

The informal index of articles printed in The Teacher Trainer Journal

Volumes One (1987) to Twenty Nine (2015)

"Aha!" Column

"Aha!" moment in teacher education	Natalie Hess & Jean Zukowski- Faust	Vol 16	No 3
------------------------------------	--	--------	------

Article Watch

In every issue from Vol 20 onward

Author's Corner

Images & Options in the Language Classroom	Earl Stevick	Vol 1	No 1
Breaking Rules	John Fanselow	Vol 3	No 2
Words in the Mind	Jean Aitchison	Vol 4	No 2
The Pilgrims/Longman Teachers' Resource Books	Seth Lindstromberg	Vol 4	No 3
Grammar Practice Activities	Penny Ur	Vol 5	No 2
Let's Talk	Aleksandra Golebiowska	Vol 6	No 2
Tasks for Language Teachers	Martin Parrott	Vol 8	No 2
Lexical Phrases & Language Teaching	Prof J de Carrico	Vol 11	No 1
Psychology for Language Teachers	M Williams & R Burden	Vol 11	No 3
Teachers understanding teaching	Karen Johnson	Vol 13	No 2
Teachers as course developers	K Graves	Vol 13	No 3
Bright Splinters...	Beate Hermelin	Vol 15	No 1

Book and Video Reviews

Reviewed by:

EFL Teacher Training Manuals	(S Lindstromberg)	Vol 1	No 2
FEU Pick up Staff Development programme	(R Baudains)	Vol 2	No 3
Loop Input	(R Wajnryb)	Vol 4	No 2
Teach English	(A Doff)	Vol 5	No 1
Tasks for Language Teachers	(Donard Britten)	Vol 9	No 1
Classroom Observation Tasks	(Kate Evans)	Vol 9	No 2
New ways in Teacher Education	(Michaela Tilincă)	Vol 9	No 3
Inside Teaching	}		
Learning Teaching	} (G Grigoriou/C Nedelcu)	Vol 11	No 2
Towards Teaching	}		
Looking at Language Classrooms (video)	(Seth Lindstromberg)	Vol 11	No 3
Teacher learning in LT	(G Matei)	Vol 12	No 2
A Course in LT	(Donald Britten)	Vol 12	No 3
Psychology for language teachers	(Alun Rees)	Vol 13	No 3
Language Teacher Supervision	T. Woodward	Vol 21	No 3
Trainer Development	M. Rinvoluci	Vol 22	No 1
Understanding Expertise in Teaching	T. Woodward	Vol 22	No 2
The TKT Course	D.L. Banegas	vol 26	No 2
A new idea for Methodology Books	L. Clandfield	vol 27	No 1

Classics

Is help helpful?	Jack R. Gibs	Vol 24	No 1
21 Mistakes I make in workshops	Robert Chambers	Vol 28	No 3

Classroom Practice

Helping Teachers to Mark Student Writing less Subjectively	G Willems	Vol 1	No 1
Teacher Echoing	Seth Lindstromberg	Vol 2	No 1
Concept Questions	Tessa Woodward	Vol 2	No 2
Classroom Pedagogics Pt 1	Ray Brown	Vol 2	No 2
Classroom Pedagogics Pt 2	Ray Brown	Vol 2	No 3
Teacher Echoing and More	Virginia Locastro	Vol 3	No 1
The Use of Lesson Transcripts in TD	Richard Cullen	Vol 9	No 1
"Double TP" - Trainees repeating Practice Lessons	David Bell	Vol 10	No 2
Mentoring for effective EFL video activities	L. Rabbe & G. Shuster-Bouskila	Vol 29	No 1

Conferences and Workshops: Presenting, organizing, reporting back

SEAL 1987	Tessa Woodward	Vol 1	No 2
Some notes on giving talks at conferences	Andrew Wright	Vol 2	No 2
IST - Is it worth the risk?	Brian Tomlinson	Vol 2	No 2
Teaching, Teacher Training and Applied Linguistics	Rod Bolitho	Vol 2	No 3
British Council Seminar, Paris	S Inkster & B Moxon	Vol 3	No 1
Learner Independence	Bruce Pye	Vol 4	No 2
Thoughts after NELLE	P Philpott	Vol 5	No 1
The Management of Change	Tom Hutchinson	Vol 5	No 3
UCLES/CTEFLA November 1993	Tessa Woodward	Vol 8	No 1
SEAL Brighton 1995	Marcial Bóo	Vol 9	No 3
TT Symposium Edinburgh 1995	Tessa Woodward	Vol 10	No 1
Welcome Back ! Sharing Ideas after a Conference	Isabella Hearn	Vol 11	No 2
TDTR3		Vol 12	No 2
Peace in the Gulf	B. Brinzei	Vol 12	No 2
EFL teachers solving their own dilemmas	Thomas Farrel	Vol 13	No 1
IALS 7th symposium 1999		Vol 14	No 1
2nd mentor conference Romania 2000		Vol 14	No 3
Workshop ideas for the reluctant	Amy Paton	Vol 14	No 3
IATEFL SIG TT, Leeds, UK 2001		Vol 15	No 1
A checklist for organizing conferences	M. Rosenberg	Vol 19	No 1
From Workshop to Metaphor & Metaphor to Workshop	Bryan Robinson	Vol 20	No 1
One way to do a closing plenary	M. Rinvolucri	Vol 22	No 1
The 33 rd International LAUD Symposium	S. Lindstromberg	Vol 22	No 1
Checklist for organizing and running a teachers' Workshop	The January trainers	Vol 22	No 2
Organising a Pecha Kucha Event	Lindsay Clandfield	Vol 22	No 3
Making effective use of the TT classroom	Padmini Bhuyan (Boruah)	Vol 23	No 2

Content & Language Integrated Learning (CLIL)

Loes Coleman on CLIL		Vol 20	No 1
Learning to Integrate Science & Language at primary level		Vol 24	No 1
Planned and practiced gestures	F. Baker	Vol 27	No 1

Current Research & Experiments

Investigating the Role of Temporal Variables in Listening Comprehension	Janet Higgins	Vol 4	No 2
Foreign Language Vocabulary Learning & the Pace of Instruction	Peter Preece	Vol 5	No 2
The Effects of Consciously Applied Empathy in Situations of Potential Conflict	Paul Bress	Vol 6	No 2
A New TT Research Database	T. Daguelli	Vol 7	No 1
The Adult Learner and Self-Narrative in the Management of Personal Change	M Lea and L West	Vol 8	No 3
Getting to the Heart of the Matter - The Marginal Teacher	Judith Kennedy	Vol 9	No 1
Learner Difficulty	Akira Tajino	Vol 11	No 2
Trainer language in post observation feedback	K Oglu	Vol 13	No 2
Novice teachers in the staffroom	M Pisova	Vol 13	No 3
Varies in cross-cultural contact	A.J. Meier	Vol 15	No 2
Classroom interrogations	Fiona Farr	Vol 16	No 1
3-Way Observation including Language Learner Feedback	B. Yurtseven	Vol 17	No 3
Scaffolding teacher research and writing	T. Murphey	Vol 19	No 2
Methodological landscapes in FLTT	Ann Barnes	Vol 20	No 2
Promoting contact with learners in an introductory TESL methods course	S.G. Kouritzin	Vol 21	No 1
The Role of individual differences on the effect of synchronous coaching of trainees	R.W. Hoorman et al	Vol 22	No 1
Becoming an ELT teacher trainer	Briony Beaven	Vol 22	No 3
Examining the role of the ESL teacher in North American public schools	S. Featro	Vol 24	No 3
A Study of the washback effect of exams And associated teacher burnout	K.S. Ozmen	Vol 26	No 3
Learning & Growing as a teacher educator	Briony Beaven	Vol 28	No 3
Autonomous learning with student teachers just doing it	K. da Rocha	Vol 29	No 3

