Book Review

In this latest edition of *How to Teach English* by Jeremy Harmer, the author includes comprehensive yet concise details of almost every aspect of English language teaching. In this updated version, he provides techniques based on reflections of his own experience around the world as a language teacher and trainer. According to Harmer: Language teaching, perhaps more than many other activities, reflects the time period it takes place in. Language is about communication, after all, and perhaps that is why philosophies and techniques for learning language seem to develop and change in tune with the societies which give rise to them. (p.9) As to the need for writing this edition, the author indicates that, together with the evolving trends of the Internet and technologies, new possibilities are opening for language teachers. Therefore, teachers must learn to adopt the appropriate technologies and growing trends for students.

The book consists of 14 chapters together with task file, task file key, DVD task file, appendices, glossary, and index. It starts by describing general concepts in ELT such as learners, teachers, classroom management, and language acquisition. Then the writer continues to describe theoretical concepts such as describing language, teaching the language system, and teaching the four skills of listening, speaking, reading, and writing. The last three chapters describe tasks that are attached to this profession such as using course book, planning lessons, and testing. The final chapter 'What If' describes possible problems and solutions that occur in English language teaching. Overall, this book is well written and is summarized in an easily understood language. It provides practical guidelines and advice for both experienced teachers and those who are starting or thinking about starting their English language teaching career.
This latest version maintains the original topics from the earlier versions, such as introducing learners and teachers, managing classrooms, describing learning and teaching, explaining language teaching and language system, the teaching of the four skills (reading, writing, listening, and speaking), using course books, and planning lessons. What is added is that the author does not only present

factual information of each topic, but he also equips readers with profound reflections of his own experience.

The additional topics in this edition are the testing part and the "What if" part. The former part discusses different reasons why students take tests, the details of each test type, as well as issues regarding validity, reliability, and washback. It is concluded that since tests have a powerful effect on students' motivation, therefore when designing tests, the test designers should consider creating positive rather than negative effects on students and teachers. The latter unit presents problems of teaching mixed-ability classes, dealing with large classes, and inspiring students to speak English in class instead of using L1 language, etc. These issues are common for teachers around the world. This "What If" part is truly beneficial for teachers as it explains how to handle the difficult and unpleasant sides of teaching in different circumstances. The suggested solutions can be applicable for all teachers especially those who are learning to teach English. Presumably, these two parts can help new teachers understand the nature of teaching English, and facilitate the preparation for their future teaching career.

Aside from this, this book provides exercises with clear answer keys for teachers who desire to extensively pursue their teaching profession. The DVD provides real-life illustrations of various teaching activities and techniques through extracts from classes and teachers' interviews. The appendix part provides a set of references and glossaries with terminologies related to English language teaching, together with useful websites, recommended books for future studies, and phonemic symbols. To sum up, with straightforward explanations, together with multiple techniques, *How to Teach English* can be an inspiration for educators who would like to improve their teaching practice.

REVIEWER
Sawitree Saengmanee is a lecturer at the Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT), Bangkok, Thailand.
sawitree.sae@kmutt.ac.th

Guidelines for Authors

The followings are guidelines for those wishing to submit an article for publication in *rEFLections.*

SUBMISSION CATEGORIES
rEFLections welcomes submissions in three categories:
- **Research articles** - Manuscript should be approximately 6,000 – 8,000 words, excluding references and appendix. An abstract should not be longer than 250 words.
- **Academic articles** - Manuscript and references should be approximately 4,000 – 6,000 words with an abstract of 250 words.
- **Book reviews** focuses on two categories: references books and textbooks. Manuscript should not exceed 1,000 words.

MANUSCRIPT PREPARATION
1. *Language of publication*: English
2. *Manuscript style:* APA Style 6th Edition
3. *Manuscript length:*
   - Research articles - 6,000 – 8,000 words
   - Academic articles - 4,000 – 6,000 words
   - Book reviews - 1,000 words
4. *Manuscript format:* Microsoft Word/double space, Times New Roman/12 points, and 1 inch (2.54 cm) margins on all sides
5. *Template of article:*
   5.1 *Title* – The title should be concise and clearly reflect the content of the article.
   5.2 *Author(s)* **-** The first and last name of the author(s) should be provided along with the institutions. However, since the blind review process is adopted, the names of the author should be in a separate file. See **Submission** section below**.**
   5.3 *Abstract* – An abstract should summarize the article, objectives of the study, methodology used, findings and discussion in not over 250 words.
   5.4 *Text* – The text should be divided into sections to help readers to understand. The authors cannot be identified from the text, so all references to the authors' names within the manuscript must be replaced by the word "author(s)".
   5.5 *Acknowledgement* – This could address sources of research funding and assistance from an organization or personal support.
   5.6 *References* - Authors should follow the 6th edition of American Psychological Association style (APA style 6th edition) for the article, including references. See **In-Text Citations and Reference List** below**.**
   5.7 *Appendix* (if available)

6. Submission requirements:

6.1 The manuscript must be an original work that has not been published elsewhere and that is not being considered for publication in any other journals.

