

**University of Sarajevo
The Faculty of Philosophy
Department of English Language and Literature**

**MASTER'S THESIS in
English Language Teaching Methodology**

**ATTITUDES, EXPERIENCES, AND COMPETENCE OF
ENGLISH LANGUAGE TEACHERS IN INCLUSIVE
CLASSROOMS**

*(Stavovi, iskustva i osposobljenost nastavnika engleskog jezika
za rad u inkluzivnim razredima)*

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I ABSTRACT

The main goal of this paper was to investigate whether English language teachers and student teachers at the Department of English language and literature have positive experiences and attitudes towards inclusive educational policies. Furthermore, the goal of the conducted study presented in this paper was to analyze whether the participants are confident in their competencies to teach in an inclusive classroom. Thus, this research was aimed to investigate possible challenges in the implementation of inclusive education in Bosnia and Herzegovina and to illustrate the quality of education for students with special educational needs in the country. The purpose of this paper was to raise awareness about the importance of adequate implementation of inclusive education in order to ensure all children the fundamental human right – right to education. The teachers are at the forefront of turning every classroom into inclusive one and their teaching skills, knowledge and motivation are their main tools. Thus, the first step in achieving inclusiveness is to equip teachers with these necessary tools in the teacher training departments at the university level.

The theoretical section of this paper provides a detailed analysis of special educational needs. It describes the treatment of people with disabilities through history and analyzes the phase in the treatment of people with special educational needs in the educational system of western countries. Furthermore, the section analyzes what special educational needs mean for an inclusive educational system and explains the essential difference between achieving equality and equity in an inclusive classroom. Relying on the works of Farrell, Wood, and Lowe, the paper explains what is needed to provide students with special educational needs with equal educational opportunities. Moreover, the paper examines the situation in the educational system of Bosnia and Herzegovina, the pre-service teacher education and training in the country and the quality of the implemented inclusive educational policies. The experimental section of the paper contains detailed explanations of research methodology, the results of the conducted research and the analysis of thereof. The participants of the research were English language teachers employed in schools in Bosnia and Herzegovina, and student teachers at the Department of English language and literature, Faculty of Philosophy, University of Sarajevo - teaching line of study. During the month of April, the participants were asked to complete questionnaires aimed to analyze their attitudes, experiences, and competence in inclusive education.

KEYWORDS: *special educational needs, inclusion, English language teachers, Bosnia and Herzegovina*

II SAŽETAK

Osnovni cilj ovog rada je bio ispitati imaju li nastavnici Engleskog jezika i studenti nastavničkog smjera na odsjeku za engleski jezik i književnost pozitivna iskustva i stavove prema inkluzivnim obrazovnim politikama. Nadalje, cilj provedenog istraživanja predstavljenog u ovom radu bio je analizirati da li su sudionici istraživanja sigurni u svoje vještine podučavanja za rad u inkluzivnom razredu. Dakle, cilj ovog istraživanja bio je ispitati moguće izazove u provođenju inkluzivnog obrazovanja u Bosni i Hercegovini, te ilustrirati kvalitetu obrazovanja učenika s posebnim potrebama u državi. Svrha ovog rada je u širenju svijesti o važnosti pravilne implementacije inkluzivnog obrazovanja, kako bi svoj djeci osigurali osnovno pravo – pravo na obrazovanje. Nastavnici su prvi ti koji bi trebali raditi na tome da svaki razred postane inkluzivan, a njihovi glavni alati su njihove vještine podučavanja, znanje i motivacija. Prema tome, prvi korak ka ostvarivanju inkluzije je u opskrbljivanju nastavnika s ovim neophodnim alatima pri nastavničkim odsjecima na univerzitetskom nivou.

U teoretskom dijelu rada data je detaljna analiza posebnih obrazovnih potreba. U ovom radu opisano je tretiranje ljudi s poteškoćama kroz povijest, te su također analizirane faze postupanja s ljudima s posebnim obrazovnim potrebama u obrazovnim sustavima zapadnih zemalja. Nadalje, ovo poglavlje analizira što posebne obrazovne potrebe znače u inkluzivnim obrazovnim sustavima te objašnjava ključnu razliku između jednakosti i pravičnosti u inkluzivnim razredima. Oslanjajući se na radove Farrella, Wooda i Lowea, u radu je objašnjeno što je potrebno za pružanje jednakih obrazovnih prilika učenicima s posebnim obrazovnim potrebama. Nadalje, u radu je prikazana analiza obrazovnog sustava Bosne i Hercegovine, obrazovanja i osposobljavanja budućih nastavnika i profesora, te kvalitete provedenih inkluzivnih obrazovnih politika. U istraživačkom dijelu rada nalazi se detaljan pregled metodologije istraživanja, rezultati provedenog istraživanja kao i analiza istih. Sudionici istraživanja su bili nastavnici engleskog jezika koji rade u školama u Bosni i Hercegovini, i studenti nastavničkog smjera na odsjeku za engleski jezik i književnost, Univerziteta u Sarajevu. Tijekom mjeseca travnja, sudionici istraživanja su ispunili ankete kako bi se ispitali njihovi stavovi, iskustva i stručnost za rad u inkluzivnom obrazovanju.