Different Schools of Thought and Feeder Fields

Psychodrama	Mario Rinvoluceri	Vol 1	No 1
Silent Way Workshops	Dr C Gattegno	Vol 1	No 2
Total Physical Response	James Asher	Vol 1	No 3
Human Resources Development	Mike Lavery	Vol 2	No 1
Psychodrama	Bernard Dufeu	Vol 2	No 1
Zen & the Art of Classroom Management	Chris Sion	Vol 2	No 2
On Course with VSO EL Teachers	A Bloomer et al	Vol 3	No 1
Teacher Training for Steiner Schools	John Thomson	Vol 3	No 2
Psychodrama, Human Relations and Language Training	Bernard Dufeu	Vol 6	No 2
Training for Medical General Practice	Tessa Woodward	Vol 7	No 1
Transacting TEFL (TA)	N Jones & L Phillips	Vol 7	No 2
NLP Parts 1, 2 and 3	Tim Murphy	Vol 8	No 2/3
		Vol 9	No 1
What is NLP?		Vol 11	No 1
An application of NLP	David Bowker	Vol 12	No 1
The proxemics of lesson planning	H Hughes	Vol 13	No 2
Cognitive dissonance on assessed TT courses	Paul Bress	Vol 13	No 3
EFL and conflict resolution	Elliott Swift	Vol 14	No 2
Teaching English through art	Bonnie Tsai	Vol 14	No 3
(Existentialism) Having prepared & being prepared	Simon Marshall	Vol 15	No 1
Working with multiple intelligence theory in TT	Linda Taylor	Vol 15	No 2
Working with metaphors in TT or TTT	Tessa Woodward	Vol 15	No 3
Role-playing language teaching/methodology	Denny Packard	Vol 22	No 2
The differing intelligences profiles of in-service EFL teachers and their students	A. Ankan-Cemy	Vol 24	
Tapping in to the knowledge and experience of trainees from different fields	Clarice Chan	Vol 29	No 3

E-matters and 'It's a wired world'

Sites of interest for trainers	}	Vol 16	No 1
The IATEFL SIG TT/Ed discussion forum		Vol 16	No 1

Is e-learning changing the LTT profession?	M. Rasulo	Vol 19	No 2
Providing effective on line professional development for novice EFL teachers	Peter Andrews	Vol 19	No 2
Distance learning & Teacher training in ESOL	M. Janopoulos	Vol 19	No 3
Lesson planning and email	Lynda Beagle	Vol 19	No 3
It's a wired world	Nicky Hockly	Vol 20	No 1/2
Past and future uses of corpora in TT	Wayne Rimmer	Vol 20	No 2
Enhanced multimedia support for ELT education	David Coniam	Vol 20	No 2
10 things I hate about PowerPoint	Jeremy Harmer	Vol 20	No 3
Podcast teacher observation	R. Cooper	Vol 21	No 1
Second Life	Nicky Hockly	Vol 21	No 1
Webquests	Nicky Hockly	Vol 21	No 2
Podcasts	Nicky Hockly	Vol 21	No 3
Videos for training and self-development	Nicky Hockly	Vol 22	No 1
E-Networks	Nicky Hockly	Vol 22	No 2
Voices from the wilderness	E.O. Kufi & J. Eldridge	Vol 23	No 1
Training the Trainers	Nicky Hockly	Vol 23	No 1
Using large internet images	T. Woodward	Vol 23	No 2
Website review	T. Woodward	Vol 23	No 2
Corpus, concordancing and teacher education	J. Eldridge et al	Vol 24	No 1
Teaching practice on-line: creating a resource bank of authentic EFL teaching video materials	H. Emery	Vol 24	No 3
A checklist of digital skills for teachers	Nick Peachy	Vol 25	No 1
Working with words on the web	John Eldridge et al	Vol 25	No 2
New technology revolutionizes trainer/trainee reflection	Russell Stannard	Vol 26	No 2
Working the right way round	Tessa Woodward	Vol 26	No 3
Text chat and textbooks	D. Martin	Vol 27	No 2
Training teachers to use ICT in their Language classes	R. Stannard	Vol 27	No 3
Online teacher training practicum courses	Lesley Painter-Farrell	Vol 28	No 1
The role of the e-moderator	Russell Stannard	Vol 28	No 1
A CPD success story	Russell Stannard	Vol 28	No 3
Mouse Mischief	Fiona Baker	Vol 29	No 1
Reacting to the technology splurge	Chris Allen	Vol 29	No 3

Games for Use in Teacher Training

Career Development Snakes & Ladders	}	Vol 4	No 3
Terminology "Call My Bluff"	}	Vol 4	No 3
Balance & Variety - pair cards	} Sara Walker	Vol 5	No 1
Found your own EFL Institute - mini-simulation	}	Vol 5	No 1
Teacher Talk - board game	}	Vol 5	No 2
Teacher/Student Rôles - rôle play	}	Vol 5	No 3
Language Bridge	}	Vol 6	No 1
Language Dominoes	}	Vol 6	No 2
What is Language?	}	Vol 6	No 3
Educating Beginner Teachers, the Teaching Game	A Oliveira	Vol 17	No 1
Teachers like to play too!	Ali S.M. Al-Issa	Vol 21	No 1

Have you read...?

Teacher	Sylvia Ashton Warner	Issue 0	
Images and Options	Earl Stevick	Vol 2	No 2
Breaking Rules	John Fanselow	Vol 3	No 3
Training Foreign Language Teachers	Michael Wallace	Vol 6	No 2
Quel professeur êtes-vous ?	L Porcher/B Sapin-Lignières	Vol 7	No 1
Ways of Training	Tessa Woodward	Vol 7	No 2
Going Deeper	Griff Foley	Vol 9	No 1
The Language Instinct	Steven Pinker	Vol 9	No 2
Teaching Children English	D Vale/AFeunteun	Vol 11	No 1
Advising & supporting teachers	M. Randall & B. Thornton	Vol 16	No 2
	Scott Thornbury A-Z Blog	Vol 27	No 3

In-Service Training and Development

Why do People attend In-Service TT Courses ?	Mario Rinvoluciri	Vol 1	No 2
An IST Programme in a Private Language School	Rob MacAndrew	Vol 1	No 3
Training Between the Lines	Peter Maingay	Vol 2	No 1
IST - is it Worth the Risk ?	Brian Tomlinson	Vol 2	No 2
Preparing IST Trainees for Return	Mario Rinvoluciri	Vol 2	No 2
Nitty Gritty	I Wilkinson	Vol 2	No 2
On Transforming Language Teachers	Andrew Thomas	Vol 3	No 1
Teacher Echoing	V Locastro	Vol 3	No 1
MA's and Post-Graduate Qualifications	Marion Williams	Vol 3	No 2
In Language Teaching, which is more important: Language or Teaching?	Penny Ur	Vol 4	No 3
Preparing Second Language Teachers for the 21st Century	Dr F Gomes de Matos	Vol 5	No 1
The Changing Face of Materials Production	Dee Uprichard	Vol 5	No 2
Towards Reflective Teaching	Jack Richards	Vol 5	No 3
The Supermarket - a Frame for Short, Intensive IST Courses	Bryan Robinson	Vol 5	No 3
How Trainees can Provide a Resource for Staff Development	A Peck	Vol 6	No 1
Maximising Learning in an Intensive TT Course	Lou Spaventa	Vol 6	No 1
Practical Reflections on Teacher IST	Anne Burns	Vol 6	No 1
The Psychological Risks of Methodological Change	T Luxon	Vol 8	No 1
Albanian Babies and Bathwater	B Hyde	Vol 8	No 1
Splitting the Atom	Tessa Woodward	Vol 8	No 2
Individual Tutorials in IST	L Towersey & M Leiria	Vol 8	No 2
The Use of Humanisers	Dr F Gomes de Matos	Vol 8	No 3
The Use of Lesson Transcripts in TD	Richard Cullen	Vol 9	No 1
Breaking down Barriers	Ephraim Weintraub	Vol 10	No 1
Career Pathways	Rod Bolitho	Vol 10	No 3
Making the workshop work	Paul Knight	Vol 14	No 1
Building structures of support for teachers	Miriam Black	Vol 16	No 2
PIGATE, Affecting EFL teacher change from the grassroots	Nobuyuki Takaki	Vol 16	No 2
In Japan	Naoko Aoki	Vol 16	No 2
An alternative way for teachers to develop	Tessa Woodward	Vol 17	No 3
The Training Effect of Teachers Returning from Refresher Courses	Harsh Kadepurkar	Vol 22	No 3
When teachers write coursebooks	Amol Padwad	Vol 22	No 3
Teacher development - a worm's eye view	Robert Feather	Vol 23	No 1
Reflections on the transition from teacher to manager	C. Hadfield	Vol 26	No 1
Models of professional development	T. Woodward	Vol 27	No 2
Scott Thornbury A-Z Blog	D. Freeman & K. Graves	Vol 27	No 3
Studying teacher professional development at scale			
In-service training on short, UK, summer courses	David A. Hill	Vol 28	No 2
A suggested re-design of an annual inset training program in Egypt	Islam Karkour	Vol 29	No 2
Professional Development late in an EFL teaching career	Tessa woodward	Vol 29	No 3
A participatory approach to in-service training of resource teachers in India	Dr Bharti	Vol 29	No 3

