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# CONTENT INTEGRATION STRATEGIES TO TEACH TOLERANCE AND CULTURAL DIVERSITY

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## ABOUT ME

- Tula State Lev Tolstoy Pedagogical University
- Coordinator of Access and Advance programs
- Coordinated several national EFL projects about tolerance and cultural diversity in 2011-2015
- TUELTA board member
- Head of private language center @hitimecenter

# WHY TOLERANCE?

- Counting rhyme, very popular in Russia:

*Here's a moon coming out of fog*

*It takes a knife out of its pocket*

*I will kill*

*I will beat*

*You are the one to take a lead*



# COUNTING RHYME WE INVENTED

*Here's a moon coming out of fog  
It takes a STAR out of its pocket  
It will SHINE  
Above the street  
Take a lead and don't cheat.*



- This is an example of **content integration strategy**

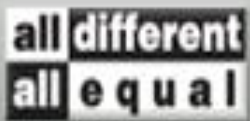


# OVERVIEW

- Challenges
- Rationale
- National projects
- Sample activities
- Online tools

# CHALLENGES

- Misinterpretation of terms
- Low-level students and younger ages
- Think global, teach local



Education pack

Ideas, resources, methods and activities  
for informal intercultural education  
with young people and adults



Peacebuilding Toolkit for Educators <http://www.buildingpeace.org>

# NATIONAL EFL PROJECTS ON TOLERANCE

- Analysis of standards & situation - defining the reasons
- Survey of teachers & students – the needs
- Developing materials (contests, sharing, researching international content available)
- Workshops for teachers & involvement – methods + resources



# WHY ENGLISH – WHAT'S IN THE CURRICULUM





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# WHY SHOULD WE TEACH TOLERANCE IN THE LANGUAGE CLASSROOM?

HOW IS TOLERANCE CONNECTED WITH TEACHING  
LANGUAGES?

## RATIONALE: WHY?

- **Connected:** Conflict-resolution skills and ability to appreciate diversity affect success in any sphere, especially in communication.

Especially in communication in a foreign language = cross-cultural communication.

## RATIONALE: WHY?

- **Connected:** language & emotional sphere

“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”

*Dr Kaganovich, doctor of philological sciences, Novgorod regional center of education development*



# NATIONAL EDUCATIONAL STANDARDS

## ELEMENTARY SCHOOL

Holistic socially oriented world outlook in the unity and diversity of nature, peoples, cultures, religions

## MIDDLE SCHOOL

Personal results: awareness of the Russian identity in the multicultural society

## ELEMENTARY SCHOOL

- Among the results of foreign languages education we find “a friendly attitude and **tolerance** to people speaking a foreign language.”

# GENERAL COMPETENCIES IN HIGHER LANGUAGE EDUCATION

TSPU, Tula, foreign languages department

- Readiness to perceive social & cultural differences in a tolerant way
- Ability to understand culture as a form of human existence and act in accordance with basic cultural values, modern principles of tolerance, dialogue and cooperation



# TEACHERS' SURVEY

300 EFL TEACHERS

FROM DIFFERENT REGIONS OF RUSSIA

# ANSWER THE QUESTIONS

- Do you think that teaching tolerance is urgent nowadays?
- Have you conducted tolerance-related lessons in your teaching practice?
- How can you evaluate students' impression of tolerance lessons?
- Would you like to get methodological help to teach tolerance through EL?
- Do you have tolerance-related materials for lessons?



# SURVEY RESULTS

- Do you think that teaching tolerance is urgent nowadays? **89%**
- Have you conducted tolerance-related lessons in your teaching practice? **73%**
- How can you evaluate students' impression of tolerance lessons? **58% - strongly positive, 27% - neutral**
- Would you like to get methodological help to teach tolerance through EL? **79%**
- Do you have tolerance-related materials for lessons? **56%**

# HOW: APPROACHES

Some goals of intercultural education (Niekke, 2008)

- 1) dealing with the "other"
- 2) the establishment of tolerance
- 3) the acceptance of ethnicity; attentiveness to the minority languages
- 4) problematising racism
- 5) raising awareness of the potential for mutual cultural enrichment
- 6) elaboration of "we-identity", surpassing the limits of one's own group in global responsibility and in affirmation of universal humanity

# THE TOPICS

- 1. Life in society (the idea of otherness at school, in the media, in the family, different abilities etc.)
- 2. Conflict resolution ( how to say "no", bullying, stereotypes, rules of communication)
- 3. Cultures and traditions (ethnicities of Russia, diversity of languages and cultures, holidays, including religious ones, tales and legends)

# I. LIFE IN SOCIETY: THE IDEA OF OTHERNESS

- How are the two dancers similar?
- How are the two dancers different?
- Think about their style, their ability, their training, their preparation.

