la comunicación y la actividad; objetiva, social e históricamente situados y subjetivamente matizados prioritariamente en su individualidad". (Taken from the article "Lo axiológico en la pedagogía cubana. La educación como macro valor")

The author assumes the definition given by Olivé Iglesias, taking into consideration that the definition embraces essential elements of the category of values. Furthermore the definition has been provided after analyzing a group of concepts given by other authors, what makes it more updated and relevant.

The Philosophical Side of Values:

Values philosophically speaking are the objects, phenomena, events, tendencies, conducts, ideas and conceptions result of the human activity favoring development and taking on certain significance (Fabelo Corzo, José Ramón)

This author emphasizes the social and objective character of values. His analysis is divided into two areas.

- The value of objective things: the positive and negative value of the objects. This comprises natural wealth, natural events, cultural heritage, human actions and features of objects.
- The value in the conscience of the people, the normative of social conscience: principles, this includes attitudes and valuations, prohibitions and imperative goals and projects.

The process of values education supports the human system of values already formed. The purpose is to develop the conscious conditions and clear up the relevance of what is worthy, and it must be motivated through this complex analysis.

The Psychological Side of Values:

Values are considered on the basis that they are priorities assimilated by the individual, hierarchical entities arranged by society or by the individual. A product of human relations, it is the activity where individual people interact considering the behavior of the individual's conscience.

Taking a position in respect to an object or event when the individual communicates, what may be a reflection of this way of thinking. The individual must be seen as a whole, as a personality, as a subject. Values are externally expressed in a system and studied as such. There must be a harmonic correlation between what a person says and what he does. The student has to express himself, defend his point of view and have opinions.

Values are centered on the bases that they are:

- Priorities assimilated by the individuals.
- A subject – object nexus.
- Hierarchical entities arranged by the society or by the individuals, depending on the level of analysis.
- A product of human relations, which is potential, catalyzes in the content of an activity where people interact. Fabelo Corzo, José Ramón states that: “Values exist because they are the product of the practical activity of men”(1989)

- Concretized in behaviors conditioned by the personal interpretation of the individual's conscience of the relation of events and phenomena from the surrounding world.

The Pedagogical Side of Values:

The essence of this analysis is: the transmission of values and the educational connotation of the problem. Values are objects of appreciation of education; they can be taught and learned. Values can become rules to follow by people. Analyzing the pedagogical angle of values formation, a process of clarification about which the values assumed are accounting for one's assumed conduct, the verbal expression of the value defined, acting according to these values, and finding their meaning in a hierarchical order.

Camino Trapero, María, a researcher from Uruguay quotes Touriñán (1997), in saying that the pedagogical considerations of values is beholding man as, perfectionable, what already enters the realm of pedagogy; and she states that the objective character of values allows:

- Knowing these values. That is, values are an object of appreciation, they can be known.
- Teaching these values. That is, experiential relation with other people, the subject – object nexus permits to shape the object – subject connection inherent in the formation of the system of values.
- Materializing these values. That is, values can become rules to be followed by people.

García, Gilberto analyzes the pedagogical angle of values formation involving students, parents, family and representatives of all the organizations in:

- A “process of clarification” about which the values to be assumed.
- The responsibility acquired out of patterns of conduct (that is, accounting for one's assumed conduct).
- The verbal expression of the values already defined.
- Acting according to these values.

- Finding their meaning in hierarchical order.

He abounds on the matter explaining that “the process of formation and assimilation of values, from our view”, is essentially and educative process, which becomes and orientation for actions (conduct) (...) A values formation is a primordial process for the improvement of education. (García, Gilberto, 1996).

Torres Sarión, Yisel (2003) proposes a group of indicators that can be followed to foster values education. They have been assumed by the author of this investigation for the validity they remain for the topic analyzed in this paper.

- To avoid a passionless schematic transmission of values, teachers have to teach the youth, how to orient themselves from a value viewpoint when they have problems in their lives.
- To follow a daily valuation of reality, so it can be offered a political, legal and pedagogical answer to contradictions that appear between the social psychology and ideology, it has to be toward the gradual exclusion of double standards.
- Re – conceptualize our utopia, our projects to give a socialist signification to everything we do, and to avoid the impression that we are going toward capitalism.
- To show that economic changes to obtain currency, and opening to the international capital are only necessary and unavoidable measures to save economy and to keep values such as: independence and dignity.
- To put in evidence in front of the youth the historical and genetical relation, between values nowadays and those underlying in the origin and foundation of the Cuban Revolution.
- Favoring more knowledge for the youth about the other face of capitalism.

Another point of view concerning values education is related to moral education. According to several sources consulted by this author, it has two fundamental goals to be attained in the individual who receives it and the one in charge of passing it onto other generations. A knowledge of the elements of morality, the awareness of what is good and what is bad what should be done and should not, is implied in those two branches of the approximation to a moral education (Olivé, 2000).

The transmission of norms, customs and culture is the education about values. Teaching how it works in the society, following the right ideas that people have about the world. Educating on values refers to the intellectual and moral development of the students that marks their decisions to prefer and recognize values.

It is essential to favor ways of behaving and acting because such rules of moral and social character are part of the individual's system of convictions. On the other hand, right things would be rewarded and the wrong ones would be punished, that is normal development.

This approach exploits model of thoughts and stimulates the debate among students about the assumption of values. The moral behavior is the basis for putting in order the life judgment and the actions about the effective and cultural context influences directly on moral actions. More values refer to principles supporting people as human beings.

The human moral temperament demands that people justify their ways of acting precisely because they have their own viewpoints. When the person answers to the reality choosing among options and justifying his choices and defines his moral conditions as the result of the reason training.

Dignity makes people equal, because of their conditions as conscious beings, it makes people think about themselves and get what is immoral from any mechanism out to turn it into objects for other ends. The moral behavior is forced in a process led by the professor, but society and family's influences can favor or not the formation of the person as a good citizen. While the student is going to be conscious about what is the best or the worst, there may be more possibilities to get a better moral formation at the end of the intent to educate our students. In the precise moment to decide how to transmit values in classroom, democracy should be predominant. Dramatic changes are not recommendable to students' behavior.

