ELT Journal ÍNDICE DE AUTORES 2005-2021(1)

Autor	Título	Año	Volumen	Número	Páginas
[Editorial]	Editorial.	2005	Vol. 59	lssue 1	1–2
[Editorial]	Announcement: The Extensive Reading Foundation 2004 Language Learner Literature Award Winners.	2005	Vol. 59	Issue 1	88–89
[Editorial]	Editorial.	2005	Vol. 59	Issue 3	187-188
[Editorial]	Editorial.	2005	Vol. 59	Issue 4	275-276
[Editorial]	Dogme. (Online Forum Report)	2005	Vol. 59	Issue 4	333–335
[Editorial]	Editorial.	2006	Vol. 60	lssue 1	1–2
[Editorial]	Editorial.	2007	Vol. 61	lssue 1	1–2
[Editorial]	Erratum.	2007	Vol. 61	Issue 2	190
[Editorial]	Extensive Reading Foundation.	2007	Vol. 61	Issue 4	395
[Editorial]	Editorial.	2008	Vol. 62	lssue 1	1–2
[Editorial]	Editorial.	2009	Vol. 63	lssue 1	1-4
[Editorial]	Erratum: ELT Journal 50/4:279–88.	2010	Vol. 64	Issue 4	i
[Editorial]	Corrigendum: ELT Journal 64/4: 491	2011	Vol. 65	lssue 1	i
[Editorial]	Editorial.	2012	Vol. 66	Issue 4	427–429
[Editorial]	Editorial.	2013	Vol. 67	lssue 1	1–2
[Editorial]	Editorial.	2013	Vol. 67	Issue 4	383–384
[Editorial]	Editorial.	2014	Vol. 68	Issue 2	111–112
[Editorial]	Editorial.	2014	Vol. 68	Issue 3	221–222
[Editorial]	Corrigendum. (ELTJ 68/4: 465–468)	2015	Vol. 69	lssue 1	113
[Editorial]	Editorial.	2015	Vol. 69	Issue 2	115–116
[Editorial]	Editorial.	2015	Vol. 69	Issue 3	225–227

[Editorial]	Editorial.	2016	Vol. 70	Issue 1	1–5
[Editorial]	Editorial.	2016	Vol. 70	Issue 1	125–126
[Editorial]	Editorial.	2016	Vol. 70	Issue 2	125–126
[Editorial]	Editorial.	2017	Vol. 71	Issue 1	1–2
[Editorial]	Editorial.	2017	Vol. 71	Issue 4	399–400
[Editorial]	Editorial.	2018	Vol. 72	Issue 1	1–2
[Editorial]	IATEFL.	2018	Vol. 72	Issue 3	351
[Editorial]	IATEFL Associates: Events, benefits and opportunities. (IATEFL)	2019	Vol. 73	Issue 2	244–245
[Editorial]	IATEFL Associates: Benefits & Projects.	2020	Vol. 74	Issue 4	525–526
Abello-Contesse, Christian	Age and the critical period hypothesis. (Key Concepts in ELT)	2009	Vol. 63	Issue 2	170–172
Adoniou, Misty	The Experience of Language Teaching. R. M. Senior. Cambridge University Press 2006. (Review)	2007	Vol. 61	Issue 2	181–182
Ahlquist, Sharon	'Storyline': a task-based approach for the young learner classroom.	2013	Vol. 67	lssue 1	41–51
Ahlquist, Sharon	Motivating teens to speak English through group work in Storyline.	2019	Vol. 73	Issue 4	387–395
Ahmadian, Mohammad Javad	Task repetition in ELT. (Key Concepts in ELT)	2012	Vol. 66	Issue 3	380–382
Ahmadian, Mohammad Javad ; Abbas Mansouri, Seyyed ; Ghominejad, Shiva	Language learners' and teachers' perceptions of task repetition.	2017	Vol. 71	Issue 4	467–477
Akbari, Ramin	Transforming lives: introducing critical pedagogy into ELT classrooms. (Point and Counterpoint)	2008	Vol. 62	Issue 3	276–283
Akbari, Ramin	Education is filled with politics. (Point and Counterpoint)	2008	Vol. 62	Issue 3	292–293
Akbarian, Is'haaq	Vocabulary Matrix: Understanding, Learning, Teaching. M. McCarthy, A. O'Keeffe, and S. Walsh. Heinle Cengage Learning 2009. (Review)	2010	Vol. 64	Issue 2	243–246
Akbarian, Is'haaq	Insights into Non-native Vocabulary Teaching and Learning. R. Chacón-Beltrán, C. Abello-Contesse, and M.M. Torreblanca-López (eds.). Multilingual Matters 2010. (Review)	2012	Vol. 66	Issue 2	274–277
Akbarian, Is'haaq	Exploring Vocabulary: Language in Action. D. Gardner. Routledge 2013. (Review)	2015	Vol. 69	Issue 1	106–108
Al-Gahtani, Saad ; Roever, Carsten	'Hi doctor, give me handouts': low-proficiency learners and requests.	2013	Vol. 67	Issue 4	413–424
Al-Murtadha, Mutahar	Increasing EFL learner self-confidence with visualization tasks.	2020	Vol. 74	Issue 2	166–174
Allan, Rachel	Can a graded reader corpus provide 'authentic' input?	2009	Vol. 63	Issue 1	23–32

Allen, Christopher	Marriages of convenience? Teachers and coursebooks in the digital age.	2015	Vol. 69	Issue 3	249–263
Allen, Christopher ; Hadjistassou, Stella	Remote tutoring of pre-service EFL teachers using iPads.	2018	Vol. 72	Issue 4	353–364
Alptekin, Cem	Teaching ELF as a language in its own right: communication or prescriptivism? (Readers Respond)	2007	Vol. 61	Issue 3	267–268
Alptekin, Cem	Understanding English as a Lingua Franca. B. Seidlhofer. Oxford University Press 2011. (Review)	2012	Vol. 66	Issue 2	248–251
Alshuraidah, Ali ; Storch, Neomy	Investigating a collaborative approach to peer feedback.	2019	Vol. 73	Issue 2	166–174
Alter, Grit ; Ratheiser, Ulla	A new model of literary competences and the revised CEFR descriptors.	2019	Vol. 73	Issue 4	377–386
Andernovics, Silvija	Developing and Assessing Intercultural Communicative Competence: A Guide for Language Teachers and Teacher Educators. I. Lázár, M. Huber-Kriegler, D. Lussier, G. S. Matei, and C. Peck (eds.). European Centre for Modern Languages, Council of Europe Publishing 2007. (Review)		Vol. 63	Issue 3	277–280
Andernovics, Silvija	To Get to Know Each Other Leads to Better Mutual Understanding. M. Bedynska, Z. Darabos, G. Gillet, M. Kerschbaumer, I. Politi, and J. Zahradnikova (eds.). European Centre for Modern Languages, Council of Europe Publishing 2007. (Review)		Vol. 63	Issue 3	277–280
Andernovics, Silvija	Culturally and Linguistically Diverse Classrooms: New Dilemmas for Teachers. J. Miller, A. Kostogriz, and M. Gearon (eds.). Multilingual Matters 2009. (Review)	2011	Vol. 65	Issue 1	87–89
Anderson, Jason	Affordance, learning opportunities, and the lesson plan pro forma.	2015	Vol. 69	Issue 3	228–238
Anderson, Jason	Initial teacher training courses and non-native speaker teachers.	2016	Vol. 70	Issue 3	261–274
Anderson, Jason	A fundamental dichotomy in ELT methodology: a response to May Pang. (Readers Respond)	2017	Vol. 71	lssue 1	92–95
Anderson, Jason	A potted history of PPP with the help of ELT Journal.	2017	Vol. 71	Issue 2	218–227
Anderson, Jason	Reimagining English language learners from a translingual perspective.	2018	Vol. 72	Issue 1	26–37
Anderson, Jason	The TATE model: a curriculum design framework for language teaching. (Point and Counterpoint)	2020	Vol. 74	Issue 2	175–184
Anderson, Jason	A Response to Ellis: The Dangers of a Narrowly Focused SLA Canon. (Point and Counterpoint)	2020	Vol. 74	Issue 2	195–197
Anderson, Jason	Reflection. (Key Concepts in ELT)	2020	Vol. 74	Issue 4	480-483
Anderson, Laurie	A Scholar's Guide to Getting Published in English: Critical Choices and Practical Strategies. M. J. Curry and T. Lillis. Multilingual Matters 2013. (Review)	2015	Vol. 69	Issue 3	339–342
Anderson, Wendy ; Corbet, John	Correspondence.	2011	Vol. 65	Issue 3	363

Anderson, Wendy ; Corbett, John	Teaching English as a friendly language: lessons from the SCOTS corpus.	2010	Vol. 64	Issue 4	414–423
Andon, Nick	Applied Linguistics and Materials Development. B. Tomlinson (ed.). Bloomsbury 2013. (Review)	2013	Vol. 67	Issue 3	367–369
Andon, Nick	Materials Development for TESOL. F. Mishan and I. Timmis. Edinburgh University Press 2015. (Review)	2018	Vol. 72	Issue 1	112–113
Andrew Wright.	Language Teaching Insights From Other Fields: Sports, Arts, Design, and More. C. Stillwell (ed.). TESOL Book Publications 2013. (Review)	2014	Vol. 68	Issue 4	465–468
Appleby, Rachel	Oxford Word Skills. R. Gairns and S. Redman. Oxford University Press. Basic 2008. (Review)	2010	Vol. 64	Issue 4	483–485
Appleby, Rachel	IATEFL 2010 Harrogate Conference Selections. T. Pattison (ed.). IATEFL 2011. (Review)	2012	Vol. 66	Issue 1	128–130
Archibald, Alasdair	Learner strategies: An interview with Steven McDonough. (Talking Shop)	2006	Vol. 60	Issue 1	63–70
Arega, Awgichew	Language Teaching in Blended Contexts. M. Nicolson, L. Murphy, and M. Southgate. Dunedin Academic Press Ltd 2011. (Review)	2013	Vol. 67	Issue 1	144–146
Arnold, Ewen	Assessing the quality of mentoring: sinking or learning to swim?	2006	Vol. 60	Issue 2	117–124
Arnold, Jane	Emotions in Second Language Teaching. Theory, Research and Teacher Education. J. d. D. Martínez Agudo (ed.). Springer, 2018. (Review)	2019	Vol. 73	Issue 3	359–362
Arnold, Wendy	Young EFL Pupils Reading Multicultural Children's Fiction: an Ethnographic Case Study in a Swedish Language Primary School in Finland. C. Haggblom. Abo Akademi University Press 2006. (Review)		Vol. 62	Issue 1	96–100
Atay, Derin	Teacher research for professional development.	2008	Vol. 62	Issue 2	139–147
Baber, Eric	Forty-Seventh Conference and Exhibition. (IATEFL)	2013	Vol. 67	Issue 3	380-381
Baber, Eric	48th Conference and Exhibition. (IATEFL)	2014	Vol. 68	Issue 1	110
Baber, Eric	News from IATEFL. (IATEFL)	2014	Vol. 68	Issue 2	220
Baber, Eric	News from IATEFL. (IATEFL)	2014	Vol. 68	Issue 3	361-362
Bada, Erdoğan	Pausing, preceding and following 'that' in English.	2006	Vol. 60	Issue 2	125–132
Bai, Barry ; Yuan, Rui	EFL teachers' beliefs and practices about pronunciation teaching.	2019	Vol. 73	Issue 2	134–143
Baird, Rob ; et al.	Correspondence.	2012	Vol. 66	Issue 2	279–280
Baker, David	Tag questions.	2015	Vol. 69	Issue 3	314–318
Baker, Will	From cultural awareness to intercultural awareness: culture in ELT.	2012	Vol. 66	Issue 1	62–70

Baker, Will ; Hüttner, Julia	Some 'friendly' confusion: SCOTS and ELF. (Readers Respond)	2011	Vol. 65	Issue 2	183–186
Baleghizadeh, Sasan	The effect of pair work on a word-building task.	2010	Vol. 64	Issue 4	405-413
Ball, Phil	Multilinguals are ? M. Cruz-Ferreira. Battlebridge Publications 2010. (Review)	2010	Vol. 65	Issue 4	354-356
Balsells, Alicia S.	Task-based Language Learning and Teaching. R. Ellis. Oxford University Press 2003. (Review)		Vol. 65	Issue 1	75–77
Banegas, Darío Luis	Teaching more than English in secondary education. (Comment)	2011	Vol. 65	Issue 1	80–82
Banegas, Darío Luis	Practice in TESOL. F. Farr. Edinburgh University Press 2015. (Review)	2017	Vol. 71	Issue 2	254–255
Banegas, Darío Luis	A call to spread international knowledge of ELT. (Comment)	2018	Vol. 72	Issue 2	214–216
Banegas, Darío Luis ; et al.	Authenticity and motivation: a writing for publication experience.	2020	Vol. 74	Issue 1	29–39
Banegas, Darío Luis ; Villacañas de Castro, Luis S.	Criticality. (Key Concepts in ELT)	2016	Vol. 70	Issue 4	455–457
Banister, Chris	Mentoring Teachers to Research Their Classrooms: a practical handbook. Richard Smith. British Council India, 2020. (Review)	2021	Vol. 75	lssue 1	119–121
Barahona, Malba ; Ibaceta-Quijanes, Ximena	Developing Expertise Through Experience. A. Maley (ed.). British Council Manchester, 2019. (Review)	2021	Vol. 75	lssue 1	113–115
Baralt, Melissa	Reflections on Task-Based Language Teaching. R. Ellis. Multilingual Matters, 2018. (Review)	2019	Vol. 73	Issue 2	241–243
Baranowska, Karolina	Learning most with least effort: subtitles and cognitive load.	2020	Vol. 74	Issue 2	105–115
Barfield, Andy	Collaboration. (Key Concepts in ELT)	2016	Vol. 70	Issue 1	222–224
Barfield, Andy	Collaboration. (Key Concepts in ELT)	2016	Vol. 70	Issue 2	222–224
Barkhuizen, Gary	A narrative approach to exploring context in language teaching.	2008	Vol. 62	Issue 3	231–239
Barrault-Méthy, Anne-Marie	The Common European Framework of Reference: The Globalisation of Language Education Policy. M. Byram and L. Parmenter (eds.). Multilingual Matters 2012. (Review)	2013	Vol. 67	Issue 4	500–502
Barrera-Pardo, Darío	The reality of stress-timing.	2008	Vol. 62	Issue 1	11–17
Batstone, Rob	Language form, task-based language teaching, and the classroom context.	2012	Vol. 66	Issue 4	459–467
Baurain, Bradley	Small group multitasking in literature classes.	2007	Vol. 61	Issue 3	237–245
Bax, Stephen	Correspondence.	2005	Vol. 59	Issue 1	90–91
Bayyurt, Yasemin	English as a Lingua Franca in Wider Networking: Blogging Practices. P. Vettorel. De Gruyter 2014. (Review)	2016	Vol. 70	Issue 4	473–475
Bayyurt, Yasemin ; Dewey, Martin	Locating ELF in ELT.	2020	Vol. 74	Issue 4	369–376

Decker Mike	Teaching discourse interaction with requestive	2000		laava A	242 252
Beaken, Mike	Teaching discourse intonation with narrative.	2009	Vol. 63	Issue 4	342–352
Beaumont, Ben	The IATEFL Conference Scholarship Awards: "Translate the person into the global". (IATEFL)	2019	Vol. 73	Issue 3	366
Beaumont, Mike	A response to Carol Griffiths. (Point and Counterpoint)	2011	Vol. 65	Issue 3	309–310
Beaumont, Mike ; Chang, Kyung-Suk	Challenging the traditional/communicative dichotomy. (Point and Counterpoint)	2011	Vol. 65	Issue 3	291–299
Becerra, Tatiana ; et al.	Using Reading to Learn for Efl Students' Reading of Explanations.	2020	Vol. 74	Issue 3	237–246
Beckett, Gulbahar H. ; Slater, Tammy	The Project Framework: a tool for language, content, and skills integration.	2005	Vol. 59	Issue 2	108–116
Beittel, Mark	World Englishes: A Resource Book for Students J. J. Jenkins. Routledge/Taylor and Francis 2003. (Review)	2006	Vol. 60	lssue 1	87–93
Beittel, Mark	World Englishes: An Introduction. G. Melchers and P. Shaw. Arnold/Hodder Headline (distributed in the USA by Oxford University Press) 2003. (Review)	2006	Vol. 60	lssue 1	87–93
Békés, Erzsébet	A Handbook for Exploratory Action Research. R. Smith and P. Rebolledo. British Council 2018. (Review)	2019	Vol. 73	Issue 2	232–234
Bell, David M.	Do teachers think that methods are dead?	2007	Vol. 61	Issue 2	135–143
Bell, David M.	Another breakthrough, another baby thrown out with the bathwater. (Point and Counterpoint)	2009	Vol. 63	Issue 3	255–262
Bell, Jan	Global Issues. R. Sampedro and S. Hillyard. Oxford University Press 2004. (Review)	2005	Vol. 59	Issue 4	355–357
Bennett, Rita	Is linguistic ability variation in paired oral language testing problematic?	2012	Vol. 66	Issue 3	337–346
Benson, Phil	Language Learning Beyond the Classroom. D. Nunan and J. C. Richards (eds.). Routledge 2015. (Review)	2016	Vol. 70	lssue 1	110–113
Berggren, Jessica	Learning from giving feedback: a study of secondary-level students.	2015	Vol. 69	Issue 1	58–70
Berry, Vivien ; Sheehan, Susan ; Munro, Sonia	What does language assessment literacy mean to teachers?	2019	Vol. 73	Issue 2	113–123
Besser, Sharon ; Chik, Alice	Narratives of second language identity amongst young English learners in Hong Kong.	2014	Vol. 68	Issue 3	299–309
Bhattacharya, Atanu ; Chauhan, Kiran	Augmenting learner autonomy through blogging.	2010	Vol. 64	Issue 4	376–384
Biricik Deniz, Esma ; Kemaloglu-Er, Elif ; Özkan, Yonca	ELF-aware pre-service teacher education: practices and perspectives.	2020	Vol. 74	Issue 4	453–462
Bitchener, John ; Knoch, Ute	The value of a focused approach to written corrective feedback.	2009	Vol. 63	Issue 3	204–211
Björkman, Beyza	Exploring ELF: Academic English Shaped by Non-native Speakers. A. Mauranen. Cambridge University Press 2012. (Review)	2013	Vol. 67	Issue 4	494–497
Black, Stephen ; Yasukawa, Keiko	Shared delivery: integrating ELT in Australian vocational education.	2012	Vol. 66	Issue 3	347–355

		0010			450 454
Block, David	Language, Education and Neoliberalism: Critical Studies in Sociolinguistics. MC. Flubacher and A. Del Percio (eds.). Multilingual Matters, 2017. (Review)	2018	Vol. 72	Issue 4	452–454
Blyth, Andrew	Cookies and breadcrumbs: ethical issues in CALL. (Comment)	2011	Vol. 65	Issue 4	470–472
Blyth, Andrew	Extensive listening versus listening strategies: response to Siegel. (Readers Respond)	2012	Vol. 66	Issue 2	236–239
Boers, Frank	Cat Got Your Tongue? Recent Research and Classroom Practices for Teaching Idioms to English Learners around the World. P. McPherron and P. T. Randolph. TESOL Press 2014. (Review)		Vol. 71	Issue 2	264–266
Boffi Cánepa, Adriana	Teaching Speaking: A Holistic Approach. C. C. M. Goh and A. Burns. Cambridge University Press 2012. (Review)	2013	Vol. 67	Issue 4	505–507
Bolitho, Rod	Reflective Language Teaching: From Research to Practice. T. S. C. Farrell. Continuum 2007. (Review)	2009	Vol. 63	Issue 2	186–188
Booth, John E.	The need to reflect language change in ELT sources. (Comment)	2016	Vol. 70	Issue 4	458–460
Borg, Simon	Doing Action Research in English Language Teaching. A Guide for Practitioners. A. Burns. Routledge 2010. (Review)	2011	Vol. 65	Issue 4	485–487
Borg, Simon	The benefits of attending ELT conferences.	2015	Vol. 69	Issue 1	35–46
Borg, Simon	Author responds. (Letter to the Editor)	2016	Vol. 70	Issue 1	119–121
Borg, Simon ; Al-Busaidi, Saleh	Teachers' beliefs and practices regarding learner autonomy.	2012	Vol. 66	Issue 3	283–292
Boston, Jeremy S.	Pre-task syntactic priming and focused task design.	2010	Vol. 64	Issue 2	165–174
Boston, Jeremy Scott	Learner mining of pre-task and task input.	2008	Vol. 62	Issue 1	66–76
Bourke, James M.	Designing a topic-based syllabus for young learners.	2006	Vol. 60	Issue 3	279–286
Brandt, Caroline	Allowing for practice: a critical issue in TESOL teacher preparation.	2006	Vol. 60	Issue 4	355–364
Brandt, Caroline	Integrating feedback and reflection in teacher preparation.	2008	Vol. 62	Issue 1	37–46
Brennan, Moya	Rules, Patterns and Words: Grammar and Lexis in English Language Teaching. D. Willis. Cambridge University Press 2003. (Review)	2005	Vol. 59	Issue 4	351–354
Brieger, Nick	Teaching English One to One. P. Osborne. Pavilion 2005. (Review)	2011	Vol. 65	Issue 3	350–353
Brieger, Nick	Learning One-to-One. I. Wisniewska. Cambridge University Press 2010. (Review)	2011	Vol. 65	Issue 3	350–353
Broca, Ángeles	CLIL and non-CLIL: differences from the outset.	2016	Vol. 70	Issue 3	320–331
Brown, Amanda ; Ruiz, Heather	Equity and enrichment in the TESOL practicum.	2017	Vol. 71	Issue 3	284–294
Brown, Dale	Why and how textbooks should encourage extensive reading.	2009	Vol. 63	Issue 3	238–245
Bruton, Anthony	World English: the medium or the learning? A reply to Kanavillil Rajagopalan.	2005	Vol. 59	Issue 3	255–257

	(Readers Respond)				
Bruton, Anthony	Grammar is not only a liberating force, it is a communicative resource. (Readers Respond)	2009	Vol. 63	Issue 4	383–386
Bryfonski, Lara	Current Trends and New Developments in Task-Based Language Teaching. (Survey Review)	2020	Vol. 74	Issue 4	492–511
Bryfonski, Lara	Recent Perspectives on Task-Based Language Learning and Teaching. Mohammad Javad Ahmadian and María del Pilar García Mayo (eds.). Walter de Gruyter, 2017. (Survey Review)		Vol. 74	Issue 4	492–511
Bryfonski, Lara	Researching L2 Task Performance and Pedagogy: In Honour of Peter Skehan. Zhisheng (Edward) Wen and Mohammad Javad Ahmadian (eds.). John Benjamins, 2019. (Survey Review)		Vol. 74	Issue 4	492–511
Bryfonski, Lara	Learning Language through Task Repetition. Martin Bygate (ed.). John Benjamins, 2018. (Survey Review)	2020	Vol. 74	Issue 4	492–511
Bryfonski, Lara	Task-Based Approaches to Teaching and Assessing Pragmatics. Naoko Taguchi and YouJin Kim (eds.). John Benjamins, 2018. (Survey Review)	2020	Vol. 74	Issue 4	492–511
Bryfonski, Lara	TBLT as a Researched Pedagogy. Virginia Samuda, Kris Van den Branden and Martin Bygate (eds.). John Benjamins, 2018. (Survey Review)	2020	Vol. 74	Issue 4	492–511
Bryfonski, Lara	Task-Based Language Learning in a Real-World Digital Environment. Paul Seedhouse (ed.) Bloomsbury, 2017. (Survey Review)	2020	Vol. 74	Issue 4	492–511
Buendgens-Kosten, Judith	Authenticity. (Key Concepts in ELT)	2014	Vol. 68	Issue 4	457–459
Bullock, Deborah	Learner self-assessment: an investigation into teachers' beliefs.	2011	Vol. 65	Issue 2	114–125
Burns, Anne	International Perspectives on Teacher Research. S. Borg and H. Santiago-Sanchez (eds.). Palgrave Macmillan 2015. (Review)	2016	Vol. 70	Issue 3	356–357
Burton, Graham	Grammar. (Key Concepts in ELT)	2020	Vol. 74	Issue 2	198–201
Burton, Jill	Voices, Identities, Negotiations, and Conflicts: Writing Academic English across Cultures. P. L. Ha and B. Baurain (eds.). Emerald Group Publishing Ltd 2011. (Review)	2012	Vol. 66	Issue 2	258–260
Burton, Jon	IATEFL's green credentials. (IATEFL)	2019	Vol. 73	Issue 4	495–496
Burwood, Sarah	Writing with Children. J. Reilly and V. Reilly. Oxford University Press 2005. (Review)	2006	Vol. 60	Issue 4	394–396
Burwood, Sarah	Teaching with Bear. M. Slattery. Oxford University Press 2008. (Review)	2010	Vol. 64	Issue 4	481–483
Butler, Yuko Goto ; et al.	'Tasks' appearing in primary school textbooks.	2018	Vol. 72	Issue 3	285–295
Butler, Yuko Goto ; Someya, Yuumi ; Fukuhara, Eiji	Online games for young learners' foreign language learning.	2014	Vol. 68	Issue 3	265–275
Byram, Michael	Researching Cultures of Learning: International Perspectives on Language Learning	2015	Vol. 69	Issue 3	331–334

	and Education. M. Cortazzi and L. Jin (eds.). Palgrave Macmillan 2013. (Review)				
Byram, Michael	Researching Intercultural Learning: Investigations in Language and Education. L. Jin and M. Cortazzi (eds.). Palgrave Macmillan 2013. (Review)	2015	Vol. 69	Issue 3	331–334
Capstick, Tony	Resilience. (Key Concepts in ELT)	2018	Vol. 72	Issue 2	210–213
Carabantes, Luis ; Paran, Amos	International perspectives on materials in ELT. S. Garton and K. Graves (eds.). Palgrave Macmillan 2014. (Review)	2017	Vol. 71	Issue 3	377–380
Cárdenas-Claros, Mónica S. ; Campos-Ibaceta, Astrid	L2 listeners' use of transcripts: from reasons to practice.	2018	Vol. 72	Issue 2	151–161
Carey, Stan	Evolving English: One Language, Many Voices. An Illustrated History of the English Language. D. Crystal. British Library 2010. (Review)	2011	Vol. 65	Issue 4	501–503
Carless, David	Collaborative EFL teaching in primary schools.	2006	Vol. 60	Issue 4	328–335
Carless, David	Student use of the mother tongue in the task-based classroom.	2008	Vol. 62	Issue 4	331–338
Carolan, Lynne ; Wang, Lijuan	Reflections on a transnational peer review of teaching.	2012	Vol. 66	Issue 1	71–80
Carter, Ronald	Grammar. M. Swan. Oxford Introductions to Language Study Series. Oxford University Press, 2005. (Review)	2006	Vol. 60	Issue 4	388–389
Case, Alex	Practical Classroom English. G. Hughes and J. Moate with T. Raatikainen Oxford University Press 2007. (Review)	2009	Vol. 63	Issue 4	433–435
Case, Alex	Storytelling with Children (Second edition). A. Wright. Oxford University Press 2009. (Review)	2010	Vol. 64	Issue 4	496–497
Case, Alex	One-on-one Language Teaching and Learning: Theory and Practice. T. Bleistein and M. Lewis. Palgrave Macmillan 2015. (Review)	2017	Vol. 71	Issue 3	388–389
Cave, Paul N. ; et al.	Motivational partnerships: increasing ESL student self-efficacy.	2018	Vol. 72	Issue 1	83–96
Çetin, Yakup ; Flamand, Lee	Posters, self-directed learning, and L2 vocabulary acquisition.	2013	Vol. 67	Issue 1	52–61
Chacón-Beltrán, Rubén	Free-form writing: computerized feedback for self-correction.	2017	Vol. 71	Issue 2	141–149
Chan, Mable	Communicating Internationally in English. B. Dignen and I. McMaster. York Associates 2011. (Review)	2012	Vol. 66	Issue 2	271–273
Chang, Anna C-S. ; Millett, Sonia	The effect of extensive listening on developing L2 listening fluency: some hard evidence.	2014	Vol. 68	Issue 1	31–40
Chang, Pengyun ; Zhang, Lawrence Jun	Complexity Theory and Language Development: In Celebration of Diane Larsen- Freeman. L. Ortega and Z.H. Han (eds.). John Benjamins, 2017. (Review)	2018	Vol. 72	Issue 4	466–468
Chapman, Mark	Theory and practice of teaching discourse intonation.	2007	Vol. 61	Issue 1	3–11
Chappell, Philip	Engaging learners: conversation- or dialogic-driven pedagogy?	2014	Vol. 68	Issue 1	1–11

