Book Review

Hughes, John (2014). ETpedia: 1,000 ideas for English language teachers. Hove (UK): Pavilion Publishing.

English Language Teaching (ELT) is a multifaceted realm that encompasses many dimensions ranging from the teaching of different major language skills like reading, writing, listening, and speaking to main sub-skills such as vocabulary, pronunciation, fluency, and grammar. Although these skills constitute the core of any language teaching and learning process, ELT knowledge is not actually restricted to such macro- and micro-skills. Suppose that two closely-matched groups are taught English by different two teachers using the same coursebook throughout a semester; and the groups' command of English appears to be remarkably different from each other at the end of the semester. What makes the difference in such a circumstance covers the aspects other than the language skills on which English language teachers should carefully focus. The 'other' aspects here consist of issues like well preparation and planning, effective classroom management, adopting a learner- and learning-based approach, the integration of technology and other aids into the teaching contexts, and so on. These aspects are naturally involved in the English language teaching process, thus making it necessary to adopt a holistic perspective for language teachers.

ETpedia: 1,000 ideas for English language teachers has recently been one of the bestsellers in the field of ELT. This colourful book aims to serve as a reference book for English language teachers with the practical information and cues it offers. As its title implies, the book is based on providing ideas for English language teachers.

Of 272 pages, the book consists of 14 sections and 100 units. The author holds a 10-item approach throughout the book. Even the introduction covers the following subtitles: "10 reasons for using this resource", "10 ways to use this resource", and "10 facts about the author". This 10-item style is employed in each unit, amounting to 1,000 items in the whole book. The content of these items varies with the topic covered in each unit. The author introduces 10 questions, 10 descriptions, or 10 ways in some units while he offers 10 tips, 10 roles, or 10 activities in other units. These 10-item units all aim to constitute a clear-cut and to-the-point guide for English language teachers concerning the potential needs and situations they are likely to encounter.

Section 1, entitled "Preparation and planning", is composed of 8 units while Section 2, entitled "In the classroom", consists of 10 units. These two successive sections complement one another in that the first one covers the before-class stage and the second one focuses on the within-class dimension. The before-class stage is touched on through aspects like learner's profile, needs analysis, language level, and lesson and boardwork planning. The within-class stage in Section 2, on the other hand, is handled through points like activities for the first lesson, building rapport, classroom rules, starting and ending a lesson, teacher roles, homework, and motivation.

Composed of 9 units, Section 3 is entitled "Activities for topics" and covers sample applica-

ble activities concerning nine main topics. Some of the topics covered in the units are "people and homes", "food", "free time and sport", "culture", and "science and technology". In this theme-based section, the author aims to offer a rich blend of activities for the designated topics with a balanced touch on the development of different language skills. For instance, under the topic of "food", countable-uncountable nouns are suggested as part of grammar study, reading menus and recipes are offered to enhance reading skill, writing shopping lists and recipes are given as part of writing practice, and restaurant role-play and performing a cookery programme are introduced as ways to helping students develop oral skills.

Section 4, 5, 6, and 7 are devoted to the development of four major language skills through practical activities and clues. Speaking, listening, reading, and writing are covered consecutively. The remarkable thing about these four sections is the lengths allocated to the skills. While 10 units are included under speaking, the other three skills have 5 units each. This noteworthy detail clearly shows that the author prioritizes the communicative dimension in the language learning process.

Section 8 and 9 concentrate on the effective integration of resources into language teaching. While the former section handles the use of tangible resources like coursebooks, classroom objects, and boards, the latter focuses on the use of technology and digital resources like useful websites, mobile activities, and online games.

Section 10, 11, and 12 deal with the chief micro-skills involved in language learning process, namely grammar, vocabulary, and pronunciation. Grammar and vocabulary are an integral part of all main language skills. Therefore, through the ideas he provides under these two sections, the author also aims to help English language teachers to better handle issues concerning reading, writing, listening, and speaking skills. Pronunciation, on the other hand, is a key part of oral communication and is covered by the author as a separate section, which reflects the high importance attached to the development of oral skills.

Section 13, entitled "Teaching contexts", focuses on teaching English in various contexts. Teaching English to young learners, to teenagers, to exam classes, to business classes, to one-to-one classes, to beginners, and to mixed-ability and multi-level classes are among the contexts covered in this section. Because each individual, let alone groups, possesses distinct traits, their needs and expectations differ considerably. Accordingly, the ideas and strategies covered in this section hold extra significance for English language teachers.

Las but not least, Section 14 deals with issues concerning the professional development of English language teachers. As widely known, life-long learning has been a popular term in recent years. Learning is not limited to students, on the contrary, professionals continue their learning process in order to keep pace with the fast developments taking place in their fields. Under this framework, the ideas given in this section aim to enable teachers to further develop themselves on a professional basis through tools like observation, training courses, and must-read reference books.

At the end of the book, the author provides a rich appendix composed of useful pieces ranging from needs analysis, lesson plan, and classroom survey templates to sample games for classroom use like party board game and fruit wordsearch. Most of the pages in the appendix are labelled as "photocopiable" and are offered as ready-to-use resources to English language teachers.

ETpedia: 1,000 ideas for English language teachers apparently appears to be a useful reference book with a number of pros. First of all, the appearance that welcomes readers is quite striking and attractive. This book may bring love at first sight for the readership with its interesting coil binding and colourful design. What is more, the content and organization of the book do not disappoint the readers. With 1,000 to-the-point ideas offered through the smart 10-item approach, the book will most probably live up to the expectations of most English language teachers. It touches on almost every point likely to be experienced by teachers. Alongside ideas aiming to ease the teaching of macro- and micro-skills in English classes, there are numerous strategies to handle lessons in case of different scenarios. For instance, when a teacher is unexpectedly asked to deliver a lesson on behalf of one of his/her colleagues, s/he can easily benefit from the theme-based activities provided in Section 3. As for the other sections, their content will most probably serve as invaluable pieces of information for a teacher who encounters difficulties during his/her attempts to help students develop a specific skill, or faces problems with classroom management, or wants to promote his/her field-related expertise.

This nearly perfect book has one observable weak point: the undercoverage of technology-related issues. It is broadly known that the integration of technology into language teaching and learning is one of the most popular current trends in ELT. Terms like Technology-enhanced Language Learning (TELL), Computer-assisted Language Learning (CALL), and Mobile-assisted Language Learning (MALL) are frequently used nowadays. Section 9 is devoted to the effective integration of technology and digital resources; however, it is far from being satisfying considering the importance of the issue and the rapidly changing technological parameters. Furthermore, in order to boost the technological dimension, an accompanying CD-ROM composed of some useful audio and video aids would be a charming and value-adding feature for the book in this era of digital natives. This point may be considered by the author for the future editions of the book. Despite this technology-related con, the numerous plus points possessed by the book make it a really practical resource for English language teachers. Having this colourful book on the shelf, teachers will possess the key to turn their lessons into more colourful and efficient hours.

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