6.2 25% of the references must have been published within the last five years. For example, to submit a manuscript within 2017, 25% of the references must have been published from 2012 to 2017.

6.3 The manuscript must have been edited for language quality before submission. If the manuscript does not reach an academically appropriate standard of English, it will be returned to the author for revision before a peer review process.

PROCEDURES & CRITERIA FOR CONSIDERING AN ARTICLE

1. The editorial board gives primary consideration. Articles that do not fall within the scope of the journal will be rejected and the authors will be informed within 1-2 weeks.

2. The articles that pass the screenings will be submitted to two reviewers using double-blind review process. If the two reviewers do not reach an agreement, a third reviewer will be sought.

3. The reviewers review the articles considering the academic value, academic correctness, and quality of the manuscript. The result of the review falls into four categories:
    - Accept
    - Accept but needs revision
    - Revise and submit
    - Reject

4. If the articles have to be revised, the authors should follow suggestions. However, authors can justify their reasons for not following the reviewers' comments. The authors should re-submit the article within the time specified by the editor (normally 2-3 weeks) after receiving the feedback from the peer review committee.

5. The editors will review the revised article for reader-friendliness and appropriate citations. The authors will be asked to revise the articles once again before the editor can confirm the publication of the article. The editorial team reserves the right to accept or reject articles.

Notes:

1. The author(s) will receive two copies of *rEFLections* within one month of the issue distribution. The issue of *rEFLections* will also appear online within one month of publication.

2. Copyright to the article is retained by the author(s) but *rEFLections* reserves the right for the article's first publication, and as the article will appear online (http://sola.kmutt.ac.th/refl/), it can be used for educational purposes but not for commercial interests.

SUBMISSION

The submission should include the two documents:

1. a cover page including
   1.1 First page - the author(s)' name, affiliation, address, telephone number, and e-mail address. If there are more than two authors, the corresponding author should be identified by an asterisk (*)
   1.2 Second page - a 50-word biographical statement (of each author)
2. a manuscript – Make sure that the manuscript do not have the author(s) names since *rEFLections* adopts a blind review process.

There are two ways to submit your paper: **e-mail submission** and **online submission.**

- *E-mail submission* – Submit the two documents (a covering page and a manuscript) as an e-mail attachment to sonthida.key@kmutt.ac.th, sonthidak@yahoo.com
- *Online submission* – Submit the two documents (a covering page and a manuscript) at http://sola.kmutt.ac.th/submission/.

DEADLINE FOR SUBMISSION

rEFLections publishes two issues a year: January-June and July-December. Papers can be submitted for consideration throughout the year.

PREVIOUS ISSUES

Previous issues are available online at http://sola.kmutt.ac.th/refl/.

IN-TEXT CITATIONS & REFERENCE LIST

Citations and references follow the APA Style 6th Edition.

1. Citations in text

Use **an author-date citation method**. Citations in text are acknowledged with Author (Date) or (Author, Date).

In-text Citation	
Direct quotation	Nida and Taber (1982) point out that "translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style." (p. 12). *Or* …."Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (Nida & Taber, 1982, p. 12)
A long quotation (more than 40 words)	Fishman (1964) defines this area of sociolinguistics: The study of language maintenance and language shift is concerned with the relationship between change and stability in habitual language use, on the

	one hand, and ongoing psychological, social and cultural processes, on the other, when populations differing in language are in contact with each other. (p. 32)
A quotation with no page numbers	"Prevalence rates of antenatal major and minor depression have been estimated in community-based studies to range from 7% to 15% of all pregnancies" (Grote, Swartz, Geibel & Zuckoff, 2009, para. 2).
Indirect Quotation / Paraphrasing	Giving meaning to specific symbols such as sounds and marks is considered to be the origin of written language (Samovar & Porter, 1997, p. 188). **(Page number is optional.)**
A citation from a secondary source	Please only use secondary sources when absolutely necessary. **In-text citation**, name the original work and give a citation for the secondary source: Nunan (1997, as cited in Sinclair, McGrath, & Lamb, 2000) describes autonomous learners as students who are active learners, consciously practising and enduring their learning to achieve learning goals with willingness and responsibility. **In the reference list,** give the secondary source: Sinclair, B., McGrath, I., & Lamb, T. (2000). *Learner Autonomy, Teacher Autonomy: Future Directions*, London, England: Longman.