Chappell, Philip	Interrogating your wisdom of practice to improve classroom practices.	2017	Vol. 71	Issue 4	433–444
Chau, Juliana ; et al.	ESL readers' comprehension performance: the Chinese secondary context.	2012	Vol. 66	Issue 3	304–317
Chen, I-Chen	Incorporating task-based learning in an extensive reading programme.	2018	Vol. 72	Issue 4	405–414
Chen, Wenxue	The effect of conversation engagement on L2 learning opportunities.	2017	Vol. 71	Issue 3	329–340
Chen, Wenxue	Patterns of pair interaction in communicative tasks: the transition process and effect on L2 teaching and learning.	2018	Vol. 72	Issue 4	425–434
Chen, Yiching	Learning to learn: the impact of strategy training.	2007	Vol. 61	Issue 1	20–29
Chen, Yu ; Gao, Xuesong	Rethinking Tesol in Diverse Global Settings: The Language and the Teacher in a Time of Change. T. Marr and F. English. Bloomsbury, 2019. (Review)	2020	Vol. 74	Issue 3	356–358
Chen, Yuan-Shan ; Su, Shao-Wen	A genre-based approach to teaching EFL summary writing.	2012	Vol. 66	Issue 2	184–192
Chern, Chiou-lan ; Dooley, Karen	Learning English by walking down the street .	2014	Vol. 68	Issue 2	113–123
Chick, Mike	The education of language teachers: instruction or conversation?	2015	Vol. 69	Issue 3	297–307
Chippett, David	Correspondence.	2006	Vol. 60	Issue 2	209–210
Choi, Eunjeong ; Lee, Juhee	EFL teachers' self-efficacy and teaching practices.	2018	Vol. 72	Issue 2	175–186
Choi, Koun ; Liu, Yongcan	Challenges and strategies for ELF-aware teacher development.	2020	Vol. 74	Issue 4	442–452
Choi, Tae-hee ; Andon, Nick	Can a teacher certification scheme change ELT classroom practice?	2014	Vol. 68	Issue 1	12–21
Chong, Sin Wang	The role of research synthesis in facilitating research-pedagogy dialogue. (Readers Respond)	2020	Vol. 74	Issue 4	484–487
Chow, Alice	Primary School English-Language Education in Asia: From Policy to Practice. B. Spolsky and Y. Moon (eds.). Routledge 2012. (Review)	2014	Vol. 68	Issue 3	345–348
Christopher Tribble, Dr	From Corpus to Classroom: Language Use and Language Teaching. A. O'Keefe, M. McCarthy, and R. Carter. Cambridge University Press 2007. (Review)	2008	Vol. 62	Issue 2	213–216
Chun, Christian W.	Academic Literacy and Student Diversity: The Case for Inclusive Practice. U. Wingate. Multilingual Matters 2015. (Review)	2017	Vol. 71	Issue 3	386–387
Clarke, Deborah C.	Student responses to vocabulary learning strategies on an ESAP course.	2018	Vol. 72	Issue 3	319–328
Clavel-Arroitia, Begoña ; Fuster-Márquez, Miguel	The authenticity of real texts in advanced English language textbooks.	2014	Vol. 68	Issue 2	124–134
Clegg, John	How English depresses school achievement in Africa. (Comment)	2019	Vol. 73	Issue 1	89–91
Clifton, Jonathan	Facilitator talk.	2006	Vol. 60	Issue 2	142–150
Coffey, Stephen	Oxford Learner's Thesaurus: A Dictionary of Synonyms. D. Lea. Oxford University Press 2008. (Review)	2009	Vol. 63	Issue 3	288–291

Cogo, Alessia	English as a Lingua Franca: concepts, use, and implications. (Point and Counterpoint)	2012	Vol. 66	Issue 1	97–105
Cogo, Alessia	Editorial: The 75th anniversary volume.	2021	Vol. 75	Issue 1	1–3
Cogo, Alessia ; Pitzl, Marie-Luise	Pre-empting and signalling non-understanding in ELF. (Changing English)	2016	Vol. 70	Issue 3	339–345
Collins, Laura	L1 differences and L2 similarities: teaching verb tenses in English.	2007	Vol. 61	Issue 4	295–303
Conteh, Jean	Second Language Learning in the Early School Years: Trends and Contexts. V. Murphy. Oxford University Press 2014. (Review)	2014	Vol. 68	Issue 3	349–351
Conteh, Jean	Translanguaging. (Key Concepts in ELT)	2018	Vol. 72	Issue 4	445–447
Cooke, Melanie	Queer Beats: Gender and Literature in the EFL classroom. M. Eisenmann and C. Ludwig (eds.). Peter Lang 2018. (Review)	2020	Vol. 74	Issue 1	94–96
Copland, Fiona ; Garton, Sue	Key themes and future directions in teaching English to young learners: introduction to the Special Issue.	2014	Vol. 68	Issue 3	223–230
Copland, Fiona ; Neokleous, Georgios	L1 to teach L2: complexities and contradictions.	2011	Vol. 65	Issue 3	270–280
Corcoll López, Cristina ; González-Davies, Maria	Switching codes in the plurilingual classroom.	2016	Vol. 70	lssue 1	67–77
Corrius, Montse ; Pujol, Dídac	Linguistic and cultural strategies in ELT dictionaries.	2010	Vol. 64	Issue 2	135–142
Cots, Josep M.	Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching.	2006	Vol. 60	Issue 4	336–345
Cowie, Neil	Student transcription for reflective language learning.	2018	Vol. 72	Issue 4	435–444
Cowie, Neil ; Sakui, Keiko	It's never too late: an overview of e-learning.	2013	Vol. 67	Issue 4	459–467
Cowie, Neil ; Sakui, Keiko	Teacher and student-created videos in English language teaching. (Technology for the Language Teacher)	2021	Vol. 75	Issue 1	97–102
Coyle, Yvette ; Gómez Gracia, Remei	Using songs to enhance L2 vocabulary acquisition in preschool children.	2014	Vol. 68	Issue 3	276–285
Crabbe, David	Learning opportunities: adding learning value to tasks.	2007	Vol. 61	Issue 2	117–125
Cross, Jeremy	Second Language Listening: Theory and Practice. J. Flowerdew and L. Miller. Cambridge University Press 2005. (Review)	2006	Vol. 60	Issue 2	197–198
Cross, Jeremy	Listening in the Language Classroom. J. Field. Cambridge University Press 2008. (Review)	2010	Vol. 64	Issue 1	103–105
Cross, Jeremy	Teaching Second Language Listening. T. Lynch. Oxford University Press 2009. (Review)	2011	Vol. 65	Issue 1	85–87
Cross, Jeremy	Correspondence.	2011	Vol. 65	Issue 3	362
Cross, Jeremy	Metacognitive instruction for helping less-skilled listeners.	2011	Vol. 65	Issue 4	408–416
Cross, Jeremy	Exploring Listening Strategy Instruction Through Action Research. J. Siegel. Palgrave	2016	Vol. 70	Issue 1	231–232

	Macmillan 2015. (Review)				
Cross, Jeremy	Exploring Listening Strategy Instruction Through Action Research. J. Siegel. Palgrave Macmillan 2015. (Review)	2016	Vol. 70	Issue 2	231–232
Cross, Jeremy ; Vandergrift, Larry	Guidelines for designing and conducting L2 listening studies. (Readers Respond)	2015	Vol. 69	Issue 1	86–89
Crystal, David	Texting. (Text Messages)	2008	Vol. 62	Issue 1	77–83
Cullen, Richard	Teaching grammar as a liberating force.	2008	Vol. 62	Issue 3	221–230
Cullen, Richard	Correspondence.	2010	Vol. 64	Issue 2	248
Cullen, Richard ; Kullman, John ; Wild, Carol	Online collaborative learning on an ESL teacher education programme.	2013	Vol. 67	Issue 4	425–434
Cunningham, Clare	'Keep talking': using music during small group discussions in EAP.	2014	Vol. 68	Issue 2	179–191
Dalton-Puffer, Christiane	Putting CLIL into Practice. P. Ball, K. Kelly, and J. Clegg. Oxford University Press 2015. (Review)	2018	Vol. 72	Issue 1	109–111
Dang, Thi Ngoc Yen	High-frequency words in academic spoken English: corpora and learners.	2020	Vol. 74	Issue 2	146–155
Darasawang, Pornapit	Professional Development for Language Teachers. J. C. Richards and T. S. C. Farrell. Cambridge University Press 2005. (Review)	2006	Vol. 60	Issue 3	308–309
Darn, Steve	Teaching Other Subjects through English. S. Deller and C. Price. Oxford University Press 2007. (Review)	2009	Vol. 63	Issue 3	275–277
Darn, Steve	Cross-Curricular Resources for Young Learners. I. Calabrese and S. Rampone. Oxford University Press 2007. (Review)	2009	Vol. 63	Issue 3	275–277
Darn, Steve	Uncovering CLIL. P. Mehisto, M. J. Frigols, and D. Marsh. Macmillan 2008. (Review)	2009	Vol. 63	Issue 3	275–277
Davies, Alan	An Introduction to Applied Linguistics. N. Schmitt (ed.). Arnold 2002. (Review)	2005	Vol. 59	Issue 1	77–79
Davies, Alan	Correspondence.	2007	Vol. 61	Issue 1	89
Davies, Alun	What do learners really want from their EFL course?	2006	Vol. 60	Issue 1	3–12
Davies, Beverly	The Oxford ESOL Handbook. P. Schellekens. Oxford University Press 2007. (Review)	2008	Vol. 62	Issue 3	316-318
Davis, Glenn M.	Songs in the young learner classroom: a critical review of evidence.	2017	Vol. 71	Issue 4	445-455
Day, Richard R.	Critical Reading in Language Education. C. Wallace. Palgrave Macmillan 2003. (Review)	2005	Vol. 59	Issue 3	258–259
Day, Richard R.	Extensive Reading in English Language Teaching. A. Cirocki (ed.). Lincom Europa 2009. (Review)	2011	Vol. 65	Issue 1	99–101
De Costa, Peter I	Social Interaction and English Language Teacher Identity. J. Gray and T. Morton. Edinburgh University Press 2018. (Review)	2019	Vol. 73	Issue 2	235–237

Acknowledgement as a key to teacher learning.		1		
	2007	Vol. 61	Issue 1	55–62
Enhancing cooperative learning in TESOL teacher education.	2009	Vol. 63	Issue 1	42–50
Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J. Jenkins (eds.). Palgrave Macmillan 2009. (Review)	2011	Vol. 65	Issue 2	213–215
Language Learning in New English Contexts: Studies of Acquisition and Development. R. E. Silver, C. C. M. Goh, and L. Alsagoff (eds.). Continuum 2009. (Review)	2011	Vol. 65	Issue 2	213–215
Spelling pronunciation in English. (Changing English)	2017	Vol. 71	Issue 1	87–91
The distinctiveness of English as a Lingua Franca. (Readers Respond)	2013	Vol. 67	Issue 3	346-349
ELF and teacher education: attitudes and beliefs.	2020	Vol. 74	Issue 4	428–441
Champion Teachers: Stories of Exploratory Action Research. P. Rebolledo, R. Smith, and D. Bullock (eds.). British Council 2016. (Review)	2018	Vol. 72	lssue 1	102–104
Sustainable English Language Teacher Development at Scale: Lessons From Bangladesh. I. Eyres, R. McCormick, and T. Power (eds.). Bloomsbury, 2018. (Review)	2020	Vol. 74	Issue 3	359–361
IATEFL 2020 – The year in review.	2021	Vol. 75	Issue 1	125–126
Fine-tuning descriptors for CEFR B1 level: insights from learner corpora.	2018	Vol. 72	Issue 2	199–209
Supporting the writing up of teacher research: peer and mentor roles.	2016	Vol. 70	Issue 4	371–381
Teachers' professional identity development through action research.	2018	Vol. 72	Issue 4	415–424
Intercultural communication in English language teacher education.	2005	Vol. 59	Issue 2	99–107
Learner Initiatives in the EFL Classroom: a Public/Private Phenomenon.	2020	Vol. 74	Issue 2	136–145
Closing the loop between theory and praxis: new models in EFL teaching.	2011	Vol. 65	Issue 1	42–51
Using vocabulary notebooks for vocabulary acquisition and teaching.	2017	Vol. 71	Issue 4	456-466
ICT in ELT: how did we get here and where are we going?	2012	Vol. 66	Issue 4	533–542
English Next. D. Graddol. British Council 2006. (Review).	2007	Vol. 61	Issue 1	81–83
Writers and their Other Work—20th century British Writers and English Teaching Abroad. R. R. Jordan. The Lutterworth Press 2006. (Review)	2007	Vol. 61	Issue 4	388–390
Stories. (Websites for the Language Teacher)	2005	Vol. 59	Issue 1	85–87
Plagiarism. (Websites For The Language Teacher)	2005	Vol. 59	Issue 2	183–184
	Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J. Jenkins (eds.). Palgrave Macmillan 2009. (Review) Language Learning in New English Contexts: Studies of Acquisition and Development. R. E. Silver, C. C. M. Goh, and L. Alsagoff (eds.). Continuum 2009. (Review) Spelling pronunciation in English. (Changing English) The distinctiveness of English as a Lingua Franca. (Readers Respond) ELF and teacher education: attitudes and beliefs. Champion Teachers: Stories of Exploratory Action Research. P. Rebolledo, R. Smith, and D. Bullock (eds.). British Council 2016. (Review) Sustainable English Language Teacher Development at Scale: Lessons From Bangladesh. I. Eyres, R. McCormick, and T. Power (eds.). Bloomsbury, 2018. (Review) IATEFL 2020 – The year in review. Fine-tuning descriptors for CEFR B1 level: insights from learner corpora. Supporting the writing up of teacher research: peer and mentor roles. Teachers' professional identity development through action research. Intercultural communication in English language teacher education. Learner Initiatives in the EFL Classroom: a Public/Private Phenomenon. Closing the loop between theory and praxis: new models in EFL teaching. Using vocabulary notebooks for vocabulary acquisition and teaching. ICT in ELT: how did we get here and where are we going? English Next. D. Graddol. British Council 2006. (Review). Writers and their Other Work—20th century	Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J.2011Jenkins (eds.). Palgrave Macmillan 2009. (Review)2011Language Learning in New English Contexts: Studies of Acquisition and Development. R. E. Silver, C. C. M. Goh, and L. Alsagoff (eds.). Continuum 2009. (Review)2017The distinctiveness of English as a Lingua Franca. (Readers Respond)2013ELF and teacher education: attitudes and beliefs.2020Champion Teachers: Stories of Exploratory Action Research. P. Rebolledo, R. Smith, and D. Bullock (eds.). British Council 2016. (Review)2021Sustainable English Language Teacher Development at Scale: Lessons From Bangladesh. I. Eyres, R. McCormick, and T. Power (eds.). Bloomsbury, 2018. (Review)2021IATEFL 2020 – The year in review.2021Fine-tuning descriptors for CEFR B1 level: insights from learner corpora.2018Supporting the writing up of teacher research: peer and mentor roles.2016Teachers' professional identity development through action research.2020Learner Initiatives in the EFL Classroom: a Public/Private Phenomenon.2020Closing the loop between theory and praxis: new models in EFL teaching.2011Using vocabulary notebooks for vocabulary acquisition and teaching.2017ICT in ELT: how did we get here and where are we going?2012English Next. D. Graddol. British Council 2006. (Review).2007Writers and their Other Work—20th century British Writers and English Teaching2007Stories. (Websites for the Language Teacher)2005	Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J.2011Vol. 65Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J.2011Vol. 65Jenkins (eds.). Palgrave Macmillan 2009. (Review)2011Vol. 65Language Learning in New English Contexts: Studies of Acquisition and Development. R. E. Silver, C. C. M. Goh, and L. Alsagoff (eds.). Continuum 2009. (Review)2017Vol. 65Spelling pronunciation in English. (Changing English)2013Vol. 672013Vol. 67ELF and teacher education: attitudes and beliefs.2020Vol. 742018Vol. 72Champion Teachers: Stories of Exploratory Action Research. P. Rebolledo, R. Smith, Bangladesh. I. Eyres, R. McCormick, and T. Power (eds.). Bloomsbury, 2018. (Review)2021Vol. 74Sustainable English Language Teacher Development at Scale: Lessons From Bangladesh. I. Eyres, R. McCormick, and T. Power (eds.). Bloomsbury, 2018. (Review)2018Vol. 72IATEFL 2020 – The year in review.2014Vol. 75Vol. 7072Supporting the writing up of teacher research: peer and mentor roles.2016Vol. 70Teachers' professional identity development through action research.2018Vol. 72Intercultural communication in English language teacher education.2020Vol. 74Closing the loop between theory and praxis: new models in EFL teaching.2011Vol. 65Using vocabulary notebooks for vocabulary acquisition and teaching.2017Vol. 71ICT in ELT: how did we get here and where are we going?2012Vol. 61 <tr< tbody=""><</tr<>	Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J.2011Vol. 65Issue 2Global Englishes in Asian Contexts: Current and Future Debates. K. Murata and J.2011Vol. 65Issue 2Language Learning in New English Contexts: Studies of Acquisition and Development. R. E. Silver, C. C. M. Goh, and L. Alsagoff (eds.). Continuum 2009. (Review)Vol. 65Issue 2Spelling pronunciation in English. (Changing English)2017Vol. 71Issue 1The distinctiveness of English as a Lingua Franca. (Readers Respond)2013Vol. 67Issue 3ELF and teacher education: attitudes and beliefs.2020Vol. 74Issue 4Champion Teachers: Stories of Exploratory Action Research. P. Rebolledo, R. Smith, and D. Bullock (eds.). British Council 2016. (Review)2021Vol. 74Issue 3Sustainable English Language Teacher Development at Scale: Lessons From Bangladesh. I. Eyres, R. McCormick, and T. Power (eds.). Bloomsbury, 2018. (Review)2011Vol. 75Issue 1IATEFL 2020 – The year in review.2018Vol. 72Issue 4Issue 4Fine-tuning descriptors for CEFR B1 level: insights from learner corpora.2018Vol. 72Issue 4Ieachers' professional identity development through action research.2010Vol. 74Issue 2Learner Initiatives in the EFL Classroom: a Public/Private Phenomenon.2020Vol. 74Issue 2Learner Initiatives in the EFL Classroom: a Public/Private Phenomenon.2017Vol. 74Issue 4Intercultural communication in English language teacher education.2017Vol. 74

Eastment, Diana	Teachers' favourites. (Websites For The Language Teacher)	2005	Vol. 59	Issue 3	271–273
•					_
Eastment, Diana	Blogging. (Websites For The Language Teacher)	2005	Vol. 59	Issue 4	358–361
Eastment, Diana	Newpaper articles. (Website Review)	2006	Vol. 60	Issue 1	96–98
Eastment, Diana	Miscellany. (Website Review)	2006	Vol. 60	Issue 2	207–208
Eastment, Diana	Science. (Website Review)	2006	Vol. 60	Issue 3	313–315
Eastment, Diana	Worksheets. (Web Sites Review)	2006	Vol. 60	Issue 4	397–398
Eastment, Diana	Videos. (Websites Review)	2007	Vol. 61	Issue 1	86–88
Eastment, Diana	How do you keep up-to-date? (Websites for the Language Teacher)	2007	Vol. 61	Issue 2	187–189
Eastment, Diana	Conferences, Catalogues, and Concordances. (Websites For The Language Teacher)	2007	Vol. 61	Issue 3	288–290
Eastment, Diana	Body Matters. (Websites for the Language Teacher)	2007	Vol. 61	Issue 4	391–392
Eastment, Diana	Business English. (Websites For The Language Teacher)	2008	Vol. 62	Issue 1	108–110
Eastment, Diana	Social bookmarking. (Websites Review)	2008	Vol. 62	Issue 2	217–219
Eastment, Diana	Open access. (Websites For The Language Teacher)	2008	Vol. 62	Issue 3	325-328
Eastment, Diana	The moving image. (Websites For The Language Teacher)	2009	Vol. 63	Issue 2	191–193
Eastment, Diana	IATEFL Cardiff Online 2009. (Websites for the Language Teacher)	2009	Vol. 63	Issue 3	297–299
Eastment, Diana	Comics. (Websites For The Language Teacher)	2009	Vol. 63	Issue 4	436-438
Eastment, Diana	IATEFL 2008 Exeter Conference Selections. B. Beaven(ed.) IATEFL 2009. (Review)	2010	Vol. 64	Issue 1	109–111
Eastment, Diana	Blogging. (Websites For The Language Teacher)	2010	Vol. 64	Issue 1	119–122
Economidou-Kogetsidis, Maria	Teaching email politeness in the EFL/ESL classroom.	2015	Vol. 69	Issue 4	415-424
Edwards, Emily	Research on Reflective Practice in TESOL. T.S.C. Farrell. Routledge, ESL & Applied Linguistics Professional Series, 2018. (Review)	2019	Vol. 73	Issue 2	238–240
Edwards, Emily ; Burns, Anne	Language teacher action research: achieving sustainability.	2016	Vol. 70	Issue 1	6–15
Eickhoff, Laura ; De Costa, Peter I.	Collaborative teaching reflection: insights into a globalized partnership.	2018	Vol. 72	Issue 2	121–130
Elliott, Darren	Form-focused Instruction and Teacher Education: Studies in Honour of Rod Ellis. S. Fotos and H. Nassaji (eds.). Oxford University Press 2007. (Review)	2009	Vol. 63	Issue 3	295–296
Elliott, Darren	Teaching and Researching Autonomy (Second edition). P. Benson. Pearson Longman 2011. (Review)	2013	Vol. 67	Issue 2	273–274
Elliott, Darren	Deconstructing Digital Natives: Young People, Technology and the New Literacies.	2013	Vol. 67	Issue 4	510-512

	M. Thomas (ed.). Routledge 2011. (Review)				
Elliott, Darren	Autonomy and Foreign Language Learning in a Virtual Learning Environment. M. Hamilton. Bloomsbury 2013. (Review)	2016	Vol. 70	lssue 1	235–236
Elliott, Darren	Autonomy and Foreign Language Learning in a Virtual Learning Environment. M. Hamilton. Bloomsbury 2013. (Review)	2016	Vol. 70	Issue 2	235–236
Ellis, Gail	'Young learners': clarifying our terms. (Comment)	2014	Vol. 68	Issue 1	75–78
Ellis, Maureen	Race, Culture, and Identities in Second Language Education. R. Kubota and A. Lin. Routledge 2009. (Review)	2010	Vol. 64	Issue 3	356–362
Ellis, Rod	A typology of written corrective feedback types.	2009	Vol. 63	Issue 2	97–107
Ellis, Rod	In defence of a modular curriculum for tasks. (Point and Counterpoint)	2020	Vol. 74	Issue 2	185–194
Elyas, Tariq	Teaching and learning English in the Arabic-speaking world. K. Bailey and R. Damerow (eds.). Routledge 2014. (Review)	2015	Vol. 69	Issue 4	463–466
Enever, Janet	Primary English teacher education in Europe.	2014	Vol. 68	Issue 3	231–242
Engin, Marion	Trainer talk: levels of intervention.	2013	Vol. 67	Issue 1	11–19
Erling, Elizabeth J.	Innovation and Change in English Language Education. K. Hyland and L. L. C. Wong (eds.). Routledge 2013. (Review)	2015	Vol. 69	Issue 2	217–219
Eröz-Tuğa, Betil	Reflective feedback sessions using video recordings.	2013	Vol. 67	Issue 2	175–183
Eslami-Rasekh, Zohreh	Raising the pragmatic awareness of language learners.	2005	Vol. 59	Issue 3	199–208
Essen, Arthur van	The History of Language Learning and Teaching (Vols. I-III). N. McLelland and R. Smith (eds.). Legenda, Modern Humanities Research Association, 2018. (Review)	2020	Vol. 74	Issue 1	89–93
Evans, Simon	Reading reaction journals in EAP courses.	2008	Vol. 62	Issue 3	240–247
Evans, Stephen	Designing tasks for the Business English classroom.	2013	Vol. 67	Issue 3	281–293
Evans, Stephen ; Morrison, Bruce	The first term at university: implications for EAP.	2011	Vol. 65	Issue 4	387–397
Fang, Fan (Gabriel)	Translingual Practice: Global Englishes and Cosmopolitan Relations. S. Canagarajah. Routledge 2013. (Review)	2015	Vol. 69	Issue 3	335–338
Fang, Fan (Gabriel)	Reconceptualising Authenticity for English as a Global Language. R. S. Pinner. Multilingual Matters 2016. (Review)	2017	Vol. 71	lssue 2	261–263
Fang, Fan (Gabriel) ; Ren, Wei	Developing students' awareness of Global Englishes.	2018	Vol. 72	Issue 4	384–394
Fang, Fan (Gabriel) ; Widodo, Handoyo Puji	Email Discourse among Chinese Using English as a Lingua Franca. Y. Chen, D. V. Rau, and G. Rau (eds.). Springer, 2016. (Review)	2018	Vol. 72	Issue 2	231–233
Farmer, Frank	Accountable professional practice in ELT.	2006	Vol. 60	Issue 2	160–170

