The purpose of these thumbnail summaries of recent publications in ELT and related fields is to broadly indicate topic and points of interest to mentors, teacher trainers and teacher educators. Print size is noted only if unusual. Dimensions are indicated only if exceptionally small or large. E.g., 148pp+ means “148pp plus an informative roman numbered preface, etc.”. All books are paperback unless otherwise stated. “Not specifically about ESOL” or “Not specifically about FLT (foreign language teaching)” means that the book in question has a broad focus that includes ESOL (or FLT) in some way. If the book is of a type that requires an index but an index is lacking, the lack is noted.

**Inspired English Teaching: A practical guide for teachers.** K. West. (2010) Continuum. ISBN 978-1-4411-4134-7 174pp+. This book is for teachers of English to secondary-level native speakers. The back cover blurb first of all repeats the factoid that 93% of communication occurs through body language and non-linguistic, more or less musical, aspects of our voice rather than through language per se and then comes the promise that this book will help us to use our voice, facial expressions and movement to assert our authority in class, make the boring bits fun, and get great results from our students. On looking inside we find a chapter called ‘use your body’ and another one on drama. But we also see that the contents are more varied than the blurb suggests they might be. For instance, there is a chapter on ‘getting to grips with school issues’ that touches on literacy as a whole-school issue, assessment, reports, and rewards & sanctions, among other things. There are also 20 “ready-to-use lesson plans”. Overall, the emphasis is on what activities you can do.

**Teacher Education around the World: Changing policies and practices.** (Teacher Quality and School Development series) L. Darling-Hammond & A. Lieberman, eds. (2012) Routledge. ISBN 978-0-415-57701-4. 200pp+. There are nine chapters; the first eight focus each on teacher education in a country, or province, deemed to have a high achieving school system. The ninth chapter provides overview. It will not surprise that there is a (truly fascinating) chapter on Finland as well as ones on Singapore and Hong Kong, whose pupils have also been ranked at or near the top of international performance tables. There are also chapters on the Netherlands (where teacher education programmes are attempting to rectify a recent decline in Dutch pupils’ standing in international performance tables), the UK (where school systems, particularly that of England, have experienced 30 years of turmoil owing to back-and-forth reforms mandated by central governments), the United States (where the diversity of school systems and teacher education programmes is extreme), Australia (where, as in other English-speaking countries, advocates of free-market practices have begun to have an impact on schooling and teacher education), and the Canadian province of Ontario (where there are signs that a declining school system has been revivified though intelligent changes in government policy). One of the things a reader is likely to get from this book is a heightened awareness of how varied the palette of TEd options is and of how their appropriacy may be conditioned by factors such as a country (or region’s) history, size, culture, values, and administrative structure. Authoritative, highly readable, very highly recommended.

**Training to Teach: A Guide for Students, 2nd edn. (Revised)** N. Denby, ed. (2012) Sage. ISBN-13 978-0-85702-762-7. 338pp+; with companion website; 12 contributing authors. This book is intended for prospective teachers of any subject enrolled in under- or postgraduate, university- or school-based Ted. It is strongly UK referenced. There are 22 chapters: readers might have to strain to think of any important topic that is not covered. Here and there, the book highlights points for readers to reflect on and there are, as well, a number of group exercises usable in TD. Solid and authoritative.

**Mastering Mentoring & Coaching with Emotional Intelligence.** P. Merlevede & D. Bridoux. (2004) Crown House. ISBN 978-190442408-6. 222pp+; no index. The introduction to this practice-oriented book includes an interesting take on the differences between being a trainer, a counselor, a coach, a short-term mentor, or a long-term mentor. For instance, a coach focuses on a person’s competence with respect to a task whereas a mentor focuses on the person directly (and a short-term mentor focuses on beliefs and values whereas a long-term mentor focuses on identity and mission). Part 1 gives further background; part 2 deals with the mentoring and coaching processes; Part 3 most notably encourages readers to think about what they’re already good at; and Parts 4 and 5 detail, respectively, short- and long-term mentoring skills. There follow a conclusion, a “coaching and mentoring treasure chest”, and both annotated and unannotated bibliographies. The ‘treasure chest’ is a miscellany of materials planned for posting on the website for the book.