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**ОБУЧЕНИЕ
ТОЛЕРАНТНОСТИ:
ПРОСТЫЕ СПОСОБЫ
ДЛЯ ОБЪЯСНЕНИЯ
СЛОЖНЫХ ПОНЯТИЙ**

Аннотация. Мастер-класс посвящен обсуждению возможных способов воспитания толерантного отношения в общеобразовательной школе, разработки материалов по обучению толерантности средствами иностранного языка и интеграции их в программу обучения. Автор продемонстрирует задания для обучения разрешению конфликтов, а также интерактивные задания с видеороликами, разработанные в рамках всероссийского проекта по воспитанию толерантности на уроках английского языка.

Ключевые слова: толерантность, разрешение конфликтов, обучение английскому языку, неформальное обучение, критическое мышление, метод видеопроектов.

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**TEACHING TOLERANCE:
SIMPLE ACTIVITIES TO
INTRODUCE
COMPLICATED NOTIONS**

Abstract. The workshop will give an overview of successful practices in promoting tolerant attitude through education in secondary schools, developing materials and integrating them into the curriculum. The presenter will show activities for teaching conflict resolution strategies, as well as some interactive activities with video developed within the Russian national project on Fostering Tolerance and Cultural Awareness through ELT.

Keywords: fostering tolerance, conflict resolution, ELT, non-formal learning, critical thinking, video project.

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Teaching tolerance through English is an application of CLIL approach in language teaching, or content and language integrated learning (CLIL), which is also often called as content based language teaching (CBLT). The methodology of CLIL has a long history. [Mohan, 1986: 7] One of the reasons to use CLIL is that it allows learners to develop their language skills in tandem with social and cognitive development. [Genesee & Lindholm-Leary, 2013]

Teaching tolerance through a foreign language can be viewed in the context of global education, "which encompasses efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global society." [Cates, 2013] Teaching English as a global language, as J. Shin states [Shin, 2014], should include teaching about international cultures, teaching how to express your own culture in English, which will help acquire important 21st century skills, such as communication across cultures [Shin, Crandall, 2014], [Framework for the 21st century learning, 2014].

Teachers around the world are becoming more and more concerned about teaching English as a global language. In Japan professional teaching community publish a newsletter "Global Issues in Language Education» [JALT], It highlights conferences, new resources, both published and online, offers a platform for sharing ide-

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as to teach about world regions, world themes, and world problems. In Latin America an English textbook was published aimed specifically to teach about diversity in that region and promote intercultural awareness in the ELT classroom, "by assisting students and teachers in understanding and learning more about their own culture as they become aware of other cultures, thus, contributing to this growing strand in the ELT field locally and globally.» [Intercultural Voices]. It's high time for such a diverse country as Russia to review the language curriculum.

Rationale explanation

Speaking about the rationale for integrating tolerance issues into foreign language curriculum, I would like to focus here on the principles of integrated skills, captive audience, demand, interconnectedness of language and emotional sphere, systematic reinforcement:

- **Integrated skills:** In EFL classes students read a lot, speak — make up in dialogues, get involved in discussions, prepare presentations, participate in group work. There are many opportunities to raise cultural awareness and weave in tolerance issues.
- **Captive audience:** There are no tolerance-only courses whereas language classes are required.
- **Demand:** Students are aware of differences, 'the other', from an early age and they need to know how to deal with it and learn to appreciate diversity.

Teachers also realize the necessity to teach tolerant attitude. In October 2013 — March 2014 300 EFL teachers from different regions of Russia were asked a number of questions about tolerance issues in their educational institutions. The majority of teachers surveyed (80 %) agree that the problems of tolerance are urgent nowadays, 10 % said that the issues of tolerance are actual but they can be solved without government's involvement, 8 % noted that the importance of tolerance questions is overestimated. Most teachers said they hear hate speech used by their students (10 % — often, 34 % — sometimes, 37 % — seldom).

Moreover, education standards make it a must to introduce tolerance education into schools. The federal educational standards in Russia are based on system and activity approach, which — in ele-

limitary school — "presupposes developing a child's personality in accordance with the demands of an information society, an innovative economy, building a democratic civil society *on the basis of tolerance, intercultural dialogue and respecting the multinational, multicultural and multi-religious Russian society*-" Among the results of foreign languages education we find "*a friendly attitude and tolerance to people speaking a foreign language.*» In middle school "*a friendly and tolerant attitude to the values of other cultures*" comes first in the list of subject results, even before developing a communicative competence in a foreign language. In standards for high school personal results of completing the main educational curriculum include "*tolerant way of thinking and behavior in the multicultural world, readiness and ability to communicate with other people, to achieve mutual understanding, find common goals and collaborate to accomplish them*» (переведено из: [ФГОС основного общего образования]).

- The next reason for teaching tolerance in EFL classes is interconnectedness. On the one hand, conflict resolution skills and ability to appreciate diversity affect success in any sphere, especially in communication in a foreign language, which is cross-cultural communication in real life. On the other hand, interconnectedness of language and emotional sphere is discussed by many scientists. For instance, Dr Kaganovich, doctor of philological sciences, head of the Department of theory and methodology of general education in the Novgorod regional center of education development writes: "Content of different subjects, especially foreign language, as well as literature and art where esthetical image system influences the values and the emotional side of personality directly and strongly, provides multiple opportunities for addressing the problem of tolerance." (Переведено с [Каганович, 2014]).