Farrell, Thomas S. C.	Critical incidents in ELT initial teacher training.	2008	Vol. 62	Issue 1	3–10
Farrell, Thomas S. C.	Critical reflection in a TESL course: mapping conceptual change.	2009	Vol. 63	Issue 3	221–229
Farrell, Thomas S. C.	Reflecting on teacher-student relations in TESOL.	2015	Vol. 69	Issue 1	26–34
Farrell, Thomas S. C.	Teacher-Researchers in Action. K. Dikilitaş, R. Smith, and W. Trotman (eds.). IATEFL 2015. (Review)	2016	Vol. 70	Issue 3	352–355
Farrell, Thomas S. C.	Teachers Research! D. Bullock and R. Smith (eds.). IATEFL 2015. (Review)	2016	Vol. 70	Issue 3	352–355
Farrell, Thomas S. C.	Educating Second Language Teachers. D. Freeman. Oxford University Press 2016. (Review)	2018	Vol. 72	Issue 3	348–350
Feeney, Andrew	Task-Based Language Teaching. D. Nunan. Cambridge University Press 2004. (Review).	2006	Vol. 60	Issue 2	199–201
Fenton-Smith, Ben ; Stillwell, Christopher	Reading discussion groups for teachers: connecting theory to practice.	2011	Vol. 65	Issue 3	251–259
Fernández Dobao, Ana	Collaborative Writing in L2 Classrooms. N. Storch. Multilingual Matters 2013. (Review)	2015	Vol. 69	Issue 2	214–216
Ferradas Moi, Claudia	IATEFL 2004 Liverpool Conference Selections. A. Pulverness (ed.). IATEFL 2004. Available from IATEFL, Darwin College, University of Kent, Canterbury, Kent. (Review)		Vol. 60	lssue 1	85–87
Feryok, Anne	The impact of TESOL on maths and science teachers.	2008	Vol. 62	Issue 2	123–130
Feuerherm, Emily ; Oshio, Toko	Conducting a Community-Based Esol Programme Needs Analysis.	2020	Vol. 74	Issue 3	327–337
Fidler, Soča	Awakening to languages in primary school.	2006	Vol. 60	Issue 4	346-354
Field, John	Looking outwards, not inwards.	2007	Vol. 61	Issue 1	30–38
Field, John	How to Teach Listening. J. J. Wilson. Pearson Longman 2008. (Review)	2010	Vol. 64	Issue 2	241–243
Field, John	Listening in the language classroom. (Readers Respond)	2010	Vol. 64	Issue 3	331–333
Figueras, Neus	Testing, testing, everywhere, and not a while to think. (Point and Counterpoint)	2005	Vol. 59	Issue 1	47–54
Figueras, Neus	The impact of the CEFR.	2012	Vol. 66	Issue 4	477–485
Finster, Gerhard	IATEFL 2006 Harrogate Conference Selections. B. Beaven (ed.). IATEFL 2007. (Review)	2007	Vol. 61	Issue 4	381–383
Firkins, Arthur ; Forey, Gail ; Sengupta, Sima	Teaching writing to low proficiency EFL students.	2007	Vol. 61	Issue 4	341–352
Flinders, Steve	Survey: Business English materials. (Review)	2005	Vol. 59	Issue 2	156–176
Florent, Jill	Teaching Spelling to English Language Learners. J. Stirling. Lulu 2011. (Review)	2012	Vol. 66	Issue 2	268–271
Ford, Keith	The taped monologue as narrative technique for reflective practice.	2016	Vol. 70	Issue 3	253–260

		-	_	
Pedagogical uses of monolingual and parallel concordances.	2005	Vol. 59	Issue 3	189–198
English-for-Teaching: rethinking teacher proficiency in the classroom.	2015	Vol. 69	Issue 2	129–139
Business English materials. (Survey Review)	2019	Vol. 73	Issue 4	463–482
Learner-created lexical databases using web-based source material.	2009	Vol. 63	Issue 2	126–136
Lessons from Good Language Learners. C. Griffiths(ed.). Cambridge University Press 2008. (Review)	2010	Vol. 64	lssue 1	113–116
Time is of the essence: factors encouraging out-of-class study time.	2013	Vol. 67	Issue 1	31–40
English medium instruction and the English language practitioner. (Anniversary Article)	2021	Vol. 75	lssue 1	33–41
Using listening journals to raise awareness of Global Englishes in ELT.	2014	Vol. 68	Issue 4	386–396
Incorporating Global Englishes into the ELT classroom.	2018	Vol. 72	Issue 1	3–14
Illustrating formative assessment in task-based language teaching.	2020	Vol. 74	Issue 1	10–19
The 'English corner' as an out-of-class learning activity.	2009	Vol. 63	Issue 1	60–67
Primary school English teachers' research engagement.	2012	Vol. 66	Issue 2	224–232
Assessing Language through Computer Technology. C. A. Chapelle and D. Douglas. Cambridge University Press 2006. (Review)	2007	Vol. 61	Issue 2	185–186
Building a Validity Argument for the Test of English as a Foreign Language [™] . C. A. Chapelle, M. K. Enright, and J. M. Jamieson (eds.). Routledge 2007. (Review)	2009	Vol. 63	Issue 3	291–294
Developing Courses in English for Specific Purposes. H. Basturkmen. Palgrave Macmillan 2010. (Review)	2012	Vol. 66	lssue 1	143–144
Reading and spelling difficulties in the ELT classroom.	2017	Vol. 71	Issue 3	295–304
The role of EFL teachers' emotional intelligence in their success.	2010	Vol. 64	Issue 4	424–435
Reading aloud: a useful learning tool?	2008	Vol. 62	Issue 1	29–36
Teacher research during an international practicum.	2018	Vol. 72	Issue 3	260–273
Using online corpora to develop students' writing skills.	2009	Vol. 63	Issue 4	363–372
Emerging Self-Identities and Emotion in Foreign Language Learning: A Narrative- Oriented Approach. M. Miyahara. Multilingual Matters 2015. (Review)	2017	Vol. 71	Issue 3	381–383
Teacher Language Awareness. S. Andrews. Cambridge University Press 2007. (Review)	2008	Vol. 62	Issue 3	322–324
	-	Vol. 63		425–429
	English-for-Teaching: rethinking teacher proficiency in the classroom. Business English materials. (Survey Review) Learner-created lexical databases using web-based source material. Lessons from Good Language Learners. C. Griffiths(ed.). Cambridge University Press 2008. (Review) Time is of the essence: factors encouraging out-of-class study time. English medium instruction and the English language practitioner. (Anniversary Article) Using listening journals to raise awareness of Global Englishes in ELT. Incorporating Global Englishes into the ELT classroom. Illustrating formative assessment in task-based language teaching. The 'English corner' as an out-of-class learning activity. Primary school English teachers' research engagement. Assessing Language through Computer Technology. C. A. Chapelle and D. Douglas. Cambridge University Press 2006. (Review) Building a Validity Argument for the Test of English as a Foreign Language™. C. A. Chapelle, M. K. Enright, and J. M. Jamieson (eds.). Routledge 2007. (Review) Developing Courses in English for Specific Purposes. H. Basturkmen. Palgrave Macmillan 2010. (Review) Reading and spelling difficulties in the ELT classroom. The role of EFL teachers' emotional intelligence in their success. Reading aloud: a useful learning tool? Teacher research during an international practicum.	ConstructionConstructionConstructionEnglish-for-Teaching: rethinking teacher proficiency in the classroom.2015Business English materials. (Survey Review)2019Learner-created lexical databases using web-based source material.2009Lessons from Good Language Learners. C. Griffiths(ed.). Cambridge University Press20102008. (Review)2013Time is of the essence: factors encouraging out-of-class study time.2013English medium instruction and the English language practitioner. (Anniversary Article)2014Using listening journals to raise awareness of Global Englishes in ELT.2014Incorporating Global Englishes into the ELT classroom.2012Illustrating formative assessment in task-based language teaching.2020The 'English corner' as an out-of-class learning activity.2009Primary school English teachers' research engagement.2012Assessing Language through Computer Technology. C. A. Chapelle and D. Douglas.2007Cambridge University Press 2006. (Review)2012Building a Validity Argument for the Test of English as a Foreign Language™. C. A.2009Chapelle, M. K. Enright, and J. M. Jamieson (eds.). Routledge 2007. (Review)2017Developing Courses in English for Specific Purposes. H. Basturkmen. Palgrave Macmillan 2010. (Review)2018Reading and spelling difficulties in the ELT classroom.2017The role of EFL teachers' emotional intelligence in their success.2010Reading aloud: a useful learning tool?2008Teacher research during an international practicum.	English-for-Teaching: rethinking teacher proficiency in the classroom.2015Vol. 69Business English materials. (Survey Review)2019Vol. 73Learner-created lexical databases using web-based source material.2009Vol. 63Lessons from Good Language Learners. C. Griffiths(ed.). Cambridge University Press2010Vol. 642008. (Review)2013Vol. 67Time is of the essence: factors encouraging out-of-class study time.2013Vol. 67English medium instruction and the English language practitioner. (Anniversary Article)2021Vol. 75Using listening journals to raise awareness of Global Englishes in ELT.2014Vol. 72Illustrating formative assessment in task-based language teaching.2020Vol. 74The 'English corner' as an out-of-class learning activity.2009Vol. 63Primary school English teachers' research engagement.2012Vol. 66Assessing Language through Computer Technology. C. A. Chapelle and D. Douglas.2009Vol. 63Developing Courses in English for Specific Purposes. H. Basturkmen. Palgrave2012Vol. 66Macmillan 2010. (Review)2017Vol. 64208Vol. 62Teacher research during an international practicum.2018Vol. 72Vol. 64Reading aloud: a useful learning tool?2008Vol. 632009Vol. 63Developing Courses in English for Specific Purposes. H. Basturkmen. Palgrave2012Vol. 64Reading aloud: a useful learning tool?2008Vol. 622008Vol. 62Teacher research d	English-for-Teaching: rethinking teacher proficiency in the classroom.2015Vol. 69Issue 2Business English materials. (Survey Review)2019Vol. 73Issue 4Learner-created lexical databases using web-based source material.2009Vol. 63Issue 2Lessons from Good Language Learners. C. Griffiths(ed.). Cambridge University Press2010Vol. 64Issue 12008. (Review)2013Vol. 67Issue 1Time is of the essence: factors encouraging out-of-class study time.2013Vol. 67Issue 1English medium instruction and the English language practitioner. (Anniversary2021Vol. 75Issue 1Using listening journals to raise awareness of Global Englishes in ELT.2014Vol. 68Issue 1Illustrating formative assessment in task-based language teaching.2020Vol. 74Issue 1Primary school English teachers' research engagement.2012Vol. 63Issue 2Assessing Language through Computer Technology. C. A. Chapelle and D. Douglas.2007Vol. 63Issue 3Chapelle, M. K. Enright, and J. M. Jamieson (eds.). Routledge 2007. (Review)Vol. 64Issue 3Developing Courses in English for Specific Purposes. H. Basturkmen. Palgrave2012Vol. 64Issue 3Reading and spelling difficulties in the ELT classroom.2017Vol. 61Issue 3Chapelle, M. K. Enright, and J. M. Jamieson (eds.). Routledge 2007. (Review)2012Vol. 63Issue 3Building a Validity Argument for the Test of English as a Foreign Language**. C. A.2009Vol. 64Issu

	Classroom. L. Haslam, Y. Wilkin, and E. Kellet. Routledge 2008. (Review)				
Glasgow, Joanne ; Skinner, Barbara	Teaching English as an Additional Language: A Programme for 7–11 Year Olds. C. Scott. Routledge 2009. (Review)	2009	Vol. 63	Issue 4	425–429
Glasgow, Joanne ; Skinner, Barbara	Introducing English as an Additional Language to Young Children. K. Crosse. Paul Chapman Publishing 2007. (Review)	2009	Vol. 63	Issue 4	425–429
Gnawali, Laxman	English language teacher development through teacher associations: the case of NELTA.	2016	Vol. 70	lssue 1	170–179
Gnawali, Laxman	English language teacher development through teacher associations: the case of NELTA.	2016	Vol. 70	Issue 2	170–179
Goh, Christine	Perspectives on spoken grammar.	2009	Vol. 63	Issue 4	303–312
Goh, Christine ; Taib, Yusnita	Metacognitive instruction in listening for young learners.	2006	Vol. 60	Issue 3	222–232
Goh, Christine C. M.	Pragmatics and Prosody in English Language Teaching. J. Romero-Trillo (ed.). Springer 2012. (Review)	2014	Vol. 68	Issue 2	202–205
González-Davies, Maria	The Multilingual Instructor. C. Kramsch and L. Zhang. Oxford University Press, 2018. (Review)	2020	Vol. 74	Issue 2	226–228
González, Jesús Ángel	Promoting student autonomy through the use of the European Language Portfolio.	2009	Vol. 63	Issue 4	373–382
Gourlay, Lesley	Directions and indirect action: learner adaptation of a classroom task.	2005	Vol. 59	Issue 3	209–216
Grassick, Laura	Supporting the development of primary in-service teacher educators.	2019	Vol. 73	Issue 4	428–437
Graves, Kathleen	Recent books on language materials development and analysis. (Survey Review)	2019	Vol. 73	Issue 3	337–354
Graves, Kathleen	The Complete Guide to the Theory and Practice of Materials Development for Language Learning. Brian Tomlinson and Hitomi Masuhara. Wiley Blackwell, 2017. (Review)	2019	Vol. 73	Issue 3	337–354
Graves, Kathleen	Issues in Materials Development. M. Azarnoosh, M. Zeraatpishe, A. Faravani and H. R. Kargozari (eds.). Sense Publishers, 2016. (Review)	2019	Vol. 73	Issue 3	337–354
Graves, Kathleen	Creativity and Innovations in ELT Materials Development: Looking Beyond the Current Design. Dat Bao (ed.). Multilingual Matters, 2018. (Review)	2019	Vol. 73	Issue 3	337–354
Graves, Kathleen	Language Textbooks in the Era of Neoliberalism. Pau Bori. Routledge, 2018. (Review)	2019	Vol. 73	Issue 3	337–354
Graves, Kathleen	Representations of the World in Language Textbooks. Karen Risager. Multilingual Matters, 2018. (Review)	2019	Vol. 73	Issue 3	337–354
Grazzi, Enrico	Global Englishes: A Resource Book for Students (third edition). J. Jenkins. Routledge 2015. (Review)	2016	Vol. 70	Issue 4	469–473
Grazzi, Enrico	Introducing Global Englishes. N. Galloway and H. Rose. Routledge 2015. (Review)	2016	Vol. 70	Issue 4	469–473

Green, Anthony	Focus on Assessment. E. E. Jang. Oxford University Press 2014. (Review)	2017	Vol. 71	Issue 1	117–119
Green, Anthony Green, Anthony	Contemporary Second Language Assessment. J. Banerjee and D. Tsagari (eds.).		Vol. 71		117-119
Green, Anthony	Bloomsbury 2016. (Review)	2018	VOI. 72	Issue 1	11/-119
Green, Anthony	Restoring perspective on the IELTS test.	2019	Vol. 73	Issue 2	207–215
Green, Catherine ; Tanner, Rosie	Multiple intelligences and online teacher education.	2005	Vol. 59	Issue 4	312–321
Green, Christopher	Integrating extensive reading in the task-based curriculum.	2005	Vol. 59	Issue 4	306–311
Greenall, Simon	IATEFL International Conference in Cardiff, 5–9 April 2005.	2005	Vol. 59	Issue 1	92
Greenall, Simon	IATEFL.	2006	Vol. 60	Issue 2	211–212
Greenall, Simon	IATEFL.	2007	Vol. 61	Issue 1	90
Greenall, Simon	IATEFL.	2007	Vol. 61	Issue 2	191
Greenall, Simon	IATEFL.	2007	Vol. 61	Issue 3	291–293
Greenall, Simon	IATEFL.	2007	Vol. 61	Issue 4	393–394
Greenall, Simon	IATEFL	2008	Vol. 62	lssue 1	112
Greenall, Simon	IATEFL	2008	Vol. 62	Issue 2	220
Greenall, Simon	IATEFL	2008	Vol. 62	Issue 3	329
Greenall, Simon	IATEFL	2008	Vol. 62	Issue 4	432
Greenall, Simon	IATEFL.	2009	Vol. 63	Issue 1	95
Greenall, Simon	IATEFL	2009	Vol. 63	Issue 2	194
Gregson, Kate	Teaching Children How to Learn. G. Ellis and N. Ibrahim. DELTA Publishing 2015. (Review)	2017	Vol. 71	Issue 1	113–117
Gregson, Kate	Tell it Again! The Storytelling Handbook for Primary English Language Teachers. G. Ellis and J. Brewster. British Council 2014. (Review)	2017	Vol. 71	lssue 1	113–117
Gregson, Kate	Assessing the Language of Young Learners. A. Hasselgreen and G. Caudwell. Equinox Publishing 2016. (Review)	2018	Vol. 72	Issue 2	220–222
Griffiths, Carol	Language learning strategies: students' and teachers' perceptions.	2007	Vol. 61	Issue 2	91–99
Griffiths, Carol	Narrative Identity in English Language Teaching. P. Kiernan. Palgrave Macmillan 2010. (Review)	2011	Vol. 65	Issue 2	209–213
Griffiths, Carol	Narratives of Learning and Teaching. P. Kalaja, V. Menezes, and A. Barcelos (eds.) Palgrave Macmillan 2008. (Review)	2011	Vol. 65	Issue 2	209–213
			·	•	· · · · · · · · · · · · · · · · · · ·

Griffiths, Carol	The traditional/communicative dichotomy. (Point and Counterpoint)	2011	Vol. 65	Issue 3	300–308
Griffiths, Carol	Focus on the teacher.	2012	Vol. 66	Issue 4	468–476
Griffiths, Carol	What have we learnt from 'good language learners'?	2015	Vol. 69	Issue 4	425–433
Gruenbaum, Tatia	Early Language Learning: Complexity and Mixed Methods. J. Enever and E. Lindgren (eds.). Multilingual Matters 2017. (Review)	2018	Vol. 72	Issue 3	345–347
Grundy, Peter	Teaching and Learning Pragmatics. N. Ishihara and A. D. Cohen. Pearson Education 2010. (Review)	2012	Vol. 66	Issue 1	120–122
Grundy, Peter	Pragmatics for Language Educators: A Sociolinguistic Perspective. V. LoCastro. Routledge 2012. (Review)	2014	Vol. 68	Issue 2	208–211
Grundy, Peter	International Perspectives on English as a Lingua Franca: Pedagogical Insights. H. Bowles and A. Cogo (eds.). Palgrave Macmillan 2015. (Review)	2017	Vol. 71	Issue 1	105–109
Grundy, Peter	New Frontiers in Teaching and Learning English. P. Vettorel (ed.). Cambridge Scholars Publishing 2015. (Review)	2017	Vol. 71	lssue 1	105–109
Gu, Peter Yongqi	Teaching English to the World: History, Curriculum, and Practice. G. Braine (ed.). Lawrence Erlbaum Associates 2005. (Review).	2007	Vol. 61	Issue 1	83–85
Gu, Peter Yongqi	Strategies in Learning and Using a Second Language (Second edition). A. D. Cohen. Pearson Education 2011. (Review)	2012	Vol. 66	Issue 2	251–253
Gu, Yongqi	The Strategy Factor in Successful Language Learning. C. Griffiths (ed.). Multilingual Matters 2013. (Review)	2015	Vol. 69	Issue 1	103–106
Gün, Bahar	Quality self-reflection through reflection training.	2011	Vol. 65	Issue 2	126–135
Guo, Lansing Hui	Correspondence.	2015	Vol. 69	Issue 3	348
Gupta, Deepti	Teaching Grammar Creatively. G. Gerngross, H. Puchta, S. Thornbury. Cambridge University Press/Helbling Languages. 2007. (Review)	2008	Vol. 62	Issue 4	424–427
Guth,Sarah ; Helm, Francesca	Developing multiliteracies in ELT through telecollaboration.	2012	Vol. 66	Issue 1	42–51
Gyulay, Peter	Paper privilege and the imperative of a less-paper classroom. (Comment)	2016	Vol. 70	Issue 1	100–102
Hadfield, Jill	Becoming Kiwi: a diary of accent change. (Text Messages)	2012	Vol. 66	Issue 3	366–376
Hadfield, Jill ; Hadfield, Charles	What is English? (Text Messages)	2005	Vol. 59	Issue 3	250–254
Hadfield, Jill ; Hadfield, Charles	Estate agent language. (Text Messages)	2006	Vol. 60	Issue 1	71–75
Hadfield, Jill ; Hadfield, Charles ; Gupta, Anthea Fraser	Travels with Auntie. (Text Messages)	2007	Vol. 61	Issue 1	63–68
Halbach, Ana	'Thinking together' and its effect on students' language performance.	2015	Vol. 69	Issue 3	286–296

Hall, Christopher J.	Moving beyond accuracy: from tests of English to tests of 'Englishing'.	2014	Vol. 68	Issue 4	376–385
Hall, Graham	An ethnographic diary study.	2008	Vol. 62	Issue 2	113–122
Hall, Graham	International English language testing: a critical response. (Point and Counterpoint)	2010	Vol. 64	Issue 3	321–328
Hall, Graham	'Key Concepts in ELT': taking stock.	2012	Vol. 66	Issue 4	543–552
Hall, Graham	Teacher Involvement in High-Stakes Language Testing. (Review Forum)	2019	Vol. 73	Issue 2	229–231
Hamano-Bunce, Douglas	Talk or chat? Chatroom and spoken interaction in a language classroom.	2011	Vol. 65	Issue 4	426-436
Hamid, M. Obaidul	Identifying second language errors: how plausible are plausible reconstructions?	2007	Vol. 61	Issue 2	107–116
Hammond, Kay ; Danaher, Katherine	The value of targeted comic book readers.	2012	Vol. 66	Issue 2	193–204
Hancioğlu, Nilgün ; Eldridge, John	Texts and frequency lists: some implications for practising teachers.	2007	Vol. 61	Issue 4	330–340
Hancock, Mark	Pronunciation and Phonetics: A Practical Guide for English Language Teachers. A. Brown. Routledge 2014. (Review)	2014	Vol. 68	Issue 4	460–462
Hanks, Judith	'Education is not just teaching': learner thoughts on Exploratory Practice.	2015	Vol. 69	Issue 2	117–128
Hansen, Jette G. ; Liu, Jun	Guiding principles for effective peer response.	2005	Vol. 59	Issue 1	31–38
Harfitt, Gary James	Exploiting transcriptions of identical subject content lessons.	2008	Vol. 62	Issue 2	173–181
Harmer, Jeremy	Doing Task-Based Teaching. D. Willis and J. Willis. Oxford University Press 2007. (Review)	2009	Vol. 63	Issue 2	173–176
Harmer, Jeremy	Tasks in Second Language Learning. V. Samuda and M. Bygate. Palgrave Macmillan 2007. (Review)	2009	Vol. 63	Issue 2	173–176
Harmer, Jeremy	Exploring English Language Teaching: Language in Action. G. Hall. Routledge 2011. (Review)	2012	Vol. 66	Issue 3	394–396
Harmer, Jeremy	Thinking about Language Teaching: Selected Articles 1982–2011. M. Swan. Oxford University Press 2012. (Review)	2013	Vol. 67	Issue 2	250–253
Harmer, Jeremy	Teaching Lexically: Principles and Practice. H. Dellar and A. Walkley. Delta Publishing 2016. (Review)	2017	Vol. 71	Issue 4	519–521
Harmer, Jeremy	The Routledge Handbook of English Language Teaching. G. Hall (ed.). Routledge, 2016. (Review)	2019	Vol. 73	Issue 3	363–365
Harris, Simon	Positive assessments in teacher learning.	2017	Vol. 71	Issue 2	160–170
Harsch, Claudia	Proficiency. (Key Concepts in ELT)	2017	Vol. 71	Issue 2	250–253
Harumi, Seiko	Classroom silence: voices from Japanese EFL learners.	2011	Vol. 65	Issue 3	260–269
Harvey, Paul	Grammar and Context: An Advanced Resource Book. A. Hewings and M. Hewings.	2006	Vol. 60	Issue 4	390–392

				-	
	Routledge, 2005. (Review)				
Hatami, Sarvenaz	Learning styles. (Key Concepts In ELT)	2013	Vol. 67	Issue 4	488–490
Hawkes, Martin L.	Using task repetition to direct learner attention and focus on form.	2012	Vol. 66	Issue 3	327–336
Hawkey, Roger	Teacher and learner perceptions of language learning activity.	2006	Vol. 60	Issue 3	242–252
Herrero, Carmen	The Film in Language Teaching Association (FILTA): a multilingual community of practice.	2016	Vol. 70	lssue 1	190–199
Herrero, Carmen	The Film in Language Teaching Association (FILTA): a multilingual community of practice.	2016	Vol. 70	Issue 2	190–199
Heyworth, Frank	The Common European Framework. (Key Concepts in Elt)	2006	Vol. 60	Issue 2	181–183
Higginbotham, Christine	Professional development: life or death after pre-service training?	2019	Vol. 73	Issue 4	396–408
Hill, David A.	Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources. M. A. Christison. Alta Book Centre Publishers 2005. (Review)	2006	Vol. 60	Issue 2	201–203
Hill, David A.	Multiple Intelligences in EFL: Exercises for Secondary and Adult Students. H. Puchta and M. Rinvolucri. Helbling Languages 2005. (Review)	2006	Vol. 60	Issue 2	201–203
Hill, David A.	Getting the Buggers into Languages. A. Barton. Continuum 2006. (Review)	2007	Vol. 61	Issue 3	286–287
Hill, David A.	Early Learning of Modern Foreign Languages: Processes and Outcomes. M. Nikolov (ed.). Multilingual Matters 2009. (Review)	2011	Vol. 65	lssue 1	83–85
Hill, David A.	The TKT Course: CLIL Module. K. Bentley. Cambridge University Press 2010. (Review)	2012	Vol. 66	Issue 3	416–417
Hill, David R.	Graded readers in English. (Survey Review)	2008	Vol. 62	Issue 2	184–204
Hill, David R.	Graded readers. (Survey Review)	2013	Vol. 67	Issue 1	85–125
Hillyard, Lindsey ; Reppen, Randi ; Vásquez, Camilla	Bringing the outside world into an intensive English programme.	2007	Vol. 61	Issue 2	126–134
Hilmarsson-Dunn, Amanda	A Critical Ethnography of 'Westerners' Teaching English in China: Shanghaied in Shanghai P. Stanley. Routledge 2013. (Review)	2013	Vol. 67	Issue 4	508–510
Hirano, Eliana	Learning difficulty and learner identity: a symbiotic relationship.	2009	Vol. 63	Issue 1	33–41
Hirano, Eliana	'I read, I don't understand': refugees coping with academic reading.	2015	Vol. 69	Issue 2	178–187
Hiratsuka, Takaaki	A study into how high school students learn using narrative frames.	2014	Vol. 68	Issue 2	169–178
Hirsu, Lavinia ; Zacharias, Sally ; Futro, Dobrochna	Translingual arts-based practices for language learners. (Anniversary Article)	2021	Vol. 75	Issue 1	22–32
Hirvela, Alan	Computer-mediated communication in ESL teacher education.	2006	Vol. 60	Issue 3	233–241
Hobbs, Valerie	'A basic starter pack': the TESOL Certificate as a course in survival.	2013	Vol. 67	Issue 2	163–174