The National Ministry of Education in Cuba has provided a system of values to be fostered and developed in the educational institutions all over the country. This group of values represents the essence of human values. Furthermore the development of these values in Cuban society ensures the maintenance of the conquests of the Revolution in a world where the international context is getting more and more violent as time goes by.

The author of this research work considers of paramount importance the values given by the National Ministry of Education. Even though the subject history of the English Speaking Cultures approaches values as a system, that is, values are not dealt with in an isolated way. Some of the ones provided by the Ministry of Education are examples of the values that can be fostered through the history lesson.

Honesty: It implies sincerity, decency, decorum, justice, modesty. It rejects falsity, double moral, deceit, treason.

Uprightness: It implies honor, dignity, integrity, loyalty, correctness, impartiality. It rejects stealing, cheating, corruption, bribery, prostitution.

Responsibility: It implies sense of duty, commitment, and observance of social etiquette.

Laboriousness: It implies love for work, constancy, devotion, being hard-working, efficient, disciplined, interested.

Solidarity: It implies identifying oneself with just causes, being generous, friendly, and helpful.

Patriotism: It implies love for the country defending its traditions, institutions, interests, history. Love for nature, respect for our culture, patriotic legacy, symbols, and being willing to defend the country from invaders and contribute to its development.

Even when they are not defined in this group, the author of this paper considers necessary to include the values *humanism* and *respect* as other examples that are worthy to be fostered through the History of the English Speaking Cultures lesson.

Respect: Be courteous and polite. Judge all people on their merits. Be tolerant, appreciative and accepting of individual differences. Do not abuse, manipulate, exploit, or take advantage of others. Respect the right of individuals to make decisions about their own lives.

Humanism: is love for human beings, and concern for the full development of people on the basis of justice.

1.3: The subject History of the English Speaking Cultures

The subject as it has been said before is taught from the third year to the fifth year of the English major. It embraces the history of the fundamental English speaking countries such as: England, the United States of America and the post-colonial world which includes Africa, the Caribbean, Canada, and Australia among others.

The syllabus of this subject departs from the idea that has as its core the contribution to the students' values education through the extensive exploitation of formative historical – literary texts.

The general objectives of the subjects are:

- To value significant expressions of Anglophone cultures.
- To communicate in the foreign language with an advanced level of communicative competence.
- To foster values through the work with formative historical – literary texts to train the students in judging complex social situations and deciding responsibly to moral dilemmas.
- To demonstrate specific professional abilities such as:
 - 1- Illustrate, narrate, argue and explain in the foreign language.
 - 2- Find and process information.
 - 3- Select appropriate materials for teaching.

The syllabus provides a necessary and close relationship with the disciplines of Didactics of Foreign Language Teaching and Integrated English Practice. However the interdisciplinary links transcend these disciplines and there is also a link with the subjects History of Cuba, Universal History and Spanish.

An essential goal of the subject is to develop situations related to values education. According to the teachers of the subject History of the English Speaking Cultures a situation related to values education is: “a process during the class in which the necessary conditions are created for the subject to perform values that contribute to the satisfaction of radical needs and the development of his cultural, spiritual and moral education”. The subject grants a group of literary and historical texts that are suitable to foster values education in the students. In the specific case of this paper the following

historical aspects were deeply analyzed in the search of new elements to foster the values education process in the third year of the English major.

The first historical fact that is analyzed in this paper is the Economical growth of the Thirteen Colonies. At the very beginning the main economical activity that arose in the colonies was agriculture. Nevertheless many artisans came into being in the north part of the colonies because of the weather conditions that predominated in that region. This situation favored the beginning of a regular life of commerce and trade among the colonies.

There were also two aspects of great importance for the economic growth: slavery and the triangular trade. Either one or the other brought about an increase in the national economy. This aspect is analyzed taking into consideration that the economy represents the basis of any country, society or social organization. It could be said that if this economic development had not been achieved, the current United States would not cover the lands it covers nowadays.

The economic growth influenced the ideology of expansionism that soon after would characterize the American system of government. This topic is very suitable to introduce class debates in the lessons. To make the students aware that since the very beginning the roots of the American bourgeoisie were those of exploiting and violating human rights should be a goal in these debates.

Humanism is a value that could be strengthened through the class debates departing from the way in which slaves were treated. It is essential to have the students adopt positions that permit them judge the way slave owners found to become wealthy. The economic growth experienced by the Thirteen Colonies brought about the imposition of taxes by the British. It represented the starting point of the American War for Independence.

The American War for Independence broke out after the contradictions between Great Britain and the Thirteen Colonies worsened. In September and October 1774, representative leaders of all the states gathered by first time in Philadelphia in the First Continental Congress. The meeting's objective was to make decisions concerning about what to do regarding the situation they were living.

On July 4th, 1775, Thomas Jefferson who was the delegate from Virginia was commanded to make a draft of the Declaration of Independence. It was finally approved

by Congress on July 4th, 1776. In fact, it was the document that clearly set the reasons why the people of the thirteen Colonies were fighting for. One of those reasons was the way in which the British had violated American human rights.

There are some important elements that can be analyzed when teaching the Declaration of Independence. One of these aspects, highlighted, by the American Marxist historian Herbart Aptheker is that “human beings are essentially equal and possess the basic right to life, liberty and the pursuit of happiness”.

On the other hand, the document provided a fundamental concept concerning the nations’ right of self – determination and the people’s right to go against tyranny. All these aspects should be dealt with taking into consideration they were far beyond the ideological boundaries of that time. Undoubtedly, it could be said they were revolutionary if they would have been implemented.

The truth is that as the Declaration of Independence was made by the XVIII century bourgeoisie, it had some limitations. The most tangible one was that while they proclaimed men’s equality and rights, about a million of African captives and indentured servants lived in slavery.