KLJUČNE RIJEČI: *posebne obrazovne potrebe, inkluzija, nastavnici engleskog jezika, Bosna i Hercegovina*

1. INTRODUCTION

Before the Salamanca Statement and Framework for Action on Special Needs Education by UNESCO in 1994, inclusive education was just wishful thinking, a utopian idea. Before this important document, many educators, researchers, and advocates for human rights have voiced their disagreements with the poor education that was provided for students with special educational needs. Nevertheless, until the World Conference on Special Needs Education: Access and Quality in 1994, students with special educational needs had the right only to share the same classrooms with other students. However, the quality of teaching and educational process was questionable. Namely, students with special educational needs were provided with the same teaching methods, activities, and materials as all other students (Montaño Moreno, 2012, p.79). In other words, their uniqueness and need for an individualized teaching approach were overlooked.

After the Salamanca Statement and Framework for Action on Special Needs Education, many developed nations have adopted inclusive policies in the educational system. However, in developing countries the process of transition from the phase of integration to inclusion has been slow. One such country is Bosnia and Herzegovina. Even though the country has gone through the educational reform in 2002 when the inclusive policies were adopted, the real implementation of the same is debatable. The reason behind this is in the insufficient state funding of public schools, poor architectural planning which limits the access to schools for students with disabilities, and the inadequate teacher training and education at the state's universities (Fond otvoreno društvo Bosna i Hercegovina, 2013, pp.5-6). The results of research conducted in 2008 by UNICEF and Save the Children UK, showed that many teachers feel incompetent to teach in inclusive classrooms. For example, a teacher stated the following

We lack education... We have to know how far we can and should go with these children... and we should know how to do it, because we want to help those children. (UNICEF and Save the Children UK (2008) as cited in Fond otvoreno društvo Bosna i Hercegovina, 2013, p.5)

Thus, many teachers in the country are forced to teach students with special educational needs without having necessary teaching materials, devices and knowledge. Thus, the victims of such educational system are teachers, students with special educational needs and their parents. In this chaos, those who endure the most suffering are for sure students with special educational needs who not only feel rejected and mistreated but are also overburdened with inadequate teaching in

schools. Their future is bleak in the society that does not pay attention to their needs and their uniqueness. How could they possibly achieve more in their educational and professional lives if they are provided with poor education from the first days in schools? How can they develop emotionally and socially if those who are supposed to cater to their needs are not educated enough to even understand their needs? It is not possible to foster individuality while at the same time treating all children as if they are all the same. Therefore, the goal of inclusive education is not equality but equity and providing all students with equal opportunities.

Besides *Introduction* and *Conclusion and Final Remarks*, this paper consists of three major chapters. The second chapter titled *Special Educational Needs* concerns with explaining special educational needs, describing the treatment of people with disabilities through history and the position of students with special educational needs in the educational system of western countries through history as analyzed in the works of Cipani, Rose et al, and Teodorović. Moreover, it relies on the works of Farrell, Wood, Lowe, and Haight to describe main ideas behind the philosophy of inclusive education, the difference between equality and equity, and explains what elements need to be fulfilled in order to provide all students with equal educational opportunities. Furthermore, the paper examines the educational system of Bosnia and Herzegovina, and the quality of the implemented inclusive educational policies through the findings of the previously conducted studies presented in the paper *Od segregacije do inkluzije* and in the works of Demirović, Dizdarević, Mujezinović et al.

The third chapter of the paper titled *Education in Bosnia and Herzegovina* describes the educational system of the country and its multilayered divisions. Furthermore, it deals with the educational reform, which occurred in 2002, the implementation of inclusive education in the country, and the pre-service teacher education and training in the country. In addition, the chapter explains the research problem and the purpose of the study. The last major chapter before *Conclusion and Final Remarks* is titled *The Study on the Attitudes, Experiences, and Competence of English Language Teachers in Inclusive Classrooms* and it presents the results, analysis and comparison of the two surveys conducted during the month of April.

