

# Sunny English

# Summer Camp



*SUNNY ENGLISH SUMMER CAMP  
AT THE AMERICAN BASHKIR INTERCOLLEGE*

A HANDBOOK ON HOW TO LAUNCH AND RUN  
AN IN-CITY ENGLISH LANGUAGE SUMMER CAMP©

**Second Edition**

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## ACKNOWLEDGEMENTS

The international educational project to hold American Bashkir English language summer camps for high school children from low-income families in the past two summers 2004 and 2005 in Ufa city, Republic of Bashkortostan, the Russian Federation, has proved to be a spectacular success. Two hundred and seventy children have been able to spend three weeks in the fascinating atmosphere of the English language learning based on Russian, American, and Bashkir comparative cross-cultural studies, economic and communicative games, sports, discussions, fun, singing, acting, and dancing.

The enthusiastic international team of instructors and counselors with active consultancy support from the English Language Office, Public Affairs, US Embassy in Moscow has provided excellent professional and cultural expertise, opportunities for intercultural communication, all of which has highly motivated children to improve their English speaking skills, learn more about American culture, and have set up very stimulating environment to foster understanding and friendship between American, Russian, and Bashkir cultures.

Bashkir American English language summer camps held during this time have also been an outstanding international professional and cultural landmark for all who participated in this fascinating international project: EL teachers, parents, and for the public at large.

Talented staff of over 40 people including both experienced and very young teachers and counselors, most of whom are alumni of U.S. government exchange programs in the last decade, have enriched the camps with their youth, positive attitudes, enthusiasm, innovative spirit, and their desire to make a difference with teaching the English language through non-traditional methods in a camp setting. All their contributions to the camps are highly commendable and are very much appreciated by the administration of the American Bashkir InterCollege who was instrumental in launching this unique educational project in Baskortostan.

Many organizations and institutions including international ones that contributed greatly to the camps have consequently shared this international success.

The live Digital Video Conference (DVC) between Washington, D.C. and Ufa with Patricia Harrison, former Undersecretary for Educational and Cultural Affairs in the U.S. State Department and the subsequent press conference which was held during the concluding stage of the first camp in 2004 were a good source of publicity for the Bashkir camps. They were focused on the success of the camps in Ufa. Therefore, we are very grateful to Mr. Laurence Wohlers / Minister-Counselor and Dr. Bridget F. Gersten /Attache for English Language Programs for Russia at the U.S.A. Embassy in Moscow for making these amazing publicity events happen for our camps and the Bashkir community in general. Our thanks are also due Mr. Scott Rauland, former Consul General, and Mr. Bradley Hurst, Vice Consul, Public Affairs Officer at the US Consulate General in Yekaterinburg for the support of the camps and for their participation in both the DVC and the press conference, as well as for visiting the camps on site and holding the historic baseball training session with campers and the staff in 2005.

We would also like to commend Dr. Bridget F. Gersten/Attache for English Language Programs in the Russian Federation for her outstanding support of the project and her effective contribution to the successful outcomes of this international educational and cultural initiative which is of paramount importance for the world English language teaching community. Dr. Bridget F. Gersten made herself known for her very enthusiastic all-round support with English language and American culture consultancy, methodology advice, and expertise in assisting the designing and implementation of an effective curriculum, providing human resources with the contributions of English Language Fellows, and for her personal participation in the preliminary, beginning stages of the project and throughout the process of its implementation. Through her personal presence and active participation she helped greatly in providing a successful launching of the camps and in reinforcing non-traditional ELT methodology in a camp setting which was a

real breakthrough for Bashkir teachers and counselors. Children, instructors, English language teachers in the Republic of Bashkortostan, the community at large, anyone who came into contact with Dr. Bridget F. Gersten in Bashkortostan, have admired her rare human and pedagogical talents, her love for children and generosity to people, her professionalism, dedication, and the humanistic ideals she is pursuing in her educational, cultural, and diplomatic activities.

We are also very appreciative of the prompt and most effective assistance we received from Project Harmony, namely Mr. David A. Koenig/Director of Operations, Mr. Leonid Klyuev/Head of Legal Department, and their colleagues.

The Russian colleagues in the English Language Office at the U.S. Embassy, Ms. Elena N. Lubnina, ELO Cultural Affairs Specialist, and Ms. Natalia V. Fomenko ELO/Cultural Affairs Assistant, have been extremely helpful in assisting the camps with logistics and providing necessary details for proper coordination of international visitors and EL instructors participating in the camps, for their effective advice and expertise, all of which have been invaluable. We appreciate greatly their contribution to the success of the camps.

The Ministry of Education in the Republic of Bashkortostan, Departments of Education in Leninsky, Sovietsky, and Ordzhonikidzevsky Districts in Ufa city, the administrations of these districts as well as the administration of Bashkir High School #20 named after F. Mustafina, Secondary School #35, and Bashkir High School #136 have been very supportive of the camps. It was a pleasure cooperating with all of the representatives of these educational and administrative bodies and we thank them all for their unanimous effort which contributed greatly to the success of the camps.

Over the last two years, several native speaker instructors of English and American culture have participated in our camps, as well as representatives from other English speaking countries, visitors to Russia.

Sincere gratitude and very warm words of appreciation are also due to Dr. Edward Roslof, Director of the Fulbright Program in the Russian Federation, for sending a team of talented young Fulbright scholars to participate in our camps.

Lucas Stratton, Bryn Rosenfeld, and Katherine Hill made a real difference in the camps through organizing stimulating American culture-based activities and communications with the children, as well as inculcating leadership skills in them through sports, games and various humanistic activities. They were very open and friendly when interacting with both the children and the Bashkir team of instructors and counselors; thus they have established excellent rapport with all the participants in the camp and the broader community. Their valuable contributions to fostering understanding and friendship between the peoples of the United States, Russia, and Bashkortostan are very much appreciated and are treasured by all who have come in contact with them.

Additional native speaker instructors also included Erik Lundell, Senior English Language Fellow (Ufa), Stephanie Funderberg /English Language Fellow (Yekaterinburg), Joe Podeszwa /Soros EFL Fellow, and Paul Jamieson (Australia). All of these instructors organized a series of ELT seminars for the staff working in the camps and made a real difference since most of the children never had had any direct experience of communicating live with representatives from the English speaking countries. This was a major stimulating factor for them to be in the camps and to enjoy these daily interactions. They developed close friendships with them, and continue to be in contact with them until now through mail and Internet.

**Dr. Vyatcheslav D. Shvayko**

Director of American Bashkir InterCollege at

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## INTRODUCTION

The English language summer camps in Ufa city held in the summers of 2004 and 2005 and were aimed at high school children from low income-families for children of the ages 12 to 17. Each of the two camps lasted three weeks (with breaks over the weekends) and they both were held in the in-city format. Each hosted 70 to 100 children, thus the three camps hosted 270 children all in all. The camps were hosted by three high schools situated at opposite ends of Ufa city which extends over 60 kilometers from north to south. Thus, we put in place an extended network for selecting children from low-income families across the whole city to participate in the camps, meeting the needs of the broader community.

The schools were identified half a year prior to the camps based on their principals' and the administrations' willingness to house the camp. The willingness of the schools was determined by their desire to be part of such an international educational project, to get a larger quota for the children of the host school to participate in the project, and to enrich their own schools with advanced methodology techniques, materials and experiences. These schools considered hosting a camp to be a matter of prestige since they believed it would improve and raise their school's standing among parents and educational authorities, as well as among other educational institutions. These schools were really keen on distinguishing themselves from other similar schools. Another important factor which added to their willingness to be active partners in this project was the fact that the EL teaching staff of the host school actively participated in launching and running the camps and they were able to learn a great deal about non-traditional (communicative) methodologies and the up-to-date resources used by young teachers to motivate the children.

The children stayed in the camps from 9:00 morning until around 3:00 p.m., after which time they either continued to spend time doing activities with their



teachers and counselors, indulged in the EL learning activities in the resource center at the camp or on sporting grounds, or they went home.

The camps were held with active international support from the English Language Office/ American Embassy in Moscow and the Fulbright Office in the Russian Federation. Also important was the fact that, from the Russian/Bashkir side the participants were represented by several institutions and organizations, including the following: the Ministry of Education in the Republic of Bashkortostan, the Bashkir State Pedagogical University, the American Bashkir InterCollege, Ufa city Bashkir High Schools #20, #35, # 136 and the Bashkir Association of EFL teachers. Also, approval was given from the Ufa city Department of Education and two District Departments of Education in the city where the camps were based.

These were the first truly international camps in our region.

## **I. OBJECTIVES OF THE UFA IN-CITY ENGLISH LANGUAGE SUMMER CAMPS**

As indicated above, the camps in Ufa were targeted for children from socially – challenged families, specifically those from low-income levels. Two hundred seventy children from such families with income levels officially acknowledged as ‘poverty level’ were involved in the project. The families with such income were identified based on the financial documents the families submitted to the administration of the camps to prove they fall into the category of needy families in the Republic of Bashkortostan.

The project was designed for two years and might develop in future. Its overall objective at the first stage was the organization of leisure activities for children during summer vacations. In most cases, children from such families are left to take care of themselves throughout the summer vacation as their parents have to continue working. They cannot take advantage of the services of health

centers or summer country camps as the cost of staying in such establishments is too expensive, the equivalent to one to two months of the budget of such families.

The concept of the project incorporates such tasks as familiarizing the children with general human values, developing leadership skills, and bringing the understanding that a foreign language is not simply a means of communication, but rather a way of acquiring new opportunities in one's future professional life.

Learning about the English language and American customs and culture through games, the Internet, songs, video films, and competitions not only in school classrooms, but also in a gymnasium, on the play ground, and in the country side will be remembered for ever. Such an English language camp will become a reference point on one's scale of vital values. It will widen the horizons of students and they will learn to dream and to realize their dreams

Thus, the major objectives of the camps were educational, international, and intercultural, specifically:

1. to offer opportunities for learning and developing further English language speaking skills for Bashkir junior and high school level children from low-income families, motivated through English language and cross-cultural studies;
2. to raise their awareness of American culture through cross-cultural comparisons; to bring youth into close contact within the camp **three cultures, the Russian, the American, and Bashkir cultures.**
3. to develop leadership skills in youth on the basis of specially-designed teaching content and extracurricular activities, the use of motivational methodology techniques, and highly stimulating out-of-class activities;
4. to accumulate both local and international expertise in EFL teaching and EL interactive activities since the teaching and counseling staff of the camps incorporated both local and international colleagues, while the Russian staff of teachers and counselors were represented by several educational institutions and organizations in Ufa and the region.

5. to make the best use of our experience in the sphere of ELT and couple it with traditional models of teamwork, creativity, and cross-curricular projects through the support of the American Embassy in Moscow to come up with a state-of-the-art curriculum.

Two mainstreams constituted the operational aspect of our summer camps program: in-class and out-of class-activities. The teachers' prerogative was in-class work, but they tried and did their best to be within the framework of everything that was happening on site. This condition is very important for the unity of the whole staff and of the camp as well as for the success of the whole camp in the long run.

All in-class and out-of-class activities were meant to contribute to the development of creative thinking, communicative skills, and intercultural awareness.

The specifics of our model were that in one camp the children were from the multiethnic background in Ufa city, whereas in the other two camps the children were exclusively from the Bashkir ethnic background because they were hosted by the Bashkir bilingual schools #20 and #136. We used this situation to involve children from other Bashkir schools in Ufa city to set up a Bashkir American English Language Summer Camp which also agrees with the goals of the American Bashkir InterCollege, i.e. to develop academic, cultural, and human links between Bashkir and American cultures.

## **II. CAMP TEACHING SCHEDULE**

The schedule of teaching activities was very different from a "normal" or traditional school schedule and relied largely on non-traditional, communicative teaching and communicative styles, up-to-date audiovisual aids, the Internet, and, fun-and-games educational activities. The very names themselves of activities were non-traditional and attractive to the children. They were very excited to find out what the activities were actually all about in the first place: "Star Factory", "Economic Games", "Junior Achievement", "Leadership Class", etc.

