

Review

The Teacher Trainer

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For twenty years The Teacher Trainer has been one of the few publications specifically for those involved in training modern language teachers, especially those in TESOL. It has been a welcome resource for new teacher trainers, some working largely alone, as a touchstone and as a source of fresh inspiration. Only last week I handed a copy to a new teacher trainer, whose face lit up on finding that such a specialist publication exists.

Now The Teacher Trainer has been given a new look. There is a prettier, more modern cover with a changing seasonal illustration. The inside layout and presentation is lighter and more appealing. Some of the columns, such as 'Training around the world', 'Observation and feedback' and 'People who train people' from the old-look Teacher Trainer are set to continue following positive reader feedback. However, three new columns have also been introduced. 'It's a wired world', by Nicky Hockly, concerns technology as it affects teacher trainers. The first and second contributions (Vol. 20, 1 and 2) deal with respectively, ICT in teacher training and internet resources for teacher trainers. The column appears to be extremely practical and written in such a way that even technophobic teacher trainers may be encouraged to improve their technological skills and to use recommended online resources. 'Article Watch' provides summaries of relevant articles from other journals, casting its net much wider than most practising teacher trainers would be able to do, with entries from general educational and linguistics journals as well as ELT ones. 'News in our field' (beginning Vol. 20, 2) by Susan Barduhn is an occasional column that will appear whenever there are significant developments in our field regarding people, places, courses and conferences. So the first column is perhaps a typical one, reporting on a senior ELT appointment, a new name for a well-known body that awards teaching qualifications and an online training course.

I would recommend The Teacher Trainer not only to new, but also to experienced trainers. From Vol. 20, 1, I want to work on Bryan Robinson's idea of framing a workshop through a metaphor. From Vol. 20, 2, I plan to reflect further on Ann Barnes' concept of teachers' methodological landscapes. It seems that the excellent mix of news, theory, research and practical ideas offers not only new subscribers, but also long-term ones like me, food for thought and action.

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