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**Promoting Holistic Development and
Diversity through the Investigation of
a Wide Range of Global Cultures**

A B S T R A C T

This practice represents an interactive co-evaluation activity among students, involving such elements as motivation, cooperation and collaborative work. It promotes meaningful learning experiences in a competitive environment. The goal of this activity is to examine topics which are explored during the semester through games that are created by students, as well as to promote holistic development and diversity through the investigation of a wide range of global cultures. Further, the activity seeks to enhance the internationalization of the pedagogic model that guides our collective educational philosophy. An empirical method of research is adopted in the current study which is based on observing students during an activity. Since the activity enhances students' creativity for a better contextualization of the country to be presented. It replaces the traditional way of testing (the written tests) and gives the students the opportunity to see the level of the acquired learning in an interactive and fun context.

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تعزيز التنمية الشاملة والتباين من خلال التحقيق في مجموعة واسعة من الثقافات العالمية
مشتاق عبد الله جميل ، / ماجستير في الترجمة / جامعة الموصل
سنان أمير يوسف ، / ماجستير في اللغة الإنجليزية واللغويات / الجامعة المستنصرية
ليزبت جاكلين بيريز دازا ، ماجستير في التعليم التربوي والابتكار / جامعة يوكاتان المستقلة

الخلاصة

تعتبر هذه الفعالية نشاطاً تفاعلياً للتقييم المشترك بين الطلاب ، حيث تعتمد على عناصر مثل التحفيز والتعاون والعمل التعاوني. و تعزز خبرات تعلم هادفة في بيئة تنافسية. يهدف هذا النشاط الى فحص الموضوعات

التي يتم دراستها خلال الفصل الدراسي من خلال الألعاب التي يتم إنشاؤها من قبل الطلبة، وكذلك لتعزيز التنمية والتنوع الشامل من خلال التحقيق في مجموعة واسعة من الثقافات العالمية. علاوة على ذلك، يسعى النشاط إلى تعزيز تدويل النموذج التربوي الذي يوجه فلسفتنا التعليمية الجماعية. تم اعتماد طريقة تجريبية للبحث في الدراسة الحالية والتي تعتمد على مراقبة الطلاب أثناء النشاط. نظرًا لأن النشاط يعزز إبداع الطلبة من أجل إعداد سياقات أفضل للبلد الذي سيتم تقديمه. وهو يحل محل الطريقة التقليدية للاختبار ويعطي الطلبة الفرصة لرؤية مستوى التعلم المكتسب في سياق تفاعلي ممتع.

Introduction

It is known that the contextualization of learning environment plays an important role in today's education. As it promotes the development of competencies such as skills, attitudes and values that allow students to adapt in any context and contribute to societies. Therefore, the following activity seeks to give a meaning to the content of the syllabus given to the students during the course by giving them the opportunity to apply what they have learned outside the classroom in an interactive way through the co-evaluation among their classmates (Lindsay, ٢٠٠٠).

١,١ Activity Description

- A. **Name of the Course:** Elementary ١
- B. **Type of Course:** Curricular (it has credits inside the Syllabus)
- C. **Course Code:** In real classroom
- D. **Course Aims:** To promote the four skills (listening comprehension, reading comprehension, oral and written production).
- E. **Course Length:** ٦١-٨٠ Hours
- F. **Time Distribution:** The course is organized in sessions of one hour and twenty minutes, twice a week.
- G. **Level:** A
- H. **Number of Students per Classroom:** ٣١- ٤٠

١,٢ Communicative Skills

- A. Writing
- B. Reading
- C. Oral expression and oral interaction
- D. Listening comprehension
- E. Cultural awareness

١,٣ Academic Difficulties on the Implementation Strategy

Meyers, M. (١٩٩٣ holds that it is a reality that oral production is rarely applied in class

since teachers do not have enough time to develop that skill in class nor they have the facilities to have students practice it. In this task based learning strategy, students have to express and interact completely in English with their classmates through the use of structures and vocabulary seen during the semester.

١,٤ **Affective Factors Involved in the Strategy**

- A. Motivation
- B. Self-concept and self-esteem
- C. Attitudes and beliefs
- D. Learning styles

١,٥ **Objective of the Strategy**

Students are capable of transferring and replicating their learning experiences and apply what they have learned through oral interactions and activities that enhance metacognition, co-evaluation and respect for the cultural diversity of the English speaking countries.