From this analysis, the students should get to the conclusions that since the very beginning the nature of the American society was that of responding to the most powerful class’s interests.

There are different values that can be fostered while teaching this content: respect, patriotism and humanism. Regarding the value respect, the content could be linked to the acceptance of people’s cultures and the document’s main ideas.

Patriotism can be reinforced taking into account that the highest expression of patriotism is to defend unconditionally one’s country from the invaders. This shows the people truly love their land and take care of it.

There could also be a kind of comparison between the Declaration of Independence and the October, 10th Manifest. This way, the students could be guided to interpret the real meaning of humanism and patriotism. In the case of the Cuban Declaration of Independence the teacher should highlight how the most oppressed classes at that time were included in the revolutionary process.

There is another essential fact in the history of the United States of America: the American Constitution. The term constitution is generally understood (in US political

language) the set of rules, laws, regulations and customs which together provide the practical norms or standards regulating the work of the government.

Once more it could be seen that the Constitution that was drawn up did not take into account the lower class of the American society. Students should realize that even when some amendments have been added its nature has not changed at all. It remains being a document that responds to the bourgeoisie's interests and assures the bourgeoisie to keep on being the ruling class.

Besides the analysis has the students understand that the amendments that have been added to the Constitution are only to turn it into an imperialist document. Having this kind of scrutiny national identity should be strengthened in the students. They should take as a point of departure that their Constitution is very different from the Americans'. They have a constitution that has been made following the Cuban apostle's idea: with all and for the good of all.

The last historical fact this work deals with intended to foster values education is the expansionist process the USA underwent inside and outside its boundaries. The expansionist policies used to spread its territory within the North America territory were mainly blackmail and the use of force. Dealing with this many examples could be provided such as: the purchase of Louisiana and the takeover of Florida, Texas, California, Oregon and Alaska.

Expansionism is the fourth feature that characterizes an imperialist country. This explanation could be useful to demonstrate all what the United States of America did and keep on doing nowadays to spread their territory.

It is also important to make the students know about the terrible consequences expansionism brought about to the Native Americans: "They were disregarded by the expansionist ideologists of their rights and even when they tried to resist the invaders in a group of desperate wars they were weakened by disunion and overpowered by the numerical and technical superiority of the whites, they were always doomed to annihilation or removal. In these wars, the whites far exceeded the Native Americans in brutality. Non-combatant people were massacred, prisoners were tortured, scalped, mutilated, burned alive, and treaties were violated. By the end of the 1880's, the "Red Man" had been militarily defeated and robbed of his lands throughout the entire area of the United States. The survivors were rounded up in concentration camps, called Indian reservations. This was one of the main reasons that brought about the extinction of the

Native Americans in United States”. (Taken from “A history of the USA up to World War I”)

Policies like the Monroe doctrine and the Ripe Fruit are examples that showed the real intentions of the United States regarding the Latin American nations essentially Cuba. Special attention should be paid to these policies.

It is crucial that when dealing with this topic the students become aware of judging the American expansionist ideology. The teacher should also establish connections that are going to help the students understand the imperialist nature of the United States of America criticize it and reinforce their humanism, patriotism and national identity.

The connections that can be established are between historical facts such as: the Declaration of Independence, the War for Independence and the expansionist policies developed by the United States of America governments some time later.

It is very advisable to establish a debate in the class taking as a point of departure the fact that a nation that began fighting for its independence, now is depriving some other nations from theirs. They began claiming for the human rights and nowadays they are the first ones violating and disregarding human rights. They claimed for the self of nations in these times they establish economic and military blockades to any country if they see their interests in danger.

At the end of the class the students should know that the main reason of all these matters is that the United States became an imperialist nation. The students should become conscious of the danger imperialism represents for the harmonious development of a society. This is going to reinforce their values and the idea that socialism is the best way for the development of a fair society. The pupils are also going to be provided with elements enough to defend the achievements of the Cuban Revolution.

Through the observation, surveys and study of written documents the author of this research found the following potentialities concerning the teaching learning process of History of the English Speaking Cultures

- The students show motivation towards language which makes the teaching learning process of the subject something valuable for their professional and linguistic growth.

- There is systematic use of historical texts and contexts which favors the contextualization of the students in time and space when working with certain historical and literary works.
- There is a wide cinematographic and literary source which allows the students revive certain situations that when reading them could seem a little abstract.
- The teaching learning process that is carried, allows the establishment of relations among the evolution of Cuba and the United States of America.

Even though there are potentialities that turn the educative influences of the subject in something worthy, some limitations were also detected in the teaching learning process of History of the English speaking Cultures such as:

- Even when the students are motivated towards the language there are some who still have low linguistic levels which affect the correct understanding of the contents of the subject.
- The subject leaves a little space to practice the students mother tongue due to the culture that is studied belongs to English speaking countries.
- There is a lack of specific printed material related to the subject.
- There is an insufficient contextualization of the values when working with the contents of the subject.
- The students do not always comprehend the contexts in which the texts were produced which sometimes affect the criteria provided by the students in a certain context.
- There is an insufficient deepening on the relations of the historical contexts of the United States of America and Cuba which permits the students comprehend the strained relationships among these two nations .

Partial Conclusions

The development of the first stage of the investigation permitted to establish its theoretical foundation. It analytically deepened on the reality of the teaching learning process of History of the English Speaking Cultures and its role in the values education process. It also exposed the main difficulties regarding the teaching

learning process of the subject and approximated to some elements concerning values, category that is essential to the investigation as a whole. Now Chapter Two will contribute the proposal made by the author to solve the problem declared.

CHAPTER 2: A PROPOSAL OF A SET OF FORMATIVE TASKS TO FOSTER VALUES EDUCATION THROUGH AN ANALYSIS OF THE HISTORICAL EVOLUTION OF THE UNITED STATES OF AMERICA.