2. Reference list

1. A book and a book chapter	
Format	Author, A., & Author, B. (Year). *Book title. (Edition/2nd onwards).* Place of publication*: Publisher. *For Place of publication, insert the town or city and then country (e.g. Cambridge, England). For USA, insert the town or city and then state in initials (e.g. Thousand Oaks, CA).*
Examples	***One author*** Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings.* New York, NY: Routledge. ***Two authors*** Miles, M., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

	Three to seven authors (list them all) Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge, England: Cambridge University Press. ***Chapter in a Book*** Sinlarat, P. (2004). Thai universities: Past, present, and future. In P.G. Altbach & T. Umakoshi (Eds.), *Asian universities: Historical perspectives and contemporary challenges* (pp. 201-220). Baltimore, MD: The Johns Hopkins University Press. ***Book or report by a corporate author e.g. organisation, association, government department*** International Labour Organization. (2007). Equality at work: Tackling the challenges (International Labour Conference report). Geneva, Switzerland: Author.
2. Journal, magazine and newspaper in print format	
Format	Author, A. (Year). Title of article. *Title of Journal, Volume* (issue), pp.-pp.
Examples	***One author*** Zhang, Z. (2013). Business English students learning to write for international business: What do international business practitioners have to say about their texts? *English for Specific Purposes*, *32*(3), 144-156. ***Two to seven authors (List all authors)*** Robinson, T. J., Fischer, L., Wiley, D. & Hilton, J. (2014). The impact of open textbooks on secondary science learning outcomes. *Educational Researcher, 43*(7), 341-351. ***Magazine article*** Mathews, J., Berrett, D., & Brillman, D. (2005, May 16). Other winning equations. *Newsweek, 14*(20), 58-59.
3. Theses	
Format	Author, A. (Year). *Title of doctoral dissertation or Master's thesis*. (Doctoral dissertation or Master's thesis). Name of Institution, Location.
Example	Im-O-Cha, P. (2004)**.** *A comparative study of the structures of languag and linguistics journal research article introductions written in Thai and in English* (Master's thesis). Mahidol University, Bangkok, Thailand.
4. Papers in conference proceedings (in print)	

Format	Author, A. & Author, B. (Year). Title of paper. In A. Editor & B. Editor (Ed.), *Title of Published Proceedings*. Paper presented at Title of Conference (pp. –pp.). Place of Publication: Publisher. *See online proceedings in **Section 5. Online document.**
Example	Pojanapunya, P. & Watson Todd, R. (2011). **Relevance of findings in results to discussion sections in applied linguistics research.** In R. Watson Todd (Ed.), *Proceedings of the international conference on Doing Research in Applied Linguistics (CD).* Paper presented at Doing Research in Applied Linguistics 2 (pp. 51-60). Bangkok, Thailand: King Mongkut's University of Technology Thonburi.

5. Online document

Format	Author, A. (Year). Title of article. Retrieved from URL.
Examples ***Online/E-Book***	Australian Education Network. (2014). *Foundation studies Australia*. Retrieved from http://www.foundationstudies.com.au
Online/ E-Journal	Higbee, J. L., Arendale, D. R. & Lundell, D. B. (2005). Using theory and research to improve access and retention in developmental education. *New Directions for Community Colleges, 2005*(129), 5–15. Retrieved from http://dx.doi.org/10.1002/cc.181
ERIC Document	Shyyan, V., Thurlow, M., & Liu, K. (2005). *Student perceptions of instructional strategies: Voices of English language learners with disabilities.* Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Retrieved from the ERIC database.(ED495903) Gebhard, J. G. (1990). The supervision of second and foreign language teachers. *ERIC Digest*, ERIC Clearinghouse on Language and Linguistics (EDO-FL-90-06). Washington, D.C.: Center for Applied Linguistics.
Online proceedings	**Format:** Author, A. (Year, Month). *Title of Paper*. Paper presented at Title of Conference. Retrieved from URL
Example:	Balakrishnan, R. (2006, March). *Why aren't we using 3D user interfaces, and will we ever?* Paper presented at the IEEE Symposium on 3D User Interfaces. http://dx.doi.org/10.1109/vr.2006.148