The team of instructors including local teachers, alumni of USG exchange programs and native speaker teachers as well as international guests participating in the work of camps gave students access to absolutely different teaching and communicative styles, different from what the children had been used to in their own classrooms and in a formal school setting. All communications in the camp including teaching and counseling activities as well as out-of-class activities were organized through the medium of English. Thus the campers were immersed into the English language speaking milieu for at least *6 hours a day during 15 days*, characterized by a student-centered approach, positive reinforcement, and presentation of the teaching content through communicative, marketing, and intellectual games, songs, video resources, contest and |the Internet.

The technologies and audiovisual teaching aids were unusually diverse and included the most up-to-date items such as computer class with access to the Internet and e-mail, a karaoke machine, overhead projectors, VCRs, CD and audiocassette players, a video-camera, a digital photo-camera, whiteboards, a screen, and PowerPoint programs. The camp curriculum, the teaching schedule and the syllabi were designed far in advance (2-3 months at the most) before launching the camp and was approved by the administration of the camp and that of the American Bashkir InterCollege. Copies of the camp teaching schedule were on display in the lobby of the school and were also included into a camper's folder.

The teaching schedule has to be set up in the way that the children circulate from one activity to another and can participate in at least five different activities every day. In the in-city camp format, it is important to include breakfast and lunch as seen in the sample schedule of activities which follows below.

For effective implementation of the teaching schedule, it is important that signals like a bell ringing should be arranged to give an indication of the beginning/end of activity and the need for both the children and the students to proceed further. There does not necessarily have to be a signal for the counseling activity as this activity is best scheduled when it crowns the schedule for the day and the children thus can indulge in communicating with their young counselors

who, as a rule, are successful in establishing excellent rapport with their teams of children.

### **III. TEACHING CONTENT AND DESCRIPTION OF THE TEACHING COURSES IN THE SUMMER CAMP**

The main objective of the English language learning/teaching in a camp setting is to make the best of accumulated experience in the sphere of ELT and couple it with traditional models of teamwork, creativity, and cross-curricular projects. Additionally, it is important to utilize any support available from English Language Fellows, the English Language Office at the American Embassy in Moscow, international educational programs, and native speaker instructors in order to come up with state-of-the-art EL educational curricula and activities.

In the process of putting together EL educational activities for children in a camp setting, it is important to approach it from various aspects of ELT. Since, in our model, the core of teaching content is based cross-cultural comparisons, each aspect of teaching can be designed with an objective to cover some important issue concerning the country, the people, the language, and other cultural aspects and, thus, to enable children to make meaningful conversations based on new learning and the new language and culture items. Every teacher's task is to make his/her aspect highly motivating, informative, and enjoyable and, consequently, to create a positive attitude not only to the language and learning experience itself, but to the world of the language the students study as well. All in-class activities should be aimed at contributing to the development of creative thinking, a tolerant approach to cultures different from one's own, the development and upgrading of communicative skills, and raising intercultural awareness.

With that purpose in mind, we came up with 7 different teaching aspects/courses, each consisting of 15 teaching units, each of those having its own syllabus.

It is common knowledge that every aspect of our everyday life, customs, traditions, cultural values and artifacts, national history, and arts and crafts find their reflection in the language. Therefore, any of these aspects of life can become

## SCHEDULE OF ENGLISH LANGUAGE ACTIVITIES

«APPROVED BY»

**"In the profile oriented English Language Summer Camp  
for relaxation, health improvement, English language learning and raising awareness in American Culture"  
incorporating 100 high school children from low-income families in Ufa city, Republic of Bashkortostan, Russia  
located in Ufa city High School # 35**

«Agreed upon by»

«      » 2005.

Dr. Vyatcheslav D. Shvayko

DIRECTOR

American Bashkir Intercollege

«      » 2005.

Lyubov' N. Pavlova

Principal

High School # 35

(Schedule is valid for the period from 20 June 2005 till 9 July 2005.)

Activities & Times	A	B	C	D	E	F	G	H	I	J
<b>Activity #I</b>  09.30–10.10	“English Grammar through Games”  Room # 406 Natalia M. Afridonova	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room # 405 Dr. Flyura M. Garipova IV/TESOL alumna	“English through Video Resources”  Room # 403 Maksim Kaledin FLEX alumnus	“English through Civic Values and Critical Thinking”  Room # 303 Gulnara Stover FLEX Program alumna	«STAR FACTORY»  Room 305 Svetlana Ott CCUSA Program alumna.	“English Grammar through Games”  Room # 410 Lyudmila Volova IV/ TESOL Program Alumna	“English Through Communicative Games”  Room 409 Elmira Kushekova On-Line Program alumna .	“English through Video Resources”  Room #408 Albina Gumerova On-Line Program alumna	“English through Economics(JAP”  Room # 307 Nellya G. Mukhamadeeva	“English through Internet and Multi Media Resources”  Room # 220 Vladimir Aleksandrov IV/ TESOL alumnus
<b>Activity #II</b>  10.15-10.55	«STAR FACTORY»  Room 305 Svetlana Ott CCUSA Program alumna	“English Grammar through Games”  Room # 406 Natalia M. Afridonova	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room # 405 Dr. Flyura M. Garipova IV/TESOL alumna	“English through Video Resources”  Room # 403 Maksim Kaledin FLEX alumnus	“English through Economics(JAP) & Communicative Games “  Room # 303 Gulnara Stover FLEX Program alumna	“English through Internet and Multi Media Resources”  Room # 220 Vladimir Aleksandrov IV/ TESOL alumnus	“English Grammar through Games”  Room # 410 Lyudmila Volova IV/ TESOL Program Alumna	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room 409 Elmira Kushekova On-Line Program alumna	“English through Video Resources”  Room #408 Albina Gumerova On-Line Program alumna	“English through Economics(JAP) & Communicative Games “  Room # 307 Nellya G. Mukhamadeeva
10.55-11.15	11.00 O’C L O C K B R E A K F A S T									
<b>Activity #III</b>  11.15-11.55	“English through Economics (JAP) & Communicative Games “  Room # 303 Gulnara Stover FLEX program alumna.	«STAR FACTORY»  Room 305 Svetlana Ott CCUSA Program alumna	“English Grammar through Games”  Room # 406 Natalia M. Afridonova	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room # 405 Dr. Flyura M. Garipova IV/TESOL alumna	“English through Video Resources”  Room # 403 Maksim Kaledin FLEX alumnus	“English through Economics(JAP) & Communicative Games “  Room # 307 Nellya G. Mukhamadeeva	“English through Internet and Multi Media Resources”  Room # 220 Vladimir Aleksandrov IV/ TESOL alumnus	“English Grammar through Games”  Room # 410 Lyudmila Volova IV/ TESOL Program Alumna	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room 409 Elmira Kushekova On-Line Program alumna	“English through Video Resources”  Room #408  Albina Gumerova On-Line Program alumna
<b>Activity #IV</b>  12.00-12.40	“English through Video Resources”  Room # 403 Maksim Kaledin FLEX alumnus	“English through Economics(JAP) & Communicative Games “  Room # 303 Gulnara Stover FLEX Program alumna	«STAR FACTORY»  Room 305 Svetlana Ott CCUSA Program alumna	“English Grammar through Games”  Room # 406 Natalia M. Afridonova	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room # 405 Dr. Flyura M. Garipova IV/ TESOL alumna	“English through Video Resources”  Room #408 Albina Gumerova On-Line Program alumna	“English through Economics(JAP) & Communicative Games “  Room # 307 Nellya G. Mukhamadeeva	“English through Internet and Multi Media Resources”  Room # 220 Vladimir Aleksandrov IV/ TESOL alumnus	“English Grammar through Games”  Room # 410 Lyudmila Volova IV/ TESOL Program Alumna	“USA, Russia, Bashkortostan Cross-Cultural Parallels”  Room 409 Elmira Kushekova On-Line Program alumna

<b>Activity #V</b> <b>12.45-13.25</b>	“USA, Russia, Bashkortostan Cross-Cultural Parallels” Room # 405 Dr. Flyura M. Garipova IV/TESOL alumna	“English through Video Resources”  Room # 403 Maksim Kaledin FLEX alumna	“English through Economics(JAP) & Communicative Games “  Room # 303 Gulnara Stover FLEX Program alumna	«STAR FACTORY»  Room 305 Svetlana Ott CCUSA Program alumna	“English Grammar through Games”  Room # 406 Natalia M. Afridonova	“USA, Russia, Bashkortostan Cross-Cultural Parallels” Room #409 Elmira Kusheikova On-Line Program alumna	“English through Video Resources”  Room #408 Albina Gumerova On-Line Program alumna	“English through Economics(JAP) & Communicative Games “  Room # 307 Nellya G. Mukhamadeeva	“English through Internet and Multi Media Resources” Room # 220 Vladimir Aleksandrov IV/ TESOL alumna	“English Grammar through Games”  Room # 410 Lyudmila Volova IV/ TESOL Program Alumna
<b>13.25-14.00</b>	<b>L U N C H</b>									
<b>14.00-15.00</b>	<b>LEADERSHIP SESSION</b> Room #406 Kamilla Nizamova FLEX Program alumna	<b>LEADERSHIP SESSION</b> Room # 405 Alla Mineeva FLEX Program alumna	<b>LEADERSHIP SESSION</b> Room #403 Irina Pshonnik FLEX Program alumna	<b>LEADERSHIP SESSION</b> Room #303 Yulia Polyanskaya FLEX Program alumna	<b>LEADERSHIP SESSION</b>  Room #305 David Hughes Exchange Students /USA	<b>LEADERSHIP SESSION</b> Room #410 Oksana Bondar’ FLEX Program alumna	<b>LEADERSHIP SESSION</b> Room #409 Svetlana Shamasova FLEX Program alumna	<b>LEADERSHIP SESSION</b> Room #408 Rina FLEX Program Alumna	<b>LEADERSHIP SESSION</b> Room #307 Maya Klisho FLEX Program Alumna	<b>LEADERSHIP SESSION</b> Room #220 Irina Kuchkurova FLEX Program alumna

the object of teaching/learning. Considering the accumulated experience, we undertook the following aspects which turned out to be very successful with our campers:

### **Course # 1. “CROSS-CULTURAL PARALLELS OF THE U.S.A. AND THE REPUBLIC OF BASHKORTOSTAN”**

This course is a rather difficult subject as the objectives of the course are complicated. They include the following aspects:

- developing socio-cultural and linguistic competencies of students related to communicative competence.
- to identify and further analyze the similarities and differences of the two cultures involved, the USA and the Republic Bashkortostan. These are two very different cultures and it is a stimulating experience to clarify all these aspects of comparison, although it takes a good deal of time. Comparing different cultures and discussing problems of two countries with pupils brings them to the conclusion that in some aspects or areas of study (such as geography, places of interest and cultural landmarks, routines, holidays, and sometimes even in history) cultures have much in common.

#### **Principles of teaching:**

- achieving cross-cultural communication by comparing correlative geographical and cultural realia;
- employing all four communicative skills (reading, speaking, listening and writing to a lesser extent):
- wide use of fun activities (quizzes, games, cross-words, chain-words, etc.);

The course can be approached from several aspects and can be divided into the following main teaching blocks:

**1. Geography** of the USA dealing with names of different lakes and rivers, mountains and the Great Plains of the USA on the map, about famous places of



this country. The children can be actively involved and help each other in trying to find some facts about the geography of Republic of Bashkortostan. Children are usually very happy to compare things, because they know almost everything about their own region as the majority of them have the course of regional studies including aspects of geography and culture in their geography class at school. That is why it is rather easy for them to talk about those things, also to take part in the discussion and, consequently, to compare two geographical positions of two countries, to name the most famous mountains, rivers, lakes towns and cities in the region where they live. As a result, they could make some conclusions on their own, thus activating critical thinking skills.