Hockly, Nicky	The digital generation. (Technology for the Language Teacher)	2011	Vol. 65	Issue 3	322–325
Hockly, Nicky	Digital literacies. (Technology for the Language Teacher)	2012	Vol. 66	Issue 1	108–112
Hockly, Nicky	Mobile learning. (Technology for the Language Teacher)	2013	Vol. 67	Issue 1	80–84
Hockly, Nicky	Interactive whiteboards. (Technology for the Language Teacher)	2013	Vol. 67	Issue 3	354–358
Hockly, Nicky	Digital technologies in low-resource ELT contexts. (Technology For The Language Teacher)	2014	Vol. 68	Issue 1	79–84
Hockly, Nicky	Online intercultural exchanges. (Technology For The Language Teacher)	2015	Vol. 69	Issue 1	81–85
Hockly, Nicky	Developments in online language learning.	2015	Vol. 69	Issue 3	308-313
Hockly, Nicky	Special educational needs and technology in language learning. (Technology for the Language Teacher)	2016	Vol. 70	Issue 3	332–338
Hockly, Nicky	One-to-one computer initiatives. (Technology for the Language Teacher)	2017	Vol. 71	Issue 1	80–86
Hockly, Nicky	Researching with technology in ELT. (Technology for the Language Teacher)	2017	Vol. 71	Issue 3	364–372
Hockly, Nicky	Blended Learning. (Technology for the Language Teacher)	2018	Vol. 72	Issue 1	97–101
Hockly, Nicky	Video-based observation in language teacher education. (Technology for the Language Teacher)	2018	Vol. 72	Issue 3	329–335
Hockly, Nicky	Automated writing evaluation. (Technology for the Language Teacher)	2019	Vol. 73	Issue 1	82–88
Hockly, Nicky	Augmented reality. (Technology for the Language Teacher)	2019	Vol. 73	Issue 3	328-334
Hofstetter, Stefan	How Vocabulary is Learned. S. Webb and P. Nation. Oxford University Press, 2017. (Review)	2019	Vol. 73	Issue 4	489–491
Holliday, Adrian	Native-speakerism. (Key Concepts In Elt)	2006	Vol. 60	Issue 4	385–387
Holliday, Adrian	Response to 'ELT and "the spirit of the times"'.	2007	Vol. 61	Issue 4	360-366
Holmes, Janet ; Riddiford, Nicky	From classroom to workplace: tracking socio-pragmatic development.	2011	Vol. 65	Issue 4	376-386
Hood, Philip	Towards Multilingual Education: Basque Educational Research from an International Perspective. J. Cenoz. Multilingual Matters 2009. (Review)	2012	Vol. 66	Issue 1	136–138
Hopkins, Diana	Communicative Activities for EAP. J. Guse. Cambridge University Press 2011. (Review)	2011	Vol. 65	Issue 4	499–500
Howatt, Tony	Harold E. Palmer: From Learner–Teacher to Legend. Makhan L. Tickoo. Orient Longman Private Ltd 2008. (Review)	2008	Vol. 62	Issue 4	427–429
Hu, Guangwei	'CLT is best for China' — an untenable absolutist claim. (Readers Respond)	2005	Vol. 59	lssue 1	65–68
Hu, Guangwei	A place for metalanguage in the L2 classroom. (Comment)	2011	Vol. 65	Issue 2	180–182

Huang, Jian	Teacher Wellbeing. S. Mercer and T. Gregersen. Oxford University Press, 2020. (Review)	2021	Vol. 75	Issue 1	116–118
Huang, Li-Shih	The potential influence of L1 (Chinese) on L2 (English) communication.	2010	Vol. 64	Issue 2	155–164
Huang, Li-Shih	Corpus-aided language learning. (Key Concepts In ELT)	2011	Vol. 65	Issue 4	481-484
Hughes, Annie	Five courses for 3–6/7-year-old learners of British English as a foreign language. (Survey Review)	2014	Vol. 68	Issue 3	330–344
Hughes, Stacey Holliday	Coursebooks: Is there more than meets the eye? (Point and Counterpoint)	2019	Vol. 73	Issue 4	447–455
Hult, Francis M.	Engaging pre-service English teachers with language policy.	2018	Vol. 72	Issue 3	249–259
Humphreys, Gareth ; Wyatt, Mark	Helping Vietnamese university learners to become more autonomous.	2014	Vol. 68	Issue 1	52–63
Humphries, Simon ; Burns, Anne	'In reality it's almost impossible': CLT-oriented curriculum change.	2015	Vol. 69	Issue 3	239–248
Hung, Hsiu-Ting	Gamifying the flipped classroom using game-based learning materials.	2018	Vol. 72	Issue 3	296–308
Hunter, Duncan	Context as solution: a step too far?. (Point and Counterpoint)	2013	Vol. 67	Issue 4	475–481
Hunter, Duncan	Activity. (Key Concepts in ELT)	2017	Vol. 71	Issue 4	516–518
Hunter, Duncan ; Smith, Richard	Unpackaging the past: 'CLT' through ELTJ keywords .	2012	Vol. 66	Issue 4	430–439
Hunter, James	'Small Talk': developing fluency, accuracy, and complexity in speaking.	2012	Vol. 66	Issue 1	30–41
Hynninen, Niina	Current Perspectives on Pedagogy for English as a Lingua Franca. Y. Bayyurt and S. Akcan (eds.). De Gruyter Mouton 2015. (Review)	2017	Vol. 71	Issue 2	258–260
Ibaraki, Alexander T.	Practical Grammar Level 1 (with answers). D. Riley and J. Hughes. Heinle Cengage Learning 2010. (Review)	2010	Vol. 64	Issue 2	246–247
Ibrahim, Nayr	The Qualitative and Quantitative Rise of Literature on Teaching English to Young Learners. (Survey Review)	2020	Vol. 74	Issue 2	202–225
Ibrahim, Nayr	Policy and Politics in Global Primary English. J. Enever. Oxford University Press, 2018. (Survey Review)	2020	Vol. 74	Issue 2	202–225
Ibrahim, Nayr	Transforming Practices for the Elementary Classroom. J. Sharkey (ed.). TESOL Press, 2018. (Survey Review)	2020	Vol. 74	Issue 2	202–225
Ibrahim, Nayr	Young Learner Education. F. Copland and S. Garton (eds.). TESOL Press, 2018. (Survey Review)	2020	Vol. 74	Issue 2	202–225
Ibrahim, Nayr	Early Instructed Second Language Acquisition: Pathways to Competence. J. Rokita- Jaśkow and M. Ellis (eds.). Multilingual Matters, 2019. (Survey Review)	2020	Vol. 74	Issue 2	202–225
Ibrahim, Nayr	Early Language Learning and Teacher Education: International Research and Practice. S. Zein and S. Garton (eds.). Multilingual Matters, 2019. (Survey Review)	2020	Vol. 74	Issue 2	202–225

Ibrahim, Nayr	The Routledge Handbook of Teaching English to Young Learners. S. Garton and F. Copland (eds.). Routledge, 2019. (Survey Review)	2020	Vol. 74	Issue 2	202–225
Ibrahim, Zana ; Al-Hoorie, Ali H.	Shared, sustained flow: triggering motivation with collaborative projects.	2019	Vol. 73	Issue 1	51–60
Ibrahim,Nizar ; Penfield, Susan	Dynamic diversity: new dimensions in mixed composition classes.	2005	Vol. 59	Issue 3	217–225
Illés, Éva	What makes a coursebook series stand the test of time?	2009	Vol. 63	Issue 2	145–153
Illés, Éva	Learner autonomy revisited.	2012	Vol. 66	Issue 4	505–513
Illés, Éva ; Akcan, Sumru	Bringing real-life language use into EFL classrooms.	2017	Vol. 71	Issue 1	3–12
Illman, Veera ; Pietilä, Päivi	Multilingualism as a resource in the foreign language classroom.	2018	Vol. 72	Issue 3	237–248
Inbar-Lourie, Ofra	Teacher Involvement in High-Stakes Language Testing. (Review Forum)	2019	Vol. 73	Issue 2	226–228
Ioannou Georgiou, Sophie	Reviewing the puzzle of CLIL.	2012	Vol. 66	Issue 4	495–504
Ioannou-Georgiou, Sophie	The future of CALL. (Online Forum Report)	2006	Vol. 60	Issue 4	382–384
Ishihara, Noriko ; Cohen, Andrew D.	Teaching and Learning Pragmatics: response to Peter Grundy. (Readers Respond)	2012	Vol. 66	Issue 3	377–379
Ishikawa, Tomokazu	The Routledge Handbook of English as a Lingua Franca. J. Jenkins, W. Baker, and M. Dewey (eds.). Routledge 2018. (Review)	2018	Vol. 72	Issue 4	455–458
Ishikawa, Tomokazu	EMF awareness in the Japanese EFL/EMI context.	2020	Vol. 74	Issue 4	408–417
Ismail, Noriah	Teaching Languages Online. C. Meskill and N. Anthony. MM Textbooks 2010. (Review)	2011	Vol. 65	Issue 2	215–217
Issitt, Steve	Improving scores on the IELTS speaking test.	2008	Vol. 62	Issue 2	131–138
James, Mark A.	Teaching for transfer in ELT.	2006	Vol. 60	Issue 2	151–159
Janzen Ulbricht, Natasha	An experiment on gesture and fluency in two German schools.	2018	Vol. 72	Issue 3	309–318
Jarvis, Huw ; Szymczyk, Marta	Student views on learning grammar with web- and book-based materials.	2010	Vol. 64	Issue 1	32–44
Jenkins, Jennifer	The spread of EIL: a testing time for testers. (Point and Counterpoint)	2006	Vol. 60	Issue 1	42–50
Jenkins, Jennifer	The times they are (very slowly) a-changin'.	2006	Vol. 60	Issue 1	61–62
Jenkins, Jennifer	English as a Lingua Franca from the classroom to the classroom.	2012	Vol. 66	Issue 4	486–494
Jenkins, Jennifer	Correspondence.	2016	Vol. 70	Issue 1	122-122
Jenkins, Jennifer	International Perspectives on English as a Lingua Franca: Pedagogical Insights. H. Bowles and A. Cogo (eds.). Palgrave Macmillan 2015. (Review)	2017	Vol. 71	Issue 1	99–104
Jenkins, Jennifer	New Frontiers in Teaching and Learning English. P. Vettorel (ed.). Cambridge Scholars Publishing 2015. (Review)	2017	Vol. 71	Issue 1	99–104
		·		-	- I

Jenkins, Jennifer	Where are we with ELF and language testing? An opinion piece.	2020	Vol. 74	Issue 4	473–479
Jenkins, Sulaiman	Monolingualism: an uncongenial policy for Saudi Arabia's low-level learners. (Comment)	2010	Vol. 64	Issue 4	459–461
Jenkins, Sulaiman	Correspondence.	2012	Vol. 66	Issue 3	421
Jenkins, Sulaiman	Environmental responsibilities in ELT: a response to Peter Gyulay. (Readers Respond)	2016	Vol. 70	Issue 3	346–348
Jenkins, Sulaiman	The elephant in the room: discriminatory hiring practices in ELT. (Comment)	2017	Vol. 71	Issue 3	373–376
Jiang, Lianjiang ; Yu, Shulin ; Zhao, Yi	An Efl Teacher's Investment In Digital Multimodal Composing.	2020	Vol. 74	Issue 3	297–306
Jin, Lixian ; et al.	Studying the motivations of Chinese young EFL learners through metaphor analysis.	2014	Vol. 68	Issue 3	286–298
Johnson, Keith	Expertise in language learning and teaching. (Key Concepts In ELT)	2010	Vol. 64	Issue 2	217–218
Johnson, Keith ; et al.	A step forward: investigating expertise in materials evaluation.	2008	Vol. 62	Issue 2	157–163
Jones, Christian	In defence of teaching and acquiring formulaic sequences. (Readers Respond)	2015	Vol. 69	Issue 3	319–322
Jones, Christian	A response to Paweł Scheffler. (Readers Respond)	2015	Vol. 69	Issue 4	440-441
Jones, Christian ; Waller, Daniel	If only it were true: the problem with the four conditionals.	2011	Vol. 65	Issue 1	24–32
Jones, Phillip David	Giving a voice to teachers and students in an outcomes-based approach. (Readers Respond)	2009	Vol. 63	Issue 4	387–389
Jordan, Geoff	A History of IATEFL. S. Rixon and R. Smith. IATEFL 2017. (Review)	2018	Vol. 72	Issue 3	336–338
Jordan, Geoff ; Gray, Humphrey	We need to talk about coursebooks. (Point and Counterpoint)	2019	Vol. 73	Issue 4	438–446
Jordan, Geoffrey	A response to Hughes. (Point and Counterpoint)	2019	Vol. 73	Issue 4	456–458
Kamhi-Stein, Lía D.	The non-native English speaker teachers in TESOL movement.	2016	Vol. 70	Issue 1	180–189
Kamhi-Stein, Lía D.	The non-native English speaker teachers in TESOL movement.	2016	Vol. 70	Issue 2	180–189
Kaminski, Annett	Young learners' engagement with multimodal texts.	2019	Vol. 73	Issue 2	175–185
Karas, Michael	Turn-taking and silent learning during open class discussions.	2017	Vol. 71	Issue 1	13–23
Karavas, Evdokia	Implementing innovation in primary EFL: a case study in Greece.	2014	Vol. 68	Issue 3	243–253
Kärtner, Piret	Ways of Working with Teachers. T. Woodward. Tessa Woodward Publications 2004. (Review)	2006	Vol. 60	Issue 1	83–85
Kärtner, Piret	An A–Z of ELT. A Dictionary of Terms and Concepts used in English Language Teaching. S. Thornbury. Macmillan Education 2006. (Review).	2007	Vol. 61	Issue 3	281–283
Kärtner, Piret	Drama and Improvisation. K. Wilson. Oxford University Press 2008. (Review)	2010	Vol. 64	Issue 3	349-350

Kärtner, Piret	Provoking Thought: Memory and Thinking in ELT. H. Houston. BookSurge Publishing 2009. (Review)	2012	Vol. 66	Issue 1	134–136
Kaur, Jagdish	Misunderstandings in English as a Lingua Franca. An Analysis of ELF Interactions in South-East Asia. D. Deterding. Mouton de Gruyter 2013. (Review)	2014	Vol. 68	Issue 4	478–482
Kaur, Jagdish	English as an Academic Lingua Franca: An Investigation of Form and Communicative Effectiveness. B. Björkman. Mouton de Gruyter 2013. (Review)	2014	Vol. 68	Issue 4	478–482
Kay, Sue	Communication Strategies: Learning and Teaching How to Manage Oral Interaction. L. Mariani. Iulu.com 2010. (Review)	2012	Vol. 66	Issue 3	409–411
Kayi-Aydar, Hayriye	Exploring Classroom Discourse: Language in Action. S. Walsh. Routledge 2011. (Review)	2013	Vol. 67	Issue 2	268–270
Kayi-Aydar, Hayriye	Scaffolding language learning in an academic ESL classroom.	2013	Vol. 67	Issue 3	324–335
Kelly, Keith	How to Design a Training Course. P. Taylor. Continuum 2003. (Review)	2005	Vol. 59	Issue 3	261–263
Kemp, Jenny	The Listening Log: motivating autonomous learning.	2010	Vol. 64	Issue 4	385–395
Kennedy, Chris	Managing Change in English Language Teaching: Lessons from Experience. C. Tribble (ed.). The British Council 2012. (Review)	2013	Vol. 67	Issue 3	364–366
Kerr, Philip	The use of jargon in teacher education. (Online Forum Report)	2005	Vol. 59	Issue 2	151–153
Kerr, Philip	Adaptive learning. (Technology for the Language Teacher)	2016	Vol. 70	Issue 1	88–93
Kessler, Matt	Essentials of SLA for L2 Teachers: A Transdisciplinary Framework. J. K. Hall. Routledge, 2019. (Review)	2021	Vol. 75	Issue 1	107–109
Khezrlou, Sima	Training planning in second language narrative writing.	2020	Vol. 74	Issue 1	49–62
Khoii, Roya ; Sharififar, Samira	Memorization versus semantic mapping in L2 vocabulary acquisition.	2013	Vol. 67	Issue 2	199–209
Kiczkowiak, Marek	Seven principles for writing materials for English as a lingua franca.	2020	Vol. 74	Issue 1	1–9
Kiczkowiak, Marek	Pronunciation in course books: English as a lingua franca perspective.	2021	Vol. 75	Issue 1	55–66
Kiely, Richard	Succeeding with English Language Learners: A Guide for Beginner Teachers. T. S. C. Farrell. Corwin Press 2006. (Review)	2007	Vol. 61	Issue 3	283–286
Kiely, Richard	Learning and Teaching English: A Course for Teachers. C. Lindsay with P. Knight Oxford University Press/Open University Press. 2006. (Review)	2007	Vol. 61	Issue 3	283–286
Kiely, Richard	Connecting with teachers: the case for language teaching research in the social sciences.	2014	Vol. 68	Issue 4	442–450
Kim, Eun-Young	Using translation exercises in the communicative EFL writing classroom.	2011	Vol. 65	Issue 2	154–160
Kim, Sugene	Japanese student writers' perspectives on anonymous peer review.	2019	Vol. 73	Issue 3	296–305

Kirkpatrick, Andy	World Englishes: A Critical Analysis. M. Saraceni. Bloomsbury 2015. (Review)	2018	Vol. 72	Issue 1	114–116
Kirkpatrick, Andy ; Moody, Andrew	A tale of two songs: Singapore versus Hong Kong. (Text Messages)	2009	Vol. 63	Issue 3	265–271
Kiss, Tamás ; Weninger, Csilla	Cultural learning in the EFL classroom: the role of visuals.	2017	Vol. 71	Issue 2	186–196
Knagg, John	Why English? Confronting the Hydra. P. Bunce, R. Phillipson, V. Rapatahana and R. Tupas (eds.). Multilingual Matters 2016. (Review)	2018	Vol. 72	Issue 4	462–465
Knagg, John	English Medium Instruction. Ernesto Macaro. Oxford University Press, 2018. (Review)	2020	Vol. 74	Issue 3	362–365
Koprowski, Mark	Investigating the usefulness of lexical phrases in contemporary coursebooks.	2005	Vol. 59	Issue 4	322–332
Kordia, Stefania	ELF awareness in the task-based classroom: a way forward.	2020	Vol. 74	Issue 4	398–407
Kostoulas, Achilleas ; Stelma, Juup	Understanding curriculum change in an ELT school in Greece.	2017	Vol. 71	Issue 3	354–363
Kozlova, Inna	Ellis's corrective feedback in a problem-solving context. (Readers Respond)	2010	Vol. 64	Issue 1	95–97
Kryszewska, Hanna	Expertise in Second Language Learning and Teaching. K. Johnson (ed.) Palgrave Macmillan 2005. (Review)	2007	Vol. 61	Issue 2	179–181
Kryszewska, Hanna	Advanced Learners. A. Maley. Oxford University Press 2009. (Review)	2010	Vol. 64	Issue 2	238–240
Kryszewska, Hanna	English Through Art. P. Grundy, H. Bociek, and K. Parker. Helbling Languages 2011. (Review)	2012	Vol. 66	Issue 3	405–407
Kryszewska, Hanna	Teaching Languages to Students with Specific Learning Differences. J. Kormos and A. M. Smith. Multilingual Matters 2012. (Review)	2014	Vol. 68	lssue 1	97–99
Kryszewska, Hanna	Meaningful Action: Earl Stevick's Influence on Language Teaching. J. Arnold and T. Murphey (eds.). Cambridge University Press 2013. (Review)	2015	Vol. 69	Issue 1	97–99
Kryszewska, Hanna	Teaching Students with Special Needs in Inclusive Classrooms. D. Bryant, B. Bryant, and D. Smith. Sage 2017. (Review)	2017	Vol. 71	Issue 4	525–528
Kryszewska, Hanna	Special Educational Needs. M. Delaney. Oxford University Press 2016. (Review)	2017	Vol. 71	Issue 4	525–528
Kubanyiova, Magdalena	Towards an Understanding of Language Learner Self-Concept. S. Mercer. Springer 2011. (Review)	2013	Vol. 67	Issue 1	134–137
Kuchah, Harry Kuchah	Staying Resilient, Responding to a Global crisis. (IATEFL)	2020	Vol. 74	Issue 3	366–367
Küçük, Funda ; Walters, JoDee	How good is your test?	2009	Vol. 63	Issue 4	332–341
Kuo, I-Chun (Vicky)	Addressing the issue of teaching English as a lingua franca.	2006	Vol. 60	Issue 3	213–221
Kuo, I-Chun (Vicky)	A response to Cem Alptekin.	2007	Vol. 61	Issue 3	269–271
Kuo, I-Chun (Vicky)	Student perceptions of student interaction in a British EFL setting.	2011	Vol. 65	Issue 3	281–290

			1	1	1
Kurtoglu-Hooton, Nur	From 'Plodder' to 'Creative': feedback in teacher education.	2016	Vol. 70	Issue 1	39–47
Kuzborska, Irena	Focus on Reading. E. Geva and G. Ramirez. Oxford University Press 2015. (Review)	2017	Vol. 71	Issue 3	384–385
Kwihangana, Felix	Enhancing EFL students' participation through translanguaging.	2021	Vol. 75	Issue 1	87–96
Lam, Ricky	The relationship between assessment types and text revision.	2013	Vol. 67	Issue 4	446–458
Lam, Ricky	Why reinvent the wheel? E-portfolios are for learning. (Readers Respond)	2020	Vol. 74	Issue 4	488–491
Lam, Ricky ; Lee, Icy	Balancing the dual functions of portfolio assessment.	2010	Vol. 64	Issue 1	54–64
Lamb, Martin	Qualitative Research in Applied Linguistics. J. Heigham and R. A. Croker (eds.). Palgrave Macmillan 2009. (Review)	2011	Vol. 65	Issue 4	487–488
Lasagabaster, David ; Sierra, Juan Manuel	Immersion and CLIL in English: more differences than similarities.	2010	Vol. 64	Issue 4	367–375
Lazaraton, Anne	Process and outcome in paired oral assessment. (Readers Respond)	2006	Vol. 60	Issue 3	287–289
Leather, Sue	Understanding Language Classroom Contexts: The Starting Point for Change. M. Wedell and A. Malderez. Bloomsbury 2013. (Review)	2014	Vol. 68	lssue 1	103–105
Lebowitz, Adam	Correspondence.	2010	Vol. 64	Issue 1	123
Lee, Hwee Hoon ; Leong, Alvin Ping ; Song, Geraldine	Investigating teacher perceptions of feedback.	2017	Vol. 71	lssue 1	60–68
Lee, Icy	Preparing pre-service English teachers for reflective practice.	2007	Vol. 61	Issue 4	321–329
Lee, Icy	Ten mismatches between teachers' beliefs and written feedback practice.	2009	Vol. 63	Issue 1	13–22
Lee, Icy	Feedback revolution: what gets in the way?	2011	Vol. 65	Issue 1	1–12
Lee, Jang Ho ; et al.	Chatbots. (Technology for the Language Teacher)	2020	Vol. 74	Issue 3	338–344
Lee, Joseph J. ; Hardy, Jack A.	The Reflexive Teacher Educator in TESOL: Roots and Wings. J. Edge. Routledge 2011. (Review)	2012	Vol. 66	Issue 2	277–278
Lee, Ju Seong ; Drajati, Nur Arifah	English as an international language beyond the ELT classroom.	2019	Vol. 73	Issue 4	419–427
Lee, Mun Woo	Translation revisited for low-proficiency EFL writers.	2018	Vol. 72	Issue 4	65–373
Lee, Sy-Ying	Joining the 'literacy club': when reading meets blogging.	2015	Vol. 69	Issue 4	373–382
Lee, Winnie ; Ng, Sarah	Reducing student reticence through teacher interaction strategy.	2010	Vol. 64	Issue 3	302–313
Lei, Jun ; Hu, Guangwei	Chinese ESOL lecturers' stance on plagiarism: does knowledge matter?	2014	Vol. 68	lssue 1	41–51
Lei, Lei	Exploring Corpus Linguistics: Language in Action. W. Cheng. Routledge 2012. (Review)	2013	Vol. 67	Issue 4	503–505
Leonardi, Vanessa	English as an International Language: Perspectives and Pedagogical Issues.F.	2010	Vol. 64	Issue 3	347–348