Due to the need and importance of fostering values in the future generations of the Cuban society this chapter has been devoted to a proposal of a set of formative tasks intended to achieve the already mentioned goal. The tasks have been designed for third year students of the English major. When planning the tasks, there were taken into consideration the contents of the syllabus that have to do with the historical aspects of the United States of America. Considering the paramount importance of the category *Formative Tasks*, it is necessary to pin down what formative tasks are. Formative tasks are composed of Theme , objective and procedure. Essentially, formative tasks aim at the students' values education. These tasks types contribute to the satisfaction of students' needs in terms of cultural, spiritual and moral education. It can be asserted that formative tasks aid the relationships among the formative process, values education, the History of the English Speaking cultures subject and the content of the foreign language they already master.

On the whole, formative tasks target the students' personality comprehensive formation. This is an attempt to define this category provided by Escalona, U.; Pérez Sarduy, Y. and Lopez, S.E (2014). According to the nature of this research the objective of the tasks provided by the author is the following: to foster values through the learning tasks that are proposed in the research work.

TASK 1

Theme: Django Unchained

Objective: To comprehend the gist of a video sequence, stressing on values such as: *respect and humanism*.

Procedure: The students are going to see fragments of the film "Django unchained". They are going to answer the questions of the observation guide. The questions will lead the students to adopt positions and value attitudes that are seen in the video sequence. At the end of the observation of the fragments of the film the students should establish a

debate in which they are going to share criteria and viewpoints about what they have seen.

Watch the fragments of the film “Django unchained” and answer the following questions:

a) From the following social problems: select the ones that are illustrated in the video sequence:

___ Racial discrimination

___ Abortion

___ Environmental pollution

___ Social discrimination

___ Gender discrimination

b) In which historical period does the drama takes place?

c) Which are the main characters of the film? Mention some of their moral traits. Which of those traits are highlighted positive or negatively in the video?

d) Narrate the most shocking scenes for you. How did you feel when watching them?

e) Does the social problem emphasized in the movie still exist in today’s society? In which way?

f) How has the way you conceive racial and gender discrimination changed after watching the film?

TASK 2

Theme: The removal of the Native Americans

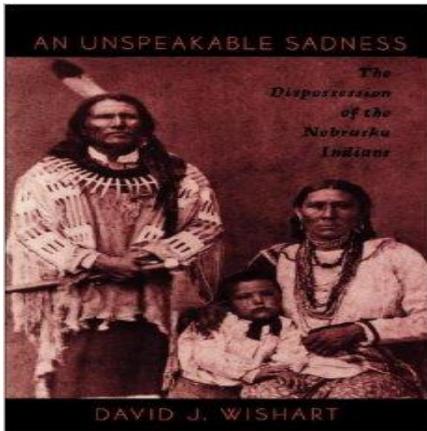
Objective: To argue the historical significance of the removal of the Native Americans fostering *humanism* and *patriotism*.

Procedure: The students are going to observe the pictures to refer to the historical periods that are shown. While watching the pictures they will copy the activities that are going to be checked by the teacher one by one. The two last items are the ones that are going to be devoted more time due to the importance of having the students assume

positions and provide their personal opinions about a given aspect regarding the process of values education.

The history of the United States of America has gone through many significant events, most of them full of suffering and blood shed. The following pictures show one of those periods in the history of that nation.

- a) Identify the historical period the pictures show.
- b) What specific historical fact do the pictures refer to?
- c) Could you provide some characteristics of the period?
- d) What were the reasons for the ruling class to act like that?
- e) Select one of the two social classes and refer to what you would have done if you had been one of them.
- f) Do processes like that still take place nowadays? Provide examples and support them.



TASK 3

Theme: Racial contradictions in the post – slavery period

Objective: To discuss about the causes that begot racial, social and economical contradictions after slavery abduction highlighting the value of *humanism*.

Procedure: The students are going to read the short story entitled “Kneel to the Rising Sun”. After reading the material they are going to answer the questions intended to check their comprehension and to activate their values personal system. This is going to be very useful when answering the questions in which they have to adopt positions, criticize or offer their points of view. The teacher can assigned this task as independent work taking into consideration that the short story is a little extensive.

There are many literary works that represents a given period or some historical events and facts related to the history of the United States of America. One of these pieces of the American literature is the short story written by E. Caldwell entitled: “Kneel to the Rising Sun”. Read the short story and answer the following questions:

- a) Mention the historical period in which the story takes place. What did this period mean for the lower classes of society at that time?
- b) Make an outline of the main events of the story. What moment was most stressing to you? Explain your reasons for the choice.
- c) Classify the main characters of the story according to their degree of personal independence.
- d) Why Lonnie simply could not talk in front of Mr. Gunnard?
- e) Is there any relationship between the title of the story and its content?
- f) If you were Lonnie, what would you do? How would you change the end of the story?

TASK 4

Theme: The Declaration of Independence

Objective: To compare the main features of both American and Cuban Declarations of Independence, strengthening the values of *patriotism* and *respect*.

Procedure: This activity is intended to have the students analyze deeply, important elements concerning both documents. They should get to the conclusion that even when many people consider the American Declaration of Independence a revolutionary document it had some limitations regarding its social character. Nevertheless the Cuban Declaration of Independence went beyond the boundaries of its time and had a more human character than the American one. The teacher is a fundamental factor in this activity. He should be guiding the students towards this analysis which allows them to provide elements from a values perspective.

The Declaration of Independence of the United States of America has been classified by some authors as something revolutionary due to the fact that it was drafted in the 18th century. A century later the Cuban people also made their declaration of independence, it is known in history as Manifest of October, 10th.

- a) Do you share the idea that the United States declaration of independence was revolutionary? Support your answer. What about the Cuban declaration?
- c) Establish a comparison between the two documents setting their similarities and differences. Provide your personal opinion about their character and their final goal.
- d) If you had been in charge of drafting the declaration of independence of the United States which aspects would you have disregarded and which would you have taken into consideration? Explain.

TASK 5

Theme: The Constitution of the United States of America

Objective: To argue the bourgeois essence of the USA Constitution, fostering *patriotism*.