As for effective activities in this teaching course, one can certainly mention the game “The USA in 10 Days”. This game is very easy to understand and teenagers are always ready to take part in it. It helps them to find quickly as many states as they can and to remember their names.

**2. History.** This teaching block contains actually the history of two countries, the United States of America and that of the Republic of Bashkortostan. As for the History of the U.S.A., the book called *From the USA* proved to be both very interesting and useful. There, campers could find a lot of interesting and compelling information, some historical facts about civilization, and delve into exploration of the United States. This resource can be recommended for EL teachers as the material is presented in a very clear way and there are a lot of games, quizzes, tests, and has crosswords in it.

As for the history of the Republic Bashkortostan, it was found that the children were familiar with these issues but it was rather difficult for them to show their knowledge in English at the beginning of the camp. That is why using games at the beginning and during the course is a highly effective and stimulating activity. For example, working with scrambled sentences when they are given to three teams where each team has to make meaningful sentences and after that they have to make up a story of their own. It is very interesting not only for campers but for teachers as well since the children might come out with some interesting

and unusual stories. Also, the book *From the USA* offers a fascinating quiz based on the knowledge of U.S. presidents and the children are very much stimulated to try and do their best in guessing the right answers.

During the American culture activities within this course, a very special role can be attributed to native speakers in the camp as they can help a lot explaining aspects and details of American culture which has fascination for most campers. The children are very much stimulated to ask questions of native speakers and even random American visitors to the camp when they are invited. This subject demands a lot of mutual work on the part of Russian and international instructors because, for instance, it is hard for a Russian teacher to explain to campers cultural details especially if that teacher has never visited the United States or if s/he visited this country quite a while ago since societies and cultures like the American tend to change very fast!

The campers would like to know about American culture confidently and for sure and the funniest thing might be when a teacher might pronounce some American state incorrectly. That's why the pupils were asked to talk about their country and native speakers about their own and then together they can discuss some interesting things and useful information about their states and hometowns. The campers also found it very exciting to tell about their hometown to international visitors and give advice to them in such matters as places of interest in their home town, the most beautiful place in the city, the most attractive, popular, etc. Of course they were very happy to help their new international friends and they did it with great pleasure, enhancing mutual understanding.

**3. Culture and Holidays.** This block contains some information about holidays. The only problem might be that the campers might not know much about some American federal holidays such as 'Thanksgiving Day', for example. Interestingly, many of them know that that the holiday exists in American culture but they found it hard to explain the reason for such a name and what is behind this holiday. Then, while solving a crossword puzzle based on this aspect of American culture, they are faced with such a holiday as 'Recycling Day'. The matter is that

in Russia we don't have such a holiday but happily for us one of the native speakers helped us understand it and the pupils had a chance to compare. Basically, we have a lot of similarities between our holidays; therefore, it is quite easy for children to find both some differences and similarities in Russian and American holidays. Teachers confessed that the games based on the topic 'Holidays' helped them and the campers very much. Happily, there were a lot of quizzes and crosswords at the Camp Resource Center. The children liked to spend some extra time when they had it to play these games in the Resource Center and to ask questions and to talk to their teachers if they had any questions. Thus the games were very effective for campers to learn more about various aspects of American culture and geography.

**4. Famous people of the U.S.A.** This aspect of American culture is the most interesting topic for children. They know a lot of celebrities, some important figures, about those people from Republic Bashkortostan who became famous only after they moved to the U.S.A. The main attention should be given to famous politicians and to presidents of the two countries as they are the most famous people. Again, it can be lots of fun for children to guess the famous actors and actresses with the help of non-verbal ways of communication: with gestures and mime. Both instructors and campers found it was one of the most effective activity in the camp. Teachers also used such a game as drawing their favorite actor or actress and then tell the description to their partner. The partner has to draw according to the description and then the others compared two pictures. This activity is also very funny. The following resources and of materials were used for this specific teaching module:

1. "Greeting from the USA" (colored materials)
2. "From the USA"
3. "The USA in 10 Days" (a game)
4. "Survey for Conversation"
5. "About the USA through Politics, History, Geography" (a game)

The role and duties of instructor of this course are the following:

- to be always very attentive to pupils as the level of the language is different and that's why the teacher should be attentive as some pupils cannot understand even the task so he/she should help them but not purposely;
- the instructor should not indulge in doing most of the talking himself/herself but also make children talk, ask questions, discuss using different games, funny situations, and quizzes,
- the teaching/learning activities must be fun, at the same time interesting and informative, with a lot of activities in order not to get them bored. And all this depends on the EL and American Culture instructor. Some stimulating activities for children might include the following: a) **matching** (the children are offered to match American holidays and months, e.g. Christmas, Halloween, Flag Day, Thanksgiving, and Columbus Day on the one hand and June, November, October, December, and July, on the other); b) **quiz** (1. The U.S.A. has ... states. 2. The countries bordering the U.S.A. are ... and ... .3. The longest river in the U.S.A. is the ... .; c) **combining parts of the words or word combinations**. Saying what it is (a personality, holiday, river, state, etc.) , e.g.:

Thanks

flower

Rhode

a giving

May

Island.

d) translating words denoting various American geographical and cultural realia, accompanying this activity with playing a ball. T: (throwing a ball to student 1):

- T.: пустыня.
- S1: a desert (catching the ball)
- T: гора
- S2 a mountain.

- e) a game “Broken Telephone” aimed at correcting pronunciation of the words inserting letters to have a full word:

- a \_ \_ \_ \_ \_ \_ \_ \_ c

- m \_ \_ \_ \_ \_ n

f) **playing in a team.** Tasks: 1) name eight states beginning with “M”; 2. name 4 states beginning with “new”; 3. name three states beginning with “O” g) solving crossword puzzles; h) solving chain-word puzzles.

## **Course #2. “ENGLISH THROUGH MULTIMEDIA RESOURCES AND THE INTERNET”**

**The objectives of this teaching course are the following:**

- to give teenage campers an opportunity to learn and improve their computer skills and become confident in using this resource;

- to enable children to use computers and the Internet for creating Webquests; for this purpose children can be asked a) to find material on the Internet which is of interest to them from various perspectives as narrators, logicians, researcher and encyclopedic person, as a creative person who is fond of this subject; b) to compare points of view, to consider all pros and cons; c) to work out their own point of view on the matter; to develop critical thinking skills.

- to set up their own email account in the Russian and to use western search systems;

- to do various kinds of project work which relate to themes and subjects they are learning at school; e.g. The Internet was used for creating Webquests.

- to do some assignments in English which the teachers gives to children in his/her own teacher’s website in the Internet on the American commercial site [WWW.TEACHERWEB.COM](http://WWW.TEACHERWEB.COM);

- to use computer English language learning programs to improve their English such as ENGLISH TUTOR or MURPHY GRAMMAR;

- to play computer games including role games such BERSERK or Webquests such as GOBLINS 2 and the geography quest CARMEN SANDIEGO;
- to set up and practice on-line communication in chat rooms for those who are learning English in all parts of the world, e.g. on DAVE'S ESL CAFÉ.
- to set up their own posts to forums or conferences such as 'Washington Post' newspaper;
- to visit web pages and sites of air companies, employers, and to verify information which is offered in English language classes;
- to be able to find the lyrics to popular songs;
- to set up informal communication with a teacher in Ufa on the site FARID.RU and in Russia MULTICULTI.RU;
- to be able to take their on-line version of TOEFL examination and FCE as well as to use these sites for preparation for these exams.

First, the students can start with 1989 International House Budapest Software The English Tutor. <http://www.englSPACE.com/dl/details/et.shtml> (The "Yandex" Search engine)

This software gives one the opportunity to test one's English, to complete cloze passages, and to play some very useful language games,

This activity can receive additional impetus through team-teaching with native speaker instructors and counselors. Much assistance and support including the information of some very effective and informative web sites were generously offered by Dr. Bridget F. Gersten, by Michael Krauss' (College of Lewis and Clark, Portland, Oregon) on-line course, *Integrating the Internet into the Classroom*, ELFs Erik Lundell and Stephanie Funderberg, Fulbright students, Katherine Hill, Luke Strutton, Bryn Rosenfeld, and by David Hughes. Here is some feedback from campers based on their participation in this course:

"I learned to work with the Internet and created my own mail. On the Internet I learned things that were interesting." "The Internet gave me the opportunity to find useful information and to communicate with other people". "I did project work." "I know where to find games on the Internet. I learned to write a letter". "I

learned to create an e-mail account and to download”. “I did project work”. “I learned to find a “smiley” and to surf the Internet. I found new friends here. These are very interesting lessons because we can find necessary things and the latest news in the world.” “Most of all I like English through Internet and English through Video, English through Songs”. “I learned to create email, to communicate in a chat room and other things”. “We created our e-mails, then we answered and wrote a lot of letters. “I like the Summer Camp because I have already learned to speak English well and to communicate with American people. I know different English songs and interesting games.” “I have met nice friends here from another school.” “Now I can communicate with American people and with my friends by it. I am proud of that.” “During these lessons I found materials about my favorite football player and I enjoyed reading these articles!!!!!!!!!!!!”. “I learned many interesting things in computer class. For example, to find information I need on the Internet, to do project work, to create a mailbox, to write letters and reply to them”.

### **Course # 3. "ENGLISH THROUGH COMMUNICATIVE GAMES".**

The aim of this course is basically not simply to enlarge the students' vocabulary and grammar knowledge, but to make all their passive treasures shine (this course is set up for communication's sake only!) and make them use the language they know in a spontaneous environment, i.e. in their daily lives. The most difficult part is at the beginning when it is important for the EL instructor to help the campers overcome communication barriers. To achieve this goal, it is both effective and useful to rely on the following principles of communicative language teaching (CLT):

- the learning process should be learner-centered;
- students do not have a *teacher*, they have a *helper*, a *facilitator*, a *trainer*; we are one team with one common goal: to speak English;
- the program has to be flexible: if the campers do not like a game it can be played only once and very quickly, deriving all useful material out of it; conversely, if the

children like the game, it can be played several times over by changing somewhat its aims or rules.

- native speaker teachers' presence and potential is great in organizing communicative games;
- to use some English language board games as an effective instructional tool.
- acting out some situations, dramatizing, doing skits, etc.

It is best to have all these activities based on communicative games outside the building, sitting on the mats or on benches during most days of the camp except for when it rains. Every communicative activity can be easily started with an active energizer. The following resources can be very helpful for an instructor in planning and running this activity: "Beginners' Communication Games", "Elementary Communication Games" and "Intermediate Communication Games" designed by Jill Hadfield.

The role of the facilitator is to set up conditions for the thinking process to start on the part of the children. In order to give them some food for thought it is important just to try to "go away" from their group as it were, to let them consider together, e.g. where to get the money for buying a tent for all the group; in this situation some effective brainstorming takes place, the children might criticize some ideas trying to find a better solution to their common problem. It is best to work in partnership with an active counselor, in which case both the instructor and the counselor can show on their own example how good it is to have a friend and cooperate with each other on equal terms. To be sure, campers will learn a lot from such friendship and partnership.

Children feel comfortable when speaking about things which are of interest to them or about things that they like most. The most important thing for an instructor is when he or she can hear something like this from the campers: "You are my best friend in this camp and I am not afraid of speaking English to you as you will forgive me for my mistakes and protect me from other campers' critique." They told me: "When we discuss, it is important to speak and to let other people see your



point of view. Yes, we make some grammar mistakes when we speak, but this is not relevant. The most important thing is to be heard and understood.”

In the Bashkir camps, the campers worked out many ways in which they could help society to save money, how they could, for example, raise funds for buying a tent for the whole group (their ideas were really fantastic, sometimes crazy, but worth listening to); some of them so simple that it was amazing why they never came to my own mind but at the same time so very, very beneficial, – children can be really creative people!