	Sharifian (ed.). Multilingual Matters 2009. (Review)				
Leonhardt, Jan-Erik	Using Film and Media in the Language Classroom: Reflections on Research-Led Teaching. C. Herrero and I. Vanderschelden (eds.). Multilingual Matters 2019. (Review)	2020	Vol. 74	lssue 2	229–231
Leshem, Shosh ; Bar-Hama, Rivka	Evaluating teaching practice.	2008	Vol. 62	Issue 3	257–265
Lethaby, Carol ; Harries, Patricia	Learning styles and teacher training: are we perpetuating neuromyths?	2016	Vol. 70	Issue 1	16–27
Leung, Ching Yin ; Andrews, Stephen	The mediating role of textbooks in high-stakes assessment reform.	2012	Vol. 66	Issue 3	356–365
Leung, Constant	Exploring Language Assessment and Testing: Language in Action. A. Green. Routledge 2014. (Review)	2015	Vol. 69	Issue 1	109–110
Lew, Robert	The Oxford Guide to Practical Lexicography. B.T.S. Atkins and M. Rundell. Oxford University Press 2008. (Review)	2009	Vol. 63	Issue 4	421–425
Lew, Robert ; Adamska-Sałaciak, Arleta	A case for bilingual learners' dictionaries.	2015	Vol. 69	lssue 1	47–57
Lewis, Marilyn	A Student's Guide to the MA TESOL. N. Bell. Palgrave Macmillan 2009. (Review)	2010	Vol. 64	Issue 4	494–495
Lewis, Marilyn	Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research. J. Bitchener. Palgrave Macmillan 2010. (Review)	2010	Vol. 64	Issue 4	494–495
Lewis, Marilyn	Service, Satisfaction and Climate: Perspectives on Management in English Language Teaching. J. Walker. Emerald 2010. (Review)	2012	Vol. 66	Issue 1	138–140
Lewis, Marilyn	Innovation in Language Learning and Teaching: The Case of Thailand. P. Darasawang and H. Reinders (eds.). Palgrave Macmillan 2015. (Review)	2016	Vol. 70	lssue 1	233–234
Lewis, Marilyn	Innovation in Language Learning and Teaching: The Case of Thailand. P. Darasawang and H. Reinders (eds.). Palgrave Macmillan 2015. (Review)	2016	Vol. 70	Issue 2	233–234
Li, Houxiang	The Cambridge Guide to Second Language Teacher Education. A. Burns and J. C. Richards (eds.). Cambridge University Press 2009. (Review)	2011	Vol. 65	Issue 2	206–209
Li, Jie	Focus on Vocabulary. P. Nation and P. Y. Gu. National Centre for English Language Teaching and Research 2007. (Review).	2008	Vol. 62	Issue 1	100–102
Li, Shaofeng	Oral corrective feedback. (Key Concepts In ELT)	2014	Vol. 68	Issue 2	196–198
Lianjiang Jiang	The affordances of digital multimodal composing for EFL learning.	2017	Vol. 71	Issue 4	413–422
Liao, Hui-Chuan	Using automated writing evaluation to reduce grammar errors in writing.	2016	Vol. 70	Issue 3	308–319
Lieske, Carmella	Bumping into someone: Japanese students' perceptions and observations.	2010	Vol. 64	Issue 2	194–204
Lima, Chris	ELT and the challenges of the times. (Comment)	2009	Vol. 63	Issue 3	272–274
Lima, Chris	Writing Poems. A. Maley and J. Mukundan. Pearson Malaysia 2011. (Review)	2013	Vol. 67	Issue 1	147–150

			1	1	
Lima, Chris	Writing Stories. A. Maley and J. Mukundan. Pearson Malaysia 2011. (Review)	2013	Vol. 67	Issue 1	147–150
Lima, Chris	Twenty-first century Shakespeare and ELT. (Forum Report)	2014	Vol. 68	Issue 2	192–195
Lima, Christina	Shakespeare's English: A Practical Linguistic Guide. K. Johnson. Pearson 2013. (Review)	2016	Vol. 70	Issue 1	103–105
Lima, Christina	Literature in Language Education (second edition). G. Hall. Palgrave Macmillan 2015. (Review)	2017	Vol. 71	Issue 4	532–533
Lima, Christina	Literature. A. Paran and P. Robinson. Oxford University Press, 2016. (Review)	2018	Vol. 72	Issue 2	226–227
Limberg, Holger	Principles for pragmatics teaching: Apologies in the EFL classroom.	2015	Vol. 69	Issue 3	275–285
Lin, Chia-Yen ; Lau, Ken ; Cousineau, Jacob	Lecturers' and students' perceptions of the use of modifiers.	2018	Vol. 72	Issue 1	62–72
Lin, Ming Huei ; et al.	Blogging a journal: changing students' writing skills and perceptions.	2014	Vol. 68	Issue 4	422–431
Lin, Ming Huei ; Lee, Jia-Ying	Data-driven learning: changing the teaching of grammar in EFL classes.	2015	Vol. 69	Issue 3	264–274
Lindahl, Kristen ; Baecher, Laura	Teacher language awareness in supervisory feedback cycles.	2016	Vol. 70	Issue 1	28–38
Linse, Caroline	Predictable books in the children's EFL classroom.	2007	Vol. 61	Issue 1	46–54
Linse, Caroline	Young Language Learners' Motivation and Attitudes: Longitudinal, Comparative and Explanatory Perspectives. S. Heinzmann. Bloomsbury 2014. (Review)	2014	Vol. 68	Issue 3	355–357
Littlewood, William	Process-oriented pedagogy: facilitation, empowerment, or control? (Point and Counterpoint)	2009	Vol. 63	Issue 3	246–254
Littlewood, William	OBE: a coin with two sides or many different coins? (Point and Counterpoint)	2009	Vol. 63	Issue 3	263–264
Liu, Dilin	Plagiarism in ESOL students: is cultural conditioning truly the major culprit? (Point and Counterpoint)	2005	Vol. 59	Issue 3	234–241
Liu, Honggang	New Insights into Language Anxiety: Theory, Research and Educational Implications. C. Gkonou, M. Daubney, and J. Dewaele (eds.). Multilingual Matters, 2017. (Review)	2019	Vol. 73	Issue 1	105–107
Llinares García, Ana	Young learners' functional use of the L2 in a low-immersion EFL context.	2007	Vol. 61	Issue 1	39–45
Llurda, Enric	English-Medium Instruction at Universities: Global Challenges. A. Doiz, D. Lasagabaster, and J. M. Sierra (eds.). Multilingual Matters 2013. (Review)	2013	Vol. 67	Issue 4	497–500
Llurda, Enric	The Non-Native Teacher. Péter Medgyes. Swan Communication, 2017. (Review)	2018	Vol. 72	Issue 3	342-344
Łodzikowski, Kacper ; Jekiel, Mateusz	Board games for teaching English prosody to advanced EFL learners.	2019	Vol. 73	Issue 3	275–285
Lønsmann, Dorte	Researching Identity and Interculturality. F. Dervin and K. Risager (eds.). Routledge 2015. (Review)	2016	Vol. 70	Issue 1	116–118
López-Gopar, Mario E.	Teaching English critically to Mexican children.	2014	Vol. 68	Issue 3	310-320

Lopriore, Lucilla	Investigating NEST Schemes around the World: Supporting NEST/LET Collaborative Practices. F. Copland, M. Davis, S. Garton, and S. Mann. The British Council, 2016. (Review)	2019	Vol. 73	Issue 1	108–110
Louhiala-Salminen, Leena	Exploring Professional Communication: Language in Action. S. Schnurr. Routledge 2013. (Review)	2015	Vol. 69	Issue 3	343–345
Lowe, Robert J. ; Smith, Richard	L. A. Hill's 'neutral English'—a historical counterpoint to ELF.	2020	Vol. 74	Issue 1	20–28
Ludwig, Christian	Assessment and Autonomy in Language Learning. C. J. Everhard and L. Murphy (eds.). Palgrave Macmillan 2015. (Review)	2017	Vol. 71	lssue 1	119–122
Ludwig, Christian ; Moore-Walter, Lawrie ; Tassinari, Giovanna	The LASIG Webinar Series: far away at home. (IATEFL)	2020	Vol. 74	Issue 2	235–236
Ludwig, Christian ; Tütüniş, Birsen	IATEFL.	2017	Vol. 71	Issue 2	270–271
Lund, Ragnhild Elisabeth	Handwriting as a tool for learning in ELT.	2016	Vol. 70	Issue 1	48–56
Lunt, Richard	Correspondence.	2011	Vol. 65	Issue 4	504–505
Luque Agulló, Gloria	Overcoming age-related differences.	2006	Vol. 60	Issue 4	365–373
Luukka, Emilia	Using Literature in English Language Education: Challenging Reading for 8–18 Year Olds. J. Bland (ed.). Bloomsbury Academic, 2018. (Review)	2019	Vol. 73	Issue 4	486–488
Lynch, Tony	Learning from the transcripts of an oral communication task.	2007	Vol. 61	Issue 4	311–320
Ma, Anne	Children's Literature in Second Language Education. J. Bland and C. Lütge (eds.). Bloomsbury 2013. (Review)	2014	Vol. 68	Issue 3	352–355
Maas, Clare	Receptivity to learner-driven feedback in EAP.	2017	Vol. 71	Issue 2	127–140
Macalister, John	Implementing extensive reading in an EAP programme.	2008	Vol. 62	Issue 3	248–256
Macalister, John	Today's teaching, tomorrow's text: exploring the teaching of reading.	2011	Vol. 65	Issue 2	161–169
Macis, Marijana ; Schmitt, Norbert	The figurative and polysemous nature of collocations and their place in ELT.	2017	Vol. 71	Issue 1	50–59
Mackenzie, Lee	Investigating reflection in written assignments on CELTA courses.	2019	Vol. 73	lssue 1	11–20
Mahan, Karina Rose ; Norheim, Helga	'Something new and different': student perceptions of content and language integrated learning.	2021	Vol. 75	Issue 1	77–86
Maingay, Peter	Diana Eastment.	2010	Vol. 64	Issue 3	251–252
Mak, Barley ; Coniam, David ; Chan, Meimei Shin Kwan	A buddy reading programme in Hong Kong schools.	2008	Vol. 62	Issue 4	385–394
Mak, Pauline ; Wong, Kevin M.	Self-regulation through portfolio assessment in writing classrooms.	2018	Vol. 72	Issue 1	49–61

Maley, Alan	Extensive Reading Activities for Language Teaching. J. Bamford and R. Day (eds). Cambridge University Press 2004. (Review)	2005	Vol. 59	Issue 4	354–355
Maley, Alan	Language and Creativity: the Art of Common Talk. R. Carter Routledge 2004. (Review)	2007	Vol. 61	Issue 3	275–279
Maley, Alan	Creativity: Theory, History, Practice. R. Pope. Routledge 2005. (Review)	2007	Vol. 61	Issue 3	275–279
Maley, Alan	World Englishes: Implications for International Communication and English Language Teaching. A. Kirkpatrick. Cambridge University Press 2007. (Review)	2008	Vol. 62	Issue 2	205–209
Maley, Alan	English in the World: Global Rules, Global Roles. R. Rubdy and M. Saraceni (eds.). Continuum 2006. (Review)	2008	Vol. 62	Issue 2	205–209
Maley, Alan	The Art of Foreign Language Teaching: Improvization and Drama in Teacher Development and Language Learning. Lutzker, P. Francke Verlag (Tübingen und Basel) 2007. (Review)		Vol. 63	Issue 1	86–87
Maley, Alan	Writing Stories: Developing Language Skills through Story Making. A. Wright and D. A. Hill Helbling Languages 2008. (Review)	2009	Vol. 63	Issue 4	418–419
Maley, Alan	Foreigners and Foreign Languages in India: A Sociolinguistic History. S. Chaudhary. Foundation Books/Cambridge University Press, India, 2009. (Review)	2010	Vol. 64	Issue 1	116–118
Maley, Alan	Negotiating Empowerment: Studies in English Language Education. P. Dheram (ed.). Orient Longman 2008. (Review)	2010	Vol. 64	Issue 1	116–118
Maley, Alan	Translation in Language Teaching: An Argument for Reassessment. G. Cook. Oxford University Press 2010. (Review)	2011	Vol. 65	Issue 2	192–193
Maley, Alan	The Multilingual Subject. C. Kramsch. Oxford University Press 2009. (Review)	2012	Vol. 66	Issue 3	396–399
Maley, Alan	Review of ELTJ reviews 1995–2012.	2012	Vol. 66	Issue 4	557–570
Maley, Alan	Memory Activities for Language Learning. N. Bilbrough. Cambridge University Press 2011. (Review)	2013	Vol. 67	Issue 2	263–265
Maley, Alan	A Course in English Language Teaching. P. Ur. Cambridge University Press 2012. (Review)	2014	Vol. 68	Issue 1	100–102
Maley, Alan	Changing Methodologies in TESOL. J. Spiro. Edinburgh University Press 2013. (Review)	2015	Vol. 69	Issue 1	111–112
Maley, Alan	Understanding Silence and Reticence: Ways of Participating in Second Language Acquisition. D. Bao. Bloomsbury Academic 2014. (Review)	2015	Vol. 69	Issue 4	470–472
Maley, Alan	Early Childhood Education in English for Speakers of Other Languages. V. A. Murphy and M. Evangelou (eds.). British Council 2016. (Review)	2017	Vol. 71	Issue 2	256–257
Maley, Alan	English Teaching and the Science of Happiness: Positive Psychology Communication	2020	Vol. 74	Issue 1	100–102

		-	_		
	Activities for Language Learning. M. Helgesen. ABAX ELT Publishers 2019. (Review)				
Maley, Alan	Perceptions of Language Pedagogy. N.S. Prabhu (ed. Geetha Durairajan). Orient Blackswan Private Limited, 2019. (Review)	2020	Vol. 74	Issue 4	512–514
Maley, Alan ; Bolitho, Rod	Creativity. (Key Concepts in ELT)	2015	Vol. 69	Issue 4	434–436
Malone, Jonathan	Teaching and Developing Reading Skills. P. Watkins. Cambridge University Press 2017. (Review)	2019	Vol. 73	Issue 4	492–494
Marks, Jonathan	English Pronunciation in Use. M. Hancock. Cambridge University Press 2003. (Review)	2005	Vol. 59	Issue 2	177–179
Marks, Jonathan	Streaming Speech: Listening and Pronunciation. R. Cauldwell. speechinaction 2002. (Review)	2005	Vol. 59	Issue 2	177–179
Marks, Jonathan	Intonation in the Grammar of English. M. A. K. Halliday and W. S. Greaves. Equinox 2008. (Review)	2010	Vol. 64	Issue 1	101–102
Marshall, Helaine W. ; DeCapua, Andrea	The Newcomer Booklet: a project for limited formally schooled students.	2010	Vol. 64	Issue 4	396–404
Martinez, Ron	A framework for the inclusion of multi-word expressions in ELT.	2013	Vol. 67	Issue 2	184–198
Martinez, Ron ; Adolphs, Svenja ; Carter, Ronald	Listening for needles in haystacks: how lecturers introduce key terms.	2013	Vol. 67	Issue 3	313-323
Masuhara, Hitomi ; et al.	Adult EFL courses. (Survey Review)	2008	Vol. 62	Issue 3	294–312
Matei, Gabriela	Classroom Management in Language Education. T. Wright. Palgrave Macmillan 2005. (Review).	2007	Vol. 61	Issue 3	279–281
Mathew, Rama	Beyond Methods: Macrostrategies for Language Teachers. B. Kumaravadivelu. Yale University Press 2003. (Review)	2005	Vol. 59	Issue 1	72–75
Mathew, Rama	Assessing Young Language Learners. McKay, P. Cambridge University Press 2006. (Review)	2009	Vol. 63	lssue 1	91–94
Mathew, Rama ; Srivastava, Shefali	English Next India: The Future of English in India. D. Graddol. British Council 2010. (Review)	2011	Vol. 65	Issue 3	356–359
Mavridi, Sophia	Digital Language Learning and Teaching: Research, Theory, and Practice. M. Carrier, R. M. Damerow and K. M. Bailey (eds.). Routledge and TIRF 2017. (Review)	2018	Vol. 72	Issue 4	459–461
Mayumi, Kayoko ; Hüttner, Julia	Changing Beliefs on English: Study Abroad for Teacher Development.	2020	Vol. 74	Issue 3	268–276
McBeath, Neil	Initial teacher training courses and non-native speaking teachers: a response to Jason Anderson. (Readers Respond)	2017	Vol. 71	Issue 2	247–249
McCarthy, Michael	Discourse Analysis. H. G. Widdowson. Oxford University Press 2007. (Review)	2008	Vol. 62	Issue 2	211–213
McConachy, Troy	Raising sociocultural awareness through contextual analysis: some tools for teachers.	2009	Vol. 63	Issue 2	116–125

McConachy, Troy ; Hata, Kaori	Addressing textbook representations of pragmatics and culture.	2013	Vol. 67	Issue 3	294–301
McCrostie, James	Examining learner vocabulary notebooks.	2007	Vol. 61	Issue 3	246–255
McDonough, Jo	Perspectives on EAP: An interview with Ken Hyland. (Talking Shop)	2005	Vol. 59	Issue 1	57–64
McDonough, Jo	English for Academic Study. Garnet Education/The University of Reading. Writing. Teacher's Book: A. Pallant. 2004. Course Book and Source Book: A. Pallant and J. Slaght. 2004. (Review)	2006	Vol. 60	Issue 3	303–306
McDonough, Jo	English for Academic Study. Garnet Education/The University of Reading. Reading. Teacher's Book: J. Slaght with P. Harben. 2004. Course Book and Source Book: J. Slaght with P. Harben. 2004. (Review)	2006	Vol. 60	Issue 3	303–306
McDonough, Jo	English for Academic Study. Garnet Education/The University of Reading. Extended Writing and Research Skills. Teacher's Book: J. McCormack and J. Slaght. 2005. Course Book: J. McCormack and J. Slaght. 2005. (Review)	2006	Vol. 60	Issue 3	303–306
McDonough, Jo	English for specific purposes: a survey review of current materials. (Survey Review)	2010	Vol. 64	Issue 4	462–477
McDonough, Jo	Instant Academic Skills. S. Lane. Cambridge University Press 2011. (Review)	2012	Vol. 66	Issue 2	256–258
McDonough, Steven	Motivation in ELT. (Key Concepts In ELT)	2007	Vol. 61	Issue 4	369–371
McDonough, Steven	The Psychology of Second Language Acquisition. Z. Dörnyei. Oxford University Press 2009. (Review)	2011	Vol. 65	Issue 2	194–196
McDonough, Steven	Teaching and Researching Language Learning Strategies. R. L. Oxford. Longman 2011. (Review)	2012	Vol. 66	Issue 2	253–255
McGarrell, Hedy ; Verbeem, Jeff	Motivating revision of drafts through formative feedback.	2007	Vol. 61	Issue 3	228–236
McGee, lain	Traversing the lexical cohesion minefield.	2009	Vol. 63	Issue 3	212–220
McGinley, Kevin	The 'Test of Interactive English'—from conception to implementation.	2006	Vol. 60	Issue 4	374–381
McGrath, Ian	Methodology and Materials Design in Language. Teaching: Current Perceptions and Practices and their Implications. Anthology Series 44. W.A. Renandya (ed.). SEAMEO Regional Language Centre 2003. (Review)	2005	Vol. 59	Issue 4	347–351
McGrath, Ian	Developing Materials for Language Teaching. B. Tomlinson (ed.). Continuum, 2003. (Review)	2005	Vol. 59	Issue 4	347–351
McGrath, lan	Teachers' and learners' images for coursebooks.	2006	Vol. 60	Issue 2	171–180
McGrath, Ian	English Language Teaching Materials: Theory and Practice. N. Harwood (ed.). Cambridge University Press 2010. (Review)	2013	Vol. 67	lssue 1	141–143
Mclver, Nick	Teaching Unplugged: Dogme in English Language Teaching. L. Meddings and S. Thornbury Delta Publishing 2009. (Review)	2009	Vol. 63	Issue 4	419–421

McLaughlin, Lou	IATEFL.	2016	Vol. 70	Issue 1	240-240
McLaughlin, Lou	IATEFL.	2016	Vol. 70	Issue 2	240-240
McMorrow, Martin	Teacher education in the postmethods era. (Online Forum Report)	2007	Vol. 61	Issue 4	375–377
Medgyes, Péter	Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth. G. Braine. Routledge 2010. (Review)	2011	Vol. 65	Issue 2	190–192
Medgyes, Péter	The NNEST Lens: Non-native English Speakers in TESOL. A. Mahboob (ed.). Cambridge Scholars Publishing 2010. (Review)	2012	Vol. 66	lssue 1	122–124
Medgyes, Péter	News from IATEFL. (IATEFL)	2014	Vol. 68	Issue 4	491–492
Medgyes, Péter	Inaugural Web Conference. (IATEFL)	2015	Vol. 69	Issue 1	114
Medgyes, Péter	The (ir)relevance of academic research for the language teacher. (Point and Counterpoint)	2017	Vol. 71	Issue 4	491–498
Medgyes, Péter	A response to Amos Paran. (Point and Counterpoint)	2017	Vol. 71	Issue 4	509–510
Mehmedbegovic-Smith, Dina	Educating Refugee-background Students: Critical Issues and Dynamic Contexts. S. Shapiro, R. Farrelly and M. J. Curry (eds.). Multilingual Matters, Bristol, 2018. (Review)	2020	Vol. 74	Issue 4	521–524
Meighan, Paul J.	A case for decolonizing English language instruction. (Comment)	2020	Vol. 74	Issue 1	83–85
Memari Hanjani, Alireza	Collaborative revision in L2 writing: learners' reflections.	2016	Vol. 70	Issue 3	296–307
Mennim, Paul	Learner negotiation of L2 form in transcription exercises.	2012	Vol. 66	Issue 1	52–61
Mennim, Paul	A discourse-based evaluation of a classroom peer teaching project.	2017	Vol. 71	Issue 1	37–49
Mercer, Sarah	Learner self-beliefs. (Key Concepts In ELT)	2008	Vol. 62	Issue 2	182–183
Mercer, Sarah	Dispelling the myth of the natural-born linguist.	2012	Vol. 66	Issue 1	22–29
Mercer, Sarah	International Perspectives on Motivation: Language Learning and Professional Challenges. E. Ushioda (ed.). Palgrave Macmillan 2013. (Review)	2016	Vol. 70	lssue 1	227–230
Mercer, Sarah	International Perspectives on Motivation: Language Learning and Professional Challenges. E. Ushioda (ed.). Palgrave Macmillan 2013. (Review)	2016	Vol. 70	Issue 2	227–230
Mercer, Sarah	An agenda for well-being in ELT: an ecological perspective. (Anniversary Article)	2021	Vol. 75	Issue 1	14–21
Mercer, Sarah ; Ryan, Stephen	A mindset for EFL: learners' beliefs about the role of natural talent.	2010	Vol. 64	Issue 4	436–444
Meyers, Philip C.	Generation. (Key Concepts In ELT)	2013	Vol. 67	Issue 2	230–232
Miller, Lindsay ; Tsang, Shuk Ching Elza ; Hopkins, Mark	Establishing a self-access centre in a secondary school.	2007	Vol. 61	Issue 3	220–227

Mishan, Freda	Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory. I. McGrath. Bloomsbury 2013. (Review)	2014	Vol. 68	Issue 2	199–202
Mishan, Freda	Brokering Britain, Educating Citizens: Exploring ESOL and Citizenship. Melanie Cooke and Rob Peutrell (eds.). Multilingual Matters 2019. (Review)	2021	Vol. 75	Issue 1	110–112
Mitchell, Ros	Language Teaching Research and Language Pedagogy. R. Ellis. Wiley-Blackwell 2012. (Review)	2014	Vol. 68	Issue 3	357–360
Mok, Jane	A case study of students' perceptions of peer assessment in Hong Kong.	2011	Vol. 65	Issue 3	230–239
Moon, Jayne	L2 children and writing: a neglected skill? (Online Forum Report)	2008	Vol. 62	Issue 4	398–400
Moore, Ashley R.	Understanding heteronormativity in ELT textbooks: a practical taxonomy.	2020	Vol. 74	Issue 2	116–125
Moore, Caroline ; Fisher, Tony ; Baber, Eric	Virtually unknown: teacher engagement in an online conference.	2016	Vol. 70	Issue 1	200–211
Moore, Caroline ; Fisher, Tony ; Baber, Eric	Virtually unknown: teacher engagement in an online conference.	2016	Vol. 70	Issue 2	200–211
Moore, Pat	IATEFL 2005 Cardiff Conference Selections.	2006	Vol. 60	Issue 3	306–308
Moore, Pat	Becoming bilingual in the EFL classroom.	2018	Vol. 72	Issue 2	131–140
Moradkhani, Shahab	EFL teachers' perceptions of two reflection approaches.	2019	Vol. 73	Issue 1	61–71
Morán Panero, Sonia ; Yu, Melissa H.	English as an International Language in Asia: Implications for Language Education. A. Kirkpatrick and R. Sussex (eds.). Springer 2012. (Review)	2014	Vol. 68	Issue 4	474–477
Moran, Katherine	Student-to-student legacies in exploratory action research.	2017	Vol. 71	Issue 3	305–316
Morrow, Keith	Guide for contributors.	2006	Vol. 60	Issue 1	102–107
Moser, Jason ; Harris, Justin ; Carle, John	Improving teacher talk through a task-based approach.	2012	Vol. 66	Issue 1	81-88
Motteram, Gary	There's more to membership than you'd think. (IATEFL)	2015	Vol. 69	Issue 2	223
Motteram, Gary	IATEFL.	2015	Vol. 69	Issue 4	479–480
Motteram, Gary	Membership, belonging, and identity in the twenty-first century.	2016	Vol. 70	Issue 1	150–159
Motteram, Gary	Membership, belonging, and identity in the twenty-first century.	2016	Vol. 70	Issue 2	150–159
Mourão, Sandie	500 Activities for the Primary Classroom. C. Read. Macmillan Education 2007. (Review)	2008	Vol. 62	Issue 3	320–322
Mourão, Sandie	Vocabulary Activities. M. Slattery. Oxford University Press 2004. (Review)	2010	Vol. 64	Issue 3	363–365
Mourão, Sandie	Starting and Ending Lessons. N. Moir. Oxford University Press 2009. (Review)	2010	Vol. 64	Issue 3	363–365
Mourão, Sandie	English Through Music. A. Paterson and J. Willis. Oxford University Press 2008. (Review)	2010	Vol. 64	Issue 3	363–365

