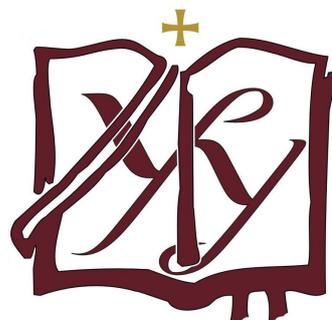




ENGLISH SUMMER SCHOOL 2016

Teacher's handbook



Welcome to an exciting summer of English language and spiritual reflection

The English Summer School

The annual English Summer School (ESS) offers an intensive English course that provides opportunities for spiritual growth, challenging work and fun. The ESS is an important project, jointly sponsored by the Ukrainian Catholic University (UCU) of Lviv, Ukraine and the Ukrainian Catholic Education Foundation. Its primary objectives are to enable students to immerse themselves in an English-speaking community in order to become fluent English speakers and to create a prayerful, retreat-like environment in keeping with Eastern Christian traditions.

Ukrainian Catholic University

In founding the Lviv Theological Academy (LTA) in 1928, Metropolitan Andrey Sheptytsky took the first step in the creation of a Ukrainian Catholic University. Even though the Soviets closed the Academy in 1944, its alumni formed the backbone of the underground Ukrainian Catholic Church during the subsequent decades of persecution. In 1963, the exiled Ukrainian churchman, Josyf Cardinal Slipyj, organized a prototype Ukrainian Catholic University in Rome. In 1994, soon after the declaration of Ukrainian independence, the LTA was reestablished, with a student body that included male and female lay people, religious, and seminarians. In 2001, Saint Pope John Paul II blessed the foundation stone of the new UCU building during his pastoral visit to Ukraine. Later that year, the *Faculty of History* and the *Licentiate in Theology* program joined the already-established *Faculty of Philosophy and Theology*. In 2002, the University was officially inaugurated as the first Catholic University on the territory of the former Soviet Union. The new site for the Ukrainian Catholic University is already being built and it will encourage the spread of the “Good News of Christ” throughout the world and also realise the dreams and plans of our venerable ancestors.

Ukrainian Catholic Education Foundation

Established in 1997, the Ukrainian Catholic Education Foundation (UCEF) informs Americans, Canadians, Brits, and Australians about the academic and financial needs of the Ukrainian Catholic Church and its educational institutions in Ukraine. It fosters the communion of Ukrainians from those parts of the world, with the Ukrainian nation and of Roman Catholics in the West, with the largest Eastern Catholic Church. The UCEF Exchange Programs provide opportunities both for Ukrainian students to study or intern in North America and for English-speaking teachers and professors to volunteer in Ukraine. By bringing native English-speakers to Ukraine for intensive English summer institutes, the UCEF also helps those volunteers from non-Ukrainian backgrounds to learn about this exciting part of the world.

Volunteers

Each Year the English Summer School attracts more than twenty volunteers from North America, the United Kingdom and other parts of the world. These volunteers come to Ukraine for a month and share their talents, their prayers and their free time with college-aged seminarians and lay students of the UCU. The teaching staff, the majority of whom are not of Ukrainian descent, create a dynamic environment, one that gives the students an opportunity to overcome the normal psychological barriers that rise when in speaking a foreign language.

The other focus of the ESS experience is spiritual growth. Teachers are asked to take an active part in the liturgical and spiritual life of the ESS. For many Roman Catholic and Protestant volunteers, the Byzantine Liturgy is a new and exciting experience. The Eastern liturgical tradition is rich and beautiful and has a great deal to offer all Christians.

Academic program

Academic Life

Students of the Ukrainian Catholic University study English during the academic year and all students at the ESS will have already learned basic English grammar. However, some of them will still be functioning at an introductory level. The University's aim for ESS 2016 is to create two levels of the school – a basic one (for the students who are participating in the ESS for the first time) and an upper one (for the students who are participating in the ESS for the second or third time). The focus of the basic level of the summer program is on developing listening and speaking skills and improving vocabulary. Occasionally, it may be useful to review or teach a point of grammar, but that is usually better done by experienced language teachers, in a systematic way, during the academic year.