Interviews With:

John Trim	Issue 0	
Tony Buzan	Vol 1	No 3
Brian Tomlinson	Vol 2	No 3
Ephraim Weintraub and Jane Revell	Vol 3	No 1
Roger Bowers	Vol 3	No 2
Dr N S Prabhu	Vol 3	No 3
Ewa Krysakowska-Budny, Malgosia Szwaj, Mariola Bogucka	Vol 4	No 2
Melanie Ellis on Action Research	Vol 4	No 2
Gaie Houston on Supervision	Vol 4	No 3
John Morgan	Vol 6	No 3
David Nunan	Vol 8	No 3
Deborah Cameron	Vol 8	No 3
Jill Florent	Vol 10	No 1
Angela Johnson	Vol 11	No 1
Donald Freeman	Vol 11	No 2
Ted Rodgers	Vol 11	No 3
David Graddol	Vol 12	No 3
President of TESOL Kathi Bailey	Vol 13	No 1
Robert Dilts	Vol 16	No 2
Judith Kennedy	Vol 17	No 2
Jill Cosh Vol	Vol 17	No 3
Sarah Emsch	Vol 19	No 2
Loes Coleman on CLIL	Vol 20	No 1

Jill Hadfield		Vol 20	No 1
Vreni Matter		Vol 21	No 2
Peter Grundy		Vol 21	No 3
The Trento Group		Vol 22	No 1
George Pickering on inspecting schools		Vol 23	No 1
Chris Lima on Critical Literacy		Vol 23	No 2
James Keddie		Vol 24	No 1
Alan Waters		Vol 24	No 2
Phil Beadle		Vol 25	No 2
Hania Kryszewska		Vol 27	No 2
Daniel Martin		Vol 27	No 2
Fitch O'Connell		Vol 27	No 2
Varinder Unlu		Vol 27	No 3
Jill Hadfield		Vol 27	No 3
Joke Hellemans - Mindfulness trainer		Vol 28	No 3
Eefje van de Werfhorst		Vol 29	No 3

Just for Interest

How to Procrastinate & Still Get Things Done	J Perry	Vol 11	No 3
Gina, Sam and Hassan	B Lasserre	Vol 14	No 1
Idiots Savants	Beate Hermelin	Vol 15	No 2
Carrot Ice Cream	Tessa Woodward	Vol 16	No 1
India Calling- How may I help you?		Vol 17	No 1
Dealers in hope - inspiring leaders, changing children's lives	Maggie Farrar	Vol 22	No 2
Armchair statistics	S. Lindstromberg	Vol 27	No 1

Language Matters

The Name of the Game	Sylvia Chalker	Vol 9	No 3
Reflecting Linguistic Change	David Crystal	Vol 10	No 1
"Sleaze"	John Ayto	Vol 10	No 2
Professional Language : Useful or Censorship ?	Tessa Woodward	Vol 10	No 3
Naming Things in Space	Govert Schilling	Vol 11	No 1
How Grammar-aware are you ?	Sylvia Chalker	Vol 11	No 3
English 2000	D Graddol	Vol 12	No 3
COBUILD project	S Bullon	Vol 13	No 1
Pre teaching vocab for a writing task	H Cory	Vol 13	No 3
Brain-clever word choice	T Woodward	Vol 14	No 3
Using Speech-Digitising Software..English Stress Timing	David Coniam	Vol 17	No 3
Chunks in the classroom	Michael Swan	Vol 20	No 3
The 'language component' and the native speaker teacher	Ilana Salem	Vol 21	No 1
Pronouncing on the right side of the brain	Helen Fraser	Vol 22	No 3
Anglo-EU translation guide		Vol 26	No 2
My English in Mangalamma's World	Deepthi S.	Vol 26	No 3
Our struggle with language teacher anxiety	Daniel O. Turn	Vol 27	No 1
Combining language learning & teacher learning	E. Zimina	Vol 27	No 2
Bundling 'knowing' about English and 'doing'	Dulip Singh, Ranjet Singh	Vol 28	No 3
In a TESL pre-service training course	Rod Bolitho	Vol 29	No 1
Language awareness in teacher education and training			

Literature Matters

Using graded readers in the classroom	Derek Straange	Vol 12	No 1
And hast thou slain the fear of poetry?	Gary Harfitt	Vol 22	No 2
Working with teachers on literature in Bhutan	Stella Smyth	Vol 21	No 3
Preparing teachers for linguistic and cultural sensitivity using children's literature	Yvonne Pratt-Johnston	Vol 21	No 3
Encouraging teachers and students to read more in the target language	Chris Lima	Vol 22	No 3
Helping teachers to use short stories and films in tandem	G. Harfitt	Vol 23	No 3
Exploring and exploiting fractured fairy tales though book and film	G. Harfitt	Vol 24	No 3
Inspirational Dictation	Raya Stolyar	Vol 25	No 3

Languages other than English (LOTE)

What sort of modern language teachers do we need?	Guy Richeux	Vol 3	No 3
Quel professeur etes-vous?	L. Porcher/B. Japin-Ligniers	Vol 7	No 1
UK PGCE Course	Beatrice Davies	Vol 10	No 3
3 perspectives on an F.L. lesson	M. Hall & H. Sales	Vol 15	No 3
Some reflection MFL & EFL	Rodney Mantle	Vol 19	No 1

Meet a Colleague/A Trainer Like Me

Alexandra Papadopoulos		Vol 1	No 1
Natalie Hess		Vol 3	No 3
Valeria Shadrova		Vol 5	No 2
Margit Szesztay		Vol 10	No 2
Carlota Gamarra		Vol 13	No 3
Deniz Kurtoglu Eken	Turkey	Vol 15	No 1
Mary Tane Abrahams	Chile	Vol 15	No 2
Monica Marasescu	Romania	Vol 16	No 1
Nguyen Thi Hoai An	Vietnam	Vol 16	No 2
Hania Bociek	Switzerland	Vol 23	No 2
D. Thorburn & L. Bangura		Vol 26	No 3
Moving into Teacher Training	D. Monaghan	Vol 27	No 1
Being culturally responsive: A trainer's personal narrative	M. Fennell	Vol 29	No 3

Miscellaneous

The Foreign Language Lesson	John Carmichael	Vol 1	No 2
An EFL Career? A Dilemma	Melanie Ellis	Vol 1	No 3
A Relational Approach to TT	Clement Laroy	Vol 1	No 3
Dealing with EFL Terminology	Sara Walker	Vol 2	No 2
Taking Risks	Anthony Hall	Vol 3	No 1
Teaching Lemon as a Foreign Language	Andy Baxter	Vol 3	No 1
Women & Training: a UK National Organisation	Rowena Palsler	Vol 3	No 1
Advisory Perspectives	Philip Dahl	Vol 3	No 2
The Potential for Teacher Development in Poland	Roger Woodham	Vol 3	No 2
Two Short Training Ideas	Jenny Vanderplank	Vol 3	No 3
Training Teachers as Explainers	Dr F Gomes de Matos	Vol 4	No 1
Writing as a Learning Process in Teacher Education & Development	Alison Haill	Vol 4	No 1
Peer Teaching	D Britten	Vol 5	No 2
The Administrator's Role in Action Research	R Lenzuen & V R de A Couto	Vol 6	No 2
The Use of Foreign Languages in Training Teachers of English	M Parrott	Vol 6	No 2
Action Logging: Letting Students in on Teacher Reflection Processes	Tim Murphey	Vol 6	No 2
Teaching is Teacher Training	Jim Wingate	Vol 7	No 2
Lesson Planning - Focusing on the Learner	R V Skuja-Steele & M Gibbs	Vol 9	No 2
We need more Different Flags	Jean Ruediger	Vol 10	No 1
Dealing with Time-tabling on L2 TT Courses	Craig Thaine	Vol 10	No 1
The Hidden History of a Lesson	Mario Rinvolucri	Vol 10	No 1
On "Control" in L2 Classrooms	Zuo Biao	Vol 10	No 2
A Human Rights Approach to TT	Dr F Gomes de Matos	Vol 10	No 3
Sensory Channels in ESL Instruction	Michael E Rudder	Vol 11	No 1
Constructing 3-D pyramids	J Parrot	Vol 12	No 3
Writing training notes: process writing	P Mac Laughlin	Vol 13	No 1
Inside team teaching	Y Altaas & D Palfreyman	Vol 13	No 2
When were you last in the primary classroom?	P Bodycott et al	Vol 13	No 2
A web of trust	Clyde Fowle	Vol 14	No 3
Reality testing: Teachers pass, board of education fails	Tim Murphey & K. Sato	Vol 20	No 1
Making the transition from TEFL to teaching ESOL learners resident in Britain	Robert Feather	Vol 20	No 2
A new concept – the traveling conference	Zalia Sarwar, Jane Willis, Pauline Ernest	Vol 20	No 2
Metaphors in action	Teresa Thiel	Vol 20	No 3
The role of teacher talk in task based learning	Linda Taylor	Vol 20	No 3
Teacher beliefs and teacher training	Helen Basturkmen	Vol 21	No 1

