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To: The Scientific Council of the Faculty of Philosophy in Niš, Serbia

Re: Review of *What's so important about CLIL anyway? A practical guide for pre-service and in-service teachers of sciences and the English language* by Nina Lazarević

I am delighted to have the opportunity to write a review of the volume *What's so important about CLIL anyway? A practical guide for pre-service and in-service teachers of sciences and the English language* by Nina Lazarević. The book contains comprehensive theoretical and practical support to English language teachers working in CLIL contexts. One could argue that the usefulness of the volume extends to teachers working in other contexts, such as General English or English for Specific purposes, the underlying principles of learning being very much the same.

The book looks at relevant theories of how learning takes place, foregrounding collaboration and discovery via active involvement if long-term language and content retention is sought. The Vygotskian principle of scaffolding knowledge via interactions with more experienced others appropriately resonates throughout the book. The importance of motivated and motivating learning is also a recurring theme in the text, as most of the practical teaching suggestions are meant to do exactly that: attract and hold the learners' attention, allowing them to experience the rewards of involved learning and hopefully engage in autonomous quests for knowledge in the future, relying less on the teacher and more on themselves.

The practical manifestations of the theories as evidenced in the numerous teaching tips suggest solid research and ample practical experience on the part of the author accumulated over the years – all useful content generously shared with readers.

Planning and materials design are also usefully highlighted, especially the latter, seeing as (a) there is currently access only to a limited range of good quality materials and (b) it is good practice for teachers to improve their planning and materials development skills if they are to offer personalised learning opportunities for their learners.

The section on assessment is as informative and engaging for teachers(-to-be), especially with the separate focus on assessment for learning, self- and peer assessment, worked through both theoretically and practically.

The reflective tasks interspersed throughout the sections of the book are carefully thought-out to activate teachers' existing knowledge and scaffold new learning.

For the above reasons, this book is likely to be a very useful repository of knowledge, ideas and advice for new and practising teachers alike.

Yours faithfully,

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