Being immersed in a world of native English-speakers will initially overwhelm the students attending the ESS for the first time. These students will have had at least one year of English classes, but they will need a lot of practice and encouragement during the first week. Their greatest need will be to expand their vocabulary.

The English language has an immense vocabulary and this is a persistent challenge for students at all levels. Teachers should concentrate on ways of repeating, reviewing and practicing the vocabulary that is used in their class work. Teachers can expect many students to encounter at least one new word or phrase each minute, which means fifty new words an hour, or several hundred words each day. This can be overwhelming for students and native-speaking English teachers sometimes forget this. Obviously, teachers must be selective and limit the words on which they decide to concentrate. They should be prepared to write new words on the board and to review and reinforce the students' lists of new words each day.

Usually, two teachers are assigned by the administration to team-teach each class.

The focus of the upper level of the ESS is on academic writing, so that students will be able to write any type of official or friendly letter, a CV, an application form, and the like. The upper level course will also include intense practice of English-language skills in preparation for international English Exams, such as FCE, TOEFL, etc. Students at this upper level will have attended the ESS the previous summer and will be able to operate at the intermediate level and carry on a viable conversation.

The Academic Program consists of four daily classes – two in the morning and two in the afternoon. 1. Morning classes (2): vocabulary, grammar and communication exercises. 2. Afternoon classes (2): personal and professional skills-development classes and electives. 3. Tutoring, spiritual talks, movies, sports or talent shows as well as bonfires or discos to round off the day.

As two teachers are usually assigned to each class, they can help each other or do some in-class tutoring.

1. Morning Classes

Morning classes begin at 9:30 a.m. There are two, 65-minute classes in the morning, each given by the teachers to a group of 8 - 12 students.

Morning classes consist of speaking, listening, grammar practice and vocabulary building. The structure is mainly for the teachers to determine. To somewhat alleviate the problem of finding suitable books and manuals from which to take materials and ideas, the school has a small library where teachers can search for what they need. In addition, the ESS provides students with sets of manuals for their appropriate levels. Teachers are encouraged to use these manuals. Teachers are also encouraged to bring with them English-language materials that would be appropriate for student use (e.g., magazines, newspapers, photos, videos and other audio-visual materials).

If teachers have their own teaching methods and materials they are welcome to follow their own programs, as long as these programs are taught at the learner's appropriate levels and are beneficial for them. We would like to point out that the summer school has its Academic Director to whom one can turn in case one lacks ideas or has some academic difficulties. We would also like to stress that the Academic Director is the final authority in everything concerning the ESS.

It should also be noted that students are expected to keep *journals* of their experiences as a way of honing their writing skills. Students must write in their journals daily. Teachers may explain specific expectations and other requirements. Occasionally, journal writing can also be done in class, but class notes and lists of new words should be kept separately. Journals are to be collected

every day. They are intended as an opportunity to express one's thoughts and feelings, to review what has been taught that day and to experiment with new ideas. Journal entries do not need to be perfect. What is most important is to write a lot and to write frequently.

2. Afternoon Classes

The first afternoon class (90 minutes) focuses on personal and professional skills development. This class encourages students to improve their skills in presentations, in the writing of CVs and application letters, and in paying attention to team building and cooperation.

Monday afternoon class is dedicated to Scripture reading and for this purpose, students are provided with Bibles. For the ease of first-time students, the ESS uses a simple Bible translation, one with a limited vocabulary). Scripture Reading classes provide students with opportunities to practice pronunciation, and to engage in and discuss spiritual matters.

On Tuesdays, students watch TED videos (chosen by the teachers) and practice their presentation skills. Teachers are encouraged to use TED videos to motivate students or to illustrate some of the topics discussed in class.

On Wednesdays students and teachers have the opportunity to relax a little and instead of having formal classes, they will be encouraged to play quest games with the other participants in the program.

On Thursdays, students have the opportunity to practice their job interview skills. Teachers are asked to teach their students how to write good CVs and application letters, cover some basic rules of applying for jobs, simulate job interviews and discuss possible job-interview questions.