Understanding what teachers think about research	Simon Borg	Vol 21	No 2
Yearn to learn: A case for self-directed learning	D. Knezic	Vol 21	No 2
Is distance education for teacher education second best?	S. Garton & K, Richards	Vol 21	No 3
Preparing teachers for linguistic and cultural sensitivity using children's literature	Y. Prat-Johnson	Vol 21	No 3
Exploring the relationship between teachers' beliefs and their classroom practice	S. Phipps & S. Borg	Vol 21	No 3
Hidden perks of a roving teacher trainer	Mario Rinvoluceri	Vol 23	No 2
Helping teachers evaluate the authenticity of materials containing spoken English	C.S.C. Chan	Vol 24	No 3
The fruit of elaborative mental processing	David Coniam	Vol 25	No 2
Using dialogue journals in an inter-disciplinary University course	N. Vojtkova & R. Collins	Vol 26	No 1
All's well that begins well	N. Pfanna	Vol 26	No 1
Foreign language teachers living abroad	Sharon de Hinojosa	Vol 26	No 2
All call for clear professional standards	G. Chin-Wen Chien	Vol 26	No 3
Peer consulting via interview	M. Trittel & U. Lorenz	Vol 27	No 1
Feeling useful	J.G. Coury	Vol 27	No 3
Appreciating the teacher	V. Glover	Vol 27	No 3
Liminality and diary writing in the journey from Teacher to teacher trainer	Edward Russell	Vol 28	No 1
Rhythms for a new context	S. Portell, C. Junk, R. Schmidt	Vol 28	No 1
The cultural context of teaching English: a cross-cultural perspective	A. Sudharsan	Vol 28	No 2
Are detailed objectives really necessary in lesson planning?	Clare Fielder	Vol 28	No 2
From Croatia to Sweden: Using pictures in English as a mediation code in plurilingual intermedial contexts	M. Marusic	Vol 28	No 3
What can we learn about the connections between professional skills training, classroom observation, teaching experience and enthusiasm?	Chan Chang Tik, Shiney John	Vol 28	No 3

News in our Field

Susan Barduhn	Vol 20-22
Briony Beaven	Vol 23-26
Kevin Giddens	Vol 27 onwards

NS and NNS teachers and trainers

Perspectives on the IST Needs of NNS	Jenny Jarvis	Vol 5	No 1
The Attitudes of French Nationals on a UK PGCE Course	Beatrice Davies	Vol 10	No 3
Norwegian Teachers in Newcastle-upon-Tyne	Margaret Bautz	Vol 2	No 3
Debate on regional teacher trainers:		Vol 14	Nos
Soap bubble fairies	Jean Ruediger	Vol 14	1/2
Outsiders inside	Bonnie Tsai & M. de B	Vol 14	No 1
Collaboration between NS & NNS teachers in Slovenia			No 1
Empowering non-native speakers for ELT	K Pizorn & CB	Vol 14	No 3
The 'language component' and the native speaker teacher	Icy Lee	Vol 19	No 1
NESTS in elementary schools in Taiwan	Ilana Salem	Vol 21	No 1
	G. Chin-Wen Chien	Vol 25	No 2

Observation and Feedback

Observing and Being Observed	Sheelagh Deller	Vol 1	No 1
Feedback - some possible solutions	Judith Haigh	Vol 1	No 1
Little Boxes Observation Sheet	Lynn Rushton	Vol 1	No 2
Non-judgemental, no directive			
Observation and Feedback	Peter Maingay	Vol 1	No 3
Enhancing Classroom Skills (Radio Assisted Practice)			
Observation Tasks for Pre-service Trainees	Peter Tomlinson	Vol 2	No 1
Taking the Stress out of Discussing Lessons	Tessa Woodward	Vol 3	No 1
The Case for Delayed Feedback	Tessa Woodward	Vol 3	No 2
	Richard Denman	Vol 3	No 3

Watching Yourself, Watching Others	Greg Acker	Vol 4	No 1
Being Seen - in defence of demo lessons	R Wajnryb & R Bolitho	Vol 4	No 1
Teaching Practice Feedback :			
Advantages of Splitting up the Group	Anne Paton	Vol 4	No 2
Observation Charts	Patrick Philpott	Vol 4	No 3
Getting "Mileage" out of Delayed Feedback	Ray Parker	Vol 5	No 1
In-service Observation	Bill Johnston	Vol 5	No 2
Exorcism and the Observed Lesson	Martin Parrott	Vol 5	No 3
The case for no "T P" Points	B Garside	Vol 5	No 3
Observing a Reading Activity	Flavia Vieira	Vol 6	No 1
Don't Go and See for Yourself	Judith Wilson	Vol 7	No 1
Models of Teaching Practice & Feedback	G Barker & S Hamilton	Vol 7	No 1
A Task-based Approach to Feedback	F Fitzpatrick & R Kerr	Vol 7	No 2
Video - Fear and Loathing	Richard Cooper	Vol 7	No 3
Improving T P in situ	Teh Pick Ching	Vol 8	No 1
A Framework for Feedback	Ruth Wajnryb	Vol 8	No 1
Observation from the Other Side	Brok, Yu Tam	Vol 8	No 1
Using Discussions of Technique Sequences	M Moreira	Vol 8	No 2
Trainee Feedback	Gloria Vasconcelos	Vol 8	No 2
Peering at your Peers	Frank Fitzpatrick	Vol 9	No 2
Using a Counselling Approach in Teacher Supervision	Dominic Cogan	Vol 9	No 3
Using Unseen Observations in IST Development	Phil Quirke	Vol 10	No 1
Haiku Idea	Tim Hahn	Vol 10	No 1
The use of Metaphor in Post-lesson Feedback	Simon Marshall	Vol 10	No 2
"The Look"	Tom Farrel	Vol 10	No 2
Micro-teaching Feedback Styles	Jill Cadorath	Vol 10	No 3
Using the In-service Feedback Session to Promote			
Teacher Self-Development Actively	Henny Burke	Vol 11	No 1
How to avoid being a fly on the wall	Garry Powell	Vol 13	No 1
Using classroom data as the basis for feedback sessions	R Watson Todd	Vol 13	No 3
Developing skills in obs' and feedback	D. Lubelska et al	Vol 14	No 2
Using a SWOT Analysis in TP	Marie McArdle	Vol 17	No 1
Immediate and Delayed Intra-personal Feedback	Simon Marshall	Vol 17	No 2
A New Focus for Peer Observation	Jill Cosh Vol	Vol 17	No 3
Delayed and immediate debriefing	M. Williams & A. Waton	Vol 19	No 1
Evolving a feedback style	Steve Roberts	Vol 20	No 2
Podcast teacher observation	R. Cooper	Vol 21	No 1
A new role for trainees	Jane Blacknell	Vol 23	No 1
Giving feedback on failed lessons	Paul Bress	Vol 23	No 1
Stress-free observations	K. Lackman	Vol 24	No 2
Some theoretical essentials for an effective observer training course	S. Baleghizadeh	Vol 24	No 3
Classroom observations tools for trainers	Phil Keegan	Vol 26	No 2
Tasks for teaching practice	Kati Somogyi-Toth	Vol 26	No 3
The Sheltered Instruction Observation Protocol (SIO) model	Anna Krulatz	Vol 28	No 1
Trainer demonstration lessons in authentic classroom contexts	Maggie Swannock	Vol 29	No 1
Jig-saw classroom observation in China	T. Hunter & C. Thompson	Vol 29	No 2
Observing teacher talk time	Aaron Taylor	Vol 29	No 3

