



5 THINGS YOU MIGHT RETHINK ON YOUR DIP OR DELTA

#1 How to use texts

What are the problems with the comprehension approach when using texts?

How are listening and reading skills different?

How can we teach not test listening and reading?

#2 Teaching Grammar

How do learners develop their grammatical competence in English?

How can we provide space for and work with emerging language in our lessons?

#3 Learner Styles

Why is the myth of learning styles so enduring?

What can we use instead to help cater for our learners' individual differences?

#4 The role of L1

Why is the use of the L1 such a controversial issue in ELT?

What is the role of L1 in second language acquisition and learning?

How can we help learners use L1 as a resource in their learning?

#5 Phonology

What kind of models of pronunciation should we use in our classrooms?
What kind of pronunciation activities really help to develop learners' phonological systems in English?





HAVE A LOOK AT THESE

Click the title to go to the resource



#1 How to use texts

[John Field webinar "Teaching Listening in the Virtual Age"](#)

[Scott Thornbury's blogpost](#)

[Z is for Zero Uncertainty](#)

[Russ Mayne on](#)

[Skimming & Scanning](#)

#2 Teaching Grammar

[Danny Norrington-Davies' website](#)
[IH London blogpost "Giving feedback on emergent language"](#)

#3 Learner Styles

[Russ Mayne on Learning Styles](#)

[The Biggest Myth in Education Youtube video](#)

[Tesia Marshik's TED Talk on Learning Styles](#)

#4 The role of L1

[Philip Kerr Online Translation Activities for Language Learning](#)

[...&his blog/handout on L1 use in ELT](#)

[Gianfranco Conti's blogpost "How Translation significantly enhanced my teaching"](#)

#5 Phonology

[Robin Walker's blog English Global Communication](#)

[Mark Hancock & Annie MacDonald's website](#)