The main goal of the research presented in this paper was to collect and analyze the opinions, experiences, and attitudes of English language teachers and student teachers at the Department of English language and literature towards the inclusive education. Therefore, the study was aimed

at analyzing the quality of inclusive education in Bosnia and Herzegovina and how far has come to the implementation of inclusive education policies in the country.

The participants of the study completed questionnaires containing both open-ended and close-ended questions regarding their attitudes towards the concept of inclusive education, experiences in teaching students with special educational needs, competencies for teaching in inclusive classrooms, and their satisfaction with the quality of teacher training for the inclusive educational system at the university level.

The results of the conducted research indicate that vast majority of participants are feeling incompetent to teach in an inclusive classroom and believe there should be a course dedicated specifically to inclusive education and special educational needs in the teacher training departments at the universities. Furthermore, the study showed that many schools are still poorly equipped with necessary technological devices and teaching materials, and have limiting physical barriers for students with disabilities. The teachers expressed their dissatisfaction with the curriculum for schools in Sarajevo, the number of students in inclusive classrooms, and the lack of teaching assistants. Thus, the results of the conducted study indicate that there is a long way to go before inclusive educational policies truly come to life in Bosnia and Herzegovina. On a positive note, it is important to take into consideration the significant improvement of the educational system in the country that has occurred during the past 10 years.

2. SPECIAL EDUCATIONAL NEEDS

The treatment of people with special needs in the educational systems of western countries has changed several times from the period of exclusion, segregation, integration to inclusion. After centuries of institutionalized discrimination against people with disabilities, western countries began to raise awareness about the unethical treatment of people with special needs in the educational system and society in general. Decades later, the treatment of students with special educational needs is far away from the initially planned inclusiveness in its full sense. The first step towards creating a conducive and welcoming learning environment in inclusive classrooms is to provide students with special educational needs with well-educated, trained and motivated teachers. Every teacher in an inclusive classroom needs to be aware of the variety of special educational needs and the way they influence a student's learning and behavior.

2.1. What Are Special Educational Needs (SEN)?

Frederickson and Cline define special educational needs as an “individual deviation from normal expectation on significant difficulties in learning compared to the majority of children of a given age” (as cited Hassanein p. 23). Shortly, students with special educational needs are those students who have certain learning difficulties. Learning difficulties can range from physical disabilities, mental, behavioral, social and emotional difficulties, speech and language impediments, sensory impairments as well as extraordinary intellectual giftedness.

Education and medicine specialists differ between special educational needs based on the objective criteria (e.g. Tourette syndrome) and special educational needs diagnosed based on subjective criteria (e.g. behavior difficulties). Therefore, a “risk of social bias affecting the processes of identification and assessment will be greater when teachers and other professionals are working with children in the second ‘non-normative’ category” (Tomlinson, 1982 as cited in Frederickson and Cline, 2002, p.7). Table 1 presents definitions of some of the most common special educational needs such as dyslexia, dysgraphia, dyscalculia, dyspraxia, ADD, ADHD, autism specter disorders, Down syndrome, Tourette's syndrome, visual and hearing impairments.

Table 1 – Definitions of most common special educational needs (Lowe, 2016, p.23)

Special educational need	Definition
Dyspraxia	a disorder which affects physical coordination
Dyslexia	a disorder which affects reading skills
Dysgraphia	a disorder which affects writing skills
Dyscalculia	a disorder which affects arithmetic skills, also known as “math dyslexia”
Auditory processing disorder	a disorder which affects the recognition and interpretation of sounds
ADD	attention deficit disorder
ADHD	attention deficit hyperactivity disorder
Autism specter disorders	a range of developmental disorders which affect social and behavioral skills
Down syndrome	a genetic disorder which can affect physical and mental abilities
Tourette’s syndrome	a neurodevelopmental disorder characterized by motor and vocal tics
Visual impairment	vision conditions such as nearsightedness, farsightedness, blindness
Hearing impairment	a partial or complete hearing loss

Even though all students can benefit from being provided with an individualized teaching approach, students with special educational needs specifically require an additional or different form of help in order to achieve their maximum potential in education. Warnock (as cited in Lowe, 2016, p.23) states that "one of the inadequacies of many official pronouncements about special educational needs is the habit of treating all special needs as much the same, as if students' problems were capable of being tackled in the same way". For instance, a student with dyslexia has different learning difficulty than a student with hearing impairment and as such, both should be provided with different teaching methods in accordance with their needs. In order to adjust

teaching methods and materials for each student with special educational needs, a teacher must first learn about a student's learning difficulty.