People who Train People

Gerlinde Wilberg	Midwife Trainer	Issue 0	
Margaret Elderson	Secretary Trainer	Vol 2	No 1
Penny Aeberhard	G.P.Trainer	Vol 2	No 2
Penny Turner	Horse, rider & riding teacher trainer	Vol 4	No 1
Richard Cooke	Conductor and Orchestra Trainer	Vol 4	No 3
John Collier	Medical Education	Vol 5	No 1
Mario Rinvolucri	Training bus drivers	Vol 7	No 1
Sarah Andrews	Training Nurses	Vol 9	No 2
Rachel Bodle	Business Consultant	Vol 11	No 2
" "	" "	Vol 12	No 1
" "	" "	Vol 12	No 3
Monty Roberts	Best-selling Author	Vol 11	No 3
Rena Subotnik	Gifted education specialist	Vol 14	No 2
Lucy Tano	Consultant anaesthetist	Vol 15	No 1
Robin White	Florist trainer	Vol 15	No 2
Graham O'Connel	Civil Service College	Vol 16	No 1
Vanessa Ling	Postgraduate Medical & Dental Education Deanery	Vol 16	No 3
Lesley MacDonald	University Staff Developer	Vol 17	
Training safety instructors on UK railways	M. Rinvolucri	Vol 19	No 2

Jennifer Creek	Occupational Therapist trainer	Vol 20	No 2
Sir John Lister-Kaye	Ranger Trainer	Vol 20	No 3
Chris Balfour	Dance Trainer	Vol 21	No 2
Roger Goldfinch	Electrician trainer	Vol 22	No 1
John Harle	Saxophonist	Vol 23	No 1
Rob Lewis	Website Manager	Vol 24	No 3
Russell Stannard	ICT Trainer	Vol 25	
Tessa Woodward	Ballroom dance training	Vol 25	No 2
Catalyst for kindness	F. Moran	Vol 26	No 1
Magistrate Mentor	Marian Nicholson	Vol 26	No 2
The music people at the University of Kent, UK		Vol 27	No 2
Permaculture trainers		Vol 27	No 3
Joke Hellemans	Mindfulness Trainer	Vol 28	No 3
The Hospice trainers Canterbury, UK		Vol 29	No 3

Possible TT Course Models and Syllabuses (see also Training Around the World & Pre-Service Training)

MA's & PG Qualifications	Marion Williams	Vol 3	No 2
Critique of Pre-Service TT Pts 1 & 2	Peter Grundy	Vol 3	Nos
An "Up-side Down" TT Course	B Garside	Vol 4	2/3
Internship: Partnership in Initial Teacher Education	T Allsop & I Scott	Vol 4	No 1
The Supermarket: a Frame for Short Intensive			No 3
First Courses	Bryan Robinson	Vol 5	No 3
From Behind the Barricades	K Morrow	Vol 7	No 2
Trainee Interaction on Participant-Centred Courses	Simon Borg	Vol 7	No 3
Finding the Centre	Alan Maley	Vol 7	No 3
Sustainable Methodologies in ELT Projects	V Ainscough	Vol 8	No 2
Initial Reflections	P Kerr	Vol 8	No 3
Making a course your own	K Lutz	Vol 12	No 2
Grammar in MA TESOL course	A Meier	Vol 12	No 2
Redesigning the LA component	A Foster & P Mercieca	Vol 12	No 3
Wider exposure to classroom reality	R Lo	Vol 12	No 3
Making the workshop work	P Knight	Vol 14	No 1
Start with the strong	Zhu Xiaomei	Vol 14	No 2
On-line TT	David Mallows	Vol 15	No 3
Making mirrors in primary course design	Pam Aboshiha	Vol 16	No 3
Let's Begin from Mutual Understanding	C.Franson & Q.Gu	Vol 18	No 2
The Innsbruck model of Fremdsprachendidaktik	Hinger et al	Vol 19	No 1
Student teacher co-operation in syllabus design	Feyza Doyran	Vol 23	No 3

Pre-Service Training

The Interview as a TT Tool	Natalie Hess	Vol 1	No 3
Hurdles and Histories	Ruth Wajnryb	Vol 2	No 3
Observation Tasks for Pre-Service Trainees	Tessa Woodward	Vol 3	No 1
A Critique of Pre-Service Teacher Training			
Part 1	Peter Grundy	Vol 3	No 2
Part 2	Peter Grundy	Vol 3	No 3
What Sort of Modern Language Teachers do we Need ?	Guy Richeux	Vol 3	No 3
The First Time a Teacher Teaches	Tessa Woodward	Vol 4	No 2
An Entrance Test	Seth Lindstromberg	Vol 5	No 2
Letter to a Trainee from a ex-Stammerer	Mario Rinvolucri	Vol 5	No 2
The Cost of Failure	Kate Pearce	Vol 5	No 3
Are our Trainees Employable ?	Vic Richardson	Vol 6	No 1
Reflection & Feedback on a PGCE Course	Gary Chambers	Vol 7	No 3
PPP and After	Jim Scrivener	Vol 8	No 1
Task-based Language Learning	Jane Willis	Vol 8	No 1
Why the Sky	Simon LeFort	Vol 8	No 2
Thoughts on School Placements	Tessa Woodward	Vol 8	No 3
Is it a Joke?	Peter Grundy	Vol 9	No 2
The Post-PPP Debate : an Alternative Model	Clive Lovelock	Vol 10	No 2

A Reply to P Grundy on Pragmatics	Tony Penston	Vol 10	No 2
'ARC' : does it have restricted use?	Scott Thornbury	Vol 10	No 3
A Taxonomic Perspective of EFL/ESL Teacher Preparation Programmes			
Pioneering EFL TT	Lynn E Henrichson	Vol 11	No 2
Redesigning the LA component	B Haycraft	Vol 12	No 1
Training for reflective practice	A Foster & P Mercieca	Vol 12	No 3
Trainee teachers learning from experienced teachers	John Gray	Vol 14	No 1
Generic instruction modules in initial TT	C Simpson	Vol 14	No 2
Who controls the interaction in the teacher education classrooms	Peter Grundy	Vol 15	No 1
Preparing Language Teachers – but how?	Leslie Bobb Wolff	Vol 16	No 3
Educating Beginner Teachers, the Teaching Game	J Norrish & N Pachler	Vol 17	No 1
Lesson Planning for Real World TP	A Oliveira	Vol 17	No 1
Encouraging professional development among pre-service trainers	Hilary Smith	Vol 17	No 2
Teaching practice as a motivational factor	Julie Damron	Vol 19	No 1
Lesson planning & email on part-time teacher training courses	Lucie Betakova	Vol 19	No 2
Collaboration among student teachers during teaching practice in Kenya	Lynda Beagle	Vol 19	No 3
Managing the change	C.O. Ong'ondo	Vol 24	No 2
Assessing the practicum	Nick Baguley	Vol 25	No 3
The effects of an immersion experience on Pre-service teachers	M.G. San Martin & G. Helale	Vol 25	No 3
An alternative UK, pre service teacher education course	D. Kestenbaum & K. Oh	Vol 27	No 2
Bundling 'knowing' about English and 'doing' in a TESL pre-service training course	M. Chick	Vol 27	No 3
Who knows best, teacher trainer or language learner?	Dulip Singh, Ranjet Singh	Vol 28	No 2
Encouraging pre-set teachers to work with emergent language	Nicola Meldrum	Vol 28	No 1
	D. Norrington-Davies	Vol 29	No 3