١,٦ **Procedures**

This practice is addressed to students of fourth semester with an A₂ Level. The course is divided in three units, namely: ‘Going away’, ‘Things happen’ and ‘Appearances’. So, the topics seen are taken into account; the activity implies assessment, follow-up and feedback in order to be applied as a final activity for the end of the semester.

The following steps are needed for the implementation of this practice

١. At the beginning of fourth semester, during the month of February, a meeting with all the groups of second year is held in which they are given information about the activity and they get to know the English speaking countries that will be involved in the “English in Context”.
٢. After the meeting, the groups are divided in teams and each team is assigned different tasks to be done such as a research of the culture of the country assigned, representative elements as well as the instructions that guide the students about the expected outcomes (Item ١٩), students are also given the instruments to be used for co-evaluation (Item ١٦), with this the teacher contextualizes the criteria to be evaluated.
٣. Each team creates the materials that are used in the event, starting with the creation of the Passport of the country assigned. This Passport will be used to stick the flags gathered during the event. The flags show that the students could perform the activities in each country (April).

٤. During May, two representatives of each classroom will be selected. They are in charge of presenting the most relevant information of their country in front of the jury; the jury are responsible for evaluating intonation, pronunciation and fluency.
٥. The implementation of this activity is held the first Saturday of June, this in order to share it with the parents of students, teachers of other schools. The day of the implementation has two stages: from ٧:٠٠ to ٩:٠٠ am the students will be in charge to decorate their classrooms according to the characteristics of the assigned country. From ٩:٣٠ to ١٢:٣٠ is assigned for the evaluation and co-evaluation of the activity. These activities are established for each group according to the assigned country, as well as the instructions of each activity in order to get the flags and the materials to be used.

١,٧ **Rules of the Activity**

- A. In each classroom, students get together in groups of five.
- B. Once the groups are formed, each team is in charge of creating a passport of the country assigned.
- C. Use recycled materials **only** as decorations for the classroom and stands.
- D. Each classroom should have the flag (handmade) and the name of their country at the entrance.
- E. The included challenge should be per stand and not per classroom to avoid having the students wait for a long time.
- F. Do not share ideas with other classrooms to avoid plagiarism.
- G. The grade of the **FINAL ACTIVITY UNIT THREE** depends on the representation of the country, the team work, the instructions given and the flags collected on the passport.
- H. They are not allowed to paint or make holes in the walls.
- I. They are not allowed to bring animals to the place of the event.

١. **The Day of the Event**

- A. The school is open at ٦:٣٠ a.m. to start preparing the decorations of each classroom. It is not allowed to decorate a day before.
- B. The contest is held from ٩:٣٠ – ١٢:٣٠. All classrooms should be ready at that time or they will be disqualified.
- C. Each team can bring their own table to set the stand.
- D. Instructions are given in English by the teams in charge of the stands.
- E. Prepare a brief presentation (١-٢mins) of your country for the judges.
- F. Each stand has ٢٠ minutes to gather at least sixteen flags (two flags per country).

- G. Only one stand is able to leave the classroom at one time. When that stand comes back the other stand can go out to grab their flags.
- H. Family and friends can be invited to the activity, but even with them the communication will be in English.
- I. No phones are allowed during the event.

Each **team** will:

- A. Dress with the colors of the counties' flag. At least two of the members dress in customary traditional folk outfits.
- B. Only get one to two flags per stand by answering or completing a task correctly or partly corrected.
- C. Have the passport filled with at least sixteen flags in total.
- D. Submit their passport and instructions to the teacher once they collect at least sixteen flags.

After the Event

- A. Each stand must help in cleaning the classroom. If the classroom is not completely cleaned then the whole group will be punished.
- B. Only one classroom will be the winner of the event.
- C. All issues presented before, during and after the event will be discussed with the English teachers and judges.