On Fridays all students and teachers are given the opportunity to play language and board games. There are a number of language games and board-games at school. Nevertheless, volunteer teachers are encouraged to bring their own games (e.g., *Scrabble*, *Apples to Apples*, etc.) to be used once a week, during language-game and board-game nights. Should teachers wish to leave their games to be used by future students at the UCU, it would be greatly appreciated.

3. Electives

Elective classes begin on the second day of Summer School. Teachers are expected to prepare two "elective" mini-courses. They will teach one course in the first week and one in the second week. There is also the possibility of repeating a course during the last week of the ESS. These weeklong classes (one-hour and fifteen minutes each afternoon, for five days) allow teachers and students to delve into subjects that reflect the special interests and specialized knowledge of the volunteer teachers. Previous elective classes have included such topics as: *Cartoons and Comic Books*, *American Protestantism*, *Gender Roles in Ukraine and the U.S.*, *Morality and the Media*, *Christology*, *Democracy in America*, *Poverty in America*, *National Parks*, *Greece and the Holy*

Land Pilgrimages, Lives of the Saints, Marian Shrines, Philosophy and Ethics, Evangelisation, and American Music (Ukrainians love music and singing). After a day of speaking in a foreign language, students often prefer interactive formats rather than lectures. One-page articles, as well as audio or visual materials, can serve as useful discussion starters.

Students choose whichever electives they would like to take. Electives have, as their central purpose, the teaching of English, so they should be interactive. Teachers are encouraged to bring easy materials for students to read or to interact with, on the topics that they have in mind. Please remember that, sadly, the majority of students do not possess a high level of understanding. Nevertheless, they are very eager to learn and to extend their knowledge. This may mean that, in your elective, you will have students at various levels of ability – i.e., from beginners to upper intermediates.

3. Tutoring

One of the most enjoyable and rewarding parts of the ESS program, for both students and teachers, is *tutoring*, which takes place Monday through Friday between 8 p.m. and 9:30 p.m. Teachers make themselves available for three thirty-minute periods, for “one-on-one” conversations with the students or to offer any pedagogical help (e.g., help with assignments, etc.). Each day, lists of available teachers are printed and students can sign up for “one-on-one” sessions. These offer students a unique opportunity to practice and improve communication skills. Students should be encouraged by their teachers to make ample use of this time. Experience shows that the “one-on-one” session is an excellent tool with which to help students to overcome the above-mentioned difficulties encountered in speaking English. If they are unavailable for tutoring, teachers may remove their names from the list. However, those teachers who do not teach elective classes are **expected** to tutor.

DAILY SCHEDULE

Monday, Wednesday, Friday

7:30	Wake up
8:15 – 8:45	Morning Prayer
8:45 – 9:15	Breakfast
9:15 – 9:30	Morning Assembly
9:30 – 10:35	Class 1
10:35 – 10:45	Break
10:45 – 11:40	Class 2
11:50 – 1:00	Liturgy (Optional) / Study Hall
1:00 – 2:00	Lunch / Recreation
2:00 – 3:30	Personal & Professional Skills

	Development
3:30 – 3:45	Break
3:45 – 5:00	Electives
5:00 – 6:00	Journals
6:00 – 6:45	Vespers (Obligatory)
6:50 – 7:45	Supper
8:00 – 9:30	Evening Tutoring
9:30 – 11:00	Free Time & Private Study
11:00	Great Silence

Tuesday & Thursday

7:30	Wake up
8:15 – 8:45	Morning Prayer
8:45 – 9:15	Breakfast
9:15 – 9:30	Morning Assembly
9:30 – 10:35	Class 1
10:35 – 10:45	Break
10:45 – 11:40	Class 2
11:50 – 1:00	Liturgy (Obligatory)
1:00 – 2:00	Lunch / Recreation
2:00 – 3:30	Personal & Professional Skills Development
3:30 – 3:45	Break
3:45 – 5:00	Electives
5:00 – 6:00	Journals
6:00 – 6:45	Vespers (Optional) / Study Hall
6:50 – 7:45	Supper
8:00 – 9:30	Evening Tutoring
9:30 – 11:00	Free Time & Private Study
11:00	Great Silence