Procedure: the students should be guided towards the necessary reflection of what a constitution means for a nation. Having this element clear they will be ready enough to value the bourgeois character of the United States constitution and what it brings about to the society in general. The comparison to be established among the Cuban and the American constitutions should lead them to conclude that the interests and needs of the

working class are only taken into account in a socialist society. This task could be assigned as independent work but it also could be used as a final work of the subject.

a) Support the following assertion: The United States of America drawn up its constitution on 1787 and it was finally ratified on 1788. This document remains until today it has been just added some amendments but its character has not changed at all.

b) Establish a comparison with the Cuban constitution taking into consideration the character and goals each one of them have. Give your opinion about both documents.

d) After analyzing the constitutions do you think it is necessary to fight for the conquests of the Cuban revolution? Why?

TASK 6

Theme: American Expansionist Policies

Objective: To value the nature of the expansionist policies implemented by the USA, exalting the *respect* towards other nations and *solidarity*.

Procedure: The students are going to characterize the expansionist process carried out by the United States of America in the North America continent and later on in Latin America and the Caribbean. This task is intended to provide the students with tools enough to explain the imperialist character of the American society.

Right after the United States became a new independent nation, expansionist policies began to arise as significant features of the American forms of government.

a) Provide examples of this accretion. Explain each of the examples given.

b) What do you think about the ways the American governments found to expand their territories in the North America continent?

c) There were some policies specifically directed toward the Latin American and Caribbean nations. Mention them.

d) What did these policies consist in? Does the United States of America government implement policies like these ones nowadays? Provide some examples.

f) Give your opinion about what you consider the nations of the world should do regarding the capitalist policies of the United States of America. You can depart from the

fact that the American governments say they are defenders of the right of self – determination of the nations.

TASK 7

Theme: American – Spanish – Cuban War.

Objective: To value American goals in their intervention into the Cuban War of Independence, fostering patriotism, respect and humanism.

Procedure: At the beginning of the lesson the teacher is going to apply a written quiz with the following questions:

What did I learn?

What didn't I learn?

What would I like to learn?

After applying the written quiz the teacher will give ask the students to go to the board and gather. Then the teacher will give them their written quizzes back. They will be asked to make a coherent drawing which is going to express each of the answers they provided in the quiz. The students will have to get into agreement to make the drawing. After the students finish the task each of them has to demonstrate his or her answer is reflected on the board. Finally as a way of Synthesis an Systematization two students are going to explain the whole drawing.

1. Describe the way in which the Americans entered the Cuban – Spanish War.
2. Why was Calixto García prevented from entering Santiago de Cuba? What do you think of his letter to the American general?
3. Analyze the Treaty of Paris. Provide your judgment of this treaty.
4. What were the results of the American intervention for Cuba? Include in your answer an analysis of Platt Amendment.
5. Write an essay (150-200 words) on Martí's last letter.

Partial Conclusions

This chapter presented the main contribution of the Diploma Paper: the proposal of a set of formative tasks to foster values education in the students of third year of the English major. It also provided suggestions to make the application of the tasks more useful and easier.

CHAPTER 3: CORROBORATION OF THE EFFECTIVENESS OF THE PROPOSAL OF FORMATIVE TASKS TO FOSTER VALUES EDUCATION IN FOURTH YEAR STUDENTS OF THE ENGLISH MAJOR

In order to validate the effectiveness of the set of formative tasks proposed to solve the research problem a pre - experiment was carried out. It was conducted directly by the author of this paper. There were taken into consideration the valuable criteria offered by the teachers of History of the English Speaking Countries in the survey applied at the beginning of the investigation. Furthermore it was of compulsory consultation to the author of this research the syllabus of the subject, specifically the epigraph devoted to values education.

For the corroboration of the tasks the author worked with fourth year students of the English major. From the population of the group, which is 14 students, the researcher took as the sample the whole population taking into consideration that it is a small group. The group is an average one. Most of its members are of average level of assimilation and they also have average language level. The students of the group are fairly motivated towards their future profession. The students´ preparation for the history lessons is good enough due to the fact that they show interest towards the topics object of study in the subject.

The researcher applied an interview to the students in order to know their opinion about the potentialities of the subject to their professional training from the values point of view (See appendix 2). The majority agreed that the subject plays a fundamental role in their professional training and it is suitable to foster values. Most of them expressed the need of having more tasks devoted specifically to the goal of fostering values. They also recognized the magnitude of values in their future profession departing from the fact that they will be in charge of educating the new generations. This formation will be carried out by means of transmitting good manners, standards of conduct, social behaviors etc. These are some examples of the students´ responses to the questions of the interview:

R.D: I consider values education of great importance for my future profession. I depart from the fact that I will be in charge of a group of people who are still under the process of formation of their personalities. It will be my task to lead them towards the best way to

help them become a good person which is in fact what society needs the most nowadays.

N.A: The subject history of the English Speaking Cultures is from my point of view a good space to foster values education taking into consideration the contents which we deal with. I also think that every teacher should give special attention to the matter of values education. We are in charge of educating the new generations, so we have to give priority to this aspect.

R.P: I consider values education essential for the teaching – learning process of every subject. To live in society requires educated and cultivated people, and this is achieved through values education. The tasks that were implemented in our lessons were for me of great help. Through the realization of these activities my view points regarding some aspects changed. At one time I could see them like something without importance; the tasks helped me to value certain things with deeper criteria.

Y.D: I think there should be more tasks devoted to the goal of fostering values. The subject grants the perfect conditions for doing so. It would be interesting to have tasks like these ones in some other periods of the history of that nation. I think having activities like these is very useful for us taking into consideration we are studying to be teachers and we will be in charge of students who need to be guided in the right way.

M.P: I found the set of tasks very interesting. I learnt to value things with a critical perspective. I also realized how important it is to know the context in which certain facts occurred before expressing an opinion or criticize it. On the other hand I consider values education of paramount importance even more nowadays that we are living times in which values have been disregarded in societies somehow.

D.G: The fact of being a teacher requires a person able to transmit good manners, patterns of conduct, scientific knowledge, and good behavior and so on. From my point of view values education is the best way to transform someone's personality.