During the final learning session in this course, the campers can be engaged in playing the exciting game called “Treasure Hunt/Island”. This is the most exciting day for all campers since they are very much willing to find hidden treasure. To be able to ultimately find treasure they need to know how to read maps in English, to decode some of the words so that their meaning becomes clear to them, to ask questions about the right directions, to find hidden letters in English, and to be able to read them and, after that, they can easily find their way to the spot where very surprising treasures are awaiting them. Good luck, dear kids!

#### **Course #4. “ENGLISH THROUGH ECONOMICS GAMES AND THE JUNIOR ACHIEVEMENT PROGRAM (JAP)”**

Instructors of this teaching course, among whom was Gulnara Stover (FLEX alumna) as a leading specialist, relied on very effective resources designed for young learners of English by the international educational program known as “Junior Achievement Program”.

**The purpose** of Junior Achievement Program is to educate and inspire young people to value free enterprise, business, and economics, to make them think about the role of money and economics in our daily lives, and to improve the quality of their lives. The teaching unit “*Our Community*”, for example, examines the responsibilities and opportunities available to those within a community, while the unit “*Our City*” considers economic development, local business, and career opportunities.

### **Program Overview:**

These programs show school students the relevance of education in the workplace through a sequential business and economic curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. Having a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

### **Goals.**

‘*Our Community*’ is designed to provide practical information about business and the main occupations found in those businesses in a typical community.

The goals of “*Our Community*” are to:

- help the students discover a variety of occupations;
- help the students identify what types of businesses can be found in a typical community;
- develop the students’ understanding of how government works to support services for the well-being of its citizens;
- heighten the students’ awareness of how citizens must take responsibility for the well-being of their community;
- make the students aware of the importance of education for future career development.

“*Our City*” is designed to provide practical information about business and the main occupations found in those businesses in a typical city.

- help the students discover a variety of occupations;
- help the students identify what types of businesses can be found in a typical city;
- increase the awareness level of the students on the types of workers businesses require;
- develop the students’ understanding of how workers apply their skills to their jobs;

- heighten the students' awareness of the contribution of businesses to a city;
- make the students aware of the importance of education for future career development.

## **Curriculum**

### **Our Community**

#### **1. How does a community work?**

##### *Overview*

The students study a poster illustrating a community to identify typical jobs. They develop an awareness of how people live and work together in a community.

##### *Objectives*

The students will:

- identify a variety of jobs in the community;
- recognize how people live and work together in a community;
- become aware of a wide range of job opportunities.

*Vocabulary:* **community; job**

#### **2. Sweet “O” Donuts**

##### *Overview*

The students, individually and in groups, use different production strategies to simulate producing donuts for Sweet “O” Donuts.

##### *Objectives*

The students will:

- define production;
- compare unit and assembly line production methods;
- explain that different strategies are used to produce different types or products.

*Vocabulary:* **assembly line production;; defect;; product; production; unit production.**

#### **3. The Role of Government**

##### *Overview*

The students learn about the economic role of government in a community by identifying services that government provides to citizens. The students also recognize that government must collect taxes from everyone to pay for these.

##### *Objectives*

The students will:

- recognize government jobs in the community;
- understand why government collects taxes to provide services for everyone.

*Vocabulary:* **government; services; taxes; benefit.**

#### 4. A New Business

##### *Overview*

The students determine the best use for the empty store on the poster. The step-by-step decision-making process helps students understand how group decisions are made.

##### *Objectives*

The students will:

- define choices;
- practice using a decision-making model;
- recognize the need to make decisions carefully.

*Vocabulary:* **choice; result; vote; decision; ballot; majority.**

#### 5. Money and Banking

##### *Overview*

The students learn about money and why it is important to the community.

##### *Objectives*

The students will:

- identify circumstances of money being exchanged for goods or services;
- recognize how money is used in a typical community.

*Vocabulary:* **bank; money.**

#### Our City

#### 6. Inside Cities

##### *Overview*

The students recognize that a city is a place where people live, work, play, and go to school. They become aware of the importance of city planning to the economic development of a city.

##### *Objectives*

The students will:

- Define a city as a place where people live, work, play, and go to school;
- Discuss the importance of city planning in guiding economic development;
- Identify jobs within a city.

*Vocabulary* **business; industrial; multipurpose; residential; municipal; zone.**

#### 7. Building a City

##### *Overview*

The students examine the role of a carpenter and become aware of jobs within the construction business.

##### *Objectives*

The students will:

- Understand the importance of the construction business to a city's economy;
- Recognize the skills a carpenter needs;
- Identify jobs within the construction business.

*Vocabulary:* **blueprint; construction; quality; scale.**

## 8. Dining Out

### *Overview*

The students examine the role of a restaurant owner and become aware of how many people are needed to successfully operate a restaurant. They identify the difference between a consumer and a producer.

### *Objectives*

The students will:

- recognize the connection between producers and consumers;
- understand the decisions necessary to start a restaurant;
- identify jobs within the restaurant business.

*Vocabulary:* **consumer; producer.**

## 9. Making headlines

### *Overview*

The students examine the role of a newspaper reporter and the purpose of a newspaper as a communication tool for people in a city. They become aware of the many jobs in the newspaper business.

### *Objectives*

The students will:

- Understand the importance of the newspaper as a communication tool;
- Recognize the skills a reporter needs;
- Identify jobs within the newspaper business.

*Vocabulary:* **Headline**

## 10. You Can Bank On It

### *Overview*

The students become aware of jobs within a bank and examine why banks are important to a city.

### *Objectives*

The students will:

- identify jobs within the banking business;
- understand that one purpose of a bank is to keep money;
- complete a simple bank transaction.

*Vocabulary:* **banking; check.**

The results of the above teaching modules have been impressive. All campers who participated in the module received 'Certificates of Achievement' from Junior Achievement.

Based on the unit 'Our Community' students realized that they should be aware of how community events affect their lives. As they complete their education, they

may have an opportunity to do a job in their community that will require them to make decisions.

*Within the module ‘Our City’* students learned about city planning, construction, newspapers, restaurants, and banking.

**Materials used:** ‘Junior Achievement Russia’: Guide for Consultants and Teachers: *Our Community, Our City*, Москва 2001.

### **Course #5. “English Through Video Resources”**

It is common knowledge that every aspect of our everyday life, customs, traditions, cultural values, and nation's history find their reflection in language.

EL instructor Anvar Galyautdinov who was in charge of this course in the two camps noted the following: “I must confess that I happened to be in quite an advantageous position with my class. It’s not a secret that the majority of state schools in our country are facing shortage of funding, so few schools can afford to have the whole set of audio-visual facilities. So, a priori, students coming to my classes were lured by the prospect of discovering something new, something very much different from what they are used to in the course of regular schooling. So as motivation was already there, my main business was to capture it, maintain it and do the best of my job while it is high.”

Most people have an “*entertainment response*” to television. They are used to the TV as a diversion from daily responsibilities. Educational television introduces the concept of responsibility for learning. The premise of the course in question is that the two approaches are not mutually exclusive. We can both learn and enjoy ourselves.

As the main source for video classes instructors chose the classroom video course *Family Album, USA*.

This video course provides an excellent resource for listening comprehension and vocabulary enrichment, while the accompanying print materials contain listening, speaking, reading, writing, vocabulary, and grammar activities. So, in fact, instructors followed and implemented the rules of the four

leading kinds of speech activities: LISTENING, SPEAKING, WRITING and READING.

### **The Structure: Family Album, USA**

There are three acts per episode of the ELT video series, each with a *Story Preview*, *Drama*, and *Focus In* segment.

- Story Previews set the scene for the class and introduce new vocabulary. Every Preview ends with a question that sparks the students' curiosity and encourages them to think about and predict what will happen in the upcoming episode.
- *Family Album* is a "people"-based program. Every Drama features an event in the life of a member of the multi-generational Stewart family. Topics are chosen to be interesting and universal so that students can identify with the characters. The language is natural, authentic-spoken English, yet it is carefully controlled. The grammatical and functional sequence of the episodes progresses gradually, from simple to more complex. Through reading and discussing different materials about the USA, instructors tried to bring young students towards a deeper and clearer understanding of the United States, show them that people all over the world try to build their lives on the principles of truth, kindness, beauty, and love.
- Every act concludes with a lively Focus In segment that calls attention to the preceding drama's target language. These "language commercials" combine animation, music, and recapitulation of characters speaking lines from the act. They are so enjoyable that students do not realize how much English they are learning!

### **Personal Evaluation**

The course is designed to transform students from passive viewers to active learners. *Family Album* Student Books provide a wide variety of viewing activities and tasks directly related to the video. These are designed to enhance comprehension and move the students from controlled activities using the vocabulary and grammar to a freer use of the language. Most of these books are

designed for pair and group work so that students have ample opportunity to speak English during class.

Most of the exercises call for students to view a scene or scene segment in its entirety before dealing with it as a learning exercise. This encourages students to extend their attention span and also allow them to enjoy the drama and humor that are the stimulus for learning – before beginning extensive work.

Another important aspect of human intercommunication that is relevant in this class and we feel that it *should be* mentioned is the question of tolerance, multiculturalism, and diversity. No one would deny it that these issues are of vital importance, especially nowadays. And to the merit of this course we had every opportunity to discuss these controversial topics in a lively, natural, and spontaneous way. The students felt at ease to speak their minds.

Anvar Galyautdinov (International Visitor (IV)/TESOL Program alumnus), who was in charge of this teaching course concludes with this statement: “My personal experience has shown that by using educational and authentic video resources in the EL learning group we can give our students a chance not only to master the language, but also to raise their self-esteem and assure them that they can do much in English and can independently express their thoughts in the target language.”

**Course #6. “American and Bashkir Culture Through Songs” (“STAR FACTORY”), incorporating activities with karaoke.**

This activity is one of the most fascinating ones, the most highly enjoyable and, therefore, the most effective with children in a camp setting. Most people love music and singing and so do teenagers.

Folk and modern popular songs reflect the historical and cultural landmarks of a country. They are also a rich source of linguistic information (vocabulary, syntax, communicative chunks) and can offer a nice opportunity for discussion of its contents, the melody, the author, and the singer. Singing is one of the most powerful ways to develop children’s talents, build up team spirit, and develop



leadership skills. It is very easy for an instructor and counselor to organize various kinds of joint activities with campers based on both folk and modern songs.

Requirements for organizing this activity:

- songs should relate to some important period in the history of a country (e.g. “John Brown’s Body”, “ I’ve Been Working on the Railroad”, “Where Have All the Flowers Gone”, etc.
- songs should be selected on the basis of their popularity among children; they should be really popular and rather easy in picking up the melody;
- songs should have good potential for both singing, discussion and acting out;
- a sample copy of authentic singing should be available;
- karaoke and audio-cassette player/boom-box should be available at all times;
- activities based on translating some popular Russian and Bashkir songs into English and performing them at competitions, talent shows, and at the final concert;
- the texts of songs should be available to all children either as hand-out copies or on the blackboard; it makes learning and organizing activities based on songs much easier in that way.

Some of the most popular songs included the following including their performers: Sarah Connor “From Sarah with Love”, Savage Garden “Truly, Madly, Deeply”, Pink “Don’t Let Me Get Me”. Robbie Williams “Feel”. Mace Gray “I Try”, Simon Garfunkel “America”, Christina Aguilera “Beautiful”, “Here it comes” Melanie C., “Aisha”, etc.

By using karaoke, it is possible to get amazing results with children. They love to sing with a mike, take turns using it and accompany the song with gestures and body movements; karaoke helps develop the talents of children in a most amazing way. Many of them reach the level of state-of-the art singing and they are always happy to demonstrate their skills to others in their group and to the whole of the camp.

