



Faculty of Philosophy  
University of Niš



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

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## Introduction

Almost a decade ago, reflecting on the 40-year development of the theory and practice of foreign language teaching (specifically, English), after the turbulent decades that saw the rise and the fall of many language-teaching methods and approaches, Suresh Canagarajah stated:

We have lost our faith in finding final answers for questions of language acquisition and learning. We have given up our march toward uniform methods and materials. [...] [W]e have constantly reexamined our assumptions and enriched our knowledge in the process (Canagarajah, 2006, p. 29-30)

However, he also concluded that it may be “not the comfort of *solutions* that matters but the vigilance of the *search*, not the neat *product* but the messy *practice* of crossing boundaries, mixing identities, and negotiating epistemologies” (Canagarajah, 2006, p. 27).

Canagarajah’s words excellently sum up the essence of the post-method era in the exciting, changing, and ever more challenging field of teaching foreign languages and cultures, where the issues of adapting to the specific local social, cultural and political contexts of language learning and teaching, as well as those related to teachers’ and students’ self-reflective and awareness-raising practices, have become essential. That is why Kumaravadively (2006, p. 59) refers to the 20<sup>th</sup>-century era of language teaching as the “period of awareness”, in difference to today’s era, the “period of awakening”, characterized by a shift from method-based pedagogy to “postmethod pedagogy” (Kumaravadively, 2006, p. 66), which attempts to find answers to the “felt need to transcend the limitations of the concept of method” (ibid., p. 69).

The postmethod era is also characterized by an increasing call for a “critical turn” in both language teaching and language teacher education (cf.

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Hawkins & Norton, 2009). Critical pedagogy, concerned with “social action and educational change” (Hawkins & Norton, 2009, p. 31), is especially important for language teachers, because language, culture, and identity are closely intertwined; therefore, critical language teacher educators need to encourage prospective teachers “to critically reflect on their own identities and positioning in society”, since self-reflection “provides a window on the relationship between the individual and the social world”, on both the constraints and the possibilities (Hawkins & Norton, 2009, p. 34).

Also addressing language teachers’ education and preparation, and re-thinking “global perspectives and local initiatives in a way that blends improvement and innovation”, Kumaravadivelu (2013, p. 321) focuses on several issues crucial for the future of foreign language teaching. They include expanding the language teachers’ “professional horizon”, “professionalizing the teaching force” and constructing their professional identities, as well as integrating principles and beliefs with teaching practices, which would lead to both effective and reflective teaching, and would offer principled solutions to language teaching problems.

With intercultural competence set as a central goal of foreign language and culture teaching and learning, and with the post-method era in language and culture teaching being defined as a continuous dialogue, in the very broadly understood field of social sciences and humanities, between theoreticians, researchers, practitioners, and language teacher educators, it becomes more and more important to provide ample space for this ongoing dialogue, and to address a wide array of issues concerning both “global perspectives” (Kumaravadivelu, 2013) and local language teaching practices. It has become vital to provide a forum for the various stakeholders in foreign language and culture teaching and learning to exchange experiences, views and ideas.

This collection of papers, resulting from the presentations and discussions in the *First International Conference Teaching languages and cultures in the post-method era: Issues and developments* (TLC 2014), organized on November 15<sup>th</sup> 2014 at the Faculty of Philosophy, University of Niš, aspired to provide one such forum for discussing an array of questions emerging from the theory and practice of teaching foreign languages and cultures in the Balkan educational context. The conference, initiated and jointly organized by the English Department and the Centre for teacher education and professional development of the Faculty of Philosophy, brought together language teacher educators, applied linguistics researchers,

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and language teaching practitioners, since it was also accredited for the Nish English Language Association (NELTA) members and language teachers of state and private language schools, as an in-service teacher-development event.

With the scientific board of twelve internationally renowned scholars, from the USA, Norway and the Balkan region (Serbia, Macedonia, Montenegro), this international event aimed to contribute to the long and fruitful tradition of applied linguistic research and language and culture teaching methodology by providing a free and stimulating academic forum for sharing and comparing various and unique perspectives.

This thematic collection presents thirteen papers illustrating the breadth of issues discussed in TLC 2014, and aiming to highlight some of the current challenges in the field of language and culture teaching and learning in the region. Presenting sound and novel empirical research, discussed in the context of relevant theoretical concepts, this volume seeks to add a small contribution to the fields of applied linguistics and language teaching pedagogy.



The volume consists of three parts. In *Part One: Intercultural competence in language teaching*, three authors address the question of intercultural competence, and the place of intercultural (communicative) competence in foreign language teaching and teacher education.