Mourão, Sandie	Teaching Children's Literature. It's Critical! C. Leland, M. Lewison, and J. Harste. Routledge 2012. (Review)	2013	Vol. 67	Issue 3	374–377
Mourão, Sandie	Taking play seriously in the pre-primary English classroom.	2014	Vol. 68	Issue 3	254–264
Mugford, Gerrard	How rude! Teaching impoliteness in the second-language classroom.	2008	Vol. 62	Issue 4	375–384
Mukundan, Jayakaran	Teaching Second Language Reading. Hudson, T. Oxford University Press 2007. (Review)	2009	Vol. 63	Issue 1	89–91
Mumford, Simon	An analysis of spoken grammar: the case for production.	2009	Vol. 63	Issue 2	137–144
Murata, Kumiko	English as a Lingua Franca in the International University: The Politics of Academic English Language Policy. J. Jenkins. Routledge 2013. (Review)	2014	Vol. 68	Issue 2	205–207
Murray, Heather	The Globalization of English and the English Language Classroom. Claus Gnutzmann and Frauke Intemann (eds.). Gunter Narr Verlag, Tübingen, 2005. (Review).	2006	Vol. 60	Issue 2	204–206
Murray, Neil	Pragmatics, awareness raising, and the Cooperative Principle.	2010	Vol. 64	Issue 3	293–301
Murray, Neil	English as a lingua franca and the development of pragmatic competence.	2012	Vol. 66	Issue 3	318–326
Murray, Neil	An academic literacies argument for decentralizing EAP provision.	2016	Vol. 70	Issue 4	435–443
Murray, Neil ; Muller, Amanda	Some key terms in ELT and why we need to disambiguate them.	2019	Vol. 73	Issue 3	257–264
Murugavel, T.	Using Authentic Video in the Language Classroom. J. Sherman. Cambridge University Press 2003. (Review)	2005	Vol. 59	Issue 1	80–82
Musgrave, Jill ; Parkinson, Jean	Getting to grips with noun groups.	2014	Vol. 68	Issue 2	145–154
Mynard, Jo ; Almarzouqi, Iman	Investigating peer tutoring.	2006	Vol. 60	Issue 1	13–22
Myskow, Gordon ; Gordon, Kana	A focus on purpose: using a genre approach in an EFL writing class.	2010	Vol. 64	Issue 3	283–292
Naismith, Ben	Integrating corpus tools on intensive CELTA courses.	2017	Vol. 71	Issue 3	273–283
Nakamura, lan	Formulation as evidence of understanding in teacher-student talk.	2010	Vol. 64	Issue 2	125–134
Nakatsuhara, Fumiyo	Inter-interviewer variation in oral interview tests.	2008	Vol. 62	Issue 3	266–275
Nazari, Ahmad	EFL teachers' perception of the concept of communicative competence.	2007	Vol. 61	Issue 3	202–210
Newbold, David	Co-certification: a new direction for external assessment?	2009	Vol. 63	Issue 1	51–59
Newton, Jonathan	Comprehending misunderstanding. (Point and Counterpoint)	2017	Vol. 71	Issue 2	237–244
Ng, Mei Lee	Difficulties with team teaching in Hong Kong kindergartens.	2015	Vol. 69	Issue 2	188–197
Ng, Patrick	English through Drama: Creative Activities for Inclusive ELT Classes. S. Hillyard. Helbling Languages 2016. (Review)	2017	Vol. 71	Issue 3	393–395

Nguyễn, Hoa Thị Mai ; Ngo, Nga Thi Hang	Learning to reflect through peer mentoring in a TESOL practicum.	2018	Vol. 72	Issue 2	187–198
Nguyen, Trang Thi Thuy	Building Teacher Capacity in Vietnamese English Language Teaching: Research, Policy and Practice. Le Van Canh, Hoa Thi Mai Nguyen, Nguyen Thi Thuy Minh and Roger Barnard (eds.). Routledge 2019. (Review)		Vol. 74	Issue 2	232–234
Nicholas, Allan	A concept-based approach to teaching speech acts in the EFL classroom.	2015	Vol. 69	Issue 4	383–394
Ning, Huiping	Adapting cooperative learning in tertiary ELT.	2011	Vol. 65	Issue 1	60–70
Nitta, Ryō ; Gardner, Sheena	Consciousness-raising and practice in ELT coursebooks.	2005	Vol. 59	Issue 1	3–13
Norton, Julie	The paired format in the Cambridge Speaking Tests.	2005	Vol. 59	Issue 4	287–297
Norton, Julie	A response to Anne Lazaraton.	2006	Vol. 60	Issue 3	290–291
Nurmukhamedov, Ulugbek	Macmillan Collocations Dictionary for Learners of English. Macmillan Publishers Limited 2010. (Review)	2011	Vol. 65	Issue 1	96–99
Nurmukhamedov, Ulugbek ; Kim, Soo Hyon	'Would you perhaps consider': hedged comments in ESL writing.	2010	Vol. 64	Issue 3	272–282
O'Dowd, Robert	Evaluating the outcomes of online intercultural exchange.	2007	Vol. 61	Issue 2	144–152
O'Dwyer, Shaun	What attitude, exactly? (Readers Respond)	2007	Vol. 61	Issue 4	372–374
O'Dell, Felicity	Creating new words: affixation in neologisms. (Changing English)	2016	Vol. 70	Issue 1	94–99
Oga-Baldwin, W. L. Quint ; Nakata, Yoshiyuki	Optimizing new language use by employing young learners' own language.	2014	Vol. 68	Issue 4	410-421
Olearski, Janet	Maintaining Control: Autonomy and Language Learning. R. Pemberton, S. Toogood, and A. Barfield (eds.). Hong Kong University Press 2009. (Review)	2010	Vol. 64	Issue 4	486–489
Oxford, Rebecca	Exploring Psychology in Language Learning and Teaching. M. Williams, S. Mercer, and S. Ryan. Oxford University Press 2015. (Review)	2017	Vol. 71	Issue 4	522–524
Padwad, Amol	The cultural roots of teacher associations: a case study from India.	2016	Vol. 70	Issue 1	160–169
Padwad, Amol	The cultural roots of teacher associations: a case study from India.	2016	Vol. 70	Issue 2	160–169
Padwad, Amol	Innovations in English Language Teaching in India: Trends in Language Pedagogy and Technology. G. Dalal and V. Gulati (eds.). Lexington Books, 2018. (Review)	2020	Vol. 74	Issue 4	515–516
Pang, May	Companion guides for lesson planning: a planning template and the lesson plan pro forma.	2016	Vol. 70	Issue 4	444–454
Papageorgiou, Ifigenia ; et al.	Teaching practice in UK ELT Master's programmes.	2019	Vol. 73	Issue 2	154–165
Papathanasiou, Evagelia	An investigation of two ways of presenting vocabulary.	2009	Vol. 63	Issue 4	313–322
Paran, Amos	Literature and Stylistics for Language Learners: Theory and Practice. G. Watson and S. Zyngier (eds.). Palgrave Macmillan 2007. (Review)	2009	Vol. 63	Issue 3	284–288

Paran, Amos	Language skills: questions for teaching and learning.	2012	Vol. 66	Issue 4	450–458
Paran, Amos	CLIL: Content and Language Integrated Learning. D. Coyle, P. Hood, and D. Marsh. Cambridge University Press 2010. (Review)	2013	Vol. 67	lssue 1	137–141
Paran, Amos	Language teacher associations: key themes and future directions.	2016	Vol. 70	Issue 1	127–136
Paran, Amos	Language teacher associations: key themes and future directions.	2016	Vol. 70	Issue 2	127–136
Paran, Amos	Shakespeare in the EFL Classroom. M. Eisenmann and C. Lütge (eds.). Heidelberg: Universitätsverlag Winter 2014. (Review)	2016	Vol. 70	Issue 4	461–463
Paran, Amos	'Only connect': researchers and teachers in dialogue. (Point and Counterpoint)	2017	Vol. 71	Issue 4	499–508
Park, Gloria	'Writing is a way of knowing': writing and identity.	2013	Vol. 67	Issue 3	336–345
Park, Jeongyeon	Integrating reading and writing through extensive reading.	2016	Vol. 70	Issue 3	287–295
Park, Jeongyeon	Benefits of Freewriting in an EFL Academic Writing Classroom.	2020	Vol. 74	Issue 3	318–326
Parker, Martin	What is this English what I teach? (Comment)	2010	Vol. 64	Issue 3	334–336
Parrott, Martin	Oxford English Grammar Course. M. Swan and C. Walter. Oxford University Press 2011. (Review)	2012	Vol. 66	Issue 2	244–247
Parsons, Daniel	Formative assessment in discussion tasks.	2017	Vol. 71	Issue 1	24–36
Patiño-Santos, Adriana	Narrative Inquiry in Language Teaching and Learning Research. G. Barkhuizen, P. Benson, and A. Chik. Routledge 2014. (Review)	2015	Vol. 69	Issue 2	220–222
Pattison, Tania	Correspondence.	2012	Vol. 66	Issue 3	422
Payant, Caroline	Practice Teaching: A Reflective Approach. J. C. Richards and T. S. C. Farrell. Cambridge University Press 2011. (Review)	2013	Vol. 67	Issue 3	359–361
Peacock, Matthew	Attribution and learning English as a foreign language.	2010	Vol. 64	Issue 2	184–193
Pearson, William S	Critical perspectives on the IELTS test. (Point and Counterpoint)	2019	Vol. 73	Issue 2	197–206
Pearson, William S.	A Response to Anthony Green.	2019	Vol. 73	Issue 2	216–218
Pemberton, Richard	Independent Learning Schemes: A Practical Approach. D. Dixon, H. Baba, P. Cozens, and M. Thomas (eds.). TESOL Arabia 2006. (Review)	2007	Vol. 61	Issue 4	385–388
Peng, Jian-E.	Teacher Interaction Strategies and Situated Willingness to Communicate.	2020	Vol. 74	Issue 3	307–317
Pereira, Fernanda Mota	Creativity in the English Language Classroom. A. Maley and N. Peachey (eds.). British Council 2015. (Review)	2016	Vol. 70	Issue 3	358–360
Perrin, Geoff	Teachers, testers, and the research enterprise—a slow meeting of minds.	2005	Vol. 59	Issue 2	144–150
Pham, Hoa Hiep	University English classrooms in Vietnam. (Readers Respond)	2005	Vol. 59	Issue 4	336-338

Pham, Hoa Hiep	Communicative language teaching: unity within diversity.	2007	Vol. 61	Issue 3	193–201
Phan, Le Ha	Plagiarism and overseas students: stereotypes again? (Readers Respond)	2006	Vol. 60	Issue 1	76–78
Phillipson, Robert ; Karmani, Sohail	'Linguistic imperialism' 10 years on: an interview with Robert Phillipson. (Talking Shop)	2005	Vol. 59	Issue 3	244–249
Pickering, George	IATEFL.	2016	Vol. 70	Issue 4	482–483
Pinner, Richard S.	ELT and the global recession. (Comment)	2009	Vol. 63	Issue 4	390–392
Pino-Silva, Juan	Student perceptions of computerized tests.	2008	Vol. 62	Issue 2	148–156
Pinter, Annamaria	Create Captivating Classes: Why NCLB Should Mean No Child Left Bored. C. Bontjes. Rowman and Littlefield Education 2013. (Review)	2014	Vol. 68	Issue 4	462–464
Pinter, Annamaria	International Perspectives on Teaching English to Young Learners. S. Rich (ed.). Palgrave Macmillan 2014. (Review)	2016	Vol. 70	lssue 1	108–110
Pinter, Annamaria ; Kuchah, Kuchah ; Smith, Richard	Researching with children. (Forum Report)	2013	Vol. 67	Issue 4	484–487
Pinter, Annamaria ; Zandian, Samaneh	'I don't ever want to leave this room': benefits of researching 'with' children.	2014	Vol. 68	Issue 1	64–74
Pitzl, Marie-Luise	Culture and Identity through English as a Lingua Franca: Rethinking Concepts and Goals in Intercultural Communication. W. Baker. De Gruyter Mouton 2015. (Review)	2017	Vol. 71	Issue 3	390–392
Poole, Brian	Is your 'within' really necessary? (Comment)	2007	Vol. 61	Issue 3	272–274
Poole, Brian	Corpus-Based Approaches to English Language Teaching. M. C. Campoy-Cubillo, B. Bellés Fortuno, and M. L. Gea-Valor (eds.). Continuum 2010. (Review)	2011	Vol. 65	lssue 1	92–93
Poole, Brian	Online Teacher Education: TESOL Perspectives. L. England (ed.). Routledge 2012. (Review)	2014	Vol. 68	Issue 2	216–219
Poole, Brian	The Online Informal Learning of English. G. Sockett. Palgrave Macmillan 2014. (Review)	2016	Vol. 70	Issue 1	113–115
Poppi, Franca	The Cultural and Intercultural Dimensions of English as a Lingua Franca. P. Holmes and F. Dervin (eds.). Multilingual Matters 2016. (Review)	2017	Vol. 71	Issue 4	534–536
Porfirio, Lucielen	Language Teaching Insights From Other Fields: Psychology, Business, Brain Science and More. C. Stillwell (ed.). TESOL Press 2015. (Review)	2016	Vol. 70	Issue 4	466–469
Porto, Melina	Culturally responsive L2 education: an awareness-raising proposal.	2010	Vol. 64	Issue 1	45–53
Prodromou, Luke	Swan's way. (Readers Respond)	2009	Vol. 63	Issue 2	163–166
Prodromou, Luke	Teacher Cognition and Language Education. S. Borg. Continuum 2008. (Review)	2009	Vol. 63	Issue 2	183–186
Prodromou, Luke	Correspondence.	2009	Vol. 63	Issue 4	439–440

Pu, Haifeng	Implementing Online Elt in the Time of Crisis: Ordeal or Opportunity? (The View from Here)	2020	Vol. 74	Issue 3	345–348
Puchta, Herbert	IATEFL 2012 conference another stunning success.	2012	Vol. 66	Issue 3	423–424
Pulverness, Alan	English Collocations in Use. M. McCarthy and F. O'Dell. Cambridge University Press 2005. (Review)	2007	Vol. 61	Issue 2	182–185
Pulverness, Alan	Values, Philosophies and Beliefs in TESOL: Making a Statement. G. Crookes Cambridge University Press 2009. (Review)	2011	Vol. 65	Issue 2	196–198
Pun, Jack Kwok-Hung ; Thomas, Nathan	English Medium Instruction: Teachers' Challenges and Coping Strategies.	2020	Vol. 74	Issue 3	247–257
Quinn, Cynthia	Training L2 writers to reference corpora as a self-correction tool.	2015	Vol. 69	Issue 2	165–177
Rajagopalan, Kanavillil	Correspondence.	2006	Vol. 60	Issue 1	99–100
Rajagopalan, Kanavillil	From madness in method to method in madness. (Readers Respond)	2008	Vol. 62	Issue 1	84–85
Rajagopalan, Kanavillil	English as a Lingua Franca: Attitude and Identity. J. Jenkins. Oxford University Press 2007. (Review)	2008	Vol. 62	Issue 2	209–211
Rajagopalan, Kanavillil	International Perspectives on English Language Teacher Education: Innovations from the Field. T. S. C. Farrell (ed.). Palgrave Macmillan 2015. (Review)	2016	Vol. 70	Issue 4	479–481
Ramonda, Kris	Extensive Reading and Class Readers: The Case For No Choice.	2020	Vol. 74	Issue 3	277–286
Ramonda, Kris ; Sevigny, Paul	Graded reader comprehension questions and item discrimination analysis.	2019	Vol. 73	Issue 3	265–274
Rao, Zhenhui	Training in brainstorming and developing writing skills.	2007	Vol. 61	Issue 2	100–106
Rathert, Stefan ; Okan, Zühal	Writing for publication as a tool in teacher development.	2015	Vol. 69	Issue 4	363–372
Read, Carol	The rise of IATEFL scholarships. (IATEFL)	2012	Vol. 66	Issue 4	571–572
Read, Carol	The Annual International Conference goes to Liverpool. (IATEFL)	2013	Vol. 67	Issue 1	161–162
Read, Carol	IATEFL.	2013	Vol. 67	Issue 2	279–280
Reber, Elisabeth	Interjections in the EFL classroom: teaching sounds and sequences.	2011	Vol. 65	Issue 4	365–375
Rebuck, Mark	Using the L1 'errors' of native speakers in the EFL classroom.	2011	Vol. 65	Issue 1	33–41
Reed, Bill	Business English CD-ROMs. (Survey)	2006	Vol. 60	Issue 2	184–196
Reed, Bill	Recent Business English publications. (Survey Review)	2007	Vol. 61	Issue 2	167–178
Reed, Bill	How to Teach Business English. E. Frendo. Pearson Longman 2005. (Review)	2007	Vol. 61	Issue 2	167–178
Reed, Bill	Studies in Language Testing 17—Issues in Testing Business English. B. O'Sullivan. Cambridge University Press 2006. (Review)	2007	Vol. 61	Issue 2	167–178

Reed, Bill	Oxford Business English Dictionary for Learners of English With CD-ROM. D. Parkinson and J. Noble (eds.). Oxford University Press 2005. (Review)	2007	Vol. 61	Issue 2	167–178
Reed, Bill	50 ways to improve your Business English. K. Taylor. Summertown Publishing 2006. (Review)	2007	Vol. 61	Issue 2	167–178
Reed, Bill	Business Writing CD-ROM. J. Comfort, P. Schulz, and P. Franklin. York Associates/Konstanz University of Applied Sciences 2006. (Review)	2007	Vol. 61	Issue 2	167–178
Reed, Bill	Recent Business English publications. (Survey Review)	2011	Vol. 65	Issue 3	326-345
Reinders, Hayo ; Lewis, Marilyn	An evaluative checklist for self-access materials.	2006	Vol. 60	Issue 3	272–278
Reis, Jorge dos ; Hazan, Valerie	Speechant: a vowel notation system to teach English pronunciation.	2012	Vol. 66	Issue 2	156–165
Ren, Wei ; Han, Zhengrui	The representation of pragmatic knowledge in recent ELT textbooks.	2016	Vol. 70	Issue 4	424–434
Renandya, Willy A. ; Farrell, Thomas S.C.	'Teacher, the tape is too fast!' Extensive listening in ELT.	2011	Vol. 65	Issue 1	52–59
Renart, Laura	From Teacher to Manager: Managing Language Teaching Organizations. R. White, A. Hockley, J. van der Horst Jansen, and M. Laughner. Cambridge University Press 2008. (Review)	2010	Vol. 64	Issue 1	111–113
Renart, Laura	Classroom Management Techniques. J. Scrivener. Cambridge University Press 2012. (Review)	2013	Vol. 67	Issue 3	378–379
Reynolds, Brett	Against teaching collocations. (Comment)	2019	Vol. 73	Issue 2	223–225
Rimmer, Wayne	Beyond the Sentence: Introducing Discourse Analysis. S. Thornbury. Macmillan 2005. (Review).	2006	Vol. 60	Issue 4	390–392
Rimmer, Wayne	Grammar. S. Thornbury. Oxford University Press 2005. (Review)	2006	Vol. 60	Issue 4	392–394
Rimmer, Wayne	The experience of initial management training in ELT.	2016	Vol. 70	Issue 1	78–87
Rimmer, Wayne ; Floyd, Alan	Teaching associations and professionalism.	2020	Vol. 74	Issue 2	126–135
Rivers, Damian J.	An exploration of on-task language policy and student satisfaction.	2010	Vol. 64	Issue 3	261–271
Rivers, Damian J.	Politics without pedagogy: questioning linguistic exclusion.	2011	Vol. 65	Issue 2	103–113
Rixon, Shelagh ; Smith, Richard	The work of Brian Abbs and Ingrid Freebairn. (Survey Review)	2012	Vol. 66	Issue 3	383–393
Roever, Carsten	What learners get for free: learning of routine formulae in ESL and EFL environments.	2012	Vol. 66	lssue 1	10–21
Roever, Carsten ; Al-Gahtani, Saad	The development of ESL proficiency and pragmatic performance.	2015	Vol. 69	Issue 4	395–404
Rollinson, Paul	Using peer feedback in the ESL writing class.	2005	Vol. 59	Issue 1	23–30
Roose, Tamara Mae; Newell, George E.	Exploring Online Discussions Through an Academic Literacies Approach.	2020	Vol. 74	Issue 3	258–267

Rosenberg, Marjorie	IATEFL.	2015	Vol. 69	Issue 3	349–350
Rosenberg, Marjorie	Annual IATEFL Conference. (IATEFL)	2016	Vol. 70	Issue 3	369
Rosenberg, Marjorie	IATEFL.	2017	Vol. 71	Issue 1	125
Rosenberg, Marjorie	IATEFL.	2017	Vol. 71	Issue 3	396–397
Rosińska, Marta ; Śpiewak, Grzegorz	Working with Images. B. Goldstein. Cambridge University Press 2008. (Review)	2010	Vol. 64	Issue 2	233–235
Rosińska, Marta ; Śpiewak, Grzegorz	Images. J. Keddie. Oxford University Press 2009. (Review)	2010	Vol. 64	Issue 2	233–235
Ruas, Linda	IATEFL.	2018	Vol. 72	Issue 4	469–470
Rubdy, Rani	A History of English Language Teaching. A. P. R. Howatt and H. G. Widdowson. (2nd edn.). Oxford University Press 2004. (Review)	2005	Vol. 59	Issue 2	180–182
Rubdy, Rani	A multi-thrust approach to fostering a research culture.	2005	Vol. 59	Issue 4	277–286
Rubdy, Rani	The Struggle to Teach English as an International Language. A. Holliday Oxford University Press 2005. (Review).	2007	Vol. 61	lssue 1	78–81
Ruecker, Todd	The potential of dual-language cross-cultural peer review.	2011	Vol. 65	Issue 4	398–407
Rühlemann, Christoph	Corpora and grammar—how much 'Well, it depends' can we take? (Comment)	2008	Vol. 62	Issue 1	86–88
Ryan, Jonathon	Reconstructing miscommunications for the language classroom.	2015	Vol. 69	Issue 4	405–414
Ryan, Stephen	Motivation and Foreign Language Learning: From Theory to Practice. D. Lasagabaster, A. Doiz, and J. M. Sierra (eds.). John Benjamins Publishing 2014. (Review)	2016	Vol. 70	lssue 1	225–227
Ryan, Stephen	Motivation and Foreign Language Learning: From Theory to Practice. D. Lasagabaster, A. Doiz, and J. M. Sierra (eds.). John Benjamins Publishing 2014. (Review)	2016	Vol. 70	Issue 2	225–227
Ryder, Jane	Promoting reflective practice in continuing education in France.	2012	Vol. 66	Issue 2	175–183
Ryder, Jane	Practice Teaching: A Reflective Approach. J. C. Richards and T. S. C. Farrell. Cambridge University Press 2011. (Review)	2013	Vol. 67	Issue 3	361–363
Sadler, Randall ; Dooly, Melinda	Twelve years of telecollaboration: what we have learnt.	2016	Vol. 70	Issue 4	401–413
Sadler, Randall ; Dooly, Melinda	Corrigendum: Twelve years of telecollaboration: what we have learnt. (Corrigendum)	2018	Vol. 72	Issue 2	235
Sahan, Kari	ELF interactions in English-medium engineering classrooms.	2020	Vol. 74	Issue 4	418–427
Şahin, İclal ; Yıldırım, Ali	Transforming professional learning into practice.	2016	Vol. 70	Issue 3	241–252
Sahinkarakas, Sehnaz ; Yumru, Hülya ; İnözü, Jülide	A case study: two teachers' reflections on the ELP in practice.	2010	Vol. 64	Issue 1	65–74

Sailaja, Pingali	Hinglish: code-switching in Indian English. (Text Messages)	2011	Vol. 65	Issue 4	473–480
Saito, Hidetoshi	A framework for goal-driven pair drills.	2008	Vol. 62	Issue 1	56–65
Sakui, Keiko ; Cowie, Neil	The dark side of motivation: teachers' perspectives on 'unmotivation'.	2012	Vol. 66	Issue 2	205–213
Salem, Ilana	The lexico-grammatical continuum viewed through student error.	2007	Vol. 61	Issue 3	211–219
Salem, Ilana	L1–L2 sentence translation in classroom grammar tests.	2012	Vol. 66	Issue 2	147–155
Sampson, Andrew	Learner code-switching versus English only.	2012	Vol. 66	Issue 3	293–303
Sansom, David W.	Reinvention of classroom practice innovations.	2017	Vol. 71	Issue 4	423–432
Santos, Joelma ; Passos, Tarsila	Teaching English by teaching about race in Brazil. (The View from Here)	2021	Vol. 75	Issue 1	103–106
Saraceni, Mario	Meaningful form: transitivity and intentionality.	2008	Vol. 62	Issue 2	164–172
Satō, Masatoshi ; Loewen, Shawn	Do teachers care about research? The research–pedagogy dialogue.	2019	Vol. 73	Issue 1	1–10
Sauro, Shannon ; Sundmark, Björn	Report from Middle-Earth: fan fiction tasks in the EFL classroom.	2016	Vol. 70	Issue 4	414–423
Sayer, Peter	An intensive approach to building conversation skills.	2005	Vol. 59	Issue 1	14–22
Sayer, Peter	Using the linguistic landscape as a pedagogical resource.	2010	Vol. 64	Issue 2	143–154
Sayer, Peter ; Ban, Ruth	Young EFL students' engagements with English outside the classroom.	2014	Vol. 68	Issue 3	321–329
Scheffler, Paweł	Rule difficulty and the usefulness of instruction.	2009	Vol. 63	Issue 1	5–12
Scheffler, Paweł	Exploring English with Online Corpora. W. Anderson and J. Corbett. Palgrave Macmillan 2009. (Review)	2010	Vol. 64	Issue 3	345–346
Scheffler, Paweł	Using Corpora in the Language Classroom. R. Reppen. Cambridge University Press 2010. (Review)	2011	Vol. 65	Issue 3	348–350
Scheffler, Paweł	The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching. W. Butzkamm and J. A. W. Caldwell. Gunter Narr Verlag 2009. (Review)	2012	Vol. 66	Issue 1	117–119
Scheffler, Paweł	Lexical priming and explicit grammar in foreign language instruction. (Comment)	2015	Vol. 69	Issue 1	93–96
Scheffler, Paweł	Grammar and lexis: better safe than sorry. (Readers Respond)	2015	Vol. 69	Issue 4	437–439
Scheffler, Paweł ; Cinciała, Marcin	Explicit grammar rules and L2 acquisition.	2011	Vol. 65	Issue 1	13–23
Scheffler, Paweł ; Domińska, Anna	Own-language use in teaching English to preschool children.	2018	Vol. 72	Issue 4	374–383
Scheffler, Paweł ; et al.	Language background and learners' attitudes to own-language use.	2017	Vol. 71	Issue 2	197–217
Schmid, Euline Cutrim	How to Teach English with Technology. G. Dudeney, N. Hockly. Pearson Education Limited 2007. (Review)	2008	Vol. 62	Issue 4	422–424

