

The Teaching and Scientific Council

Faculty of Philosophy, University of Niš

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Review of:

Teaching Languages and Cultures: Developing Competencies, Rethinking Practices

Edited by:

Nina Lazarevic; Tatjana Paunovic; Ljiljana Markovic; Milica Savic

This manuscript is published as a part of a series titled “Teaching Languages and Cultures”, edited collections of scholarly works presented at a yearly conference at the Faculty of Philosophy, University of Niš. It is divided into several thematic sections:

- Teacher education
- Teaching language skills
- Intercultural communication
- English for specific purposes
- Teaching foreign languages
- Foreign language practices

The first section of the manuscript is devoted to key issues in teacher education, particularly in the education of English as a Foreign Language (EFL) teachers. The chapters offer innovative approaches to topics such as gender, communication, and the use of formative rather than summative assessment, drawn from teacher educators’ practical experiences, and look critically at discrepancies between educational ministry guidelines and actual teacher practices. A standout chapter discusses the benefits of a lesson study cycle which involves novice teachers in research and iterative reflection, improving their connections between research and practice, and shifting their focus from teachers’ roles to students’ learning.

The second section focuses on issues around the teaching of specific language skills, including multiple approaches to reading instruction and a survey of how university students use strategies for listening comprehension and spoken production which could inform teaching for improved interactional ability. This section’s insights will be especially useful for current language teachers. The brief third section includes papers related to the development of intercultural

competence, an important concern for language teachers in an era of globalization. One chapter offers a persuasive discussion of a technique for building empathy and multi-perspectivity in pre-service EFL teachers through drama, and the other examines how language textbooks present sociocultural information and move to socialize immigrants into local cultures.

The fourth section includes papers related to the teaching of English for Specific purposes (ESP), including an examination of ESP teacher education given the increase in digital communication and pedagogical technology. The final two sections examine issues of foreign language teaching and practices, drawing on techniques such as classical rhetoric and surveys of study abroad experiences, aimed primarily at language teachers

The authors in this collection represent an impressively broad range of national contexts, disciplinary backgrounds, and research methods, increasing the relevance of this collection to an international audience of language teachers and pedagogy scholars, who will find new insight into their craft in these pages. I recommend the publication of the proposed proceedings of the TLC 2017 Conference.

A handwritten signature in cursive script that reads "Brooke R. Schreiber". The ink is dark and the handwriting is fluid, with a large initial 'B' and a distinct 'R'.

Dr. Brooke R. Schreiber
Department of English
Baruch College, City University of New York
New York, United States