## **Course #7. “English Grammar through Games”**

The principles underlying the syllabus of this course are the following:

- going from basic and simple things to more complex ones;
- from brief explanation of grammar rules towards consolidation of rules and on to recapitulation of the patterns and material learned;
- reinforcing at all times high motivation among the campers times with the help of communicative games;

The objective of this course was systematic presentation of grammar which the children learned in school, reinforcing the knowledge gained prior to the camp and in the camp. Adequate communicative skills are based on correct grammar skills are very important for young learners to be able to function in all kinds of communicative settings and discourse styles, including the teaching course they are offered at the camp.

It is important to dramatically change the approach to learning grammar in a camp setting. Most learning in this course was based on games and activities. For this purpose methodology resources and experiences of both local and native speaker teachers were very helpful. In the process of preparation for this course the following resources were used “Language Teaching Games and Contests” by W.R. Lee, and “ Grammar games and Activities For Teachers” by Peter Watcyn-Jones.

- finding out about certain facts about their peers in and from other groups about likes and dislikes, etc.;
- descriptions of activities related to children’s lives and what they do at home, at school, at birthday and other parties, in the dacha, in the park, etc.
  - crossword puzzles(e.g. practice with irregular verbs), bingo games (e.g. telephone numbers bingo),
  - acting out dialogues based on some important syntactical models;
  - team teaching with native speaker teachers and counselors;

By the end of the camp, the campers wrote and illustrated their own compositions under the rubric “My Summer Camp”. Many of the campers wrote beautiful compositions; needless to say that everybody tried very hard because the awards were very much worth the effort.

### ***Course #8. “English Through Civic Values and Critical Thinking Discussions”***

This teaching course considers the discussion of civic and cross-cultural values as well as the use of critical thinking strategies and approaches in solving some social and cultural problems. Civic education can also focus on geography and symbols associated with different countries and governments (e.g. flags, national anthems, historical sites, buildings, monuments, etc.).

**The objective** of the course is to raise awareness of teenagers to aspects of individual, universal and cross-cultural values and beliefs. Based on the discussion of historical and contemporary social and cultural values, teenagers make conclusions about different sets of values that are characteristic of a particular culture and make cross-cultural comparisons. Therefore, discussions are based on topics of social and cultural values such as individual freedom, patriotism, equality, the Holocaust, family, environment, friendship, the role of government, etc.

Cultural themes are brought into discussions because many of them have universal relevance and value. For example, the cultural theme “weddings” can at first be discussed in the Russian cultural context and then compared to this value in other cultures. The campers learn essential vocabulary which relates to this topic and willingly participate in the subsequent discussion. For example, teachers can show students a video-fragment which shows a wedding ceremony or it might be a series of photos showing wedding, or the particular aspect of wedding such as gift giving to the newlyweds. The children are then given picture showing gifts such as a fridge, a camera, a mobile, etc., and based on special cards they get from the instructor with lexical and syntactical patterns, they “give a gift of their own” to the couple, such as :I want to present you with a mobile phone so that you can call

you husband/wife any time.” A somewhat similar discussion might be started based on the celebrations of St. Valentine’s Day in America and Russia. The scripts of these activities can be organized differently depending on the imagination of the instructor, the counselors, and the teenagers.

The participation in the camp of native speaker instructors makes this discussion particularly interesting and useful for teenagers.

Holidays and festivals are another very important cultural theme which lends an interested discussion for the cross-cultural perspective.

Discussion of youth interests, hobbies and problems from the cross-cultural perspective is also a fascination area to work in with children. Such topics and problems as (peer) pressure, tolerance, shyness, first love, rights and responsibilities, stereotypes, children’s rights, etc., can be an exciting activity to work on and to engage teenagers in. Current newspapers carrying articles about the current problems of youth and Internet resources and mass media news can provide many topics in for this teaching course.

The participation of native speaker instructors and counselors is a very stimulating factor for this course.

Below are a couple of resources that are good for this course in a camp:

- “Civic Education in the English Language Classroom”, Yekaterinburg, 2003.
- “Discovering American Culture” by Cheryl L. Delk.

#### **IV. EXTRACURRICULAR PROGRAMS IN A CAMP SETTING.**

##### **SPORTS AND GAMES**

All out-of-class activities are meant to contribute to the development of team spirit, leadership potential and skills, relaxing, enjoying the life in the camp, and setting up a network since the campers represented various schools in the city and therefore were to become new friends.

Out-of-class, extracurricular programs were very interesting such as “Sports Day”, where pupils, teachers and counselors took part in competitions; then the

fun-filled “Slipper’s Day”, when all participants of those projects came with different, funny, bright slippers on and it was also made into a competition; “American Symbols Day” was the Day of the USA. And the most exciting was certainly our “Boat Trip”, during which campers could speak English with the staff including native speakers, take photos with teachers and counselors, and with our guests. All these activities made them more interested in the English language and American culture.

### THREE LANGUAGE GAMES FOR CAMP AND CLASS

*Source: Kevin McCaughey’s E-Journal, “E-Teachers in Russia and Elsewhere”*

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Some of you might be working at camps or in summer schools now. Either way, you need activities that involve the young folks but that don't require much preparation. Well, here you go.

#### 1. MYSTERY BOX

Fill a box with stuff: make sure the items are different in terms of size, look, touch, feel, shape, and color. You might put inside a flower, a candle, a ball, a feather, a sock, a cookie. Have one student face the wall so he can't see which object you take out.

All the other students can shout out descriptions. "It's small." "It's blue." "It's soft." "You can eat it." etc. Do this until the student guesses what the item is.

#### 2. WHERE'S MY SHOE? WHERE'S MY SHOE?

One student (Student 1) removes a shoe. He goes out of the room. The rest of the students hide his shoe.

When Student 1 returns, he calls on a student (Student 2) and recites this chant:

Where's my shoe? Where's my shoe?  
Can you give me a clue? Can you give me a clue?

Student 2 gives him a clue by saying where the shoe is NOT.

Student 2: It's not in the teacher's desk.

At this point, Student #1 can guess where the shoe is.

Student 1: Then is it in the box by the door?

If he is right, the game ends. If he is not right, he repeats the chant for another student.

### 3. PING PONG BALL BLOW BATTLE

Write these verbs on the board: "win," "blow,"  
"roll,"  
and "fall off."

Get a ping pong ball and a flat table. Students get on both sides, either one against one, or in teams.

Roll the ping pong ball onto the table. Students try to score a point by blowing the ball off of their opponents edge. It's a blowing battle and very fun.

Afterwards ask students simple questions reviewing the motion verbs involved. For example, "Who won?"  
"How do you make the ball move?" "What happens when you blow the ball?"

If your students are advanced enough, ask them to work in pairs and write directions to how the game is played.

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## SHE GOES, HE GOES

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The verb "go" has many uses. Here's one of them:

Because I hurt my leg, I asked my Dad if I could use the car. And my dad goes, "No way."

And my mom goes, "Oh, come on, Clifford.

Let the boy use the car." And my Dad goes,

"No way," and I go, "All right then, I'll take my bicycle to the hospital."

In informal descriptions of dialogue, usually by people under the age of 40, "go" is sometimes used in place of "say." It's only used in the present tense--although the meaning is past.

### **“Hello!”**

Players stand close to each other making a circle and touching neighbors' shoulders on both sides. The leader walks along the outer circle and touches one of the players. The leader and the touched player run in opposite directions on the outer side of the circle. When they meet each other they shake hands and say “HELLO!” They might also tell their names, e.g. “My name is Kate!”.

After that they proceed running further trying to squeeze themselves into the circle and occupy a place in it. The one who is left without such a place in the circle becomes a ‘a leader’

## **“Atoms and Molecules”**

All players move higgledy-piggledy around the playing ground; they are in fact ‘atoms’. As is known, atoms can turn into molecules, more complex bodies, consisting of several atoms. A molecule maybe made up of two, three or five atoms. Upon a signal from the ‘leader’ all players have to make up ‘a molecule’, i.e. several players are to hold each other’s hands. If the ‘leader’ says: “Reaction goes by (on) 3 (three)!” , this means that three players – “atoms” merge into one ‘molecule’.

The signal for the molecules to fall back into atoms will be the signal from the leader: “The reaction is finished!.” If the children do not know the meaning of the words “atom”, “molecule”, “reaction”, in this case the adult instructor/counselor has to explain them to the children. The signal for the return of the players being temporarily ‘out of the game’ will be the command: “Reaction goes on one!”

## **“Invisible”**

All players make up a circle and pass an ‘invisible cap’ (or any piece of headgear) to each other behind their backs. Suddenly one of the players makes up his/her mind that it is time for his/her neighbor to become ‘invisible’ in which case he/she puts a cap upon his/her neighbor saying the following: “Be careful of the invisible!”. All the other players in the circle rush away from the circle while the invisible player will be hurrying at full speed to the ball lying in the center of the circle. Upon his/her grabbing the ball the player shouts: "Stop, don't move!" Everybody stops running and stays where he/she is. Now ‘the invisible player’ can spot anybody with a ball from where he/she stands with a ball. If he/she is successful in spotting the invisible player throws away the cap and rushes away from it as far away as possible while the other players keep on standing wherever they are. Now a new ‘invisible player’ emerges in the game. He/she collects the ball and upon putting on the cap tries to spot someone else with a ball. And the game goes on in this way. As soon as someone makes a miss spotting someone



with a ball, all the players make a circle again and put the ball in the centre of the circle. And again, the cap goes round the circle.

### **“Statues“**

It is best to play this game with a big ball. All players make up a circle and throw a ball to each other. Someone who misses catching the ball will be punished: he/she will have to continue the game by standing on one foot. If he/she manages to catch the ball in this position in this case the punishment will be cancelled. If he/she misses the ball again in this case the player will have to stand on one of his/her knees and try to catch the ball. After the third failure the unsuccessful player has to stand on his/her both knees and still continues to play. If the player is successful in catching the ball, in this case all the punishments will be cancelled. Upon hi/her fourth failure the player will leave the game.

### **“Tic-Tac”**

In order to play this game there have to be enough chairs for each child and a ball. Children sit upon chairs in a circle. In the center of the circle will be sitting the leader with a ball. The leader throws the ball to one of the children. If while doing so he/she shouts "TIC", the child catching ball should say the name of his/her neighbor on the left. If the leader shouts “TAC!”, the catching player shouts the name of his/her neighbor on the right. If the player makes a mistake, he/she then becomes ‘a leader’. If someone become tired of throwing the ball in this case he/she can put the ball on the ground saying the words: "TIC-TAC". In which case all players must immediately change their seats, while the leading player has to be quick in taking someone’s seat.

### **“Look Sharp”**

All children stand with their backs to the center and to the leader. The leader has a ball in his/her hands. The leader starts counting from “one” to “five” in English. Then he/she throws the ball up and calls out someone’s name. The owner

of the name has to turn around quickly and catch the ball either on the fly or after it hits the ground only once. The child, who fails to catch the ball three times, has to leave the game.

#### **“Find a Ball!**

All players make up a circle, standing very close to each other with their faces turned to the center of the circle. The ‘leader’ stands in the center of the circle. All the children keep their hands behind their backs. One of the players is given a ball of medium size. The children start passing the ball to each other behind their backs. The leader has to guess who is keeping the ball at a specific moment in the game. By addressing this or that player he/she says to the player: "Hands!" Upon receiving this command the player must immediately hold out his/her both hands to the front. The player who is having the ball at that time or drops the ball will become the leader of the game.

#### **“Chair Game”**

All the participants of this game have to sit down on chairs standing in a circle. The leader pronounces a statement. The participants who are addressed based on this statement must change their seats and sit wherever the leader tells them to do so. For example, the leader says: "Those who wear white socks today, move on 2 chairs left.", in which case all those who are wearing white socks will move two seats to the left. If someone is already sitting there already, in this case they sit on his/her knees. This is a funny game as may turn out at some stage of the game that as many as five children will be sitting on the same chair.

