

A Competent English Language Teacher in Bosnia and Herzegovina: A Lifelong Journey

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ABSTRACT

This paper tries to propose a holistic approach to the areas of competences within which English language teachers to very young, young and teenage learners in Bosnia and Herzegovina should professionally evolve. The defined areas from subject specific to educational and life-long learning competences, with special attention given to intercultural communicative competences, and thus shifting away from merely focusing on the linguistic skills and broadening the scope of skills relevant for a competent 21st -century teacher. Such a holistic approach aims to raise the awareness of the roles and accountability of all institutions responsible for the individual integral parts of teacher education (from the beginning steps in pre-service to life-long, in-service teacher training programs). The defined competences point to the necessity of the mutual collaboration and orientation of all institutions responsible for professional teacher development to work towards the common goal, which should be to achieve and nurture high levels of professional commitment and excellence, pedagogical and psychological knowledge, intercultural competences, and motivation for life-long learning.