Schmid, Euline Cutrim	Blended Learning. P. Sharma, B. Barrett. Macmillan 2007. (Review)	2008	Vol. 62	Issue 4	422–424
Schmid, Euline Cutrim	Bringing Technology into the Classroom. G. Lewis. Oxford University Press 2010. (Review)	2011	Vol. 65	lssue 1	89–91
Schneider, Jason	Teaching grammar through community issues.	2005	Vol. 59	Issue 4	298–305
Schreiber, Brooke R. ; Jansz, Mihiri	Reducing distance through online international collaboration.	2020	Vol. 74	Issue 1	63–72
Scott, Linda	The CELTA Course: Trainer's Manual and Trainee Book. Thornbury, S. ; Watkins, P. Cambridge University Press 2007. (Review)	2008	Vol. 62	Issue 3	318–320
Scott, Linda	Teaching English Grammar: What to Teach and How to Teach It. J. Scrivener. Macmillan Books for Teachers 2010. (Review)	2011	Vol. 65	Issue 3	346–348
Scott, Roger	Language and Politics. J. E. Joseph. Edinburgh University Press 2006. (Review)	2007	Vol. 61	Issue 4	383–385
Seargeant, Philip ; Chapman, Catherine	Using Shakespeare to teach English in the digital age.	2019	Vol. 73	Issue 1	21–30
Seedhouse, Paul	The dual personality of 'topic' in the IELTS Speaking Test.	2019	Vol. 73	Issue 3	247–256
Seedhouse, Paul	The IELTS test in a global free market: Clash of the Titans! (Letter to the Editor)	2019	Vol. 73	Issue 3	335-336
Seidlhofer, Barbara	English as a lingua franca. (Key Concepts In Elt)	2005	Vol. 59	Issue 4	339–341
Selvi, Ali Fuad	The non-native speaker teacher. (Key Concepts in Elt)	2011	Vol. 65	Issue 2	187–189
Senior, Rose	Class-centred teaching. (Online Forum Report)	2009	Vol. 63	Issue 4	393–396
Serrano, Raquel ; Tragant, Elsa ; Llanes, Àngels	Summer English courses abroad versus 'at home'.	2014	Vol. 68	Issue 4	397–409
Sewell, Andrew	English as a lingua franca: ontology and ideology.	2013	Vol. 67	Issue 1	3–10
Shahini, Gholamhossein ; Riazi, A. Mehdi	A PBLT approach to teaching ESL speaking, writing, and thinking skills.	2011	Vol. 65	Issue 2	170–179
Sharma, Pete	Language Learning Online: Towards Best Practice. U. Felix (ed.). Swets and Zeitlinger B.V. 2003. (Review)	2006	Vol. 60	Issue 3	309–312
Sharma, Pete	Using the Web to Support Language Learning. D. E. Murray and P. McPherson. NCELTR Macquarie University. (www.nceltr.mq.edu.au) 2004. (Review)	2006	Vol. 60	Issue 3	309–312
Sharma, Pete	CALL Dimensions: Options and Issues in Computer-Assisted Language Learning. M. Levy and G. Stockwell. Lawrence Erlbaum Associates 2006. (Review)	2008	Vol. 62	Issue 1	102–105
Sharma, Pete	A Practical Guide to Using Computers in Language Teaching. J. de Szendeffy. University of Michigan Press 2005 (Review)	2008	Vol. 62	Issue 1	102–105
Sharma, Pete	Blended learning (Key Concepts in ELT)	2010	Vol. 64	Issue 4	456–458
Sharma, Pete	Teaching Online: Tools and Techniques, Options and Opportunities. N. Hockly with L. Clandfield. Delta Publishing 2010. (Review)	2011	Vol. 65	Issue 2	217–219

Sharma, Pete	Sounds: The Pronunciation App. Macmillan Publishers Limited 2011. (Review)	2012	Vol. 66	Issue 3	407–409
Sharma, Pete	From Whiteboards to Web 2.0: Activating Language Skills with New Technologies. D. Martín. Helbling Languages 2015. (Review)	2016	Vol. 70	Issue 1	237–239
Sharma, Pete	Implementing and Researching Technological Innovation in Language Teaching: The Case of Interactive Whiteboards for EFL in French Schools. S. Whyte. Palgrave Macmillan 2015. (Review)		Vol. 70	lssue 1	237–239
Sharma, Pete	From Whiteboards to Web 2.0: Activating Language Skills with New Technologies. D. Martín. Helbling Languages 2015. (Review)	2016	Vol. 70	Issue 2	237–239
Sharma, Pete	Implementing and Researching Technological Innovation in Language Teaching: The Case of Interactive Whiteboards for EFL in French Schools. S. Whyte. Palgrave Macmillan 2015. (Review)		Vol. 70	Issue 2	237–239
Sheehan, Raymond	Problems with best practice. (Comment)	2015	Vol. 69	Issue 1	90–92
Sheen, Ron	Processing instruction (Key Concepts In Elt)	2007	Vol. 61	Issue 2	161–163
Shehadeh, Ali	Natural Grammar. S. Thornbury. Oxford University Press 2004. (Review)	2005	Vol. 59	Issue 3	268–270
Shelton-Strong, Scott J.	Literature Circles in ELT.	2012	Vol. 66	Issue 2	214–223
Shepherd, Nick	Grammar Scan. M. Swan and D. Baker. Oxford University Press 2008. (Review)	2010	Vol. 64	Issue 3	354–356
Sheu, Hsiu-Chih	The value of English picture story books.	2008	Vol. 62	Issue 1	47–55
Shibliyev, Javanshir ; Gilanlıoğlu, İlkay	Language Testing and Assessment: An Advanced Resource Book. G. Fulcher and F. Davidson. Routledge 2007. (Review)	2009	Vol. 63	Issue 2	181–183
Shin, Dongkwang ; Nation, Paul	Beyond single words: the most frequent collocations in spoken English.	2008	Vol. 62	Issue 4	339–348
Shin, Sang-Keun	'Fire your proofreader!' Grammar correction in the writing classroom.	2008	Vol. 62	Issue 4	358–365
Si, Jinghui	An analysis of business English coursebooks from an ELF perspective.	2020	Vol. 74	Issue 2	156–165
Siegel, Aki	What should we talk about? The authenticity of textbook topics.	2014	Vol. 68	Issue 4	363–375
Siegel, Joseph	Thoughts on L2 listening pedagogy. (Readers Respond)	2011	Vol. 65	Issue 3	318–321
Siegel, Joseph	Exploring L2 listening instruction: examinations of practice.	2014	Vol. 68	Issue 1	22–30
Siegel, Joseph	Research involving L2 listening instruction and instructors. (Readers Respond)	2015	Vol. 69	Issue 3	323–326
Siegel, Joseph	A pedagogic cycle for EFL note-taking.	2016	Vol. 70	Issue 3	275–286
Siegel, Joseph	Teaching lecture notetaking with authentic materials.	2019	Vol. 73	Issue 2	124–133
Siegel, Joseph	Appreciating translanguaging in student notes. (Comment)	2020	Vol. 74	Issue 1	86-88

Siegel, Joseph ; Broadbridge, James ; Firth, Mark	Saying it 'just right': teaching for pragmatic success in ELT.	2019	Vol. 73	lssue 1	31–40
Sifakis, Nicos	Challenges in teaching ELF in the periphery: the Greek context.	2009	Vol. 63	Issue 3	230–237
Sifakis, Nicos C. ; et al.	Designing ELF-aware lessons in high-stakes exam contexts.	2020	Vol. 74	Issue 4	463–472
Simpson, James	Continuum Companion to Research Methods in Applied Linguistics. B. Paltridge and A. Phakiti (eds.). Continuum 2010. (Review)	2011	Vol. 65	Issue 4	489–490
Simpson, Katy	Pronunciation in EFL Instruction: A Research-based Approach. J. Szpyra-Kozłowska. Multilingual Matters 2015. (Review)	2016	Vol. 70	Issue 3	349–351
Siqueira, Sávio	Unequal Englishes: The Politics of Englishes Today. R. Tupas (ed.). Palgrave Macmillan, 2015. (Review)	2018	Vol. 72	Issue 2	228–230
Siqueira, Sávio	ELF with EFL: what is still needed for this integration to happen?	2020	Vol. 74	Issue 4	377–386
Skinner, Barbara	Effective teacher talk: a threshold concept in TESOL.	2017	Vol. 71	Issue 2	150–159
Skinner, Barbara ; Madden, Mary Catherine	Help seeking in English language learning.	2010	Vol. 64	Issue 1	21–31
Skrzypek, Agnieszka	IATEFL 2003 Brighton Conference Selections. A. Pulverness (ed.). IATEFL 2004. Available from IATEFL, Darwin College, University of Kent, Canterbury, Kent. (Review)		Vol. 59	Issue 1	82–84
Smith, Melissa K. ; Lewis, Marilyn	Toward facilitative mentoring and catalytic interventions.	2015	Vol. 69	Issue 2	140–150
Smith, Richard	Learner autonomy. (Key Concepts In Elt)	2008	Vol. 62	Issue 4	395–397
Smith, Richard	Teacher Research in Language Teaching: A Critical Analysis. S. Borg. Cambridge University Press 2013. (Review)	2015	Vol. 69	Issue 2	205–208
Smith, Richard	A brief history of ELT Journal. (Anniversary Article)	2021	Vol. 75	Issue 1	4–13
Smith, Richard ; Bowers, Roger	A. S. Hornby and 50 years of the Hornby Trust.	2012	Vol. 66	Issue 1	1–9
Smith, Richard ; Kuchah, Kuchah	Researching teacher associations.	2016	Vol. 70	Issue 1	212–221
Smith, Richard ; Kuchah, Kuchah	Researching teacher associations.	2016	Vol. 70	Issue 2	212–221
Smith, Simon	The TeMoLaYoLe Book: Teaching Modern Languages to Young Learners. M. Nikolov, J. Mihaljevic Djigunovic, M. Mattheoudakis, G. Lundberg, and T. Flanagan (eds.). European Centre for Modern Languages, Council of Europe Publishing 2007. (Review)		Vol. 63	Issue 3	280–284
Smith, Simon	Teaching Foreign Languages in the Primary School. C. Kirsch. Continuum 2008. (Review)	2009	Vol. 63	Issue 3	280–284
Smith, Simon	Children Learning Second Languages. A. Pinter. Palgrave Macmillan 2011. (Review)	2012	Vol. 66	Issue 2	261–263
Smyth, Stella	Shakespeare on Toast. B. Crystal. Icon Books 2008. (Review)	2012	Vol. 66	Issue 1	130–133

Snoder, Per	Extramural English in Teaching and Learning: From Theory and Research to Practice. P. Sundqvist and L.K. Sylvén. Palgrave Macmillan 2016. (Review)	2019	Vol. 73	lssue 1	95–97
Snoder, Per ; Reynolds, Barry Lee	How dictogloss can facilitate collocation learning in ELT.	2019	Vol. 73	Issue 1	41–50
Sokel, Frances	The effectiveness of a professional development course: teachers' perceptions.	2019	Vol. 73	Issue 4	409–418
Soler, David ; González-Davies, Maria ; Iñesta, Anna	What makes CLIL leadership effective? A case study.	2017	Vol. 71	Issue 4	478–490
Solly, Mike	The English Language Teacher in Global Civil Society. B. Birch. Routledge 2009. (Review)	2011	Vol. 65	Issue 2	199–202
Solly, Mike	Language, Negotiation and Peace: The Use of English in Conflict Resolution. P. Friedrich. Continuum 2007. (Review)	2011	Vol. 65	Issue 2	199–202
Solly, Mike	Dreams and Realities: Developing Countries and the English Language. H. Coleman (ed.). The British Council 2011. (Review)	2013	Vol. 67	Issue 1	150–154
Somers, Thomas ; Surmont, Jill	CLIL and immersion: how clear-cut are they? (Readers Respond)	2012	Vol. 66	Issue 1	113–116
Sonbul, Suhad ; Schmitt, Norbert	Direct teaching of vocabulary after reading: is it worth the effort?	2010	Vol. 64	Issue 3	253–260
Song, Daeun ; Lee, Jang Ho	The use of teacher code-switching for very young EFL learners.	2019	Vol. 73	Issue 2	144–153
Soruç, Adem ; Griffiths, Carol	English as a medium of instruction: students' strategies.	2018	Vol. 72	Issue 1	38–48
Sowden, Colin	Plagiarism and the culture of multilingual students in higher education abroad. (Point and Counterpoint)	2005	Vol. 59	Issue 3	226–233
Sowden, Colin	Reply to Dilin Liu. (Point and Counterpoint)	2005	Vol. 59	Issue 3	242–243
Sowden, Colin	Culture and the 'good teacher' in the English Language classroom.	2007	Vol. 61	Issue 4	304-310
Sowden, Colin	There's more to life than politics. (Point and Counterpoint)	2008	Vol. 62	Issue 3	284–291
Sowden, Colin	ELF on a mushroom: the overnight growth in English as a Lingua Franca. (Point and Counterpoint)	2012	Vol. 66	lssue 1	89–96
Sowden, Colin	A reply to Alessia Cogo. (Point and Counterpoint)	2012	Vol. 66	Issue 1	106–107
Śpiewak, Grzegorz	English: One Tongue, Many Voices. J. Svartvik and G. Leech. Palgrave Macmillan 2006. (Review)	2007	Vol. 61	Issue 4	378–381
Śpiewak, Grzegorz	English Grammar Pedagogy: A Global Perspective. B. M. Birch. Routledge 2014. (Review)	2015	Vol. 69	Issue 2	212–214
Śpiewak, Grzegorz	Focus on Grammar and Meaning. L. C. de Oliveira and M. J. Schleppegrell. Oxford University Press 2015. (Review)	2017	Vol. 71	lssue 1	110–112
Śpiewak, Grzegorz	Practical English Usage, 4th edn, fully revised. Michael Swan. Oxford University Press. 2016. (Review)	2018	Vol. 72	Issue 4	448–451

Śpiewak, Grzegorz	Lexical Grammar: Activities for Teaching Chunks and Exploring Patterns. Leo Selivan.	2019	Vol. 73	Issue 3	355-358
	Cambridge University Press, 2018. (Review)	2015	101.75		
Śpiewak, Grzegorz	Teaching Grammar: From Rules to Reasons. Practical Ideas and Advice for Working with Grammar in the Classroom. Danny Norrington-Davies. Pavilion Publishing and Media Ltd, 2017. (Review)		Vol. 73	Issue 3	355–358
Śpiewak, Grzegorz ; Rosińska, Marta	IATEFL 2011 Brighton Conference Selections. T. Pattison (ed.). IATEFL 2012. (Review)	2013	Vol. 67	Issue 2	275–278
Spiro, Jane	Teaching English Worldwide. P. Lindsay. ALTA English Publishers 2014. (Review)	2016	Vol. 70	Issue 3	360–362
Spiro, Jane	Creativity and English Language Teaching: From Inspiration to Implementation. A. Maley and T. Kiss. Palgrave Macmillan 2018. (Review)	2019	Vol. 73	Issue 1	98–100
Spratt, Mary	What English Language Teachers Need To Know. Volume I, Volume II. D. E. Murray and M. Christison. Routledge 2011. (Review)	2013	Vol. 67	Issue 1	155–157
Spratt, Mary	What English Language Teachers Need to Know Volume III: Designing Curriculum. M. Christison and D. E. Murray. Routledge 2014. (Review)	2015	Vol. 69	Issue 2	208–211
Spratt, Mary	Focus on Content-Based Language Teaching. P. M. Lightbown. Oxford University Press 2014. (Review)	2016	Vol. 70	Issue 4	476–478
Stadler-Heer, Sandra	Inclusion. (Key Concepts in ELT)	2019	Vol. 73	Issue 2	219–222
Stapleton, Paul	Evaluating web-sources: Internet literacy and L2 academic writing.	2005	Vol. 59	Issue 2	135–143
Stapleton, Paul	Language teaching research: promoting a more interdisciplinary approach.	2014	Vol. 68	Issue 4	432–441
Stapleton, Paul	A response to Richard Kiely. (Point and Counterpoint)	2014	Vol. 68	Issue 4	451–452
Stapleton, Paul ; Radia, Pavlina	Tech-era L2 writing: towards a new kind of process.	2010	Vol. 64	Issue 2	175–183
Stephens, Meredith	The primacy of extensive listening.(Comment)	2011	Vol. 65	Issue 3	311–313
Stephenson, Michael ; Hall, Graham	Organizing talk in group speaking tests: learning from high-scoring students.	2021	Vol. 75	Issue 1	42–54
Stewart, Alison	Understanding Expertise in Teaching: Case Studies of ESL Teachers. A. B. M. Tsui Cambridge University Press 2003. (Review)	2005	Vol. 59	Issue 3	259–261
Stewart, Alison ; Miyahara, Masuko	Language teacher associations in Japan: knowledge producers and/or knowledge disseminators.	2016	Vol. 70	lssue 1	137–149
Stewart, Alison ; Miyahara, Masuko	Language teacher associations in Japan: knowledge producers and/or knowledge disseminators.	2016	Vol. 70	Issue 2	137–149
Stewart, Timothy	Teachers and learners evaluating course tasks together.	2007	Vol. 61	Issue 3	256–266
Stillwell, Christopher	The collaborative development of teacher training skills.	2009	Vol. 63	Issue 4	353–362
Stillwell, Christopher ; et al.	Students transcribing tasks: noticing fluency, accuracy, and complexity.	2010	Vol. 64	Issue 4	445–455

Stirling, Johanna	Spelling and Pronunciation for English Language Learners. S. Boyer. Boyer Educational Resources 2003. (Review)	2005	Vol. 59	Issue 3	263–268
Stirling, Johanna	Manual for Testing and Teaching English Spelling: A Comprehensive and Structured System for the Planning and Delivery of Spelling Intervention. C. Jamieson and J. Jamieson. Whurr Publishers 2003. (Review)	2005	Vol. 59	Issue 3	263–268
Stirling, Johanna	Teaching English Spelling: A Practical Guide. R. Shemesh and S. Waller. Cambridge University Press 2000. (Review)	2005	Vol. 59	Issue 3	263–268
Stones, Thomas P.	Transcription and the IELTS speaking test: facilitating development.	2013	Vol. 67	Issue 1	20–30
Stoynoff, Stephen	Looking backward and forward at classroom-based language assessment.	2012	Vol. 66	Issue 4	523–532
Stranks, Jeff	The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook. J. Gray. Palgrave Macmillan 2010. (Review)	2012	Vol. 66	Issue 1	125–127
Su, Hang	Patterns, local grammars, and the design of English teaching materials.	2020	Vol. 74	Issue 1	73–82
Sudo, Julia	Teaching new tendencies in gender usage in modern English.	2007	Vol. 61	Issue 1	12–19
Sugita, Yoshihito	The impact of teachers' comment types on students' revision.	2006	Vol. 60	Issue 1	34–41
Suh, Yehwa	Is 'very good' really good?. (Readers Respond)	2010	Vol. 64	Issue 2	214–216
Sung, Chit Cheung Matthew	English as a Lingua Franca and English language teaching: a way forward.	2013	Vol. 67	Issue 3	350-353
Sung, Chit Cheung Matthew	Exposing learners to Global Englishes in ELT: some suggestions. (Readers Respond)	2015	Vol. 69	Issue 2	198–201
Sung, Chit Cheung Matthew	Out-of-class communication and awareness of English as a Lingua Franca.	2018	Vol. 72	Issue 1	15–25
Suzuki, Ayako	Introducing diversity of English into ELT: student teachers' responses.	2011	Vol. 65	Issue 2	145–153
Suzuki, Ayako	International Education Policy in Japan in an Age of Globalisation and Risk. R. W. Aspinall (ed.). Brill 2012. (Review)	2014	Vol. 68	Issue 4	482–486
Swan, Michael	Cambridge Grammar of English. R. Carter and M. McCarthy. Cambridge University Press 2006. (Review)	2007	Vol. 61	Issue 1	75–78
Swan, Michael	Correspondence.	2008	Vol. 62	Issue 1	111
Swan, Michael	English as a Lingua Franca: A Corpus-based Analysis. L. Prodromou. Continuum 2008. (Review)	2009	Vol. 63	Issue 1	78–81
Swan, Michael	Correspondence.	2009	Vol. 63	Issue 3	300-301
Swan, Michael	An Introduction to Foreign Language Learning and Teaching. K. Johnson Second edition. Pearson Longman 2008. (Review)	2010	Vol. 64	Issue 1	98–100
Swan, Michael	Exploring English Grammar: From Formal to Functional. C. Coffin, J. Donohue, and S. North. Routledge 2009. (Review)	2011	Vol. 65	Issue 4	491–495

				-	
Swan, Michael	Introducing English Language: A Resource Book for Students. L. Mullany and P. Stockwell. Routledge 2010. (Review)	2011	Vol. 65	Issue 4	491–495
Swan, Michael	English Profile Studies 1. Criterial Features in L2 English: Specifying the Reference Levels of the Common European Framework. J. A. Hawkins and L. Filipović. Cambridge University Press 2012. (Review)		Vol. 68	lssue 1	89–96
Swan, Michael	English Profile Studies 2. Language Functions Revisited: Theoretical and Empirical Bases for Language Construct Definition across the Ability Range. A. Green. Cambridge University Press 2012. (Review)		Vol. 68	lssue 1	89–96
Swan, Michael	EFL, ELF, and the question of accuracy. (Comment)	2017	Vol. 71	Issue 4	511–515
Swan, Michael	The Practice of English Language Teaching, 5th edition. J. Harmer. Pearson Education Limited 2015. (Review)	2018	Vol. 72	Issue 1	105–108
Swan, Michael ; Walter, Catherine	Misunderstanding comprehension. (Point and Counterpoint)	2017	Vol. 71	Issue 2	228–236
Swan, Michael ; Walter, Catherine	A response to Jonathan Newton. (Point and Counterpoint)	2017	Vol. 71	Issue 2	245-246
Sybing, Roehl	Assessing perspectives on culture in EFL education. (Comment)	2011	Vol. 65	Issue 4	467–469
Szesztay, Margit	IATEFL.	2018	Vol. 72	Issue 1	540-540
Talandis, Gerald ; Stout, Jr., Michael	Getting EFL students to speak: an action research approach.	2015	Vol. 69	Issue 1	11–25
Tan, Melinda	Authentic language or language errors? Lessons from a learner corpus.	2005	Vol. 59	Issue 2	126–134
Tassinari, Maria Giovanna	Teaching and Researching Language Learning Strategies. Rebecca L. Oxford. Routledge 2017. (Review)	2018	Vol. 72	Issue 3	339–341
Tavakoli, Parvaneh	Pausing patterns: differences between L2 learners and native speakers.	2011	Vol. 65	Issue 1	71–79
Tavella, Gabriela	IATEFL 2009 Cardiff Conference Selections. B. Beaven (ed.). iatefl 2010. (Review)	2011	Vol. 65	Issue 2	202–203
Tavella, Gabriela	Approaches and Methods in Language Teaching (third edition). J. C. Richards and T. S. Rodgers. Cambridge University Press 2014. (Review)	2017	Vol. 71	Issue 1	122–124
Taylor, Lynda	Washback and impact. (Key Concepts In Elt)	2005	Vol. 59	Issue 2	154–155
Taylor, Lynda	The changing landscape of English: implications for language assessment.	2006	Vol. 60	lssue 1	51–60
Tegge, Friederike	Pop songs in the classroom: time-filler or teaching tool?	2018	Vol. 72	Issue 3	274–284
Tholin, Jörgen	Learner and Teacher Autonomy: Concepts, Realities, and Responses. T. Lamb and H. Reinders (eds.). AILA Applied Linguistics Series 1, John Benjamins Publishing Company 2008. (Review)		Vol. 63	Issue 2	179–181
Thompson, Sandee	A Place I Know Well. Sheila Thorn. 2006 (Review)	2008	Vol. 62	Issue 1	105–107
Thompson, Sandee	My Family. Sheila Thorn. 2006 (Review)	2008	Vol. 62	Issue 1	105–107

Thompson, Sandee	A Typical Day. Sheila Thorn. 2006 (Review)	2008	Vol. 62	Issue 1	105–107
Thompson, Sandee	Running an Association of Language Teachers: Directions and Opportunities. S. Gómez (ed.). IATEFL and the British Council 2011. (Review)	2013	Vol. 67	Issue 2	266–268
Thornbury, Scott	English Grammar Today. R. Carter, M. McCarthy, G. Mark, and A. O'Keeffe. Cambridge University Press 2011. (Review)	2012	Vol. 66	Issue 2	240–243
Thornbury, Scott	English Grammar Today Workbook. R. Carter, M. McCarthy, G. Mark, and A. O'Keeffe Cambridge University Press 2011. (Review)	2012	Vol. 66	Issue 2	240–243
Thornbury, Scott	Essential Teacher Knowledge. J. Harmer. Pearson Education 2012. (Review)	2013	Vol. 67	Issue 1	131–133
Thornbury, Scott	Language and Mobility: Unexpected Places. A. Pennycook. Multilingual Matters 2012. (Review)	2013	Vol. 67	Issue 4	491–494
Thornbury, Scott	Correspondence.	2014	Vol. 68	Issue 1	109
Thornbury, Scott	English Language Teaching Textbooks: Content, Consumption, Production. N. Harwood (ed.). Palgrave Macmillan 2014. (Review)	2015	Vol. 69	Issue 1	100–102
Thornbury, Scott	The Principled Communicative Approach: Seven Criteria for Success. J. Arnold, Z. Dörnyei, and C. Pugliese. Helbling Languages 2015. (Review)	2016	Vol. 70	Issue 1	105–107
Thwaites, Peter	Maximizing learning from written output.	2014	Vol. 68	Issue 2	135–144
Thwaites, Peter	Focus on Vocabulary Learning (Oxford Key Concepts). Marlise Horst. Oxford University Press, 2019. (Review)	2020	Vol. 74	lssue 1	97–99
Tian, Gan	Language Regulation in English as a Lingua Franca: Focus on Academic Spoken Discourse. N. Hynninen. De Gruyter Mouton 2016. (Review)	2019	Vol. 73	Issue 1	101–104
Timmis, Ivor	Towards a framework for teaching spoken grammar.	2005	Vol. 59	Issue 2	117–125
Timmis, Ivor	Conversation in Context: A Corpus-Driven Approach. C. Ruehlemann. Continuum 2007. (Review)	2009	Vol. 63	Issue 2	188–190
Timmis, Ivor	Spoken language research and ELT: where are we now?	2012	Vol. 66	Issue 4	514–522
Timuçin, Metin	Implementing CALL in an EFL context.	2006	Vol. 60	Issue 3	262–271
Tin, Tan Bee	Looking at teaching through multiple lenses.	2006	Vol. 60	Issue 3	253–261
Tin, Tan Bee	Towards creativity in ELT: the need to say something new.	2013	Vol. 67	Issue 4	385–397
Tin, Tan Bee ; Manara, Christine ; Ragawanti, Debora Tri	Views on creativity from an Indonesian perspective.	2010	Vol. 64	Issue 1	75–84
Ting, Y. L. Teresa	CLIL not only not immersion but also more than the sum of its parts. (Readers Respond)	2011	Vol. 65	Issue 3	314–317

