



Overview and Outcomes

This course will support your engagement with the contemporary ELT sector's move towards 'Global Citizenship', linking critical theory with the latest issues, approaches and classroom practices. On the course you will consider how to deal with a range of 'controversial' issues in the classroom and develop your ability to facilitate rich, engaging dialogue with and between your students on a range of important social issues.

The course also examines how language is used in politics, the media, art and culture to perpetuate and critique unequal relationships of power.

You will get hands-on experience in selecting, adapting and designing teaching materials that both foster criticality and draw connections between issues relevant to your local context and the wider world - empowering both you and your learners to become active, engaged global citizens.

Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and other collaborative tools, and utilise a range of multimedia including images, audio files and videos.

Assessment and Certification

- NILE Online Certificate courses have a four-week assignment-writing period at the end of the taught part of the course.

It is the only assessed part of the course and is optional. You can complete an assignment if you have achieved the required 80% participation on the course. The assignment is a further chance for you to apply what you have learnt on the course to your professional context.

- Your end-of-course NILE certificate details the areas covered on your course and includes your assignment grade (Pass or Distinction) where relevant.

Who should apply?

- Language teaching professionals who want to develop their learners' critical thinking skills and understanding of social justice issues, foster their own critical literacy and further integrate global citizenship into their materials and course design
- Participants should have a minimum language level corresponding to B1/B2 on the Common European Framework.

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

Content

Global Citizenship in Language Education covers the following areas:

- Teaching competencies language educators need to develop in order to incorporate global citizenship into classroom practice
- Criticality and participatory approaches to teaching and learning
- Critiquing teaching and learning materials using a critical literacy framework
- Adapting teaching materials to give them a more global learning focus
- Critical Discourse Analysis (CDA) and the relationship between language and power
- Setting up and managing classroom conversations on more challenging topics
- Topics that are commonly excluded from published ELT course materials
- How different forms of artistic expression can be used to promote social justice and counter oppression
- Selecting cultural texts for use with our learners
- identifying and critiquing some dominant narratives and practices of the wider ELT industry

Each course has a maximum of 18 participants and consists of 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Schedule

This course consists of 8 units, plus an optional end-of-course assignment. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Classroom Activities, Interaction and Motivation

| Unit 1: Orientation and Introductions | Unit 2: What is global citizenship education? |
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| <p>This unit is the introduction to your course. In this unit you will meet your tutor, and introduce yourselves and your teaching contexts. You will also learn more about the NILE Online learning platform and how to communicate effectively online. The unit also explores the lenses through which we see the world, and how these views and opinions are informed by our own personal identity and lived experience. We will then turn to look at privilege and reflect on our own positionality in relation to others, through a thought-provoking reflection activity. At the end of the unit, we will meet for a live session to meet each other and share ideas about the course.</p> | <p>In this unit, you will examine what it means to be a global citizen. You will be introduced to the terms global citizenship and global citizenship education, and consider the teaching competencies language educators need to develop in order to incorporate global citizenship into classroom practice. We will undertake an in-depth exploration of criticality and participatory approaches to teaching and learning - both important features of global citizenship education. Finally, you will look at the UN Sustainable Development Goals (SDGs) and reflect on their relevance in your current teaching context.</p> |
| Unit 3: Global learning materials | Unit 4: Language and power |
| <p>This unit will develop your understanding of global learning materials. We will look at some key features of global learning materials, with reference to examples from your own educational context. You will be encouraged to adopt a more critical stance toward your teaching materials, and the companies that produce them. Using a useful critical literacy framework, you will create a checklist that can be applied to critique teaching and learning materials, as well as other non-pedagogical texts. At the end of the unit, you will use this tool to conduct a critical materials analysis.</p> | <p>In this unit, you will be introduced to the field of Critical Discourse Analysis (or CDA) and the relationship between language and power. You will look at three different kinds of power: individual, political and social, and identify examples of this in society, as well as in the classroom. Next, we will turn to analyse some of the different ways language is used to maintain and enforce power in written and spoken discourse. At the end of the unit, we will look at how language has developed to become more inclusive in parallel with social change.</p> |
| Unit 5: Facilitating critical dialogue | Unit 6: Exploring controversial issues |
| <p>In this unit, you will reflect on how you set up and manage classroom conversations on more challenging topics. You will explore a number of activities to help prepare yourself and your learners before a discussion. We will also investigate barriers to learner participation in critical dialogue, and consider what we can do to empower our learners by reducing these. Next, you will examine the framing of conversations, and the different roles teachers can adopt when facilitating discussion. We will also take a deeper look at active listening skills, a key global teaching competency. During the unit we will have a live session where we can put some of these ideas and strategies into practice.</p> | <p>In this unit, you will reflect on which topics you think it is appropriate to discuss with your students. We will explore what makes an issue controversial, and identify topics that are commonly excluded from published English language teaching (ELT) course materials. There are many arguments for and against discussing challenging topics with our learners, and in this unit we will explore them in more depth. You will also have the opportunity to think about what to do if a classroom conversation does not go to plan, and be introduced to two useful strategies for dealing with these critical incidents if they arise. As a practical task in this unit, you will adapt some existing teaching materials to give them a more global learning focus.</p> |
| Unit 7: Art as activism | Unit 8: Course review and assignment |
| <p>In this unit we turn to look at the arts, and explore how different forms of artistic expression can be used to promote social justice and counter oppression. You will be introduced to a useful visual literacy framework to apply to a range of visual texts. You will also experience a model lesson built around a short video clip exploring social justice themes, and then reflect on the lesson's aims and activities. Cultural texts (e.g. poems, stories, images or films) are an important feature of the global classroom. In this unit will consider what we need to think about when selecting cultural texts for use with our learners. You will review some useful resource banks, each containing a large selection of global cultural texts for you to explore further beyond the course. Finally, we will examine how drama can be used as a tool for resisting real life oppression.</p> | <p>In this final unit, you will use the Four Dimensions Framework of critical literacy to critically explore the broader field of English language education. You will look beyond your own teaching materials and classroom practices, to identify and critique some dominant narratives and practices of the wider ELT industry. You will also be given the opportunity to reflect on the concrete action that you would like to take as a result of this course, on an individual, institutional and professional community level. Then, you will review the course by creating and completing an interactive quiz. We will explore the final assignment in more detail and say goodbye in our fourth and final live session. Finally, you will have the chance to evaluate the course.</p> |

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.