١,٨ Roles of the Teacher

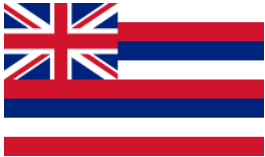
Various roles can be taken by the teacher. Firstly, he/she is a participant (i.e. helping students with their projects). It is worth saying that the teacher pays attention to all the teams that are participated in the activity. Secondly, the teacher is an observer in the activity in order to make notes and comments on each part of the activity to see who students behave and respond to the activity. Thirdly, the teacher is an organizer who divides participants into groups, reminding them of the rules of the contest and helping students on the outcomes of their projects. To sum, the teacher, in this activity, occupies several roles depending on the needs of students and unexpected issues that might face students during the activity.



١,٩ Methodology


The researcher follows the empirical method of research that is based on an experiment of "the English in context" and observation of students' response towards the activity. During the activity, the researcher is closely engaged with the students. Also, the researcher monitors students and makes notes which help him to carry out this study.



Table (١) : The assigned countries, instructions of each activity and the materials


Team	Activity	Process	Materials needed
<p>ENGLAND</p> <p>Structure evaluated: Simple past/past continuous.</p> 	<p>Unscramble stories</p>	<ol style="list-style-type: none"> ١. Give a piece of the story to the contestants. ٢. Have them get the missing parts of their stories from a poster. ٣. Check the story. If the story is in the correct order, the team playing is given two flags. If the story has only one missing part, then the team playing is given one flag. 	<ol style="list-style-type: none"> ١. Bond paper to stick the missing parts of the stories. ٢. Handouts with the part of the story.
<p>PUERTO RICO</p> <p>Vocabulary: Parts of the body</p> 	<p>Guessing the parts of the body (Bingo)</p>	<ol style="list-style-type: none"> ١. Give the name and pronunciation of the parts of the body (POTB). ٢. Read the names of the POTB out loud. ٣. Have them mark on their papers the correct POTB. ٤. The first team naming all the POTB says out loud: Bingo! ٥. The announcer will 	<ol style="list-style-type: none"> ١. Poster with the name and picture of the POTB. ٢. Bingo cards (with the pictures of the POTB)

		<p>check the team's card and asks the team to say the names of the POTB on their card.</p> <p>٦. All the POTB said correctly= two flags.</p> <p>٧. Half of the POTB said correctly= one flag.</p>	
<p>HAWAII Structure evaluated: it's +adjective+ to+ verb</p> 	<p>Scenari os</p>	<p>١. Students are given a scenario.</p> <p>٢. They have to take three adjectives from a box.</p> <p>٣. They have to make sentences using the structure:</p> <ul style="list-style-type: none"> • It's+ adjective+ to+ verb to create a feasible scenario. <p>٤. Three correct sentences = two flags. Two correct sentences = one flag.</p>	<p>١. Boxes</p> <p>٢. Cards with adjectives</p>
<p>AUSTRALIA Structure evaluated: modals of advice and suggestions</p>	<p>Giving advice</p>	<p>١. Have the contestants read the five situations pasted on the poster.</p>	<p>١. Bond paper for poster</p> <p>٢. Colorful paper to differentiate the stories</p>

		<p>٢. Give them a piece of paper and have them write advice on the paper using the auxiliaries: <i>should, shouldn't, could, need to.</i></p> <p>٣. Check the advice once they finish.</p> <p>٤. Five correct sentences= two Flags</p> <p>٥. Three correct sentences= one flag</p>	<p>٣. Quarters of white sheets for contestants to write their advice.</p>
<p>CANADA Comparative adjectives</p> 	<p>Representative places in Canada</p>	<p>١. Students are given a set of six representative places in Canada.</p> <p>٢. Contestants have to express the differences or similarities between the places using different comparative adjectives.</p> <p>Three differences/similarities= two flags</p> <p>Two differences/similarities= ١ flag</p>	<p>١. Pictures of representative places.</p> <p>٢. Pieces of paper to write the sentences.</p>

<p>INDIA Vocabulary: physical description</p> 	<p>Guess who?</p>	<ol style="list-style-type: none"> ١. Create two sets of cut-out people, male and female, to be matched by the students. ٢. Each contestant is given rings to indicate their selection. ٣. A description of one of the cut-out people is given to the contestant. ٤. To guess, the contestant throws the ring over the photo of the cut-out person. ٥. If the contestant gets all the cut-out people described correct, they get two flags. If they get three of the cut-out people described correct he/she will get one flag. 	<ol style="list-style-type: none"> ١. Poster with the vocabulary of physical description. ٢. Poster with the pictures of the people to be described (twelve people in total). ٣. Six sewing rings.
<p>BELIZE Vocabulary: parts of the house</p>	<p>Pin the tail on the donkey</p>	<ol style="list-style-type: none"> ١. Students read descriptions of the parts of the house out loud with the correct pronunciation. 	<ol style="list-style-type: none"> ١. Paintings of a house ٢. Pictures of the parts of the house.