The implementation of the set of formative tasks proposed was carried out directly by the author of this research. Each of the tasks was included in certain lessons of the period of the history of the United States of America, that is, the topic they refer to. In some cases the program of the subject was rearranged in order to gradually insert the tasks in the teaching learning process of History of the English Speaking Cultures.

Task 1 was implemented in the topic related to the Civil War in the United States of America and its results. The video film is closely related to the abolition of slavery and the way black people were treated even after the abolition became a constitutional fact in that nation. The very shocking scenes of the video sequence the students watched made them realize that slavery was even crueler than what they have ever thought. Before playing the video sequence, the teacher began the lesson asking the students what they knew about slavery and the consequences it brought about for the people who experienced it. The answers that were provided at the beginning were lacked of a strong argument. After watching the film, the author of this research asked the students' opinion about slavery. The answers given became a little more humanistic and they provided more concrete arguments when referring to the social regimen the movie refers to.

Task 2 which refers to the dispossession of the Native Americans. It was introduced in the theme "Territorial Expansion". Through the implementation of the task the students could go deeper into the horrible things the Native Americans went through during the process of expansionism of the nation at the end of the XVIII century and the beginning of the XIX century. The activity was not only useful to foster humanism and respect but also to establish similarities between what the Native Americans suffered and what the native people from Cuba had to go through also. The pictures the students were shown allowed them to express how brutal the repression was. They even expressed their points of view referring to some other ways the white people could have found to avoid removal and annihilation.

Task 3 refers to the post slavery period in the United States of America. Through this task the researcher found a valuable tool to foster reading habits in the students apart from the main objective for which the task was designed. They were intended to read the short story Kneel to the Rising Sun. The story deals with the new ways of exploitation that came into being after slavery was abolished, specifically the Sharecropping and Jim Crow systems. The answers given by the students made the researcher realized that the short story had impacted most of them. They could analyze that even when slavery had been abolished the systems that had arose were even crueler than slavery itself. One of the most important aspects to be highlighted as a result of this task is that there was a common conclusion that almost everybody agreed with. The students got to the point

that once slavery was abolished the slaves` lives became harder and sader than the one they had before. Some other students stated the need that a leader could have arisen at that time to carry out a Revolution against the high class of that society. They recognized that only with an uprising the situation of the slaves could have turned into their favor.

Task 4 is related to the American Declaration of Independence. Through this task the author had the students think about the character of the Declaration of Independence. When dealing with this task some aspects were of great importance to reveal the results of the application of the task. When the students had to establish the comparison among the two declarations they drew the conclusion that between the differences of the two documents one of the most important was that the American Declaration never asked for the abolition of slavery while the Cuban one did. Another idea that brought a great debate among the students was that even when the American people referred to the idea that all men were created equal and that they were endowed by their Creator with certain unalienable rights, that among these were life, liberty and the pursuit of happiness, they never took into account the lower classes of the society at that time. The students agreed that at a certain point both peoples were stating some ideas that were common when seeking for the independence they had been deprived of. Another point in which points of view found the same way was that both documents were revolutionary.

Task 5 deals with the American Constitution. In the specific case of this task the students had to establish comparisons between the Cuban and the American Constitutions. It could be said that the task achieved its main goal which was to foster patriotism in the students. When analyzing the two documents the students realized that there were huge differences even when both political documents were drawn up to rule the life of the new nations some people at that time had began to build. Some aspects provided a nice atmosphere to share points of view. The fact that the American Constitution has kept its essence for centuries and it has just been added some amendments, while the Cuban Constitution has been changed four times was one of them. When debating about this matter some other viewpoints arose. They recognized that it is somehow a good aspect that a nation`s constitution does not suffer too many changes. Nevertheless when they went into specific details they got to the point that

every time Cuban Constitution changes it does to favor the people in general, no matter the place they have in society. While analyzing the case of the American Constitution they could realize that the document has not changed, but its essence is that of responding to the interests of the bourgeoisie. It does not take into account the needs and possibilities of the lower classes in the American society. They also debated about how the constitution has become a tool to rule the nation most of the cases under inhuman laws. At the end of the lesson some opinions were given related to the need and importance it remains nowadays to do everything possible and impossible to maintain the conquests of the Cuban Revolution. Everybody in the classroom agreed that only a socialist society takes into consideration the possibilities, needs and reality in which its people live.

Task 6 is intended to have the students analyze the expansionist policies the United States of America spread to take possession of the Latin American and Caribbean nations. When working with this task the real intentions of the American government towards the nations of the region were analyzed. The imperialist character of the United States of America was a point very debated. There were analyzed the real intentions the Americans have every time they approach a nation. On the other hand the fact that they are always proclaiming to be the saviors of the world when they are really the exploiters of the nations of the world. The students also stated that the policies carried out by this nation are hegemonic and interventionist. They always claim for the nations' right to self determination and freedom, and then they are the first ones who come to deprive them of those things they pretend to be defenders of.

Through the implementation of the proposal observation was applied as empirical method. It was crucial to reveal the students' progress in their way of thinking and value certain situations they were exposed to when dealing with the proposal of this research. The author could realize after the application of the tasks that there was a significant change in the students which allowed turning some of the limitations that were previously detected into potentialities as well:

- ✓ Before expressing an opinion the students first analyzed the historical context in which the event at issue took place.

- ✓ The tasks contributed to the improvement of the students' skills mainly oral expression, writing and reading comprehension.
- ✓ The personal criteria given by the students in response to the tasks became deeper and concrete.
- ✓ They improved their abilities of valuing and arguing.
- ✓ They became more conscious of the need of values education for their future profession and their lives in general.

Partial Conclusions

This chapter presented the results of the application of the proposal of formative tasks to foster values education through an analysis of the historical evolution of the United States of America in fourth year students of the English major at the University of Pedagogical Sciences. In addition, this chapter includes the key validation moments, all of which proved that the proposal was satisfactory in scientific terms.