- And the last, but not the least. Systematic spiraling and reinforcement is more effective than one-time introduction or sporadic and point-of-need only instruction. And students have regular foreign language classes, which, according to Dr. Kaganovich, should be aimed at raising awareness of the richness of other cultures and develop communicative competence, that is tolerance attitude to another

er person and ability to open a dialogue (переведено с: [Каганович2014]).

International publications

English teachers have advantages in teaching tolerance because English is a language of international communication, which allows to use internationally developed materials from various sources. Interesting activities with a focus on conflict resolution were developed by the U.S. Institute of Peace [Peacebuilding Toolkit, 2011], activities for human rights education — by The Council of Europe [Council of Europe]. Language camp program can be found here [Yarrow, 2000].

Let's take one activity from Peacebuilding Toolkit for Educators [Peacebuilding Toolkit, 2011:19-20]. The teacher shows students an image which can be interpreted in at least two different ways. The students are asked to analyze the image and share what they see. "Do you see a jazz musician or a woman? There is no right or wrong answer to this question.» Once students shared their interpretations, they help others see what they see in the image. The teacher leads a discussion using some or all of the following questions:

"How did you feel if/when someone insisted on seeing something different than what you saw?

Is one perception more correct than the other?

How can differences in perception lead to conflict?

If conflict is based on perceived differences of incompatible needs and interests, how do you go about helping to resolve conflict?"

The conclusion or message is also given for the teacher in the book:

"Perception is subjective. In conflict, we often only see one side of the truth. Conflict can happen when people believe their perceptions and refuse to acknowledge another person's perception as valid. Because perceptions are personal, what some believe is "right" others may believe is wrong. Sometimes a third party is necessary to give those in conflict a chance to reframe their views." Such simple exercise can be used at a lower level to practice alternative questions, model verb "can", etc., if the message and the discussion questions are adapted. The pictures with double meanings can be easily found online (search for optical illusions) [Optical illusionist].

This is just a simple activity from one lesson. The book itself contains several units with ready-to-use lessons.

Advertisement as a fresh and authentic resource

Using advertisement in language teaching can help students to improve auditory skills, remember vocabulary because ads are usually short, memorable, emotionally appealing, represent culture and have visual elements. [Picken, 1999: 249; Picken, 2000: 342]. Many ads stored on YouTube can be used to teach tolerance, for example Nike's "Just do it" [Nike...] or Pantene's "Men's World» [Labels...].

Both commercials are based on contrast — ballerina vs. street dancer in the first, men vs. women in the second. After watching the first ad, I ask students to discuss in pairs the following: How are the two dancers similar? How are the two dancers different? Think about their style, their ability, their training, their preparation. After discussing the differences and similarities, students are given a Venn diagram print-outs (or they can draw the overlapping circles themselves). Depending on the level or latest grammar lesson the discussion can bring up plans for the future or last weekend, music and reading preferences or favorite sports. The teacher can give students a list of suggested topics to facilitate the process.

The second commercial mentioned [Labels...] is focused on stereotypes against women and contains bright visual images with vocabulary that can be used to teach word-building, synonym differentiation, etc. {*boss* — *bossy*; *persuasive* — *pushy*; *dedicated* — *selfish*; *neat* — *vain*; *smooth* — *show-off*).

Internet as a prompt for discussion

It is not a secret that even young pupils like to surf Internet more than read a textbook. So, why not to combine surfing the Internet with learning about different regions of Russia? One of the aims of teaching English as a global language is to teach how to express students' own culture in English. Below is a simple reading task after which students are encouraged to go online and choose a picture connected with the text to describe it to a partner.

Reading and speaking task:

Altai Republic

Altai Republic is in the Altai mountains in Siberia. The capital is Gorno-Altaysk. The population of the republic is over 200 thousand people. One out of three people are Altai. There are also many Russians, and 6 % Kazakhs. Altai people have their own ethnic and nature religions. The Altai people think their land is sacred (священный).

Go to the website http://www.altai-photo.ru/photo/altai/severo_chujskij/vid_na_dolinu/14-0-9918 choose one photo and say what is on the photo, why you like it.

Useful vocabulary: mountains, river, lake, forest, beautiful nature.