		<p>٢. Contestants cover their eyes.</p> <p>٣. Their group is given the student three cards with a part of the house.</p> <p>٤. The student with covered eyes has to listen to their classmates and put that part of the house in the correct place.</p> <p>٥. Three parts of the house placed correctly = Two flags. Two parts of the house placed correctly= one flag.</p>	
<p>IRELAND</p> <p>Vocabulary: order of the adjectives</p> 	<p>Describing objects</p>	<p>Students explain the order of the adjectives (opinion, size, shape, color, nationality, material).</p> <p>Students are given three sets of objects.</p> <p>Have them describe the objects using the correct order of the adjectives.</p>	<p>Pictures of objects</p> <p>Pieces of paper for description.</p>

		<p>Ex: It's a beautiful, black, leather purse. Check the descriptions.</p> <p>Three correct descriptions= two flags</p> <p>two correct descriptions= one flag</p>	
<p>HONG KONG</p> <p>Structured evaluated: will</p> 	<p>Giving predictions</p>	<p>Students are given three cards with different horoscope names and different verbs.</p> <p>Have students write predictions with the horoscopes and verbs given.</p> <p>Check the predictions.</p> <p>Three correct predictions= two flags</p> <p>Two correct predictions=one flag</p>	<p>Cards with horoscopes</p> <p>Pieces of paper to write the predictions.</p>

١,٧ Students' response towards the strategy

Students show creativity and enthusiasm when presenting the cultural aspects of the country assigned. They commit to learn more about the culture of the country they are representing and they even pay more attention in class as they know that the other classroom will evaluate them taking into account the topics seen in class. Since it is a

contest among all classrooms, students solve doubts regarding the pronunciation or content of the topics seen or vocabulary in order not to let their group down the day of the presentation (Nolasco, and Arthur, ١٩٨٨).

On the day of the event, students finish visiting eight classrooms and give the teacher their passports with the flags collected as well as the instructions they used to co-evaluate other stands.

The teacher collects all the instructions and groups them per group. Then the instructions are given to the different groups so students can know their strengths and the things they need to improve.

١,٨ **Justification, Beliefs and Experiences Taken into Account to Implement this Strategy**

This process of learning shows the interest and motivation to develop a holistic education, promoting with this axes related to an education based on competencies which promote an academic and work formation, providing students with skills, knowledge, abilities and attitudes that allow them to cope with the society's requirements.

This acquisition of knowledge, skills, attitudes and responsibilities will allow the achievement of the learning goals regarding to the subject, guiding this achievement not only to the pragmatic aspect but also by giving it a meaning to the local and general context of the subject.

Also, this strategy promotes the internationalization axe by giving response to the needs that students have to develop knowledge that can be applied in different scenarios to enhance multiculturality.

Therefore, this strategy not only focuses on developing knowledge, but also aims at generating activities that in a contextualized way could promote the social, academic and work interest regarding to the implementation, necessity and importance of the English language.

Regarding to the didactic process of the English language acquisition, Suso and Fernández (٢٠٠١) indicate four categories to develop communicative skills:

- Linguistic contents
- Behavior
- Cognitive and metacognitive mental processes,
- External factors

These elements are essential in the acquisition of knowledge and learning English,

without leaving aside the aspects related to the situational context of the students. Soler (٢٠٠٦) maintains that in order to develop this knowledge it is necessary to promote the contextualization of real environments. The Educative Model for the holistic formation that rules the University Autonomous of Yucatan is oriented to generate interest and motivation in the development of innovative didactic strategies, enhancing with this the axes of Competencies and education and the learning centered education, which provide meaningful elements in the academic and work performance.

For the implementation of this strategy, four out of the five innovative characteristics established by ANUIES (٢٠٠٣) are taken into account which are: ١) the update of the programs (syllabus) of the subject Elementary ١; ٢) the educational process; ٣) the use of the TIC's; and ٤) Alternative ways of learning by creating learning communities in different environments.

