



News and information

April 2018

Supporting professional development

This e-newsletter shares news and information for English language teaching professionals from the Trinity TESOL team. You can also download it as a **PDF**

Trinity IATEFL Scholarship Winner

Coaching teachers to succeed



In this, the final in our series of articles showcasing Trinity's IATEFL 2018 scholarship winners we focus on Dalia Elhawary, Lecturer in Education at Alexandria University.

Dalia will be speaking at **IATEFL 2018**, in Brighton, UK, next Thursday 12 April about a leadership project for English subject teachers in Egypt.

The project involved seven teachers from six schools. Each teacher received training in the use of coaching techniques to develop self-direction and foster team collaboration.

These teachers developed as a Professional Learning Community (PLC) and were able to set up PLCs at their schools. Through these PLCs, teachers worked collaboratively on action plans to improve their students' experience of learning English and to support each other in leading change in their classes.

Learn more about helpful coaching techniques and the impact of the PLCs on teachers' and students' learning at Dalia's talk next week.

To see the full programme of IATEFL presentations from Trinity academics and associates visit trinitycollege.com/IATEFL.

Spoken corpus informs development of teaching resources

Unique resources free from Trinity

After years of data collection and painstakingly careful cataloguing, the Trinity Lancaster Corpus Project has made spoken learner data available.

Currently standing at around 3.5 million words, the corpus data is created from recordings of Trinity's Graded Examinations in Spoken English (GESE) and contains the actual language used across a range of speaking tasks, reflecting authentic speech utterances and interactions.



Historically, language teaching has focused on vocabulary and grammar as two separate components of linguistic skills. It was believed that once learners acquired lexical items and internalised grammatical rules, they would be able to combine these components and apply them in communicative situations. However, there is a growing body of evidence that shows that in order to communicate successfully, learners also need to acquire expressions and structures that lie between lexis and grammar.

To support teachers with this, Trinity has created a number of worksheets that offer tips for practising different areas of speaking - the goal being to help students improve their communication skills by identifying communication strategies used by successful exam candidates.

Learn more about the Trinity Lancaster Spoken Learner Corpus research project and access the [free resources here](#).

Research shows importance of phonology for reading

Integrating phonological skills to improve reading

The most recent session from Trinity's Transformative Teachers webinar series addressed the interesting area of the cognitive processes involved in reading skills.

In particular, discussion focused on the importance of developing pronunciation to help develop reading skills. Rather than consider phonology as a separate area associated with speaking and listening skills, the presenters reviewed evidence showing how integrating pronunciation can help boost a student's reading ability.

More details about this topic can be found in Catherine Walters' research, freely available online [here](#).

Find out more and sign up for Trinity's fortnightly Transformative Teacher webinars [here](#).

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