#### **“Take A Place!”**

All players sit on chairs in a circle. There are no vacant chairs. The leader is standing in the center. So, the leader says: "I like people who wear...white socks today ". Following this statement all those who wear white socks stand up from their seats and try to find their new places (they cannot sit back on their seats again). The leader is also trying to find a place for herself/himself. Because the

number of the people exceeds by one the number of chairs; so, someone will be left in the circle. This child becomes the leader and says: "I like people who ate bread for breakfast today". And again, those who had eaten bread will stand up and will try to find the chairs... . The game can be continued by any kind of statement starting like this; " I like the people who ... ." which can be made up by the players endlessly. There will be neither winners nor losers in this game and the game can be continued until most of the players feel exhausted.

### **"The Neighbor on the Right"**

All players in this funny game sit down on chairs in a circle. The leader is standing in the center of the circle. By addressing this or that player the leader asks him/her some question or asks someone to perform some movement: e.g. to stand up and turn oneself around or clap his/her hands three times, etc. However, the answer to the question will be given or the movement will be performed not by the child addressed by the leader but by his/her neighbor on the right. The leader does not even look in his/her direction. On receiving the answer the leader addresses immediately another player, then asks the next and so on until some player makes a mistake. A question (or a task) is given quickly and unexpectedly. In the same quick manner the answer should be given or the required movement performed as requested. If the question is asked which is hard to give the answer to, a player can say: "I do not (don't) know", which in fact is the answer that is important and is not just keeping silence. The rules of the game seem to be very simple and easy to remember. However, they are often broken in this game because of the unexpectedness with which the leader addresses the players/participants. Either the player who is addressed this question tends to answer it himself/herself or the neighbor on the right gets lost because of the unexpectedness and it does not occur to him/her that it is he/she who should be giving the answer. He who breaks the rule will have to give in his/her place to the leader and also give a forfeit.

## V. BIBLIOGRAPHY OF MATERIALS USED BY INSTRUCTORS AND COUNSELORS AT THE CAMPS

- Foundations of Democracy.
- Foundations of Democracy (Teacher's guide).
- Project Citizen (Teacher's guide).
- Project Citizen.
- Sports in America.
- Fairy Tale Theatre.
- Crossroads Cafe (Photo Stories A).
- Crossroads Cafe (Work-text A).
- Crossroads Cafe (диски 1-26).
- On common ground (диски 1-15)
- Connect with English (5 дисков).
- Instructor's Manual (Conversation Books 1-4).
- Instructor's Manual (Grammar Guides 1-4).
- Instructor's Manual (Video Comprehension Books 1-4).
- Outline of the U.S. Economy.
- Visit the United States of America.
- Harry Potter and the Chamber of Secret (audio cassette). .
- Harry Potter and the Sorcerer's Stone (audio cassette).
- Harry Potter and the Prisoner of Azkaban (audio cassette). .
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- Grammar Games and Activities for Teachers by Peter Watcyn-Jones, Penguin Books.
- "Pushisty" a series of on-line materials produced by Kevin McCaughey/
- "Hello! On-Line". The first Russian e-journal on ELT issues and American Studies. <http://www.Hello-on-line.ru>
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- "If you feel like singing" by Alice H. Osman and Jean McConochie. English Language Programs Division. 1993. – 52 pp.
- "Language Teaching Games and Contests" by W.R. Lee, Oxford University Press, Second Revised edition 1993. – 208 pp.
- "Discovering American Culture" by Cheryl L. Delk, The University of Michigan Press, 2000.. - 131 pp.
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- "About the U.S.A." by Elaine Kirn.

- Е.А Маслыко «Настольная книга преподавателя иностранного языка».
- С.И. Тобольская. “English-Speaking Countries”. Саратов, «Лицей», 2004.
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- В.В.Ощепкова. “The U.S.A.”: Geography, History, Education, Painting (A Reader). М.: «Лист».
- “Streamline Gateways” by B. Hartley and P. Viney. Oxford University Press, 1994.
- “Destinations” by B. Hartley & I.Franhel. Oxford Univ. Press. 1996.
- “Departures” by V.Kimborough. Oxford University Press, 1998.
- “Internet English”.
- “Search the Internet”.
- “A Crown of Eagles” by Anne Newton. Washington DC, 1995.
- “The Great Lakes” a video –resource.
- “Maine”, America’s Coast” a video–resource.
- “Washington”, DC” a video–resource.
- “Discover America” by Thomas Kral. Washington, DC”.
- “Outline of America’s Geography” by Stephen Birdsall and John Florin. Washington, DC.
- “ One Nation Fifty States”.

## **GAMES WHICH WERE VERY EFFECTIVES WITH CHILDREN IN THE CAMP**

- 10 Days in the USA
- Scrabble – 2
- English through Citizenship
- Operation
- Taboo
- Taboo for Kids
- Mouse trap
- Chutes and Ladders
- “Bingo Games for ESL Learners”
- “Index Card games for ESL Learners”
- “Look Again Pictures”
- “ The Great Big Book of Crosswords”
- “ One Nation Fifty States”
- “ESL Teachers’ Activity Kit”
- “180 Days Around the World”
- “100 Ideas for Children”
- “Grammar Games and Activities for Teachers”
- “Junior Achievement Program”

## **VIDEO RESOURCES USED IN THE CAMP**

- *Family Album, USA*. Teleplays by A. Cooperman and G. Lefferts
- Shrek
- Shrek 2
- Sinbad and Legend of 7 Seas
- Tarzan
- Ice Age

Teenagers and especially kids also enjoy different drawing activities and like working and playing in teams.

## **VI. ROLE AND DUTIES OF COORDINATOR AND DIRECTOR**

Both coordinator and director of the camp start a large scale step by step work in the preparation stage, much in advance to the launching of the camp itself. The preparation for camp includes the following activities:

- work with Ministry of Education to agree upon the concept and ideology of the camp, the staff, camp expenses, the contribution of the parties participating in the project;
- identifying the schools and negotiating with them on issues of mutual importance;
- discussing with the school aspects of security of the camp, operation of the cafeteria and the menu, use of the school facilities (gym-hall, sporting grounds, computer class and access to internet, the technologies and the equipment they would be willing to share with the camps etc., etc.);
- discussing the launching of camp with district authorities in education as well as discussing and negotiating with the city Department of Education and signing a tripartite agreement and finally issuing the order on launching the camps by the Ministry of Education when all the parties give their consent;
- interviewing and selection of the staff from the camp, preferably from among the USG alumni, and have them design the teaching and counseling courses/modules and syllabi;

- concluding agreements and contracts with the teaching and counseling staff, organizations, institutions and parties participating in the camp and doing all the necessary paperwork with all of these individuals and institutions;
- selection of the children and setting up the database with all the necessary details of them (address, contacts, application of parents, etc.);
- holding a meeting with parents to discuss the goals of the camp and the requirements of camp organization and the campers;
- organizing special methodology seminars for the staff in preparation and running effective training and counseling activities in the camp;
- buying T-shirts for campers and the staff and attaching camp logos to them as well as buying and getting, baseball caps, ID name cards and all the necessary equipment, folders for campers, and various miscellaneous items to include into the folder for learning and out-of-class activities;
- moving all the equipment to the camp on eve of launching;
- organizing the staff to set up everything for the successful launching and running of the camp (prepare the classrooms, have them equipped with all the necessary materials, technologies and resources as well as decorated with stimulating slogans);
- daily running of the camp and looking into all the major and minor problems as they occur and solving them;
- greeting campers and the staff at the door / gate to the camp every morning and saying good-bye to them at the end of each day which helps set up very personal friendly contacts/ relationships with both campers and the staff. This role can be attributed to any of the staff if the coordinator/director are busy with some other things; this tradition is very effective;
- networking various organizations, institutions and individuals to contribute to the camp:
- writing and sending press-releases to the press agencies, mass media representations, radio and TV stations about the important events taking place prior, during and in the post camp period; organizing press conferences and having

mass media and VIP individuals participate in the press conferences, during the launching and closing of the camp;

- running questionnaires during the camp amongst the campers to find out their EL learning progress as well as about the fact if they are happy in the camp, what they like most of all (for example, which teaching course they like most) what they do not like about the camp and why; this a very effective part of the work which helps improve the camp immediately as it starts;

- running questionnaires amongst the parents about how they feel the camps are important for their children and tell about their proposals to improve it.

- dismantling of the camp and moving all the equipment and technologies to where they belong or for storage;

- designing certificates for children and issuing them to all campers based on the list of participating campers;

- summing up the results of the camp;

- writing thank-you letters to the staff, all organizations, institutions and individuals who have participated and contributed to the camp;

- keeping accurate accountancy of all the items and expenses involved.

## **VII. ROLE AND DUTIES OF CAMP COUNSELORS**

**The role and main duties of a Senior Counselor are to:**

- 1) find eligible candidates to work as counselors;

- 2) to train them, to explain their duties, to supervise their work;

- 3) to collect all necessary documents;

- 4) to provide them with necessary materials, schedule, etc.

- 5) to do the best “matching” between an instructor and a counselor, according to their abilities, personal characteristics, etc.

**Duties of Counselors:**

- 1) make kids’ time at the camp as enjoyable as possible, utilizing as much English as possible with the campers;



- 2) act according to the rules accepted in the camp;
- 3) help an instructor to the best of his/her abilities;
- 4) organize fun games, activities during the “counselor’s hour”;
- 5) reveal the talents of all the campers and involve them in the camp ‘Talent Show’;
- 6) organize campers, the staff, and the administration for the final ‘Amateur Drama Show’ in which the performers sing, dance, dramatize, play, and make skits mocking their instructors/counselors in spectacular costumes and outfits, based on the talents they have developed in the camp;
- 7) to arrive at the camp in good time before the children start arriving and say goodbye to all the children at the end of the day.

The Senior Counselor of the camp is responsible for planning various types of out-of-class activities, discussing them with the director of the camp, the team of counselors, and setting up a counselor’s schedule of all the activities for the duration of the camp. A sample schedule with games and activities can be seen in the Table below.

Some most successful counseling activities in the Bashkir camps included the following:

- 1) ‘FLYING EGGS SHOW’ during which all campers compete in best flying object they can design for this show which potentially can carry an egg without breaking it while flying and landing. This event is a lot of fun!
- 2) “Newspaper Presentation”; all the groups draw their “Group newspaper/poster” which should include: name of the group, their mascot, slogan, etc. In the end of the week, all the groups present themselves with their newspaper, song/slogan, mascot, etc. the children reveal a lot of ingenuity, teamwork and energy in doing this presentation.
- 3) ‘SLIPPERS DAY’; All the campers –as well as instructors, and counselors -- decorate their home slippers and come to the camp wearing them. At the end of the day the best slippers get a prize.

4) ‘MISMATCHING DAY’; The local mass media got very interested in this event and gave an extensive coverage of this event in one of the youth programs on the local TV. The idea of the event being that all campers including the staff and the administration are wearing things which do not match and produce a funny impression. It takes a certain amount of courage for all the participants to wear these ridiculous clothes and makes the day very memorable for all the camp. Lots of fun, to be sure! A special jury decides who is the winner, i.e. the person wearing the most ridiculous clothes.

5) ‘AMERICAN SYMBOLS DAY’; All the campers, instructors and counselors should have any American symbol or any image of American symbol on their body/clothing.

6) ‘TALENT SHOW’ is a major show during which campers present their artistic talents in singing, dancing, reciting poetry, acting out, etc.

**Results:** All campers and the team of counselors and instructors had a lot of fun, made many new friends in Ufa city and the world, shared their positive emotional and human experiences with each other, and, more importantly, young campers developed their leadership skills and potential. What follows is the list of extracurricular events in Ufa camps in which campers participated actively and enjoyed very much.