This holistic process is promoted in respond to the constructivist model, as it is linked to the construction of meanings (Soler, ٢٠٠٦). Students go through this process by relating what they learn with the knowledge that they have built before, giving them a meaning.

١,٩ **Description of the Materials**

The materials used are made by the students to create a better contextualization of the country they are representing. These materials are created during the semester.

Most of the materials are hand made with recycled material and the activities used to co-evaluate each other are colorful and creative. On the day of the event each group of students should have a passport of the country they are representing and a set of eight instructions. Meaning that each team has to visit eight classrooms and in each classroom they should evaluate a stand (team) using the instructions.

“English in Context”

STANDS

Country to be evaluated: _____

Team members _____

Table (٢): The instructions used to evaluate teams

CRITERIA	OUTSTANDING ٥ Points	SATISFACTORY ٣ Points	INSUFFICIENT ١ Point	NON-APPLICABLE
LANGUAGE IN	The students	The	The	It does

<p>USE</p>	<p>expressed themselves properly showing a mastery level of English at the moment of speaking (pronunciation, intonation, and fluency).</p>	<p>students expressed themselves in a basic but understandable way at the moment of speaking (pronunciation, intonation, fluency).</p>	<p>students expressed themselves but their interventions have a lack of sense or are hard to understand.</p>	<p>not have the least amount of organizational items required.</p>
<p>MATERIAL USED RELATED TO THE CONTEXTUALIZATION</p>	<p>All the material used totally supports and represents the culture of the country and has the appropriate dimensions for the stand.</p>	<p>Some visual elements support and represent the culture of the country and have the appropriate dimensions for</p>	<p>Some visual elements are not clear nor well represented, therefore they don't support the cultural aspect</p>	<p>It does not have the least amount of organizational items required.</p>

		the stand.	of the country.	
INNOVATION	Self-created elements are included (handmade and totally use of recycled materials) which highlights the environment of the country's details.	Innovative visual elements are included (handmade and use of some recycled materials) which are appropriate to the represented country.	There is a lack of innovative visual elements that may support the settings of the country presented.	It does not have the least amount of organizational items required.
CREATIVITY	The outfits and the decoration of the stand are very creative and show the quality of the team work.	The outfits and the decoration of the stand are very short creative and represent an	The outfits and the decoration of the stand have a lack of creativity and quality.	It does not have the least amount of organizational items required.

		insufficie nt team work.		
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1. 1. **Conclusions**

In the light of the actual observation of the whole activity, the researcher reached to the following concluding remarks. They are listed below and as follows:

١. It promotes the use of recycled materials.
٢. It maximizes students' creativity for a better contextualization of the country to be presented.
٣. It substitutes the written tests at the end of the semester and gives the students the opportunity to see the level of learning acquired in an interactive and fun context.
٤. The activities promote the use of the four skills and the oral production is also promoted as all the interaction between participants is in English during the entire event.
٥. It allows students to know their own progress and opportunity areas.
٦. The students commit with their groups to do their best the day of the event.

١. ١١ **Pedagogical Remarks**

١. The activity can be adapted at any level and may vary depending on the topics covered.
٢. Teachers can modify something or something new is included taking into account the experiences and comments of the previous emissions.
٣. Teachers should engage students in such activities which are considered to be a way of motivation and stimulation.

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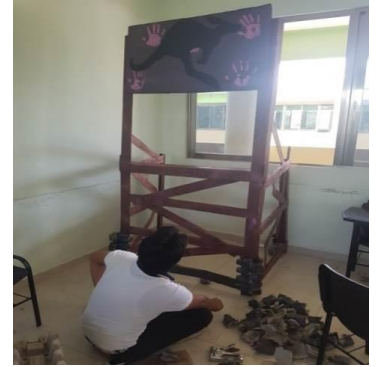
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Material



Passports Created by the Students . ١



Examples of the Activities Created by the Students. . ٢



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Outfits .٣



Classroom Decoration (contextualization) . ٤



Event Invitation . ٥



The Unidad Académica
Bachillerato con interacción Comunitaria
with the desire of increasing the motivation of
students to learn English,
invites you to the:



Date: Saturday, June 2nd
Time: 9:30 a.m