Discover Contemporary English

Overview and Outcomes

The English language is in a state of flux. This, of course, is nothing new: English has always taken from other languages. It is a glorious hybrid. While this may be a cause for celebration in some aspects, it necessarily makes things difficult for the English language teacher. How do I know if the English I am presenting to my students in the classroom is 'correct' English? Do the 'rules' I learnt at school and university still hold true? And given that most English is now used in interactions between non-native speakers, what standards apply? These are all questions that this course will address.

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 community walls, and utilise a range of multimedia including images, audio files and videos.

Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.

Content

Discover Contemporary English covers the following areas:
- General ideas of what constitutes contemporary English
- A number of different language corpora, and how these can be useful tools for theteacher and the student
- The processes involved in word formation and coinage
- The concept of a grammar of spoken English (including vague language, ellipsis, backchannels)
- The cultural and intercultural aspects of their topic, their role in social change and popular culture and the language generated by this
- A list of lexical items relating to the world of work and particular professional spheres
- A list of lexical items relating to loan words
- The English 'language landscape' of their own environment

The programme also includes a complementary English language development course for your individual CEFR level to be completed through the learning platform Macmillan English Campus.

Each course has a maximum of 16 participants and consists of 8 units, each introduced and completed over two days, Monday to Friday, 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. We then support you in creating a strategy for putting your ideas into practice in your institution.

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

Who should apply?

- Teachers with 1 year+ teaching experience who wish to gain insights into contemporary English and how it is used
- Participants should have a minimum language level corresponding to B1 on the Common European Framework.

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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 two 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.

Schedule

Each course consists of 45 hours' tuition over three weeks, plus 5 hours of social and professional interaction. Each unit requires approx. 3 hours work per day. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Course Structure				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
LIVE SESSION Introduction Unit 1 start	Unit 1 completion	LIVE SESSION Unit 2 start *School social activity*	Unit 2 completion	LIVE SESSION Week 1 Roundup Unit 3 start
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Unit 3 completion	LIVE SESSION Unit 4 start	Unit 4 completion *School social activity*	LIVE SESSION Unit 5 start	Unit 5 completion *School social activity*
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
LIVE SESSION Unit 6 start	Unit 6 completion	LIVE SESSION Unit 7 start	Unit 7 completion Unit 8 start LIVE SESSION Whole-school teacher research toolkit workshop	Unit 8 completion LIVE SESSION Course roundup LIVE SESSION Whole-school graduation ceremony

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Unit 1: Orientation and Introductions	**Unit 2: New Media**
This unit will introduce you to the course structure, platform and dates. You will also find out what you can expect from us and what we expect from you. You will explore the learning platform and introduce yourself to your colleagues on the course and your tutor. You will consider a set of guidelines for online communication. You will also share your goals for the course and answer any questions you might have. Finally, you will share your experiences of interacting with English and take part in an introductory quiz about the English language.	In this unit you will look at a number of lexical items relating to new media and the internet and read two articles about the internet and language change. You will then look at a number of different language corpora, and consider how these can be useful tools for the teacher and the student. You will look at a number of web tools and consider how you could use them in the classroom, and finally collect a list of lexical items relating to new media and the internet.
Unit 3: Current Affairs	**Unit 4: The Language of Subcultures**
In this unit you will look at the language used to discuss and describe a current affairs story, look at the processes involved in word formation and coinage and collect a list of lexical items relating to current affairs.	In this unit you will look at a number of slang expressions and their usage, and examine questions of register and appropriacy. You will also look at the concept of a grammar of spoken English. Finally you will look at a song, its lyrics and their use in the classroom and collect a list of lexical items relating to slang and subcultures.
Unit 5: Language and Culture	**Unit 6: Language at Work**
In this unit you will look at some contemporary idioms and examine issues related to teaching idioms. You will also look at language change and how it is connected to cultural change and examine this phenomenon via a topic of your choice. Finally, you will collect number of lexical items relating to your chosen subject and think about how to use them in the classroom.	In this unit, you will read a poem about work and examine the language used in it, and look at the changing names given to jobs and professional roles and examine the causes for them. You will also look at a number of job advertisements and the language and terminology used in them. You will then examine a number of collocations commonly used in professional life, as well as some contemporary professional jargon, and consider the language you use in your professional life. Finally, you will review the language in the unit and think about how you might use some of the items in your teaching.
Unit 7: Global English	**Unit 8: Course Review and Assignment Preview**
In this unit, you will watch a performance poet and consider how English has become a global language. You will then look at the concept English as a Lingua Franca and its implications for our teaching. You will look at borrowings in English, and also consider the English 'language landscape' of your own environment.	In this unit you will review the course content and your work context, consider the two assignment options and choose which one you would like to do. You will then have a tutorial to discuss your assignment.
Assignment	
Option A	**Option B**
Plan a teacher training session to colleagues, focussing on something you have learnt, or become more aware of having done this course.	Plan and carry out a lesson using a piece of contemporary English.