Process Options

The Teacher Homework Technique	Gerry Kenny	Issue 0	
Loop Input	Tessa Woodward	Issue 0	
Interactive Books	Jim Wingate	Vol 1	No 1
Lecture Discussion Scales	Tessa Woodward	Vol 1	No 1
Using Posters in Teacher Education	Gill Sturtridge	Vol 1	No 2
"Curran-style" lectures	Tessa Woodward	Vol 1	No 2
The Buzz-group lecture	Tessa Woodward	Vol 1	No 3
Sideways Learning	Mario Rinvoluceri	Vol 1	No 3
The Starter Question Circle	Tessa Woodward	Vol 2	No 1
Mind Maps	Tessa Woodward	Vol 2	No 3
An Exercise in Autonomy	Ian McGrath	Vol 2	No 3
The Backwards Lecture	Tessa Woodward	Vol 3	No 1
The Flexible List	Natalie Hess	Vol 3	No 2
Mapping the Day	Tessa Woodward	Vol 3	No 2
Poster Presentations	Jonathan Marks	Vol 3	No 3
Participant-Centred Activities in TT	Alan Matthews	Vol 4	No 2
Paradoxical Interventions	Mario Rinvoluceri	Vol 4	No 3
Insearch	Tim Murphey	Vol 5	No 1
Nominal Group Technique	Les Embleton	Vol 5	No 2
Nine-Card Diamond Technique	Les Embleton	Vol 6	No 1
Do Unto Them as They are to Do Unto Others	Mario Rinvoluceri	Vol 6	No 1
Fishbowl	Mario Rinvoluceri	Vol 6	No 2
Metaplan	Nick Shaw	Vol 6	No 2
Things to do After TT Input	Mario Rinvoluceri	Vol 6	No 3
The Action Plan Cycle	Sheila Estaire	Vol 7	No 1
Reading Mazes	David Spencer	Vol 7	No 3
TEFL Auction	Tony Penston	Vol 7	No 3
The Ghost Instrument	Ephraim Weintraub	Vol 7	No 3
Grids for Recording TT Sessions	J Chadwick	Vol 8	No 3
Using an Idea File	Natalie Hess	Vol 8	No 3
Micro-planning in IST	Mihaela Tiliinca	Vol 10	No 1
Suitcases: a training idea	Rod Bolitho	Vol 10	No 2
Action Plans for ending a TT course	Monika Gedicke	Vol 12	No 3
Adding group process to the TT agenda	Mario Rinvoluceri	Vol 13	No 1
From classroom tactics to beliefs & values	Tessa Woodward	Vol 13	No 2
The AAR technique	Andrew O'Sullivan	Vol 13	No 3
Crosswords	Kathy Bird	Vol 14	No 3
One way of working + participants issues	Tessa Woodward	Vol 15	No 1
Plenary speaker techniques	Mario Rinvoluceri	Vol 15	No 2
Case study envelopes	Katie Plums	Vol 15	No 3
Feeding back to 5,000	Julietta Schoenmann	Vol 16	No 1
Ideas for Livening up Conferences	Tessa Woodward et al	Vol 17	No 1
Modifying tasks in Teacher Education	C.Simpson et al	Vol 18	No 1
'One of three' – a workshop energizer	Tessa Woodward	Vol 19	No 2
End of course feedback	M. Rinvoluceri & P. Williams	Vol 20	No 1

Using case studies	T. Woodward	Vol 22	No 1
Ways of forming pairs and groups	The Trento Group	Vol 22	No 1
The fridge	T. Woodward	Vol 22	No 2
A thank you to my teachers	Mario Rinvoluceri	Vol 23	No 1
Ice breaker for train the trainer peer mentoring	Jon Philips	Vol 23	No 3
Welcome letters	Sarah Conway	Vol 24	No 1
Open Space Technology for conferencing	A. Underhill	Vol 25	No 1
Experiential activities for trainee teachers	Sarah Mercer	Vol 25	No 1
Assessing with mind maps	Justin Scoggin	Vol 25	No 2

Publications received

In every issue

Questions & Answers

What is EFLTED ?	Gordon Slaven	Vol 3	No 1
LTP, How did you become a Trainer, Multiple Intelligences		Vol 10	No 3
What is NLP ?		Vol 11	No 1
What is BIELT?	Andrew Brown	Vol 14	No 3
What can't you be without when you travel away? Pt 1		Vol 17	No 1
What can't you be without when you travel away? Pt 2		Vol 17	No 2
Travelling Training Vol 17		Vol 17	No 3
Who is Reading What?		{ Vol 18	No 1
		{	No 2
		{	No 3
		{ Vol 19	No 1
What is ACTDEC?	Brian Winn-Smith	Vol 20	No 3
What is cognitive linguistics	Jeannette Littlemore	Vol 23	No 1

Readings for Trainees

Pitfalls of Inexperienced Teachers	M de Moraes Menti	Vol 9	No 2
Lesson Planning & Teaching by Threads	Seth Lindstromberg	Vol 11	No 1
Watch what your language students are not saying	Tammy Gregersen	Vol 19	No 3
Creating a sense of inclusion: the use of literature enhancing learning through positivity	Nathalie Hess	Vol 19	No 3
Reconsidering the participation grade	Eleni Pithis	Vol 22	No 1
How to stay motivated as a teacher	Joseph Edward Price	Vol 22	No 2
The Art of War	Betka Pislar	Vol 23	No 3
Teaching older students	D. McLachlan Jeffrey	Vol 25	No 1
Counter criticism from parents with confidence	C. Sani	Vol 26	No 2
Gaining control of your class	N.I. Pfanner	Vol 27	No 2
Connecting the disconnected	N.I. Pfanner	Vol 27	No 3
Increasing student morale near term's end	Nasy Inthisone	Vol 28	No 1
Professionalism and the sports teacher	Nick David	Vol 28	No 2
Double check the answer keys	Dan Burns	Vol 29	No 2
	N.I. Pfanner	Vol 29	No 2

Specifically on Mentoring

Peer Mentoring	Neil Williams	Vol 8	No 2
Problem-solving strategies for mentors	Ingrid Wisniewska	Vol 13	No 1
Mentorship	J R A Williams	Vol 10	No 2
What's your mentoring style?	I Wisniewska	Vol 12	No 1
The indirect to direct peer mentoring continuum	Tim Murphey	Vol 14	No 1
Creating congruence in mentoring styles	I Wisniewska	Vol 14	No 1

University and school based mentors	C Simpson	Vol 14	No 3
Improving mentee lesson planning through mentor modeling	Ewen Arnold	Vol 19	No 2
Putting mentoring energy to good use	Miljen Matijasevic	Vol 20	No 1
challenges of mentoring pre-set teachers in Turkey	N. Gurbuz	Vol 23	No 1
The language teacher practicum: perspectives from mentors	M.K. Smith & M. Lewis	Vol 23	No 2
Mentoring the teacher trainer	M. Lewis & T.K. Bamon	Vol 24	No 2
Mentoring for effective EFL video activities	L. Rabbe & G. Shuster-Bouskill	Vol 29	No 1

Teacher Selection and Evaluation

Teacher Selection	Peter Duppenthaler	Vol 1	No 3
An Entrance Test	Seth Lindstromberg	Vol 5	No 2
The Use of Self-Evaluation in TT	Kari Smith	Vol 5	No 3
A Final "Anti-Exam" for IST Programme	Steven Brown	Vol 6	No 1
Portfolio Assessment and the L2 Methods Course	B Paltridge	Vol 8	No 2
Using trainee diaries for assessment	Ana Halbach	Vol 13	No 2
Using actionresearch for evaluation on TT courses	S. Piai & K. Threadgold	Vol 15	No 3
Putting the Learning into Assessment	David Carless	Vol 17	No 3
Interviewing candidates for pre-service training courses	Rebecca Belchamber	Vol 20	No 3
Using class time for learning	Penny Ur	Vol 22	No 2
Student evaluation of faculty	Eleni Pithis	Vol 23	No 3

The Russell Stannard Column

Problems and Solutions around the introduction of ICT		Vol 29	No 2
---	--	--------	------

The Spoof Page

Mail Order Catalogue		Vol 1	No 1
The Jargon Generator		Vol 1	No 2
New Approaches to Language Teaching		Vol 1	No 3
Mr and Mrs - and their daughter		Vol 2	No 1
Trainer Odour		Vol 3	No 1
Trainer Ad-speak		Vol 3	No 2
Crossword by Mog		Vol 3	No 3
Solution by Mog		Vol 4	No 1
Crossword by Mog		Vol 4	No 2
Solution by Mog		Vol 4	No 3
Brief Abstracts	Michael Swan	Vol 6	No 1
The Parable of the Good Language Learner	Mike Church	Vol 11	No 3
The story of Trainerella	G. Gregorioiu	Vol 14	No 3
Rhubarb Bingo	Paul Bress	Vol 17	No 1
Faking it		Vol 18	No 3
Jargon Generator	Tessa Woodward	Vol 20	No 3
Jargon generator for academic management	Jon Burton	Vol 28	No 2

The Teachers' Page

Field Notes from Brazil	P. Beresford	Vol 18	No 1
Dogs and Tricks	Rodney Mantle	Vol 19	No 1

