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As a reviewer appointed by the Editors of the Proceedings and the Faculty of Philosophy in Nish, I have analyzed thesubmitted manuscript and hereby submit my REVIEW of the manuscript

**Teaching Languages and Cultures: Developing Competencies, Re-thinking Practices**

Edited by Nina Lazarevic, PhD, prof. Tatjana Paunovic, PhD and LjiljanaMarkovic, MA

This manuscript is a proof that the series titled *TEACHING LANGUAGES AND CULTURES* prepared (published) by the Faculty of Philosophy, the University of Nish, is steadily developing and that the editors of the series are establishing a tradition ofhigh-quality international conferences which result with Proceedings of high value. This manuscript is the latest in the line of the important manuscripts on the relation between language and culture. Both terms *language* and *culture*are very dynamic and hard to be defined, their relationship even more challenging to be fully explored. Williams (1976) stated, “Culture is one of the two or three most complicated words in the English language”. Byram (1989) agreed, saying, “Definitions of ‘culture’ particularly in anthropology are notoriously difficult...”

But, the contributors to the Proceedings were brave enough to try to tackle the above-mentioned complexity. The papers they submitted are grouped into five thematic parts which address various aspects of teaching foreign language learning and culture.The first section titled, *Teacher Education*, includes six papers. The authors discuss a variety of relevantconcepts such as1) the use of Lesson Study (LS) as a developmental tool in English as a foreign language; 2) alternative approaches to assessment in the form of Integrated performance assessment (IPA) that hasbeen proven as a successful method in the U.S.; 3) EFL teachers’ feedback on student writing in a Greek context;4) cultural and linguistic approaches to motivating students to discuss their emotions; 5) teaching communication skills to teachers and 6) teaching gender in EFL university contexts. Results from these studies clearly show that the experiences of the usedalternative teaching methods were positive and should be implemented more in our classrooms since they offer huge potential for teacher development.

The second section *Teaching Language Skills*presents three papers which explore the integrated skills; specifically, issues such as listening, speaking and vocabulary strategies among EFL learners, practicing reading comprehension and teachers’perceptions of English reading instructions in Norwegian schools. The authors emphasize the importance of raising students’ awareness and helping them broaden their strategic repertoires, as well as helping them become more effective guessers when learning new vocabulary. It is valuable to read that in developed educational systems such as the Norwegian educational system there is still a need issues such as lack of time and proper materials to be re-addressed.

The third section *Intercultural Communicative Competence in Foreign Language Teaching* presents two appears in which the author of the first paper carefully addresses interculturalcompetencethrough process drama in EFL teacher educationby trying to answer the question whether process drama fosters empathy and multiperspectivity as components of IC. The second paper describesthecontent of the cultural resources in a textbookfor learning Norwegian as a second language “Påvei”.

The forth section, titled *English for Specific Purposes*, includes five papers in which the authors explore relevant concepts ranging from ESP in the digital age, error analysis and needs analysis in ESP courses to evaluation of EFL classroom reading activities. Results point to the need of new approaches to ESP methodology courses and the facts that ESP instruction should not be based solely on explicit vocabulary teaching and learning, as well as that specific reading tasks enhance language competence, help improve writing, and boostmotivation for more reading.

I feel that the fifth and sixth sections could be combined since they address issues of similar nature and importance. The sections are titled *Teaching Foreign Languages* and *Rethinking Foreign Language Practice s*and present two papers each. It is valubale to mention that in these last parts issues related to the Slavic languages are addressed, which provide us with good insights into the language features of Finnish and Hungarian which appear strange for Slovak and Serbian students. It is of great importance to learn from these Proceedings that the Slavic studies are being reinvented in Germany, at the Humboldt University, which gives hopes for this “orchid discipline” to flourish. In regard to foreign language acquisition, the author of the final paper analysed the time a Serbian exchange student who goes abroad needs to master the target language and becomes able to fully participate in all school activities in the target language. The scope of the manuscripts published in this series titled *Teaching Languages and Cultures* broadens every year. Such an example for this year’s Proceedings is the inclusion of a paper on argumentative writing which shows how a complex theory can be put in practice and become a very useful tool in second language acquisition.

This collection ofselected papers addresses relevanttopics of thecurrent theory and practice of foreign language teaching and acquisition in relation to cultureand intercultural communicative competence. The brave attempts of the authors prove the need to define and utilize one of the most complicated concepts – *CULTURE.* The mix of qualitative and qualitative studies on variety of phenomena makes this manuscript a wonderful contribution to the field of Applied linguistics.

Taking all these facts into consideration, I recommend the manuscript **Teaching Languages and Cultures: Developing Competencies, Re-thinking Practices**for publication and am fully aware that the contents will be beneficial and inspirational both for current and future professors and students not only in Serbia but in a wider geographical context.

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Sincerely,

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