



"We make learning special"

Advanced Language and Intercultural Awareness

This course is aimed at teachers who are interested in developing their own command of English at an advanced level and exploring the relationship between language learning and Intercultural awareness.

Objectives

The objectives of the course are:

- to develop participants' own active use of English
- to develop awareness of culturally loaded meaning in English
- to examine recent and current changes in English
- to examine the notion of Standard English and prescriptive attitudes to language
- to explore the influence on contemporary English of social and political factors (e.g. sub-cultures, social class, ethnic diversity, media discourses)
- to develop participants' critical language awareness
- to explore the treatment of the cultural dimension of language learning in published teaching materials
- to explore the *intercultural* potential of learning a foreign language
- to consider practical approaches to integrating language learning and intercultural learning in the classroom

Content

The course will draw on a wide range of authentic language material (e.g. advertisements, newspapers, literary texts, film and TV) to exemplify connections between contemporary British culture and the English language. As well as focusing on ways in which the culture influences the language, the course will also consider language itself as a social and cultural phenomenon.

Methodology

NILE courses are taught in a range of ways but the underlying principle is that all courses should be taught using methodology that course participants can adapt and emulate for themselves on returning to their classrooms. Sessions are built into each course to allow course participants to reflect on the way that they have been taught and review the suitability of the strategies and techniques for their own circumstances.

Preparation and Follow-up

All course participants are issued with a pre-course questionnaire to be returned prior to the course. This is to ensure that the areas of most significance to participants within the general course area are covered. In addition, participants are sent an indicative reading list covering some of the topics to be dealt with on the course. Participants are also asked to bring along to the course information and materials relating to any project they are involved in or have recently completed. These are then subjected to supportive critical comment during the course.

Towards the end of the course there is a "where next" session with the group as a whole, or with individuals. This session is used to review the concepts and practices dealt with on the course and to see how they will apply to the participants' work place on their return. Open-ended follow-up consultation is available to all course participants after the course, via email/internet access.

Timetable

All NILE courses are held between the hours of 9 a.m. and 5.30 p.m. The working day normally starts at 9.15 a.m. and ends at 3.30 or 5.15 p.m. All courses last a minimum of 25 hours per week.

Guest Speakers

In addition to the main course team, courses often have one or more visiting guest speakers. These are usually well known figures from the world of EFL/ESL who have published and lectured widely. Occasionally they are people who are well versed in the changing face of Britain and the role of English in the world wide community.

Since NILE's courses are for serving teachers or teachers in training, these sessions with visiting speakers, along with the social programme, represent an ideal opportunity for course participants to mix socially and professionally with teachers from a wide variety of different countries and contexts.

All of NILE's courses for teachers include a significant English language improvement element dealing with a variety of aspects of the English language.

The Course Director is **Alan Pulverness**. Alan is an Associate Trainer with NILE and has worked extensively on materials development and syllabus design projects for the British Council in Central and Eastern Europe. He is the author of a number of ELT textbooks, including the award-winning *Short Course Programme* (Macmillan; Longman 1993; 1995), and has written for a wide range of professional journals on teaching literature and cultural studies. He has been co-chair of the British Council Oxford Conference on the teaching of Literature since 2002. His most recent publications are "Materials for cultural awareness" in *Developing Materials for Language Learning* (Continuum 2003) and *The TKT Course* (Cambridge University Press 2005). He is a Chief Moderator for the Cambridge ESOL International Certificate in English Language Teaching (ICELT) and from 2000 to 2004 he was the editor of *IATEFL Conference Selections*.