**SUMMER CAMP 2005.**  
**“Schedule of Counseling Activities”**  
**(June 20<sup>th</sup> – July 8<sup>th</sup>)**

<b>Date</b>	<b>Day of the week</b>	<b>Activity</b>
20.06	Monday	Introduction, name games. Start thinking about future mascot, slogan, newspaper, song, etc.
21.06	Tuesday	Games, start creating a newspaper.
22.06	Wednesday	Games, continue creating a newspaper. <b>(Don’t forget to introduce the next days’ topic)</b>
23.06	Thursday	<b>SLIPPERS DAY!!!!</b> (Newspaper finished)
24.06	Friday	Each group introduces their newspaper, mascot and a slogan.
27.06	Monday	Games, fun activities. Start discussing Talent Show.
28.06	Tuesday	Games, fun activities.

29.06	Wednesday	Boat trip!!! (Don't forget to introduce the next days' topic)
30.06	Thursday	MISMATCHING DAY!
1.07	Friday	SPORTS DAY! (different sports activities, games, etc)
4.07	Monday	Start rehearsing for Talent Show.
5.07	Tuesday	Continue rehearsing for Talent Show. <b>(Don't forget to introduce the next days' topic)</b>
6.07	Wednesday	AMERICAN SYMBOLS DAY! DRESS REHEARSAL for Talent Show!
7.07	Thursday	TALENT SHOW!!!
8.07	Friday	Group photo.

### SUMMER CAMP 2005

(July 11<sup>th</sup> – July 29<sup>th</sup>)

Date	Day of the week	Activity
11.07	Monday	Introduction, name games. Start thinking about future mascot, slogan, newspaper, song, etc.
12.07	Tuesday	Games, start creating a newspaper.
13.07	Wednesday	Games, continue creating a newspaper. <b>(Don't forget to introduce the next days' topic)</b>
14.07	Thursday	<b>SLIPPERS DAY!!!!</b> (Newspaper finished)
15.07	Friday	Each group introduces their newspaper, mascot and a slogan.
18.07	Monday	Games, fun activities. Start discussing Talent Show.
19.07	Tuesday	Games, fun activities.
20.07	Wednesday	Boat trip!!! (Don't forget to introduce the next days' topic)
21.07	Thursday	MISMATCHING DAY!
22.07	Friday	SPORTS DAY! (different sports activities, games, etc)
25.07	Monday	Start rehearsing for Talent Show.
26.07	Tuesday	Continue rehearsing for Talent Show. <b>(Don't forget to introduce the next days' topic)</b>
27.07	Wednesday	AMERICAN SYMBOLS DAY! DRESS REHEARSAL for Talent Show!
28.07	Thursday	TALENT SHOW!!!
29.07	Friday	Group photo.

## VIII. ROLE AND DUTIES OF NATIVE SPEAKERS

For an English Language Summer camp to be successful, it is very important to have native speakers in the staff of the camp, acting in any roles they choose to, either as teachers, counselors, or just as international visitors coming to the camp

to meet campers and talk with them on subjects of interest to the group and individuals.

The major roles of the native speakers in the camps may include the following which have proved to be very effective in Ufa in-city camps;

- (mini) teaching English and EL cultural studies on their own within the learning course they choose to;
- team teaching with a Russian colleague in the learning activity they feel comfortable in;
- offering consultancy in English and EL cultural studies that present difficulty for Russian instructors and counselors;
- offering methodology advice in training teenagers in a camp setting;
- holding seminars and offering advice in making learning more students centered, in developing critical thinking attitudes in teenagers as well as in other aspects of importance and of interest for Russian campers and the staff;
- offering information on resources and materials including Internet resources such as web-sites and contacts;
- organizing extra-curricular activities with campers and the staff demonstrating some games, sports, interactive activities.

Several native speaker instructors of English and American culture as well as representatives from other English speaking countries and visitors to Russia have participated in our camps over the last two years. They included Erik Lundell, Senior EL Fellow (Ufa), Stephanie Funderberg /EL Fellow (Yekaterinburg), Joe Podeszwa, Soros EFL Fellow, Paul Jamieson (Australia), several young American Fulbright Program students in Russia, American and other international individuals currently based in Ufa or ABIC, representing the USA, Britain, and Australia. All of these instructors made a real difference since most of the children never had had any direct experience of communicating live with representatives from the English speaking countries. This was a major invigorating and stimulating factor for them to be in the camps and to enjoy these fascinating

interactions. They developed friendships with them, and continue to be in contact with them until now through mail and the Internet.

International team teaching was one of the most exciting professional and cross-cultural activities for both sides. One Russian EL instructor commented on this experience in the following way: “I regularly practiced team-teaching with my American colleagues Erik Lundell, Luke Stratton, Stephanie, Kathy, and others. The presence of native speakers brought a special atmosphere into my English language classroom and encouraged my students to speak English. The most challenging part of such sessions was when teenagers overcome a psychological barrier in communicating and initiating the exchange of information, opinions, and personal experiences. Team-teaching is the direct exchange of cultures, it facilitates interethnic and intercultural understanding. It is one of the ways to develop the dialogue of cultures. Team-teaching with my American colleagues enriched my professional experience”.

Native speaker teachers have a lot of things to share with Russian colleagues in regard to teaching/learning activities. One of the Russian EL instructors wrote about this aspect of interaction: “I worked with the native speaker colleagues and I am sure that one of the roles is to share their experience with the teachers who aren't native speakers. Certainly it was very useful for pupils when they talked to native speakers and the teacher didn't help them to understand and to translate as they got used to. We learnt a lot of interesting things concerning the method of teaching the language”. Another Russian instructor remarked this: “We had two native speaker colleagues during our classes. For me it was important to have them, as they taught us new energizers and out-door games which are typically American.”

The camp is also a good opportunity to involve international visitors at that time on their stay in Ufa in the camp activities. Thus a groups of students and professors from Freed-Hardeman University, Tennessee, were willing to visit the camp and stayed their the whole day going round the groups of campers and telling them about the USA and their home state of Tennessee. Then the whole camp and the

guests had lunch together and took pictures, thus making it a memorable occasion for both the campers and the guests.

On a different occasion, an American native speaker who worked as counselor in the camp brought his mother and sister to the camp and they went around visiting the groups of children and talking with them and discussing aspects of Russian and American culture. The children were happy to show them their achievements in singing, dancing, arts and crafts, and asked them questions. Finally, we took a picture of all of them together and invited these guests to the camp cafeteria for a meal or refreshments.

Both the teachers, the counselors and the students found out a lot of interesting information about two different cultures as the United States and the Republic of Bashkortostan, as well as about methods of teaching English --thanks to our American colleagues!

Also, the native speaker participants in the camps were enriched by their new experiences at camp. One native speaker participant wrote in the message addressed to the coordinator: "Dear Slava! I have enjoyed working with you and getting to know your talented staff. I will leave tomorrow with many fond memories of Ufa. Thank you sincerely for all of your kindness you have shown me. I wish you all the best, and hope that we will see each other again either in Russia or the United States. Best! N.....". Such words and sincere human emotions which they carry will be lasting memories for many- many years to come and will warm up the hearts of both the campers and the teaching staff on both sides of the Atlantic!

## **VIII. TEACHERS' DUTIES AND SUPPORT**

The main objective of EL teachers in the camp is to make best use of their experience in the sphere of ELT, couple this with traditional models of teamwork, creativity and cross-curricular projects. It is important, as well, to be supported by

native speaker teachers and counselors to arrive at the end goal: a state-of-the-art, communicative curriculum for teaching English and culture in a camp setting.

Language instructors realize that they are asked to teach more than just the rules of language and lists of vocabulary. They are asked to teach their students how to communicate in a new language and to experience deeply what civic education means. They are also asked to develop their self-awareness to many issues through the language and to create an environment for using the language that is as realistic as possible. Language instructors realize that the content of their lessons must be meaningful and the activities engaging if the students are to be motivated and effective learning and acquisition are to take place. Also, instructors are asked to provide activities that engage the students to use the target language to communicate rather than just imitate.

**The duties and roles of teachers/instructors** include the following:

- designing the syllabus for the teaching course they choose to teach much in advance and to present it for approval to the camp coordinator and administration;
- to be always very attentive and positive to campers as the level of the language is different; that's why the teacher should be attentive as some pupils cannot understand even the task; so he/she should help them but not purposely;
- not to talk only by themselves but also make the children talk, ask questions, actively use English by using different games, funny situations, quizzes and stimulating activities;
- to make learning sessions and activities as learner-centered as possible; it is always a good idea to remember that children are learning as they are playing and having fun;
- to organize contest and competitions in EL activities and writing compositions to develop creative writing skills;
- the lessons must be based on fun activities, at the same time interesting, with a lot of activities in order not to make the campers bored;

- to be tolerant of campers' attitudes, opinions, behavior and encourage them the best way they can in their learning progress;
  - to give support to counselors in their extra-curricular activities with campers and to participate in all the events in the camp;
  - to wear T-shirts with camp logo and their ID name card at all times;
- And all this depends on the teacher.

## **IX. US GOVERNMENT EXCHANGE PROGRAMS ALUMNI AND NATIVE SPEAKER TEACHERS' PARTICIPATION.**

For best results it is of utmost importance that most of the administrators and the teaching staff as well as counselors of the camps are alumni of the USG programs and other international programs within the last decade. It is the camp coordinator's responsibility to identify such alumni and scholars who are currently on USG or other international programs and those that are inside the country and who would be potentially very good for work in their camp. The Bashkir camps included representatives of the following programs, most of which are sponsored by the U.S. Department of State: the Fulbright Program; the International Visitors Program (IVP) TESOL/TEFL Program; Freedom Support Act Program; FLEX (Future Leaders Exchange)/FSA(Future Leaders in Action) Program; Camp Counseling USA Program; the Junior Achievement Program (consultants from the Junior Achievement Center in Ufa); the English Language Fellow (ELF) Program; the Council of Europe Educational Program; U.S. citizens participating in humanitarian programs at ABIC; graduates of the online course "Integrating the Internet into the Classroom", offered by Dr. Michael Krauss, Lewis and Clark College, Portland, Oregon USA (Sponsored by Public Affairs section/ELO, U.S. Embassy, Moscow), and of the Department of State-sponsored "E-Teacher" program.

This team of alumni are able to introduce an absolutely different teaching, communicative and interactive styles from what the children can be used to in their



own classrooms and in the school setting. Additionally, the English skills are outstanding, presenting a good model for campers. The team of instructors and counselors can thus represent various educational institutions in the region where the camps are being planned for location. So, in this way it is quite possible to set up a truly joint team working collaboratively when it is united by common goals and spirit.

It is invigorating for both the staff of the camp and the children to interact with these alumni who have rich cultural and linguistic experience of having been to the United States. They have great potential of making the real difference with the camp since very much like native speaker colleagues they know the American culture well and their level of proficiency in English and American culture is close to a native speaker level.

While representing a mix of educational institutions from secondary school to university level in the region, the instructors and counselors worked with a sense of openness, flexibility, enthusiasm, and teamwork, skills that they developed while on exchange programs. This helped them a great deal to make up a very effective team. All of them were willing to cooperate closely with their native speaker counterparts and thus be were very successful in team-teaching with them, communicating this to the youth who participated in the project.

It is the responsibility of the administration of the camp to set up a situation in the camp where the teaching staff are very supportive of the counseling staff and work closely with them to implement the program of the camps and develop better language and inculcate leadership skills in the campers. Most of the time they need to work in very close partnership. While the instructor is engaged in learning activity with campers, the counselors should be always around to be able to give them support and assistance if needed. An open dialogue is encouraged.

Conversely, during the counseling hour and extracurricular activities, the instructors should help in the best way they can to help counselors and the kids in preparation for some event or competition. Thus, it will be very much a united spirit and a very united team. And the camp work fabulously!

## **XI. RESOURCE CENTER AVAILABILITY**

It is very important to have a Resource Center in the English Language Camp which can serve multi-functional purposes.