**Kenneth Cushner** draws on his vast experience and expertise to highlight some of the main points when developing intercultural competence. Professor Cushner reminds that linguistic competence is but one aspect of an overall competence that is required in today's globalized world. He discusses the changing contexts in which future teachers will teach and points out that both teachers and learners have to develop a sense of connectedness and the ability to reflect on their own experience. This will be achieved if educators rely on interdisciplinary research and provide both support and challenges for students in order to help them develop more fully.

This is exactly what **Dunja Živanović** discusses in her paper on the experience of exchange students. She analyses the written responses of students after they have completed their exchange programs to prove that

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intercultural learning is an ongoing process affected by many factors, one of the most important being self-reflection. She also points out the opportunities for learning on the reentry which are still not explored enough and opens questions of how to round up an exchange program, where and when to look for the learning outcomes when it comes to intercultural competence.

**Ljiljana Marković** explores the way a simulation game has been used in a course on intercultural competence to help students recognize the important elements of cultures and oftentimes discover those that are not visible at a first glance. The author discusses the issues that transpired during the debriefing of students and in their journal entries. These range from emotions, motivation and introspection, over non-verbal communication to interpersonal relationships and group dynamics. Finally, the considerations for the teaching practice are discussed and benefits of these types of activities highlighted.



*Part Two: 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 learning goals, to specific issues in teaching particular language areas and skills.

**Jelica Tošić** explores the role and function of English as a lingua franca in today's interconnected world. The questions of ownership of language, and the challenges of language in culture (or without culture) for teaching are discussed. The author examines what new technologies offer for teaching and whether they can be helpful now that being a native speaker is not necessarily a requirement for a language teacher.

Speaking strategies are in focus in the study done by **Milevica Bojović**, where she explores their application in a university EFL course. The author examines which particular strategies students use and whether they see them as a useful tool for studying language. She also compares the findings with research done on lower educational levels to show differences in frequency with which speaking activities are employed in that context.

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**Marina Janjić** and **Mirjana Ilić** discuss how antonyms can be taught and learned in a Serbian language class. The authors focus on cognitive aspects of the construction of knowledge to show the challenges of defining ‘opposites’. The authors therefore propose associative learning as an example of productive learning that might lead to critical thinking.

As a recurring theme at the conference and in the papers, self-reflection as a useful technique for learning is explored in the paper by **Anita Janković** and **Snežana Zečević**, as part of formative assessment of university students. The authors present an evaluation system employed for a complex subject – Contemporary English, where students are required to engage in self-reflection and thus develop metacognitive skills. The authors claim that the usefulness of this evaluation system cannot be disputed, yet they recognize that students need to be trained to successfully do self-reflection.

The following papers in this section do not explore the process of language teacher education or teaching itself, but language competence of learners. They, however, do offer implications for teaching by providing the results of research conducted with students of different L1 backgrounds.

**Zorica Trajkova** discusses how Macedonian and German EFL students build authority and acknowledge the reader’s presence in academic writing, illustrated by the corpus of EFL students’ BA graduation papers. She analyses the use of two metadiscourse categories, self-mentions and engagement markers, which make the author visible in the text, thus enhancing the author’s confidence. The comparative analysis of the papers written by German and Macedonian EFL students of the English departments in their respective countries shows many similarities in the students’ use of the investigated strategies of authorial reference.

A comparative perspective is also taken by **Silvana Neshkova**, who discusses the use of verbal irony in conversation by Macedonian and English native speakers, in formal and informal discourse. Her study focuses on the interlocutors’ response to irony, that is, the power of verbal irony to provoke the same kind of response, i.e. further ironic comments. Her study showed that English speakers responded to verbal irony by reciprocating ironically

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more frequently than Macedonian speakers, and that this was a more common trait of informal discourse in both languages.

Some problems encountered by ESP students in translation tasks are addressed by **Maja Stanojević Gocić**. She discusses the merits of the traditional tool of error analysis, arguing that ESP translation tasks can be useful for observing students' progress and improving their performance, if carefully combined with student need analysis in the syllabus design. The results of her study show that error analysis can still be a very useful tool for identifying problematic language areas for students, caused by L1 transfer or specific stages in interlanguage development, and for designing correction, that is, remedial practice for students.



Finally, *Part Three: Teacher education* presents three papers focusing on some specific areas that need to be addressed by teacher educators.

**Radmila Bodrič** explores what the twenty-first century methodology has changed for teacher education and shows that there has been a renewed interest in it, with the aim of developing pre-service teachers into reflective practitioners. She, therefore, explores which techniques and pedagogical tools can help students, pre-service teachers, develop reflectivity. The research shows that students benefit from the techniques such as observation journals and peer-feedback, becoming more confident and more aware of their own teaching practices, and hopefully, teaching philosophies.