Trainee Voices

RSA Trainees Speak Out	Mario Rinvoluceri	Vol 5	No 1
The Cost of Failure	Kate Pearce	Vol 5	No 3
Resistance to Change in TT Courses	Fran Byrnes	Vol 6	No 1
Three Trainee Voices	D Tendler, J Cotton & J Wilson	Vol 7	No 1
Honesty	Jackie Smith	Vol 7	No 2
Language Awareness & Professional Hierarchy	Mario Rinvoluceri	Vol 8	No 3
Conflict in Process-Oriented Training	Simon Borg	Vol 9	No 1
A Teacher in Training for Primary School Work		Vol 9	No 2
At SEAL, Brighton 1995	Marcial Bóo	Vol 9	No 3
One Way of Hearing Trainee Voices	Tessa Woodward	Vol 10	No 2
Trainee Voices	Bonnie Tsai	Vol 11	No 2
Trainee Voices	Maria Dessaux-Barberio	Vol 11	No 3
Diary writing for self reflection	Ng Jueh Hiang	Vol 12	No 2
Reflection on training	Bettinelle, Monticol & Tropea	Vol 12	No 3
The stress factor in short assessed TT course	Tsai & Dessaux-Barberio	Vol 13	No 2
Outsiders inside	" "	Vol 14	No 1
Peer tutoring as co-operative learning	J Spiro & K Basich	Vol 14	No 3
Lily and writers' block	Mario Rinvoluceri	Vol 14	No 3
Varies in cross-cultural contact	A.J. Meier	Vol 15	No 2
3 Perspectives on a F.L. lesson	M. Hall & H. Sales	Vol 15	No 3
Using email during the practicum	Thomas Farrell	Vol 15	No 3
Being a Modern Language Student Teacher	J. Laird	Vol 18	No 1
Trainee Feedback	Diana Lane	Vol 18	No 3
Teaching practice as a motivational factor	Lucie Betakova	Vol 19	No 2
Challenges facing beginning EFL teachers/trainers	Wen'Hsing Luo	Vol 19	No 3
Danie Monaghan		Vol 22	No 1
Standing up for tutors	Anon	Vol 26	No 3
A letter to a teacher trainer	Deepthi S.	Vol 29	No 1

Trainer Background

Teaching Heterogeneous Classes Pt 1	Penny Ur	Vol 1	No 3
Phonetics Re-visited	G Willems	Vol 2	No 3
A Last Lesson - Ending Courses	Ruth Wajnryb	Vol 3	No 1
A Fresh Look at Team Teaching	B Johnston & B Madejski	Vol 4	No 1
Pre-reading Quizzes - a Framework	John Laycock	Vol 4	No 3
Language and Gender	Jenny Pugsley	Vol 5	No 1
Training Teachers of Business English	Bill Reed	Vol 5	No 2
The Communicative Teaching of Vocab.	Linda Taylor	Vol 5	No 3
The Crucial Role of Feedback and Evaluation in Language Classes	Hana Raz	Vol 6	No 1
Information on CILT		Vol 6	No 2
Explanations & Explaining	A Moore-Flossie & L Glynn	Vol 6	No 3
Forms & Charts	Tony Skevington	Vol 7	No 3
Computers, Corpora & Language Teaching	P Robinson	Vol 8	No 3
Pair and Group Work : Confessions of Ignorance	Tessa Woodward	Vol 9	No 1
Total Quality Management	Tessa Woodward	Vol 9	No 3
Collaborative Language Teaching	E Edmundson & S Fitzpatrick	Vol 11	No 3
Chaos theory and the PDSA cycle	David King	Vol 12	No 1
What is a teacher?	Jenny Pugsley	Vol 12	No 2
Introduction to NELLE	Kit Batten	Vol 13	No 1
The nightmare of reading difficulty	Mario Rinvoluceri	Vol 15	No 3
Emotional Literacy	Harriet Goodman	Vol 16	No 1
Towards a classification of the internet	Huw Jarvis	Vol 16	No 2
Debating	Alina Gutauskiene	Vol 16	No 3
The Teaching of English in Difficult circumstances	Alan Maley	Vol 17	No 1
Power distance: Cross-Cultural Implications for ELT Pt 1	Hiroimi Hadley	Vol 17	No 1
The True Tale of a Classroom Assistant	Jasmine Little	Vol 17	No 2
Power distance: Cross-Cultural Implications for ELT Pt 2	Hiroimi Hadley	Vol 17	No 3
Texts on HIV/AIDS for use in TT	Meagan McCue	Vol 21	No 2
Critical thinking	David Leat	Vol 21	No 2
Encouraging teachers and students to read more in the target language	Chris Lima	Vol 22	No 3

Thoughts on teachers' professional identity	Sari Poyhonen	Vol 22	No 3
Late age language learning	Anita Pincas	Vol 22	No 3
Lexical phases	S. Lindstromberg	Vol 23	No 2
Is help helpful?	Jack R. Gibb	Vol 24	No 1
A mirror for self-reflection?	Sezgi Yalin	Vol 24	No 2
Exploring values in ELT	G. Hall	Vol 24	No 2
What teachers need to know about lexical inferencing	Iain McGee	Vol 25	No 1
Teaching for thinking	T. Woodward	Vol 26	No 1
Index for inclusion	T. Booth		
Running meetings	Tessa Woodward	Vol 28	No 2
What we need to know about the testing effect	S. Lindstromberg	Vol 29	No 1
Language teacher motivation	Mark Wyatt	Vol 29	No 2
Variant scoring systems for the language class	A. Sellick and J. Bury	Vol 29	No 2

Trainer Materials and Resources (see also the TT Games series)

Making the Most of TT Materials	P Ahrens & A Ghodiwale	Vol 1	No 1
From a Garage to a Teachers' Centre	Centre Members	Vol 3	No 1
Stop-Go : AV Aids for the Trainer	I McGrath	Vol 4	No 2
Using Substitution tables for Language Analysis	Tessa Woodward	Vol 4	No 3
A Jazz-Chant	G Acker	Vol 5	No 2
The Use of Algorithms in TT	Mick Randall	Vol 5	No 3
Another Flipping Training Aid	I McGrath	Vol 6	No 2
Using Activity Cards	Martin Cortazzi	Vol 7	No 1
Monitoring & Evaluating the Production of Materials on a Trainer-Training Workshop	R Williams et al	Vol 11	No 1
A teacher's essay on criticism	R Watson Todd	Vol 12	No 1
Support materials for CEELT course	I Forth	Vol 13	No 1
Using experienced teacher accounts	C Simpson	Vol 14	No 2
Using coursebooks to train teachers	Jeremy Harmer	Vol 16	No 3
Flip chart magic	Robert Lucas	Vol 21	No 1
Tasks for helping teachers get better at defining and eliciting vocabulary	S. Lindstromberg	Vol 21	No 2
'Demand high" teaching website	A. Underhill & J. Scrivener	Vol 27	No 2

Trainer Mistakes

Pair and Group Work	Tessa Woodward	Vol 9	No 1
Trainer mistakes	Mario Escobar & B. Lee La Madeleine	Vol 15	No 1
My blind spots	Mario Rinvolucri	Vol 15	No 3
21 Mistakes I make in Workshops	Robert Chambers	Vol 17	No 2
A Teacher Training Dream	M. Rinvolucri	Vol 18	No 1
21 Horrors in Participatory Workshops	R.Chambers	Vol 18	No 1
When Flow's No Go	R. Cooper	Vol 18	No 3

Trainer Session Plan (includes Practical training sessions and Tips & ideas)

Teaching Heterogeneous Classes Pt 2	Penny Ur	Vol 2	No 1
What are <i>your</i> theories ?	Sara Walker	Vol 3	No 3
One Way of Running an In-House TT Session	Fiona Kalinowski	Vol 4	No 3
Erroroleplay	Rosie Tanner	Vol 6	No 2
A "Teaching Speaking" Session	Kathy Bird	Vol 6	No 3
A Fear Clinic	P Philpott	Vol 7	No 1
Training for Primary School English	Briony Beaven	Vol 9	No 2
Ideas for a Workshop on Pre-writing Strategies	R Turk-Iskandarani/ G Mason-Jabbour	Vol 11	No 1
Working with Teachers Interested in Different Methods	Tessa Woodward	Vol 11	No 3
Task based learning	Jane Cadorath & Simon Harris	Vol 12	No 1
Fear and the classroom	Jenny Leonard	Vol 12	No 2
Simulation & role play for training class management	Grigoriou & Popescu	Vol 12	No 2
Observation in the round	Katy Salisbury	Vol 12	No 3
Investigating learning	Andrew Morris	Vol 15	No 2