CONCLUSIONS

The first stage of the investigation revealed that values education, especially to the young generation, is receiving special attention nowadays in our country. Taking into consideration this aspect, this research is considered to be important, regarding the results obtained. Throughout the realization of this work, the author has compiled valuable information available for teachers and students when investigating and dealing with the teaching-learning process of history of the English Speaking Cultures.

The use of different empirical methods to characterize the current state in reference to the teaching-learning process of the subject already mentioned, allowed the author to get familiar with certain potentialities but also limitations when dealing with the process of values education through the history of the English Speaking Cultures specifically the history of the United States of America.

This proposal of formative tasks can help the teachers and students to direct their work toward the furtherance and reinforcement of moral and human values through the History of the English Speaking Cultures lessons. The author provides teachers with an important material, suggesting them to be as active and creative as the new methodological demands require.

RECOMENDATIONS

The author of this paper recommends:

- Deepen on the theoretical elements concerning values education in general and specific terms treated. What was systematized here is only a part of how much can be learned and put in creative perspective.
- Enrich the tasks with new ideas and variations. The ones presented here are open to modifications and changes that would improve them and would allow their expansion, and their application in other teaching levels.
- Apply them to other levels, with modifications.
- Include the literary and political work of José Martí related to the United States of America that could be useful to foster values education.

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Appendixes

Appendix 1

Interview applied to teachers of History of the English Speaking Cultures

Objective: To find out teachers' opinions about the teaching learning process developed through the discipline History of the English speaking cultures in regards to values education.

Questionnaire:

1. What is your opinion about the approach concerning values education as reflected through the discipline you teach?
2. What are the main theoretical elements related to values education you take into account to prepare your lessons?
3. According to your experience, do you consider that the subject is successful in contributing to the students' values education?
4. What would you suggest to improve the contribution the subject makes to values education?

Appendix 2

Interview applied to fourth year students.

Objective: To know students' opinions about the potentialities of the subject History of the English Speaking Cultures and the importance of values education for their professional training and future work.

Dear Student: As you know we are working on a research intended to foster the process of values education through the History of the English Speaking Cultures subject. Your answers will be of great importance for the improvement of the proposals made by your teacher in class. Thank you in advanced for your answers.

- 1- Do you think that values education is an important element you should acquire for your professional training?
- 2- How do you value the History of the English Speaking Cultures subject in regard to values education?
- 3- Do you think that the contents of the subject help you in your professional training? In which way?
- 4- Do you consider the tasks implemented by your teacher are suitable for fostering values?
- 5- In which way do the tasks implemented have changed your viewpoints regarding the aspects they refer to?

Appendix 3

Manifiesto de la Junta Revolucionaria de la Isla de Cuba, dirigido a sus compatriotas y a todas las naciones.

Al levantarnos armados contra la opresión del tiránico gobierno español, siguiendo la costumbre establecida en todos los países civilizados, manifestamos al mundo las causas que nos han obligado a dar este paso, que en demanda de mayores bienes, siempre produce trastornos inevitables, y los principios que queremos cimentar sobre las ruinas de lo presente para felicidad del porvenir.

Nadie ignora que España gobierna la isla de Cuba con un brazo de hierro ensangrentado; no sólo no la deja seguridad en sus propiedades, arrogándose la facultad de imponerle tributos y contribuciones a su antojo, sino que teniéndola privada de toda libertad política, civil y religiosa, sus desgraciados hijos se ven expulsados de su suelo a remotos climas o ejecutados sin forma de proceso, por comisiones militares establecidas en plena paz, con mengua del poder civil. La tiene privada del derecho de reunión, como no sea bajo la presidencia de un jefe militar; no puede pedir el remedio a sus males, sin que se le trate como rebelde, y no se le concede otro recurso que callar y obedecer.

La plaga infinita de empleados hambrientos que de España nos inunda, nos devora el producto de nuestros bienes y de nuestro trabajo; al amparo de la despótica autoridad que el gobierno español pone en sus manos y priva a nuestros mejores compatriotas de los empleos públicos, que requiere un buen gobierno, el arte de conocer cómo se dirigen los destinos de una nación; porque auxiliada del sistema restrictivo de enseñanza que adopta, desea España que seamos tan ignorantes que no conozcamos nuestros sagrados derechos, y que si los conocemos no podemos reclamar su observancia en ningún terreno.

Amada y considerada esta isla por todas las naciones que la rodean, que ninguna es enemiga suya, no necesita de un ejército ni de una marina permanente, que agotan con sus enormes gastos hasta las fuentes de la riqueza pública y privada; y sin embargo, España nos impone en nuestro territorio una fuerza armada que no lleva otro objeto que hacernos doblar el cuello al yugo férreo que nos degrada.

Nuestros valiosos productos, mirados con ojeriza por las repúblicas de los pueblos mercantiles extranjeros que provoca el sistema aduanero de España para coartarles su comercio, si bien se venden a grandes precios con los puertos de otras naciones, aquí, -para el infeliz productor, no alcanzan siquiera para cubrir sus gastos: de modo que sin la feracidad de nuestros terrenos, pereceríamos en la miseria.

En suma, la Isla de Cuba no puede prosperar, porque la inmigración blanca, única que en la actualidad nos conviene, se ve alejada de nuestras playas por las innumerables trabas con que se la enreda y la prevención y ojeriza con que se la mira.

Así pues, los cubanos no pueden hablar, no pueden escribir, no pueden siquiera pensar y recibir con agasajo a los huéspedes que sus hermanos de otros puntos les envían. Innumerables han sido las veces que España ha ofrecido respetarle sus derechos; pero hasta ahora no ha visto el cumplimiento de su palabra, a menos que por tal no se tenga la mofa de asomarle un vestigio de representación, para disimular el impuesto único en el nombre y tan crecido que arruina nuestras propiedades al abrigo de todas las demás cargas que le acompañan.