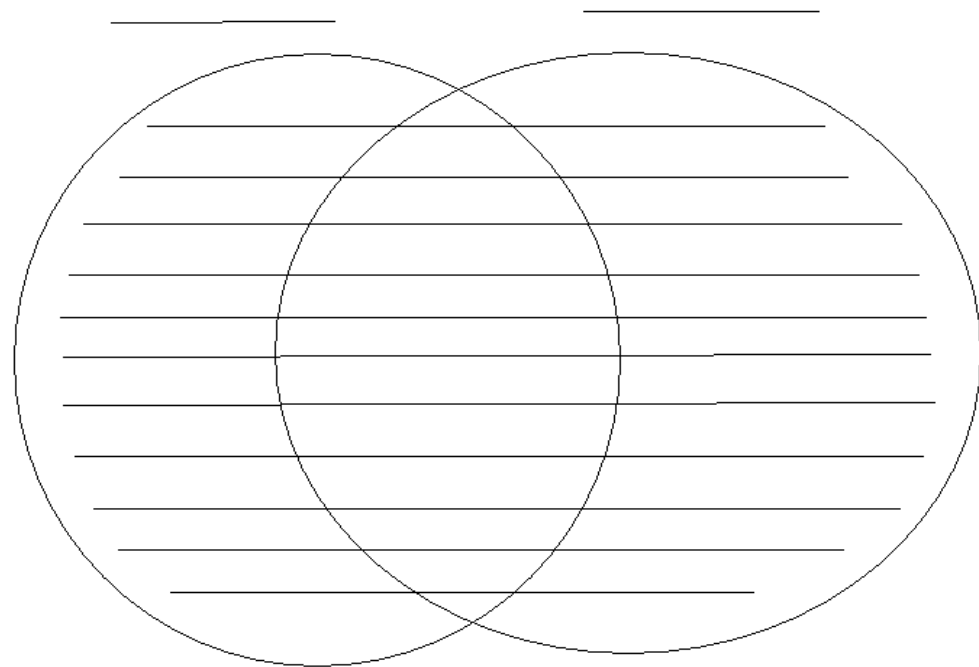
Language focus:

- Appearance
- To be
- Comparative structures (as... as, more than, less than)



# ALL ABOUT US - VENN DIAGRAM

- Write what unites you in overlapping circle
- Write singles you out in outer circles



# CAN PRACTICE AND THE IDEA OF OTHERNESS

- What are your favourite Russian folktales, cartoons?

- Match the characters

1. Just you wait (Nu pogodi)
2. The Ugly Duckling
3. Winnie-the-Pooh
4. The Grey Neck
5. The Fox and the Crane
6. The Fox and the Wolf



# THE CAT **CAN'T** COUNT





# THE DUCKLING **CAN'T** MAKE FRIENDS





# THE FOX **CAN'T** EAT



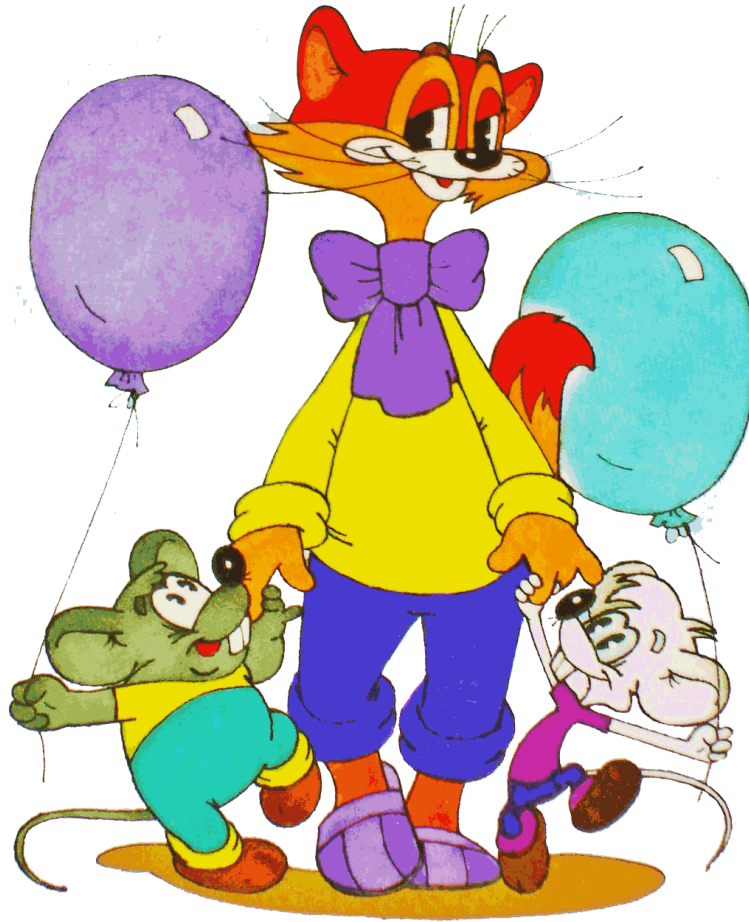
# THE BEAR **CAN'T** GET OUT



# CHEBURASHKA CAN MAKE FRIENDS



# THE MICE AND THE CAT **CAN** BE FRIENDS





# MY BEST FRIEND

This is my best friend Ann. She is 10. Ann has got long fair hair and green eyes. She is tall and slim. Ann is very smart and optimistic. She likes Science. Ann is very brave. She can even touch a spider! We can do a lot of things together, for example, play chess, read books and draw.

