



NOTTING HILL™
COLLEGE

There are a number of very good reasons for undertaking a Diploma Level Course that include, but are not limited to the following :

1. Continuation of your education and teacher development
2. Continuation of your professional development
3. Continuation of the development of your transferable skills
4. On completion of a diploma level course you would be able to apply for a better paying post
5. On completion of a diploma level course you would be able to apply for a higher level post
6. On completion of a diploma level course you would be able to apply for a Master degree



Core Content of NHC TESOL Diplomas

<i>Module One: Teaching Methods and Teaching Principles</i>		
<p>Part I</p> <ul style="list-style-type: none"> • <i>Function of language</i> • <i>Definition of language</i> • <i>Characteristics of language</i> 	<p>Part II</p> <ul style="list-style-type: none"> • <i>First Language Acquisition</i> • <i>Second Language Acquisition</i> <ul style="list-style-type: none"> ○ <i>Grammar Translation</i> ○ <i>Direct Method</i> ○ <i>Audiolingualism</i> ○ <i>The Natural Way</i> ○ <i>Communicative Approach</i> ○ <i>Lexical Approach</i> ○ <i>Total Physical Response (TPR)</i> ○ <i>Suggestopedia</i> 	<p>Part III: Teaching Principles</p> <ul style="list-style-type: none"> • <i>Motivation</i> • <i>Selection</i> • <i>Grading</i> • <i>Contextualisation</i> • <i>Repetition</i> • <i>Practice</i>
<i>Module Two: Theory and Practice of TESOL: Developing language skills</i>		
<p>Part I: Teaching Receptive Skills</p> <ul style="list-style-type: none"> • <i>Top-down vs. Bottom-up Approach</i> • <i>Levels of comprehension: Blooms' Taxonomy</i> • <i>Intensive and extensive listening</i> • <i>Intensive reading: Progression of reading skills, reading activities</i> • <i>Extensive reading: Readability, graded readers, reading records</i> • <i>Exploiting texts: Using authentic texts, simplifying texts</i> 	<p>Part II: Teaching Productive Skills</p> <ul style="list-style-type: none"> • <i>Oral skills</i> • <i>Teaching pronunciation</i> • <i>Writing sub-skills</i> • <i>Integrating the four skills</i> • <i>Using songs and games</i> • <i>Contextualising grammar and vocabulary</i> 	
<i>Module Three: Planning & Organisation in TESOL</i>		
<p>Part I: Teaching Aids</p> <p>Section A: Low-tech aids</p> <ul style="list-style-type: none"> • <i>Flashcards and word-cards</i> • <i>Exploiting the blackboard</i> • <i>Realia</i> • <i>Pictures and charts: Magazine picture library, wall charts</i> <p>Section B: High-tech aids</p> <ul style="list-style-type: none"> • <i>Electric: Over head projector</i> • <i>Audio: Cassette recorder, radio</i> • <i>Visual: TV, Video, DVD</i> • <i>Technological: Computer, Internet</i> 	<p>Part II: Classroom Management</p> <ul style="list-style-type: none"> • <i>Role of the teacher</i> • <i>Modes of interaction</i> • <i>Class layout</i> • <i>Giving instructions</i> 	<p>Part II</p> <ul style="list-style-type: none"> • <i>Types of lesson-plans</i> • <i>Principles of a successful lesson-plan</i> • <i>Contents of a lesson-plan</i>
<i>Module Four: Applications of Linguistics to Language Teaching</i>		
<p>Part I: Introduction to different aspects of linguistics</p> <ul style="list-style-type: none"> • <i>Phonetics and Phonology: sounds, rhythm, intonation ... etc</i> • <i>Semantics: morphology, meaning, collocations ... etc</i> • <i>Syntactic: structure, parts of speech</i> 	<p>Part II: Applications of Linguistics to Language Teaching</p> <ul style="list-style-type: none"> • <i>Error analysis</i> <ul style="list-style-type: none"> ○ <i>Phonology</i> ○ <i>Vocabulary selection</i> ○ <i>Sentence complexity</i> 	