Viéndonos expuestos a perder nuestras haciendas, nuestras vidas y hasta nuestras honras, me obliga a exponer esas mismas adoradas prendas, para reconquistar nuestros derechos de hombres, ya que no podemos con la fuerza de la palabra en la discusión, con la fuerza de nuestros brazos en los campos de batalla.

Cuando un pueblo llega al extremo de degradación y miseria en que nosotros nos vemos, nadie puede reprobarle que eche mano a las armas para salir de un estado tan lleno de oprobio. El ejemplo de las más grandes naciones autoriza ese último recurso. La isla de Cuba no puede estar privada de los derechos que gozan otros pueblos, y no puede consentir que se diga que no sabe más que sufrir, A los demás pueblos civilizados toca interponer su influencia para sacar de las garras de un bárbaro opresor a un pueblo inocente, ilustrado, sensible y generoso. A ellos apelamos y al Dios de nuestra conciencia, con la mano puesta sobre el corazón. No nos extravían rencores, no nos halagan ambiciones, sólo queremos ser libres e iguales, como hizo el Creador a todos los hombres.

Nosotros consagramos estos dos venerables principios: nosotros creemos que todos los hombres somos iguales, amamos la tolerancia, el orden y la justicia en todas las materias; respetamos las vidas y propiedades de todos los ciudadanos pacíficos, aunque sean los mismos españoles, residentes en este territorio; admiramos el sufragio universal que asegura la soberanía del pueblo; deseamos la emancipación gradual y bajo indemnización, de la esclavitud, el libre cambio con las naciones amigas que usen de reciprocidad, la representación nacional para decretar las leyes e impuestos, y, en general, demandamos la religiosa observancia de los derechos imprescriptibles del hombre, constituyéndonos en nación independiente, porque así cumple a la grandeza de nuestros futuros destinos, y porque estamos seguros de que bajo el cetro de España nunca gozaremos del franco ejercicio de nuestros derechos.

En vista de nuestra moderación, de nuestra miseria y de la razón que nos asiste, ¿qué pecho noble habrá que no lata con el deseo de que obtengamos el objeto sacrosanto que nos proponemos? ¿Qué pueblo civilizado no reprobará la conducta de España que se horrorizará a la simple consideración de que para pisotear estos dos derechos de Cuba, a cada momento tiene que derramar la sangre de sus más valientes hijo? No, ya Cuba no puede pertenecer más a una potencia que, como Caín, mata a sus hermanos, y, como Saturno, devora a sus hijos. Cuba aspira a ser una nación grande y civilizada, para tender un brazo amigo y un corazón fraternal a todos los demás pueblos, y si la misma España consiente en dejarla libre y tranquila, la estrechará en su seno como una hija amante de una buena madre; pero si persiste en su sistema de dominación y exterminio segará todos nuestros cuellos, y los cuellos de los que en pos de nosotros vengan, antes de conseguir hacer de Cuba para siempre un vil rebaño de esclavos.

En consecuencia, hemos acordado unánimemente nombrar un jefe único que dirija las operaciones con plenitud de facultades, y bajo su responsabilidad, autorizado especialmente para nombrar un segundo y los demás subalternos que necesite en todos los ramos de administración mientras dure el estado de guerra, que conocido como lo está el carácter de los gobernantes españoles, forzosamente ha de seguirse a la proclamación de la libertad de Cuba. También hemos nombrado una Comisión gubernativa de cinco miembros para auxiliar al General en Jefe en la parte política, civil y demás ramos de que se ocupa un país bien reglamentado. Asimismo decretamos que

desde este momento quedan abolidos todos los derechos, impuestos, contribuciones y otras exacciones que hasta ahora ha cobrado el gobierno de España, cualquiera que sea la forma y el pretexto conque lo ha hecho, y que sólo se pague con el nombre de ofrenda patriótica, para los gastos que ocurran durante la guerra, el 5 por 100 de la renta conocida en la actualidad, calculada desde este trimestre, con reserva de que si no fuese suficiente pueda aumentarse en lo sucesivo o adoptarse alguna operación de crédito, según lo estimen conveniente las juntas de ciudadanos que al efecto deben celebrarse.

Declaramos que todos los servicios prestados a la patria serán debidamente remunerados; que en los negocios, en general, se observe la legislación vigente interpretada en sentido liberal, hasta que otra cosa se determine, y por último, que todas las disposiciones adoptadas sean puramente transitorias, mientras que la nación ya libre de sus enemigos y más ampliamente representada, se constituya en el modo y forma que juzgue más acertado.

Appendix 4

American Declaration of Independence

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness — That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness.

WE, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Appendix 5

José Martí's letter to Manuel Mercado:

“(…)Every day now I am in danger of giving my life for my country and my duty—since I understand it and have the spirit to carry it out—in order to prevent, by the timely independence of Cuba, the United States from extending its hold across the Antilles and falling with all the greater force on the lands of our America. All I have done up to now and all I will do is for that. It has had to be done in silence, and indirectly, for there are things that must be concealed in order to be attained: proclaiming them for what they are would give rise to obstacles too formidable to be overcome. The nations such as your own and mine, which have the most vital interest in keeping Cuba from becoming, through an annexation accomplished by those imperialists and the Spaniards, the doorway—which must be blocked and which, with our blood, we are blocking—to the annexation of the peoples of our America by the turbulent and brutal North that holds them in contempt, are kept by secondary, public obligations from any open allegiance and manifest aid to the sacrifice being made for their immediate benefit. I lived in the monster, and I know its entrails—and my sling is the sling of David.”

Appendix 6

Calixto Garcia's letter to General Shafter:

“There is a rumor, so absurd that it does not deserve any credit, that the order to prevent my army from entering in Santiago de Cuba results from fear of revenge and reprisals against the Spaniards. Let me protest against the slightest shadow of such thought, because we are not a nation of savages who do not know the principles of civilized war: we are a poor and ragged army, as poor and ragged as it was the army of your ancestors in their noble war for the independence of the United States of America; but like the heroes of Saratoga and Yorktown we respect our cause too much to stain it with barbarism and cowardice.”