John

*Supplements Spotlight 4 (Unit 2a, p.15)*

# THIS IS MY BEST FRIEND!

Answer the questions:

- Who is John's best friend?
- How old is she?
- What does she look like?
- What is she like?
- What can she do?



# DON'T LAUGH AT ME

- ▶ don't
- ▶ laugh, smile
- ▶ me, my
- ▶ glasses
- ▶ one
- ▶ others
- ▶ eyes
- ▶ all
- ▶ wings
- ▶ fat, thin, short, tall
- ▶ point
- ▶ pain



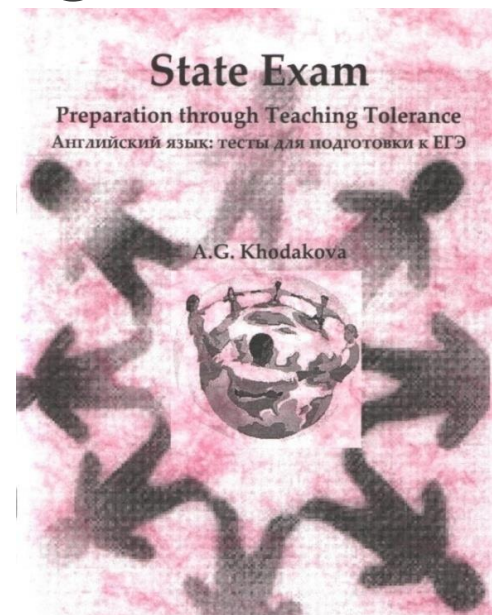
## 2. STEREOTYPES AND LABELS

- This is Russia - [video](#)
- List the stereotypes (Which are based on facts? Which are opinions? Which are true for you?)
- What stereotypes you have about other cultures?  
Research projects in groups
- Language focus (synonyms and antonyms, similies, puns)



# STATE EXAM: PREPARATION THROUGH TEACHING TOLERANCE

- Promoting ideas of tolerance & cultural diversity through learning tasks
- Introducing different cultures and developing cultural awareness
- Form of State Exam tasks + cultural issues
- Topics: Test 1 - Tolerance Snapshot  
Test 2 - Stereotyping Traps  
Test 3 - Diversity Corner  
Test 4 - Cultural Shake



### 3. CULTURES AND TRADITIONS



Using image  
to stimulate  
speaking

# CRITICAL THINKING QUESTIONS

Critical thinking questions (Bloom's Taxonomy)

- Remember – Where was it taken?
- Comprehension – Who are the women?
- Application – What caption might you give it?
- Analysis – What could you guess about the woman's life?
- Synthesis – What might the woman say about her future?
- Evaluation – What does the picture tell us about life in the north?

## ILLUSTRATED RUSSIAN –ENGLISH COLLECTION OF PROVERBS AND SAYINGS OF THE NORTH.



The stronger  
the snowstorms  
in the tundra –  
the warmer the  
partridges



Our eyes are narrow  
because our snows are  
white.



Keep your name as  
high and mighty as a  
deer keeps its head



Don't fish out all fish –  
leave something for  
your grandchildren.





# SAMPLE INTEGRATION TECHNIQUES

- Intro to British and American studies – blogs
- Intro to JRNL – survey, video project ‘Discover Other’
- Methodology – standards and textbook analysis
- Writing practice – e-pals project
- IT – online comic books creation on cultural issues
- Digital literacy – American museums online food quest
- Materials development – State Exam



# GOOD PRACTICE. DISCOVER OTHER

■ National  
face of  
Russia – [link](#)

our national face



4:32 / 4:43



# PROJECT TOOLS

- Glogster
- Padlet
- Voicethread





# PADLET.COM



## Tula's Landmarks

What comes to your mind when you think of Tula? What is the most famous Tula brand? Use pictures to support and explain your view.

When I think of Tula the Kremlin, the museum of samovars and the museum of arms come to my mind. I remember famous and tasty Tula's spice-cakes. Also I imagine the embankment of the river Upa.



*For me Tula is associated with samovars, honey cakes and weapons. And even thoughts about hot tea from samovar with honey cakes warm the cockles of my heart.*



Tula is an ancient city and when I think of it, I remember the red brick Kremlin walls and cathedrals that keep its history



Tula is always associated with weapons, samovars and gingerbreads. But when I hear Tula I start to think about Tula's circus because it was my favorite place in my childhood

# VOICETHREAD

Local and international culture (Slide 1 of 2: Monument "Tea Party" in Tula)



Anastasia



What do these pictures have in common? How are they different? What can you say about local global culture



## FINAL WORD

- “If we cannot end our differences, at least we can help make the world safe for diversity.  
— *John F. Kennedy*

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Thank you!

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