Example: *I can see high mountains and green forest on the photo. Hike it because Altai nature is very beautiful.*

Video homework with ESLvideo tool

Internet tools can be used to develop home assignments that will make students think about tolerant attitude to one another. One of the simplest and effective free tools is eslvideo [eslvideo.com]. Teachers can use the ESLvideo.com quiz builder to create fun, educational, video-based quizzes for class work, homework, or to embed on another website. Students can send a teacher their quiz score by entering teacher code in the quiz-results web form. There is also a place to insert any comments, or the full text. Here is an example of the author's activity based on the song "Don't laugh at me" by Wills Mark from the album "Wish You Were Here" that can be used to teach tolerance [Don't laugh at me]:

*I'm a little boy with glasses — the one they call the geek.
A little girl who never smiles 'cause I've got braces on my teeth.
And I know how it feels to cry myself to sleep.
I'm that kid on every playground who's always chosen last.
And the one who is slower than the others in my class.
You don't have to be my friend — but is it too much to ask?*

*Don't laugh at me, don't call me names.
Don't get your pleasure from my pain.
In God's eyes we 're all the same.
Someday we 'll all have perfect wings — don 't laugh at me...*

*I'm the beggar on the corner —you'vepassed me on the street.
And I wouldn't be out here beggin' ifI had enough to eat.
And don't think I don't notice that our eyes never meet.
I was born a little different, I do not dream in front of the stair
I pretend it doesn't hurt me when people point and stare.
There is a simple way to show me —just tell how much you care.*

*I'm fat, I'm thin, I'm short, I'm tall, I'm deaf, I'm blind,
hey, aren't we all
Don't laugh at me...*

And below is listening comprehension multiple choice task:

- 1) *The boy feels awkward because...*
 - a) *nobody likes him.*
 - b) *he is wearing glasses.*
 - c) *his name is unusual.*
- 2) *A girl never smiles because...*
 - a) *she is not pretty;*
 - b) *she always cries;*
 - c) *she is wearing a device to straighten her teeth.*
- 3) *Who asks not to laugh at him / her?*
 - a) *The girl who can't brush her teeth herself.*
 - b) *The boy who can't play football.*
 - c) *The boy who is not very quick-witted compared to his classmates.*
- 4) *According to the song how people behave when seeing a person in a wheelchair?*
 - a) *They call him / her names.*
 - b) *They pay attention in an unpleasant way.*
 - c) *They support and understand the difference.*
- 5) *The homeless person is begging...*
 - a) *to buy a car;*
 - b) *because he hasn't got any food;*
 - c) *because he can't work.*

Such simple online tasks with emotional appeal can deepen both language and social learning.

Video projects to teach tolerance

Now almost any mobile phone can be used as a voice recorder, a camera or a camcorder, which allows any student to become a filmmaker and participate in video projects. Project-based learning has multiple advantages summarized well by J. Railsback [Railsback, 2002], including increasing social, communication and problem-solving skills, connecting learning with reality, increasing motivation.

Video projects also help address learners of different types — aural, visual and kinesthetic — as visual images are accompanied by voice recordings or music and students actually go and get information, so they learn by doing (asking, selecting, analyzing, and combining).

Below I will describe stages and results of a successful intercultural video project in Tula as a tool to teach appreciation of cultural diversity and tolerant attitude to 'otherness'.

Within the project "Good Practice. Discover Other» youth initiative groups (from Armenia, Latvia, Georgia) created a website that will serve to exchange information about participating cultures. Every three weeks in several cities short films about the participating countries were created. There were eight movie titles, the same for each country participating in the project: 1. Our national face; 2. Street; 3. The story of one day; 4. Taste of our country; 5. Voice of our country; 6. Three persons of different age; 7. Hope; 8. Free title.

It is through short amateur videos that students will know more about different cities, people, places, countries, inhabitants or flavors of the cities. The videos can cover such questions as everyday life, the street you like to walk in, dreams and plans for the future.

So, the focus was on presenting the Russian culture to people of other nationalities in a truthful but amusing and 'user-friendly' way, which determined selecting most typical images, presenting a variety of cultural icons as well as national and ethnic diversity of the peoples of the Russian Federation, emphasizing commonalities and international values of friendship, diversity, tolerance. For example, in the video "Taste of our country» students used their favourite cartoon characters 'Antoshka', 'Masha', videosurvey of their groupmates, Russian proverbs about food, typical food of different regions in Russia (Dagestan, Komi, Altai).

The stages of working on video creation included:

- a) brainstorming script ideas in small groups;
- b) whole-class discussion and making changes to the scripts;
- c) selecting culturally specific films and cartoons suitable for the topic;
- d) researching for culturally specific language in proverbs and translating them into English;
- e) writing questions for street interviews and interviewing;
- f) shooting videos and combining pieces together;
- g) translating interviews for English subtitles;
- h) writing or recording cultural comments to visual images;
- i) group revision and discussion;
- j) making final amendments;
- k) posting ready videos on video channels such as YouTube and on project page in Facebook;
- l) watching and discussion of videos of other youth teams. Whole-class discussion makes such work especially beneficial in fostering cultural awareness, if a teacher serves as a moderator providing opportunities for open exchange of opinions.

The developed methodology can be applied to a variety of video projects to teach competences described in the federal educational standards, including "a friendly and tolerant attitude to the values of other cultures" (переведено из: [ФГОС основного общего образования]).

In short, tolerance often seems as something abstract, difficult, appropriate only for high school. In fact, through simple interactive activities even lower level students can practice language skills and become more open-minded, well-rounded and ready to resolve conflicts in a non-violent way. Links to available materials and free resources can be found at <http://tuelta.ru> (Tolerance project), <http://toleranceefl.wikispaces.com>, Facebook group: EFL&Tolerance.

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