

Faculty of Philosophy
University of Niš

As a reviewer appointed by the Faculty of Philosophy Council, I have analyzed the submitted manuscript and hereby submit my

REVIEW of the manuscript

Teaching Languages and Cultures in the Post-Method Era: Issues and Developments

Edited by dr Nina Lazarevic, dr Milica Savic, dr Tatjana Paunovic and Ljiljana Markovic

The manuscript titled *Teaching languages and cultures in the post-method era: Issues and developments* is a collection of thirteen papers selected as representative of the scope of issues and topics discussed by the participants in the *First International Conference Teaching languages and cultures in the post-method era: Issues and developments* (TLC 2014), organized, on November 15th 2014, at the Faculty of Philosophy, University of Niš, by the English Department and the Centre for teacher education and professional development of the Faculty of Philosophy. As the editors point out themselves in the Introductory chapter, the aim of the conference was to provide an open and stimulating forum for discussing an array of questions emerging from the theory and practice of teaching foreign languages and cultures in the Balkan educational context today. This collection of selected papers indeed represents the breadth of topics and problems characteristic of the current theory and practice of foreign language teaching, in which issues related to culture and developing intercultural communicative competence have a central place, in addition to issues of student-centered education, reflective practices, and the teacher-tailored development of a wide scope of skills required for the modern teaching process.

The papers are grouped into three thematic parts. The first one, titled *Intercultural competence in language teaching*, presents three papers dealing with the issue of intercultural competence from three different perspectives. Professor Kushner discusses the importance of intercultural (communicative) competence in foreign language teaching and teacher education, while two other contributions focus on the ways in which certain strategies can contribute to the intercultural awareness raising in students and teachers. Focusing on student competencies, the authors discuss the effects of study abroad programs, which also need to focus on developing intercultural awareness and competence, if they are to fulfil their true purpose, as well as the importance of intercultural simulation games, such as e.g. Barnga, which can be used in at-home teaching contexts to focus students' attention on the complex factors influencing intercultural communication.

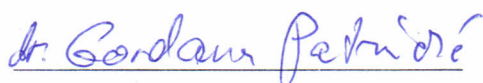
The second section of the manuscript, titled *Teaching issues*, offers seven papers addressing specific problems in language teaching practice, ranging from the general principles that govern the choice of approaches and setting the goals, to specific issues in teaching particular language areas and skills. The authors discuss a variety of relevant concepts, such as English as a *lingua franca*, teaching and learner autonomy, self-evaluation, formative assessment, error analysis, English for specific purposes, cognitive aspects of the construction of knowledge, associative learning, and the critical construction of students' voices in student writing, also presenting empirical support from their own authentic applied linguistic research.

In the third section of the manuscript, titled *Teacher education*, three papers focus on some significant aspects of pre-service teacher education, such as the role of reflectivity in pre-service EFL teacher training, developing very specific skills for teaching certain language areas, such as speaking and pronunciation, and, finally, the issue of defining detailed outcomes of pre-service teacher education, as reflected in the teachers' difficulties in the state license exam for foreign language teachers. These papers use specific research study results to draw attention to more general problems that need to be addressed by language teacher educators.

This thematic collection of papers offers an illustrative snapshot of the complexity of issues molding the field of language and culture teaching in the fast-growing and increasingly globalized modern world. Presenting sound and novel empirical research results, discussed in the context of some very relevant theoretical concepts, this manuscript is a welcome contribution to the field of applied linguistics and language teaching pedagogy.

For all these reasons, I do recommend that the manuscript *Teaching Languages and Cultures in the Post-Method Era: Issues and Developments*, edited by dr Nina Lazarevic, dr Milica Savic, dr Tatjana Paunovic, and Ljiljana Markovic, should be published by the Faculty of Philosophy, University of Niš.

Belgrade, Nov. 11th 2015.



dr Gordana Petričić