Is my map to scale?	Mark Wilson	Vol 16	No 2
A lesson in lesson planning	Martha Lengeling & Emily Thrush	Vol 16	No 3
Ways of reviewing and recycling vocabulary	Andy Caswell	Vol 20	No 3
Ways of developing oral fluency	Andy Caswell	Vol 21	No 1
Developing autonomy	Deniz Salli-Copur	Vol 21	No 2
Integrating drama with your classes, Part One	Andy Caswell	Vol 21	No 3
Working with teachers on literature in Bhutan	Stella Smyth	Vol 21	No 3
Ways of integrating drama into language classes Pt. 2	Andy Caswell	Vol 22	No 1
Ways of working with grammar Part 1	Andy Caswell	Vol 22	No 3
Ways of working with grammar Part 2	Andy Caswell	Vol 23	No 2
Classroom management	Patricia Laurai de Gentile	Vol 23	No 3
The role of extensive reading in teacher education	Chris Lima	Vol 24	No 3
Cross-cultural awareness workshop	V. Odenyi & G. Lazar	Vol 25	No 1
Encouraging teachers to fulfill their potential	Sezgi Yalin	Vol 25	No 2
Dealing with participant behaviors	Jon Philips	Vol 25	No 3
Raising intercultural awareness in PRESETT	L. Skopinskaja & S. Liv	Vol 26	No 1
Benefits of short, in-class writing exercises	Seth Lindstromberg	Vol 26	No 2
Is language teaching a performance art?	M. Almond	Vol 27	No 1
Discussing teaching activities	Tessa Woodward	Vol 28	No 2

Trainer Training

A Way of "Training-in" Trainers	J Parker & A Millican	Vol 1	No 3
Learner, Teacher or Trainer ?	David Cranmer	Vol 2	No 2
Short Practical Ideas	Tessa Woodward	Vol 2	No 3
Would You Like to Give a Training Course?	Jordi Roca	Vol 3	No 1
Self-Access Teacher Training	Ruth Wajnryb	Vol 3	No 2
Training Inside and Outside Your School	Sue Leather	Vol 3	No 2
Trainers Giving Instructions	Leslie Bobb-Wolff	Vol 4	No 2
More Hurdles - Becoming a Teacher Trainer	Ruth Wajnryb	Vol 5	No 2
Exploring the Rôle of the Teacher Trainer	Ann Rossiter	Vol 6	No 3
What it's like to be a Travelling Trainer	Jim Wingate	Vol 6	No 3
Reflections of a Beginning Trainer	Julie Thomson	Vol 6	No 3
Grids as Reflective Tools on TT Courses	R Bolitho & T Wright	Vol 7	No 2
Why Train ?	Saxon Menne	Vol 7	No 2
Collective Management	H Traore & D Britten	Vol 8	No 1
Suggestions for a Short Trainer Course	Anne Burns	Vol 8	No 2
Helping NNS Trainers with Questions for Leading Discussions	Richard Cullen	Vol 9	No 3
TT Symposium report	Tessa Woodward	Vol 10	No 1
Who trains the Trainers ?	School-based		
Train Ourselves First ?	Wu Xin	Vol 10	No 3
Training Practice as a Component of an MA Course	J A Harthill & J E Kendrick	Vol 11	No 1
Monitoring & Evaluating the Production of Materials on a Trainer-Training Workshop	R Williams et al	Vol 11	No 1
In-service TESOL Workshops: Suggestions for Novice Trainers	Maureen Andrade	Vol 11	No 2
Are you honest?	E Adams	Vol 12	No 1
The good teacher trainer	S Borg	Vol 12	No 2
Is anybody listening to me?	P Dexter	Vol 13	No 3
A trainer's attempt at change	S Bharati	Vol 14	No 1
Debate about regional trainers		Vol 14	No 1/2
Developing obs' and feedback skills	D Lubelska et al	Vol 14	No 2
Trainer training under difficult circs	Anne Wiseman	Vol 14	No 3
Becoming a teacher educator	Jo Durham	Vol 15	No 2
Training Training--Room Skills	Alan Waters & Marlu Vilches	Vol 17	No 1
Is e-learning changing the language teacher trainer profession?	Margaret Rasulo	Vol 19	No 2
Am I ready to be a teacher trainer?	Tessa Woodward	Vol 20	No 1
Moving into teacher training	Tanya Skrypnik	Vol 20	No 2
Active Listening: giving trainers a voice	Stephen Louw	Vol 25	No 2
Four perspectives in teaching teachers	Gabriel Diaz Maggioli	Vol 25	No 3
My first seminar: reflections	E. Oncevska	Vol 26	No 2
Being trained as a trainer of primary teachers	Vu Mai Trang	Vol 26	No 2
Becoming a CELTA trainer	A. Bailey	Vol 26	No 3

Tips for solving the challenge of co-facilitation	D. Deng	Vol 27	No 2
Learning and growing as a teacher educator	Briony Beaven	Vol 28	No 3
What does it really take to be a TT for Primary school education	F.S. Baker	Vol 28	No 1
Preparing for a post lesson discussion after observing a teacher	T. Woodward	Vol 29	No 2

Training Around the World

Brazil	Anna Szabo & Mike Stimson	Vol 1	No 2
Yugoslavia	David Hill	Vol 2	No 2
Australia	Jane Lockwood	Vol 2	No 3
Sri Lanka	Andrew Thomas	Vol 3	No 1
China	Bruce Morrison	Vol 3	No 2
Poland	Roger Woodham et al	Vol 3	No 2
Spain	L Bobb-Wolff & J L Vera	Vol 3	No 3
G.D.R.	Ewald Festag	Vol 4	No 1
Finland	A Ronka, T Wiik, S Tella	Vol 5	No 1
Spain	D Casas, G Gibson & M L Martinez de Ritverto	Vol 6	No 2
Hungary	A Malderes & C Bodacsky	Vol 6	No 3
China	Tony Luxon	Vol 7	No 1
The Netherlands	Wout de Jong	Vol 7	No 2
Israel	Ephraim Weintraub	Vol 7	No 2
Poland	Melanie Ellis	Vol 7	No 2
The North Americas	C Shields & M Janopoulos	Vol 9	No 3
Indian Problems & Indian Solutions	M N K Bose	Vol 10	No 2
China	Wu Xin	Vol 10	No 3
Brazil	Regina Guimaraes	Vol 11	No 2
The Czech Republic	Lin Dawson & Carol Berezai	Vol 11	No 3
China	Xhu Xiaomei	Vol 14	No 2
Peru	Anne Wiseman	Vol 14	No 3
Slovenia	K. Pizorn & CB	Vol 14	No 3
Bangladesh. Apraisal & development for long-term consultants	Tom Hunter	Vol 15	No 1
China	Ding Suping	Vol 16	No 3
INTED at the College of St Mark & St John	Rod Bolitho	Vol 17	No 3
India	Maya Manon	Vol 19	No 1
Italy	Maria Bortoluzzi	Vol 19	Vol 2
Rural/East Africa	Eleni Pithis	Vol 19	No 3
EFL teachers at Chinese universities	Rodney Mantle & Lousa Li	Vol 20	No 1
The revival of BELTA, Bangladesh	Rubina Khan & Steve Cornwell	Vol 20	No 3
Bhutan	Stella Smyth	Vol 21	No 3
Certification - a must for English TT programmes in China	Chun Mei Yan	Vol 22	No 1
Mentoring pre-services teachers in Turkey	Nurdan Gurbuz	Vol 23	No 1
Taking it to the teachers Thailand Part one	W. Srimavin, U. Wall, J. Hull	Vol 23	No 2
Taking it to the teachers Thailand Part two		Vol 23	No 3
China – a view of ELTT from the British Council Beijing	K. O'Hare	Vol 24	No 1
China – Intercultural professional Development in a minority region	T. Rui & T. Bleistein	Vol 24	No 1
The Curious case of the Indian teacher	Shaheen Subhan	Vol 25	No 3
English reforms in Uzbekistan	J. Gulyamova & N. Isamukhamedova	Vol 26	No 1
Recent developments in EFL TT in Beijing	Z. Jinxiu	Vol 27	No 1
The expat EFL teaching situation in Afghanistan	A. Leskis & L. Kohnke	Vol 28	No 1

Training Teachers for Primary

When were you last in the primary classroom	P. Bodycott et al	Vol 13	No 2
Professional development for ELT: helping learners to write	T. Thiel	Vol 24	No 2