Today, while the unprecedented spread of English as a world language
(Crystal 1997; Graddol 1997; Graddol 2006) has spawned controversial debates over ‘Which English?’ ‘Whose English’ (Kachru 1986, 2005), and ‘Why English?’ (Phillipson 1992; Pennycook 1994), at the end of the day, the English teacher, imbued with the responsibility of facilitating the enhancement of his/her learners’ English proficiency, will be concerned with how to teach English well or better—the kind of English that matches the expectations of the educational institution in which the teacher works. Especially for teachers newly initiated into the profession, an excellent book for this purpose is Harmer's *How to Teach English*.

... A new edition, this book departs from the 1998 version in the following aspects: ‘... a change of chapter order ... a...
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