It is a place where the administration (director, coordinator), instructors, counselors and campers can get some additional resources (books, videotapes, materials, games, equipment, etc.) whenever needed for their activities or just spend some time preparing for the forthcoming activity on the current or the next day.

Ideally, the Resource Center should be well stocked with effective EL methodology resources, a photocopying machine, a computer with a printer, a camera, a video camera, sports inventory, EL games and fun activities, paper of all colors and sizes for both instructors, counselors and children to use in their various in-camp activities. The Resource Center is a good place for campers where they could spend some extra time prior to the beginning of the day or after the day is over reading some books, materials, talking to the staff, or playing EL and computer games and watching movies.

It is also important to have all kinds of teaching aids like scissors, pens, pencils, erasers, paints, paint brushes, photo albums, and a blackboard/information desk for writing announcements addressed to the staff and the campers.

Practice shows that there are always many campers who would like to do some extra activities in the language which go beyond the schedule offered to them. Also, there are many children who come to the camp much earlier before the days begins and this is excellent time for them to spend in the Resource Center.

For the Resource Center to be effective the director appoints a person who is Head of the Resource Center for the duration for the camp. This person is in charge of all the equipment and EL resources available in the camp for the whole period of its duration.

## XII. RESULTS OF AND PUBLICITY FOR CAMPS

In sum, the cultural, professional and human outcomes of the American Bashkir English language camps in Ufa, Bashkortostan, are just enormous!

Based on their accumulated teaching, counseling, and cultural experiences in the camps, the talented international team of instructors and counselors have come out with an effective pedagogical model and curricula for use in holding English language camps for junior and high school level children which can now be disseminated amongst the highly interested English language teaching community in the region, the whole of Russia, and the world. Also, in partnership with the ELO/U.S.A Embassy, the methodology handbook “Sunny English. Summer Camp in Bashkortostan” including a CD and the pedagogical film “*Summer Camps for Youth: Combining English Language Training, Leadership Skills, and Civic Education*” have been produced by the international team, reflecting the description of the underlying principles of the above model and the educational, cultural and civic values this effective model contains. The model is already of great interest for professionals in our own and the neighboring regions in holding similar camps and, admittedly, is at the cutting edge of the ELT methodology and American cultural studies at high school level. The movement is emerging to hold such camps in various parts of Russia. These materials are available, additionally, to download from <http://www.usembassy.ru/english>.

The camps have also been a historic landmark in promoting cross-cultural communications between American, Russian, and Bashkir cultures, in inculcating democratic values of peace, positive attitudes, and in raising ELT standards in the Republic of Bashkortostan.

The best result that one can get is certainly the positive feedback coming from the campers and their parents. One camper wrote in particular:

“Hello, my name is Diana M. I am 14. And I am studying at the Summer Camp, in group A. I want to say some words about this beautiful camp. You know, I really love it. For three weeks I had time to get accustomed to this camp, and now I

don't like to leave it. I have already learned to think in English. Of course, it is very interesting and useful for me to speak English all day. I like all the lessons, all of them are very wonderful. During the Internet lessons, I have already learned how to do e-mails, how to find necessary information. I have gotten to know many sites, my mind sight noticeably extended. And if you really want to speak with me, you're welcome to my sites: (EMAILS OMITTED HERE). And now you can read my project work. It is about The History of the flag and Respect for the flag. I hope it will be interesting for you!!!”

Other results include the following:

- an effective pedagogical model to develop English language communicative skills in junior and high school level children based on the use of communicative, non-traditional methodologies has been developed by an international team of instructors and counselors; the model is now being actively disseminated by the teachers and administrators in the region; the model has been specifically designed for the in-city camp format;
- the above pedagogical model has been also very effective in raising the awareness of Russian youth in American cultural values, aspects of American lifestyle and in making Russian/Bashkir American cultural parallels; campers have become more confident of their own communicative and human potential through participation in camp activities aimed specifically at developing their leadership skills.

Both campers and counselors enjoyed the camps having thus translated English language learning into lots of fun; they made many new friends, shared their experiences with each other, and developed leadership skills. One camper wrote expressly about the experiences that reflect the impressions, the spirit, and the emotional content which prevailed in the three American Bashkir English language camps:

“For three weeks we have lived in a true English language community. It is like a tiny island in the huge Ocean called the English Language. It washes the borders

of all countries on our globe because English is the language of international communication,

The population of our island is about one hundred people, mostly teenagers from twelve up to fifteen. We have 10 ships to explore the ocean. These ships are led by our instructors and counselors. We explore, geography, culture and history of the U.S.A., grammar, computer science, and world economics. We sing songs in English and play interesting language and sports games.

We are sailors now but each of us wants to become an admiral because our camp helps us to find and develop our talents and abilities.

I love the English Camp in Ufa!”

One of the young instructors wrote the following: “...I would like to thank all people who gave me this great opportunity to be part and parcel of such a big event as English Summer Camp in Ufa”. While another much more experienced instructor wrote: “Those three weeks were the days of complete and absolute happiness for me. I grew both professionally and younger in age. Being a teacher I felt like a schoolgirl again when I played grammar games with kids in the classroom or volleyball outdoors during the break. I give my thanks for the Project and hope it will grow and develop”.

Russian, Bashkir, and American cultures have been brought closer together for youth and the community at large; as a result this promotes better understanding, mutual acceptance and much friendlier links between cultures, values and people;

The American Bashkir InterCollege has grown considerably with this project, since it has received a lot of positive publicity and is now enjoying very good reputation with institutions and organizations, parents, children and public at large in the Republic of Bashkortostan.

For any young educational institution like the American Bashkir InterCollege such events are a landmark in their development and they promote immensely the image of a young educational institution while the teaching and

counseling staff have grown very much as fully-fledged professionals in their relevant professional spheres.

The children have been literally transformed during these fascinating three weeks of their lives. They became much more confident, open to international communications, positive, and enthusiastic about English and cultural studies. They have also assumed a much more active stance in their lives. The parents gave us a lot of positive feedback where they said that their children were fascinated by what they were doing in the camps, by the friendships they made, by the new plans and by a team of Russian and international instructors and counselors, all of which makes us conclude that the children have lived a wonderful fragment of their lives which might in many ways influence their future and there is every chance that they will grow into open, active, confident, and happy citizens. Many of them were willing to continue their English studies and in September many of them came to the InterCollege for this purpose. Most of them are now in close connection with their new pals and teachers/counselors and all the time they ask me ‘When, oh when, will the American friends come on a visit to Ufa again?’. Many of them are willing to continue these pleasures of communicating, interacting, and of being part of this thrilling atmosphere of English language camps. We feel it now our responsibility to support them in their dreams and wishes and continue to be in touch with them.

One Bashkir instructor has this to say about the outcome of the camp: “The teachers and counselors have been very happy that they participated in these English camps. Not only pupils, but also teachers and counselors could make friends, share some experiences, and interesting material with each other. It goes without saying that the implementation of such projects will develop first of all friendship. Secondly, a lot of exciting and great positive impressions have been accumulated and the most important: the love for the English language and culture of the English speaking world has so much grown in our youth. Teachers, counselors, and students have found out and accumulated a lot of interesting information about two different cultures such as the U.S.A. and the Republic of

Bashkortostan. Our Russian EL teachers have learned a lot of methodology of teaching English thanks to our American colleagues!”

### **Publicity for the project.**

We attributed much importance to the publicity aspect of holding the camps from the very initial stages of the project. It is important that the educational authorities, the officials, the parents, and the public at large should know and be informed about the goals and the mission of an absolutely new international educational project. This results in the public being more open to the project, and thus more open to communications by fostering confidence and trust in all the participants and the community.

Therefore, press releases were sent on a regular basis to the local and regional information agencies and services which have the huge potential of thus attracting the public opinion to the projects and its most important landmarks and leading to mass media coverage in the newspapers, on the radio and on television. This led to most of the coverage being objective and, thus, positive.

The live Digital Video Conference (DVC) with State Department officials in Washington and on site in Ufa and the press conferences which were held during the first camp in 2004 were the greatest publicity the Bashkir camps have received over time. Also, a handbook entitled ‘Sunny English. Summer Camp’/2005” and CDs have been produced based on the camps experiences and now, to crown it all, the film has been produced “Summer Camps for Youth: Combining English Language Training, Leadership Skills, and Civic Education /U.S Department of State Access Microscholarship Program; Public Affairs Section, U.S. Embassy in Moscow. The film is available through the English Language Office in Moscow ([moscowelo@state.gov](mailto:moscowelo@state.gov)).

To conclude, I would like to say that the camps have been a highly enjoyable and enriching international educational experience for children, our team of teachers, counselors and administrators, and an extremely successful one, too, since all the participating parties involved in this unique international project

worked with great enthusiasm, a very positive spirit, and in a very friendly environment.

### **XIII. SUGGESTIONS FOR FUTURE CAMPS**

Our international team of administrators, instructors and counselors have done their best to make the camps in Ufa an exciting, highly effective, and enjoyable English language learning experience, with enriching communicative intercultural experiences for teenagers. Working together, we have already gone a mile ahead during the past two years by further developing the concept of holding such camps in Ufa and the region.

However, there is no limit to perfection. Therefore, there is plenty of room still for improvement in regard to such large-scale international educational projects. Here are some aspects that we feel we would like to improve:

1. The second part of the day should be mainly devoted to competitions, that's why it is necessary to think more in-depth about the out-of-class activities and different sports and game activities that are fun.

2. To try to make up learning groups based on the knowledge level of English of the children, but not only on their age. Additionally, the selection of children participating in the camp should be more careful and based on more effective test procedures as it is difficult for instructors to teach in a group where the level of language is diverse.

3. To design the procedure of selecting children who are motivated in learning English in the first place and to exclude those who are just put in the camp by their parents for convenience's sake. In this case, the children will appreciate the camp much more. We believe that neither parents, nor teachers nor anyone else should make their child learn the language and, thus, put him/her in a camp, unless the young person is strongly motivated to participate, no matter how fascinating this experience might be for a child.



4. When having a native speaker instructor teaching in a camp, it would be better if the native speaker teacher has 5 different classes a day than have the same program and shifting the lessons so as not to have the same classes for 1 group the next day, that is acting as guest visitor to a variety of classes that are taking place during the day. This would give the local instructors a good opportunity to find out more about different methods of teaching from that native speaker teacher. Otherwise, we see the same lesson 5 times, when we could see 5 different lessons each day.

5. At the next camp, the point should be made to produce a kind of “Charter” with campers, in which campers themselves should enumerate all the rules for their own camp. They should come up with the ideas like: not using cell phones during the learning activities, to be always on time, to help their instructors and counselors in all the ways possible, to clear the tables, not to speak Russian during the camp under any excuse, not to interrupt other people when they try to say something (it is so difficult to do when you do it in another language), and so on and so forth. The idea being that they make up this Charter themselves and if a camper breaks the rule anyone could just remind him/her: “According to article 131 point 3 of our Charter which was drawn by yourselves, my dear young ladies and gentlemen, you are not allowed to...” (a burst of laughter could be expected at this point). Then nobody will have any tension being a strict teacher/instructor/counselor: it will be a common rule for every camper.

6. One of the effective and productive activities with campers might be based on their writing diaries and developing this important skills through the use of specially-designed methodology books and activities. Also, various types of competitions might be held based on this important both human and EL learning skill.

7. To introduce alternative creative activities/clubs for campers such as ‘English Through Arts and Crafts’, ‘English through Music and Painting’, ‘English Through Dancing’, ‘English through Sports’ which could be also very effective activities for children.

And finally, please, don't be afraid to start anything which is new for you! Be brave to experiment! As EL teachers we should be brave enough to start anything which is new for us. And the international English language camps for children are exactly such an endeavor!

## **IX: ATTACHMENTS: PHOTOS, SAMPLES OF PROJECTS, ARTWORK, COMPOSITIONS**



























































