Addressing one specific aspect of language performance which is still largely neglected in teaching practice – pronunciation – **Tatjana Paunović** discusses the effects of a pre-service EFL teacher education course that offers future EFL teachers both a theoretical foundation and practical skills. The author analyses the students' final projects to identify how successfully they managed to choose and adapt pronunciation practice materials to fit EFL pupils' needs, and to integrate pronunciation practice with other aspects of teaching. The author points out the importance of focused, specific, and practical training in teacher education programs, not only in the particular

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area of pronunciation practice, but also in others, such as sociolinguistics and pragmatics.

**Nina Lazarević** discusses a number of problems encountered in the highest-level exam for foreign language teachers in the Serbian educational system – the state teaching licence exam. The observation of the exam lessons and the analysis of the lesson plans for this exam in elementary schools show that there is a need for more guidance and support for the organization of lessons, but primarily for the development of self-reflection practices.

The papers compiled in this thematic volume highlight the breadth of issues that need to be taken into account in the increasingly complex and demanding process of teaching languages and cultures. They show that there is indeed a need for a close and continuous dialogue between practitioners, researchers and teacher educators if we are to build a strong and modern community of practice, which would acknowledge and keep pace with the challenges of our plurilingual and multicultural world.

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## About the contributors

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**Milevica Bojović**, PhD in Philology/English linguistics, completed all levels of education at the Faculty of Philology, University of Belgrade, Serbia. At present she teaches English as a foreign language for Specific Purposes for engineers in the field of biotechnical sciences (agriculture, agronomy, fruit growing, animal husbandry, and food technology) at the Faculty of Agronomy, University of Kragujevac, Serbia. Her research interests include applied linguistics, methodology of foreign language (L2) teaching, L2 acquisition, communicative competence development in L2, psycholinguistics, sociolinguistics, e-teaching and learning, ICT in EFL teaching and learning, teacher education, and adult education. She has published thirty-seven articles in international and national monographs and thematic collections, in journals, and conference proceedings. She is a co-author of two teacher handbooks for in-service teacher education programs. She has participated in the international TEMPUS project "Building Capacity of Serbian Agricultural Education to link with Society" (CaSA), coordinated by the Faculty of Agriculture, University of Belgrade and partnered by the Faculty of Agronomy, University of Kragujevac. She is also a professional translator specializing in this field.

**Kenneth Cushner**, PhD, is Professor Emeritus of Kent State University, Cleveland/Akron, Ohio, and former Dean of the College and Graduate School of Education at Kent State University. Dr. Cushner is the author or editor of several books and articles in the field of intercultural education and training, including:

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*Human Diversity in Education: An Integrative Approach*, 8<sup>th</sup> edition (2014); *Intercultural Student Teaching: A Bridge to Global Competence*, (2007); *Human Diversity in Action: Developing Multicultural Competencies in the Classroom*, and its 3<sup>rd</sup> edition with *PowerWeb* (2005); *International Perspectives on Intercultural Education* (1998); *Improving Intercultural Interactions: Modules for Cross-Cultural Training Programs*, vol. 2 (with Richard Brislin, 1997), and *Intercultural Interactions: A Practical Guide*, 2nd edition (with Richard Brislin, 1996). A former East-West Center Scholar, he has contributed to the professional development of educators through writing, workshop presentations, and travel programs. He is a Founding Fellow and Past-President of the International Academy for Intercultural Research, and past Director of COST—the Consortium for Overseas Student Teaching, which sends students to student teach in 16 countries. Dr. Cushner has developed and led intercultural educational programs for teachers and youths on all seven continents.

**Mirjana Ilić**, PhD, graduated at the Faculty of Philology, University of Belgrade, from the Department of Serbian Language and Southeast Slavic Literature. Her MA thesis *Lexicographic Procedures in Dialect Dictionaries of Southeast Serbia* was defended at the Faculty of Philology, University of Belgrade, as well as her PhD thesis, in 2011, on the topic *Colour Names in Modern Serbian language – Lexico-Semantic Generative Aspect*. She works as an Assistant professor at the Faculty of Philosophy, University of Niš. She has published many scientific papers in respectable domestic and foreign journals. Her monograph titled *Lexicographic Procedures in Dialect Dictionaries of Southeast Serbia* was published by the Faculty of Philosophy and Prosveta, Niš, in 2004. She is a member of the research team in the scientific project “Dialectological Studies of Serbian Linguistic Region”, supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia. Her scientific interests cover the fields of lexicology, lexicography, and cognitive linguistics.