Summer School Requirements

a) For the students

In order that the school not become merely an amusing diversion, students should be made to work regularly and their work should continually be assessed. To this end, teachers will be asked to follow the formula: "presentation – practice – testing." This means that every new item that the teachers ***introduce*** (be it a new grammatical structure, or a group of words, or a collection of useful, everyday expressions) has to be ***practiced*** (for the students to retain it) and finally, ***tested*** (for the teachers to see if they have managed to get their message across and if it has been understood by the students). This means that by the end of the summer session, students will have written at least three tests, presuming that they have been administered one test per week. At the end of summer school, students will write their final examinations. In addition, students must write in their journals every

day. This means that each day, they should have a writing task to complete, a task that should eventually be checked by the teacher.

Furthermore, at the end of school, students will write a level test (the same one they wrote before the ESS), so that we can track their progress during the program.

Summer school is graded on the Common European Framework basis, which means that students have to earn at least 60 marks out of 100 to pass the ESS. In order to receive credit for summer school, students must attend all their classes and scheduled activities, hand in satisfactory journals (written in daily) and pass the examinations.

Attendance at all classes is obligatory! If students miss more than a tenth of their classes, they will not receive their final certificates. In order to integrate the students' academic performance with their class attendance, we suggest the following scheme:

Grading :	
Class attendance	10 points
Journals	30 points
Results of minor tests	30 points
Result of final examination	30 points
	100 points total

Please note: the ESS is not only about learning English; it is also about living a rich spiritual life through participation in different religious services and evening activities. This should certainly be taken into account when calculating a student's final grade. If a student is not too good at learning languages, but does his or her best, takes an active part in school life, takes advantage of tutoring opportunities and is regularly present at liturgies, then the teacher can certainly give the student a higher grade than the one obtained using the above-mentioned calculation.

Awarding of Certificates

At the end of the English Summer School, certificates will be awarded to students who have:

- fulfilled the Summer School requirements (i.e., written all the tests with good results and regularly submitted their journals);
- achieved a final grade of more than **60 marks**;
- missed no more than one-tenth of their classes;
- behaved in conformity with the general rules of the Summer School.

b) For the teachers

Apart from the expectations required of teachers in the ESS, we would ask that, if at all possible, both teachers teach the class which has been assigned to them. All teachers are expected to make themselves available, as often as possible, for tutoring and are expected to take part in evening activities, especially Study Hall. We remind volunteer teachers that church and religious services are integral parts of the program.

Teachers are scheduled for various activities from 8:15 a.m. until 10:00 p.m. It may look like a hard schedule, but the school dynamic inspires and sustains all participants, usually in an extraordinary way. At the end of the ESS, teachers will discover that the more they have invested and participated in the program, the more they have received and the more blessed they have become.

Free time during ESS

From the moment we leave for camp, until the moment we return to Lviv, should be time dedicated exclusively to the English Summer School program. It should not be a time for personal travelling, or exploration of Ukraine and the area around the camp. Volunteer teachers are expected to remain on site during the ESS. Teachers are most welcome to travel prior to orientation and after the end of the program (a day or two after we arrive back in Lviv). When the schedule reads “free time” it does not mean that the teachers are released from their responsibilities, It only means that there are no formally scheduled activities during that time. Neither the students, nor the teachers, are free to travel on weekends.

Religion and Spirituality

Its religious component has already been noted as an *integral* part of the whole ESS program. Each day begins with Morning Prayer. Celebrating the Eucharist as a community is not only a great way to start the day, but reminds us of our call to love, prayer, and service. Vespers is celebrated before dinner. Often seminarians, students and teachers spontaneously create a voluntary morning-prayer group. Volunteers, who actively participate in the spiritual life of the ESS program, will experience the real presence of the Holy Spirit, a renewed sense of God’s love and of what it means to follow Christ. For some teachers, this may be the first time they follow a regular, daily prayer schedule and/or the first time they experience the Byzantine Divine Liturgy. For those coming from a Roman Catholic background or from another tradition, the Divine Liturgy will certainly be a very new and different experience. Ukraine has a rich and deep religious history and we hope you will be excited to become a part of it.