Ting, Yen-Ling Teresa	CLIL in Spain: Implementation, Results and Teacher Training. D. Lasagabaster and Y. Ruiz de Zarobe (eds.). Cambridge Scholars Publishing 2010. (Review)	2011	Vol. 65	Issue 4	495–498
Tomlinson, Brian	Testing to learn: a personal view of language testing. (Point and Counterpoint)	2005	Vol. 59	Issue 1	39–46
Tomlinson, Brian	A response to Neus Figueras. (Point and Counterpoint)	2005	Vol. 59	Issue 1	55–56
Tomlinson, Brian	Doing Task-Based Teaching. D. Willis and J. Willis. Oxford University Press 2007. (Review).	2008	Vol. 62	lssue 1	92–95
Tomlinson, Brian	Task-Based Language Education. K. Van den Branden (ed.). Cambridge University Press 2006. (Review)	2008	Vol. 62	Issue 1	92–95
Tomlinson, Brian	Language Curriculum Design. I.S.P. Nation and J. Macalister. Routledge 2010. (Review)	2012	Vol. 66	Issue 2	263–268
Tomlinson, Brian	Children's Literature and Learner Empowerment. J. Bland. Bloomsbury 2013. (Review)	2015	Vol. 69	Issue 4	476–478
Tomlinson, Brian	Materials Evaluation and Design for Language Teaching (second edition). I. McGrath. Edinburgh University Press 2016. (Review)	2017	Vol. 71	Issue 4	529–531
Tomlinson, Brian ; Masuhara, Hitomi	Adult coursebooks. (Survey Review)	2013	Vol. 67	Issue 2	233–249
Tórrez, Nahúm Misael ; Lund, Ragnhild Elisabeth	Textbook analysis: the case of the first Nicaraguan ELT series.	2021	Vol. 75	Issue 1	67–76
Tragant, Elsa ; Vallbona, Anna	Reading while listening to learn: young EFL learners' perceptions.	2018	Vol. 72	Issue 4	395–404
Trajtemberg, Claudia ; Yiakoumetti, Androula	Weblogs: a tool for EFL interaction, expression, and self-evaluation.	2011	Vol. 65	Issue 4	437–445
Tribble, Christopher	The English Writing System. V. Cook. Arnold 2004. (Review)	2005	Vol. 59	Issue 4	342-347
Tribble, Christopher	How to Teach Writing. J. Harmer. Longman 2004. (Review)	2005	Vol. 59	Issue 4	342–347
Tribble, Christopher	Second Language Writing. K. Hyland. Cambridge University Press 2003. (Review)	2005	Vol. 59	Issue 4	342-347
Tribble, Christopher	Writing academic English—a survey review of current published resources. (Survey Review)	2009	Vol. 63	Issue 4	400–417
Tribble, Christopher	Genres Across the Disciplines. H. Nesi and S. Gardner. Cambridge University Press 2012. (Review)	2013	Vol. 67	Issue 2	253–260
Tribble, Christopher	Writing academic English further along the road. What is happening now in EAP writing instruction? (Survey Review)	2015	Vol. 69	Issue 4	442–462
Trinder, Ruth	Informal and deliberate learning with new technologies.	2017	Vol. 71	Issue 4	401–412
Trinder, Ruth ; Herles, Martin	Students' and teachers' ideals of effective Business English teaching.	2013	Vol. 67	Issue 2	220–229
Trotman, Wayne	The TKT Teaching Knowledge Test Course. M. Spratt, A. Pulverness, and M. Williams Cambridge University Press 2005. (Review)	2006	Vol. 60	lssue 1	93–95

Trotman, Wayne	IATEFL 2007 Aberdeen Conference Selections. B. Beaven (ed.). IATEFL 2008. (Review)	2008	Vol. 62	Issue 4	429–431
Trotman, Wayne	The Handbook of Language Teaching. M. H. Long and C. J. Doughty (eds.). Wiley-Blackwell 2009. (Review)	2010	Vol. 64	Issue 3	342–344
Trotman, Wayne	The Continuum Companion to Second Language Acquisition. E. Macaro (ed.). Continuum International Publishing Group 2010. (Review)	2012	Vol. 66	Issue 3	412–414
Tülüce Serdar, Hande ; Çeçen, Sevdeğer	The use of video in microteaching: affordances and constraints.	2018	Vol. 72	Issue 1	73–82
Turner, Joan	Researching Contexts, Practices and Pedagogies in English for Academic Purposes. L. Blaj-Ward. Palgrave Macmillan 2014. (Review)	2016	Vol. 70	Issue 3	366–368
Uden, Jez	The Extensive Reading Foundation's Guide to Extensive Reading. Available for free download at www.erfoundation.org/ERF_Guide.pdf (Review)	2013	Vol. 67	Issue 2	270–272
Underhill, Adrian	The Developing Teacher. D. Foord. DELTA Publishing 2009. (Review)	2010	Vol. 64	Issue 4	489–491
Underhill, Adrian	How We Learn and How We Should be Taught: An Introduction to the Work of Caleb Gattegno. (Volume 1). R. Young and P. Messum. Duo Flumina 2011. (Review)	2014	Vol. 68	Issue 2	213–216
Unlu, Varinder	IATEFL.	2018	Vol. 72	Issue 2	234
Ur, Penny	Language-teaching method revisited. (Point and Counterpoint)	2013	Vol. 67	Issue 4	468–474
Ur, Penny	A response to Duncan Hunter. (Point and Counterpoint)	2013	Vol. 67	Issue 4	482–483
Ur, Penny	Stimulating Student Interest in Language Learning: Theory, Research and Practice. T. B. Tin. Palgrave Macmillan 2016. (Review)	2017	Vol. 71	Issue 4	537–539
Ur, Penny	The Routledge Handbook of English Language Teacher Education. S. Walsh and S. Mann (eds.). Routledge, 2019. (Review)	2020	Vol. 74	Issue 4	517–520
Usó-Juan, Esther ; Martínez-Flor, Alicia	Teaching learners to appropriately mitigate requests.	2008	Vol. 62	Issue 4	349–357
Uysal, Hacer Hande	A critical review of the IELTS writing test. (Point and Counterpoint)	2010	Vol. 64	Issue 3	314–320
Uysal, Hacer Hande	A response to Graham Hall. (Point and Counterpoint)	2010	Vol. 64	Issue 3	329–330
Vacilotto, Silvana ; Cummings, Rhoda	Peer coaching in TEFL/TESL programmes.	2007	Vol. 61	Issue 2	153–160
Valente, David	IATEFL YLTSIG Annual Web Conference. (IATEFL)	2019	Vol. 73	Issue 1	111–112
Valverde Caravaca, Rebeca	Effective questioning in CLIL classrooms: empowering thinking.	2019	Vol. 73	Issue 4	367–376
Varanoglulari, Feryal ; et al.	Secondary EFL courses. (Survey Review)	2008	Vol. 62	Issue 4	401–419
Vettorel, Paola	Intercultural Language Activities. J. Corbett. Cambridge University Press 2010. (Review)	2010	Vol. 64	Issue 4	491–493
Vettorel, Paola	The Language and Intercultural Communication Reader. Z. Hua (ed.). Routledge	2012	Vol. 66	Issue 1	140–142

	2011. (Review)				
Vettorel, Paola	Evolving Genres in Web-mediated Communication. S. Campagna, G. Garzone, C. Ilie, and E. Rowley-Jolivet (eds.). Peter Lang 2012. (Review)	2014	Vol. 68	Issue 4	486–490
Vettorel, Paola	Different From Oneself and Similar to Others. L2, Imagination and Literature as Intercultural Pedagogic Practices. [Translated from the Italian Diversi da sé simili agli altri. L2, immaginazione e letteratura come pratiche di pedagogia interculturale]. P. Giorgis. CISU Centro d'Informazione e Stampa Universitaria 2013. (Review)		Vol. 69	Issue 3	327–330
Vettorel, Paola	Decolonizing Primary English Language Teaching. M. E. López-Gopar. Multilingual Matters 2016. (Review)	2018	Vol. 72	Issue 2	217–219
Vickers, Caroline H. ; Ene, Estela	Grammatical accuracy and learner autonomy in advanced writing.	2006	Vol. 60	Issue 2	109–116
Victoria, Mabel	The use of humour in the off-task spaces of the language classroom.	2019	Vol. 73	Issue 2	186–196
Vilches, Maria Luz C.	How to Teach English (Second Edition). J. Harmer. Pearson Education Limited 2007. (Review)	2008	Vol. 62	Issue 3	313–316
Vilches, María Luz C.	English Language Learning Materials: A Critical Review. B. Tomlinson (ed.) Continuum 2008. (Review)	2010	Vol. 64	Issue 1	105–108
Vilches, María Luz C.	Directory of UK ELT Research 2005–2008. S. Rixon and R. Smith. British Council 2010. (Review)	2012	Vol. 66	Issue 3	400–404
Vilches, María Luz C.	Directory of UK ELT Research 2009–2010. R. Smith with S. Choi, S. Reid, G. Sky, and D. Hunter. British Council 2011. (Review)	2012	Vol. 66	Issue 3	400–404
Viswamohan, Aysha Iqbal ; Hadfield, Charles ; Hadfield, Jill	'Dearest beloved one, I need your assistance': the rhetoric of spam mail. (Text Messages)	2010	Vol. 64	Issue 1	85–94
Vo, Long Thanh ; Nguyen, Hoa Thi Mai	Critical Friends Group for EFL teacher professional development.	2010	Vol. 64	Issue 2	205–213
Vogt, Karin ; Kantelinen, Ritva	Vocationally oriented language learning revisited.	2013	Vol. 67	Issue 1	62–69
Waddington, Julie	Teacher understanding and implementation of motivational strategies in ELT.	2018	Vol. 72	Issue 2	162–174
Walker, Robin	Teaching and Learning Second Language Listening: Metacognition in Action. L. Vandergrift and C. C. M. Goh. Routledge 2012. (Review)	2014	Vol. 68	Issue 2	211–213
Walker, Robin	Authentic Listening Resource Pack: Bridging the Gap to Real-World Listening. M. Hancock and A. McDonald. Delta Publishing 2014. (Review)	2016	Vol. 70	Issue 4	464–466
Walker, Robin	Teaching English as a Lingua Franca: The Journey from EFL to ELF. M. Kiczkowiak and R.J. Lowe. Delta Teacher Development Series 2018. (Review)	2019	Vol. 73	Issue 4	483–485
Walker, Robin ; Pérez Ríu, Carmen	Coherence in the assessment of writing skills.	2008	Vol. 62	lssue 1	18–28
Walsh, Paul	Precarity. (Key Concepts in ELT)	2019	Vol. 73	Issue 4	459–462

Walsh, Steve	Talking the talk of the TESOL classroom.	2006	Vol. 60	Issue 2	133–141
Walsh, Steve	English Profile Studies 1. Criterial Features in L2 English: Specifying the Reference Levels of the Common European Framework. J. A. Hawkins and L. Filipović. Cambridge University Press 2012. (Review)		Vol. 68	Issue 1	85–88
Walsh, Steve	English Profile Studies 2. Language Functions Revisited: Theoretical and Empirical Bases for Language Construct Definition across the Ability Range. A. Green. Cambridge University Press 2012. (Review)		Vol. 68	Issue 1	85–88
Walsh, Steve ; Mann, Steve	Doing reflective practice: a data-led way forward.	2015	Vol. 69	Issue 4	351-362
Wang, Liang	Online Intercultural Exchange-An Introduction for Foreign Language Teachers. R. O'Dowd (ed.). Multilingual Matters 2007. (Review)	2009	Vol. 63	Issue 1	81–84
Wang, Ying	Willingness to Communicate in the Chinese EFL University Classroom. J-E. Peng. Multilingual Matters 2014. (Review)	2015	Vol. 69	Issue 4	466–470
Waninge, Frea	Considering Emotions in Critical English Language Teaching: Theories and Praxis. S. Benesch. Routledge 2012. (Review)	2014	Vol. 68	Issue 4	468–473
Waninge, Frea	Emotion in Interaction. A. Peräkylä and M-L. Sorjonen (eds.). Oxford University Press 2012. (Review)	2014	Vol. 68	Issue 4	468–473
Warfield, Sarah	A Taste for Corpora: In Honour of Sylviane Granger. F. Meunier, S. De Cock, G. Gilquin, and M. Paquot (eds.). John Benjamins Publishing Company 2011. (Review)	2012	Vol. 66	Issue 3	418–420
Waters, Alan	Thinking and language learning.	2006	Vol. 60	Issue 4	319–327
Waters, Alan	ELT and 'the spirit of the times'. (Point and Counterpoint)	2007	Vol. 61	Issue 4	353–359
Waters, Alan	Ideology, reality, and false consciousness in ELT.	2007	Vol. 61	Issue 4	367–368
Waters, Alan	(Re)-Locating TESOL in an Age of Empire. J. Edge (ed.). Palgrave Macmillan 2006. (Review).	2008	Vol. 62	Issue 1	89–92
Waters, Alan	A guide to Methodologia: past, present, and future.	2009	Vol. 63	Issue 2	108–115
Waters, Alan	Trainer Development. T. Wright and R. Bolitho http://www.lulu.com 2007. (Review)	2009	Vol. 63	Issue 2	176–179
Waters, Alan	Correspondence.	2009	Vol. 63	Issue 4	441
Waters, Alan	Professional Encounters in TESOL: Discourses of Teachers in Teaching. S. Garton and K. Richards (eds.). Palgrave Macmillan 2008. (Review)	2010	Vol. 64	Issue 2	235–238
Waters, Alan	Planning Change, Changing Plans: Innovations in Second Language Teaching. D. E. Murray (ed.). University of Michigan Press 2008. (Review)	2010	Vol. 64	Issue 4	478–480
Waters, Alan	Planning for Educational Change: Putting People and Their Contexts First. M. Wedell. Continuum International Publishing Group 2009. (Review)	2010	Vol. 64	Issue 4	478–480

Waters, Alan	Trends and issues in ELT methods and methodology.	2012	Vol. 66	Issue 4	440-449
Waters, Alan	Linguistic Imperialism Continued. R. Phillipson. Routledge (co-published with Orient Blackswan. Private Ltd.) 2010. (Review)	2013	Vol. 67	lssue 1	126–130
Webb, Barbara	Dealing with Difficulties: Solutions, Strategies, and Suggestions for Successful Teaching. L. Prodromou, L. Clandfield. Delta Publishing 2007. (Review)	2008	Vol. 62	Issue 4	420–422
Webb, Barbara	Teacher Training Essentials. C. Thaine. Cambridge University Press 2010. (Review)	2012	Vol. 66	Issue 3	414–416
Webster, Simon	Strategy instruction for successful language tandems.	2019	Vol. 73	Issue 3	286–295
Wedell, Martin	Innovation in ELT. (Key Concepts In ELT)	2009	Vol. 63	Issue 4	397–399
Wei, Yaoyu	Lexical Bundles in Native and Non-native Scientific Writing: Applying a Corpus-based Study to Language Teaching. D. Salazar. John Benjamins 2014. (Review)	2015	Vol. 69	Issue 4	473–475
Wen, Zhisheng	Foreign language aptitude. (Key Concepts in ELT)	2012	Vol. 66	Issue 2	233–235
Werner, Robert J.	Mixed-Ability Teaching. E. Dudley and E. Osváth. Oxford University Press, 2015. (Review)	2018	Vol. 72	Issue 2	223–225
Wette, Rosemary	Product-process distinctions in ELT curriculum theory and practice.	2011	Vol. 65	Issue 2	136–144
Wette, Rosemary	Teacher-led collaborative modelling in academic L2 writing courses.	2015	Vol. 69	Issue 1	71-80
Wharton, Sue	Critical text analysis: linking language and cultural studies.	2011	Vol. 65	Issue 3	221–229
Whipple, John ; et al.	Syllable Circles for pronunciation learning and teaching.	2015	Vol. 69	Issue 2	151–164
White, Goodith	Digital Literacies. G. Dudeney, N. Hockly, and M. Pegrum. Pearson 2013. (Review)	2015	Vol. 69	Issue 3	345–347
White, Ron	Teaching English as a Foreign Language 1912–1936: Pioneers of ELT. R. C. Smith (ed.). Routledge 2003. (Review)	2006	Vol. 60	Issue 1	79–83
White, Ron	Teaching English as a Foreign Language 1936–1961: Foundations of ELT. R. C. Smith (ed.) Routledge 2004. (Review).	2007	Vol. 61	Issue 1	69–74
White, Ron	Incidents in an Educational Life: A Memoir (of Sorts). J. M. Swales. University of Michigan Press 2009. (Review)	2010	Vol. 64	Issue 3	337–342
White, Ron	Just a Phrase I'm Going Through: My Life in Language. D. Crystal. Routledge 2009. (Review)	2010	Vol. 64	Issue 3	337–342
White, Ron	Illegitimate Practices: Global English Language Education. J. Widin. Multilingual Matters 2010. (Review)	2011	Vol. 65	Issue 3	359–361
Whitney, Norman	Defining Issues in English Language Teaching. H. G. Widdowson. Oxford University Press 2003. (Review)	2005	Vol. 59	lssue 1	69–72
Whitney, Norman	Technology Enhanced Language Learning: Connecting Theory and Practice (Oxford	2014	Vol. 68	Issue 1	105–108

	Handbooks for Language Teachers). A. Walker and G. White. Oxford University Press 2013. (Review)				
Widdowson, H. G.	The Hornby legacy. (Comment)	2012	Vol. 66	Issue 4	553–556
Widdowson, H.G.	Correspondence.	2005	Vol. 59	Issue 4	362
Wilden, Shaun	Online Conference for World Teachers' Day. (IATEFL)	2020	Vol. 74	Issue 1	103–104
Williams, Howard	Maths in the grammar classroom.	2006	Vol. 60	Issue 1	23–33
Williams, Jessica	Beyond the practicum experience.	2009	Vol. 63	Issue 1	68–77
Williams, Marion	IATEFL	2009	Vol. 63	Issue 3	302
Williams, Marion	IATEFL	2009	Vol. 63	Issue 4	442
Williams, Marion	IATEFL.	2010	Vol. 64	Issue 1	124
Williams, Marion	IATEFL.	2010	Vol. 64	Issue 2	249
Williams, Marion	IATEFL. Annual Conference breaks records.	2010	Vol. 64	Issue 3	366
Williams, Marion	IATEFL.	2010	Vol. 64	Issue 4	498
Williams, Marion	IATEFL.	2011	Vol. 65	lssue 1	102
Williams, Marion	IATEFL.	2011	Vol. 65	Issue 2	220
Williams, Marion	IATEFL.	2011	Vol. 65	Issue 3	364
Williams, Marion	IATEFL.	2011	Vol. 65	Issue 4	506
Williams, Marion	IATEFL membership is booming.	2012	Vol. 66	Issue 1	145
Williams, Melanie	Young Learner English Language Policy and Implementation: International Perspectives. J. Enever, J. Moon, and U. Raman (eds.). Garnet Education 2009. (Review)		Vol. 65	Issue 2	204–205
Williams, Melanie	Teaching Young Learners to Think. H. Puchta and M. Williams. Helbling Languages 2011. (Review)	2013	Vol. 67	Issue 2	261–263
Williams, Thomas A.	Tasks in Action: Task-Based Language Education from a Classroom-Based Perspective. K. Van den Branden, K. Van Gorp, and M. Verhelst (eds.). Cambridge Scholars Publishing 2007. (Review)		Vol. 63	Issue 4	429–433
Williams, Thomas A.	Task-Based Language Teaching: A Reader. K. Van den Branden, M. Bygate, and J.M. Norris (eds.). John Benjamins Publishing Company 2009. (Review)	2010	Vol. 64	Issue 3	351–354
Williams, Thomas A.	Teaching English: Task-Supported Language Learning. A. Müller-Hartmann and M. Schocker-von Ditfurth. Schöningh 2011. (Review)	2013	Vol. 67	Issue 1	158–160

Wilson, Judith	Recent IELTS materials. (Survey Review)	2010	Vol. 64	Issue 2	219–232
Wilson, Kate	Facilitator talk in EAP reading classes.	2008	Vol. 62	Issue 4	366–374
Wingate, Ursula	Chinese Students' Writing in English: Implications from a Corpus-driven Study. M. Leedham. Routledge 2015. (Review)	2016	Vol. 70	Issue 3	362–365
Wiśniewska, Danuta	Interest and interest-enhancing strategies of adolescent EFL learners.	2013	Vol. 67	Issue 2	210–219
Wolf, Stephana de ; Smit, Nienke ; Lowie, Wander	Influences of early English language teaching on oral fluency.	2017	Vol. 71	Issue 3	341-353
Wong, Jean ; Waring, Hansun Zhang	'Very good' as a teacher response.	2009	Vol. 63	Issue 3	195–203
Wood, David	Preparing ESP Learners for workplace placement.	2009	Vol. 63	Issue 4	323–331
Wright, Andrew	In a Faraway Land. M. Berman. O-Books 2010. (Review)	2011	Vol. 65	Issue 1	94–95
Wright, Jon	KET and PET preparation materials. (Survey Review)	2006	Vol. 60	Issue 3	292-302
Wright, Jon	Dictionary Activities. Leaney, C. Cambridge University Press 2007. (Review)	2009	Vol. 63	Issue 1	88–89
Wright, Ros	IATEFL.	2018	Vol. 72	Issue 1	120–120
Wu,Kam-Yin	Language Acquisition and Development: Studies of Learners of First and Other Languages. B. Tomlinson (ed.). Continuum 2007. (Review)	2009	Vol. 63	Issue 1	84–86
Wyatt, Mark	Teachers researching their own practice.	2011	Vol. 65	Issue 4	417–425
Wyatt, Mark ; Ončevska Ager, Elena	Teachers' cognitions regarding continuing professional development.	2017	Vol. 71	Issue 2	171–185
Xerri, Daniel	Split personality/unified identity: being a teacher-researcher. (Comment)	2017	Vol. 71	Issue 1	96–98
Xerri, Daniel	Feature Films in English Language Teaching. Britta Viebrock (ed.). Narr Studienbücher, 2016. (Review)	2019	Vol. 73	lssue 1	92–94
Xerri, Daniel ; Campbell, Caroline	E-portfolios in teacher development: the better option?	2016	Vol. 70	Issue 4	392–400
Xie, Xiaoyan	Why are students quiet? Looking at the Chinese context and beyond.	2010	Vol. 64	Issue 1	10–20
Xie, Xiaoyan	Turn allocation patterns and learning opportunities.	2011	Vol. 65	Issue 3	240–250
Xie, Xiaoyan	Vocabulary explanation in English-major university classrooms in China.	2013	Vol. 67	Issue 4	435–445
Yalçın, Şebnem ; Bayyurt, Yasemin ; Alahdab, Benan Rifaioğlu	Triggering effect of CLIL practice on English as a lingua franca awareness.	2020	Vol. 74	Issue 4	387–397
Yan, Chunmei ; He, Chuanjun	Chinese Student Teachers' Reticence In Teacher Education Courses.	2020	Vol. 74	Issue 3	287–296
Yang, Ya-Ting C. ; Gamble, Jeffrey	Effective and practical critical thinking-enhanced EFL instruction.	2013	Vol. 67	Issue 4	398–412
Yáñez, Lorena ; Coyle, Yvette	Children's perceptions of learning with an interactive whiteboard.	2011	Vol. 65	Issue 4	446–457
L	•				

Yazan, Bedrettin	Intelligibility. (Key Concepts In ELT)	2015	Vol. 69	Issue 2	202–204
Yi, Yong	Questions arising from the assessment of EFL narrative writing.	2013	Vol. 67	Issue 1	70–79
Yildirim, Rana ; Örsdemir, Esra	Through the eyes of young EFL learners: learning with student teachers.	2019	Vol. 73	Issue 3	316–327
Yim, Su Yon	EFL young learners: their imagined communities and language learning.	2016	Vol. 70	Issue 1	57–66
Yim, Su Yon ; Hwang, Kumju	Expatriate ELT teachers in Korea: participation and sense of belonging.	2019	Vol. 73	Issue 1	72–81
Yılmaz, Sinem ; Akcan, Sumru	Implementing the European Language Portfolio in a Turkish context.	2012	Vol. 66	Issue 2	166–174
Yuan, Rui ; Hu, Yalin	Teachers' views on the qualities of effective EFL teacher educators.	2018	Vol. 72	Issue 2	141–150
Yuan, Rui ; Lee, Icy	Action research facilitated by university-school collaboration.	2015	Vol. 69	Issue 1	1–10
Yuan, Rui ; Mak, Pauline	Navigating the challenges arising from university-school collaborative action research.	2016	Vol. 70	Issue 4	382–391
Yuan, Rui ; Stapleton, Paul	Student teachers' perceptions of critical thinking and its teaching.	2020	Vol. 74	Issue 1	40–48
Yuen, Ka-Ming	The representation of foreign cultures in English textbooks.	2011	Vol. 65	Issue 4	458–466
Yung, Kevin Wai-Ho ; Fong, Natalie	Learning EAP at university: perceptions of high-achieving first-year ESL undergraduates.	2019	Vol. 73	Issue 3	306–315
Yürekli, Aynur	The six-category intervention analysis: a classroom observation reference.	2013	Vol. 67	Issue 3	302–312
Zareva, Alla	Incorporating corpus literacy skills into TESOL teacher training.	2017	Vol. 71	Issue 1	69–79
Zhan, Jiangling ; Jiang, Lin	Language teacher cognition: a sociocultural perspective. Li Li. Palgrave Macmillan, 2020. (Review)	2021	Vol. 75	Issue 1	122–124
Zhang, Songshan ; Xu, Hai	Longitudinal Developments in Vocabulary Knowledge and Lexical Organization. B. Dóczi and J. Kormos. Oxford University Press 2016. (Review)	2017	Vol. 71	Issue 2	267–269
Zhang, Xiuqin ; Head, Katie	Dealing with learner reticence in the speaking class.	2010	Vol. 64	Issue 1	1–9
Zhang, Yun	Discussing the Extended Writing Project. (Key Concepts in ELT)	2009	Vol. 63	Issue 2	167–169
Zhang, Yun ; Gao, Cun	Towards creativity in ELT: from word plays to drama. (Readers Respond)	2014	Vol. 68	Issue 4	453–456
Zhang, Zhe (Victor)	Student engagement with computer-generated feedback: a case study.	2017	Vol. 71	Issue 3	317–328
Zhao, Huahui	Investigating teacher-supported peer assessment for EFL writing.	2014	Vol. 68	Issue 2	155–168
Zimmerman, Lynn	Standard English in the EFL Classroom. (Comment)	2007	Vol. 61	Issue 2	164–166
Zotzmann, Karin	Academic Writing in a Global Context. The Politics and Practices of Publishing in English. T. Lillis and M. J. Curry. Routledge 2010. (Review)	2013	Vol. 67	Issue 3	370–374
Zotzmann, Karin	Academic Writing in a Second or Foreign Language. Issues and Challenges Facing	2013	Vol. 67	Issue 3	370–374

ESL/EFL Academic Writers in Higher Education Contexts. R. Tang (ed.) Continuum		
2012. (Review)		