**Marina Janjić**, PhD, obtained her BA degree in Serbian language and literature at the Faculty of Philology, University of Belgrade in 1994. She got the MA degree at the same faculty in 2003 by defending the thesis *Teaching cases in schools in the area of the Prizren-Timok dialect*, and the PhD degree by defending the thesis *Contemporary teaching of the speaking culture at the level of elementary schools*. Her research and teaching interests comprise applied linguistics and Serbian language and literature teaching. She has published about 80 scientific papers in domestic and foreign journals (in Slovenia, Russia, Poland, Bulgaria, Macedonia). She is the author of three books: *Teaching cases in theory and in practice* (2004), *Contemporary teaching of the speaking culture* (2008), *Space, time, society – meetings in language* (2012, co-authored by

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**Nina Lazarević**, PhD, is Assistant professor at the Faculty of Philosophy, University of Niš, where she teaches Methodology of TEFL and Intercultural communicative competence. From her MA thesis, *Correlation of target language culture and sociolinguistic competence of grammar school students* (2007, Faculty of Philosophy, Novi Sad), and her PhD thesis *Intercultural competence as an aspect of the communicative competence in the tertiary level English language learners* (2013, Faculty of Philosophy, Novi Sad), her main research interests have been developing intercultural competence and its role in foreign language teaching and teacher education. She is a US government JFDP mobility program alumna (at Kent State University, Ohio, 2010), and a *Fulbright visiting scholar* program member (at Middlebury Institute of International Studies, Monterey, California, 2016). She has published a number of research papers and tertiary-level workbooks, and has presented at numerous international conferences (Spain, Italy, Turkey). She is the president of the Niš English Language Teachers' Association (NELTA), and a member of several professional associations, such as the English Language Teachers' Association (ELTA), and the Teachers of English as a Second Language (TESOL).

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international conferences (the Balkans, Italy, Germany), and has published research on gender issues in language and foreign language teaching.

**Silvana Neshkovska**, PhD, is a lector of English at the Faculty of Education within “St. Kliment Ohridski” University – Bitola, the Republic of Macedonia. Her main field of interest is pragmatics and her research encompasses speech acts and indirect speech. Her scientific research is also directed towards the methodology of teaching English as a second language, especially the methodology of teaching English for Specific Purposes. Recently, she has successfully defended her PhD thesis at the Faculty of Philology “Blaze Koneski” – Skopje, titled *Expressing Verbal Irony in Formal and Informal Speech in Macedonian and English: A Contrastive Analysis*.

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**Maja Stanojević Gocić** is a PhD candidate at the Faculty of Arts and Philology of the University of Kragujevac. She is as a teacher of vocational studies at the College of Applied Professional Studies in Vranje, where she teaches English for Specific Purposes, and an EFL lecturer at the Faculty of Law in Kosovska Mitrovica. The main field of her interest is English for Specific Purposes, particularly Legal English. Her research interests range from describing the linguistic features of legal English to legal English coursebook design evaluation and legal discourse analysis. She is also interested in cognitive semantics, especially synonymy and the Conceptual Metaphor Theory. She has published research papers on translation theory, translation competence and performance, and the role of translation in instruction, as well as the problems of translating legal English terminology into Serbian. The focus of her research within ELT methodology is on language learning strategies, especially vocabulary learning strategies, and the development of students’ reading skills.

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**Jelica Tošić**, PhD, is Associate professor of English at the Faculty of Occupational Safety of the University of Niš. Her research interests include English language and linguistics, ESP issues in the area of occupational safety, and ESP lexicography. She has published a number of research and review papers, such as *Sustainable Development and Ecological Resources. The Meaning of the Adjectives* (2012), and *Marginalization and dominance: 'Pure English' concept vs. English as a Lingua Franca* (2014). Her recent publications include the *English-Serbian Environmental Science Dictionary* (2009), and the *English-Serbian and Serbian-English Environmental Science Dictionary* (2015), as well as ESP textbooks *Environmental Science in English* (2002), and *Integrated Safety English – MA level EFL coursebook* (2015, Niš, Faculty of Occupational Safety).

**Zorica Trajkova**, PhD, works as an Assistant professor at the English Department, Faculty of Philology "Blaze Koneski", Ss. Cyril and Methodius University in Skopje. She teaches Modern English, Academic writing, Psycholinguistics and Sociolinguistics at the department. Her area of academic interest is mainly in the area of Pragmatics, Intercultural Communication and Discourse Analysis with a specific focus on speech acts, politeness theories and the role of the specific language devices in the creation of discourse and metadiscourse. In her doctoral dissertation she concentrated on the analysis of the pragmatic function of metadiscourse markers in the attainment of persuasion in spoken and written texts in Macedonian and English. She has published numerous articles in domestic and foreign journals. At the beginning of this year, she (together with three other authors) has published her book: *Speech Acts: making requests, thanking, apologizing and complaining in English and in Macedonian*.

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