However, it is important to distinguish between special needs and special educational needs. Students with special needs are those who 'come from a social group whose circumstances or background are different from most of the school population' (Frederickson and Cline in Vickerman, 2009, p.12). Therefore, students who belong to vulnerable and disadvantaged families or are a part of minority communities but do not have any learning disabilities are considered to be students with special needs. Inclusive policies support not only the inclusion of students with learning difficulties but also the inclusion of students with special needs.

2.2. Treatment of People with Disabilities Through History

Throughout history, people with disabilities were, to say the least, marginalized in almost every society. Ennio Cipani in his book *Transitioning Exceptional Children and Youth into the Community* outlines the following seven distinct phases of treatment of people with disabilities:

- 1) The era of extermination
- 2) The era of ridicule
- 3) The era of asylum
- 4) The era of hope for education
- 5) The era of disillusionment
- 6) The era of integration
- 7) The era of technology (Cipani, 1988, p.5)

In the Ancient Greek and Roman Empires, it was believed that people had disabilities as punishments by gods for their wrongdoings. As a result of such thinking began the era of extermination during which people with disabilities were rejected from not only the society but as well from their own families, and even killed. The following quote from the book on *Disabilities in Roman Antiquity* illustrates how people with disabilities were treated during the era of extermination:

In ancient Greece and Rome, the mentally handicapped were treated as objects of scorn and persecution . . . and in ancient Rome it is alleged that children who were blind or deaf or

mentally dull were thrown into the Tiber by their parents to relieve themselves of the burden of support. (Rose et al., 2013, p.21)

Later on people with disabilities were the lowest class in society and as such were treated as objects of ridicule. In this era of ridicule, people with disabilities were considered and used as court jesters, clowns, fools etc.

With the rise of Christian philosophy during the Middle Ages, the overall acceptance of people with disabilities was a result of Christian belief that all people are children of God. Therefore, people with disabilities were not killed nor were their deformities cause for ridicule. However, they were still marginalized in the sense of social segregation. In other words, it was believed that being separated from regular life and being treated in asylums was in their best interest (Cipani, 1988, p.6).

In the late 18th century began the era of hope for education for people with disabilities. The era started with the attempt of a French physician, Jean Marc Gaspard Itard, to educate a feral child, Victor of Aveyron. Itard published numerous research studies in which he stated that Victor showed certain progress in learning how to speak and express emotions. Consequently, schools for deaf and blind people were getting open in Europe as the “philosophy that a ‘cure’ was possible and that through training, handicapped individuals could become ‘contributing members of society’ ” (Cipani, 1988, p.7).

During the mid-1900s, people with disabilities were getting more and more integrated into mainstream schools with the belief that people with disabilities will adjust their behavior to match the behavior of their healthy peers. However, there was little to no individualized teaching programs used for teaching individuals with learning disabilities.

The prevailing philosophy in the era of technology was still that of ‘normalization’ of people with disabilities through community integration. However, there was a need to develop “long-term strategies for maintenance of social skills and adaptive behaviors in the natural environment,” (Cipani, 1988, p.9).

Taking into consideration the changes made in the treatment of people with disabilities during these 7 eras, it is safe to say that the biggest improvement of the position of people with disabilities in the society occurred in the second half of the 20th century. Concepts based on the

idea of equality, like integration and inclusion, rose to prominence due to the spreading awareness of the universal human right to education in western countries.

2.3. Treatment of Special Educational Needs Through History

In the history of educational systems in the world, there were a couple of phases characterized by distinctive treatments of diversities among children, especially of children with disabilities. The first of these phases was legally enforced segregation during which children with disabilities were excluded out of the regular educational process in mainstream schools. This phase was based on the so-called medical model of rehabilitation of children with disabilities. The medical model of disability perceived a child with disabilities primarily as an issue for the society and thus had for the main goal to change i.e. to “normalize” the child so that he or she could better fit in the society (Cole, 2002, p.119). In order to achieve this goal, various methods and special institutions were formed and used to reduce the frequency and intensity of undesired forms of behavior in a child with disabilities (Kolar, 2017, pp.24-25). If these attempts were successful at the end of the treatment, a child was granted the right to attend special schools. In case when the results of the process of “normalization” were not as successful, a child was being permanently excluded from the society and institutionalized (Zrilić, 2003, as in Kolar, 2017, p.25). In case of any of these two outcomes, a child with disabilities bore negative consequences. Institutionalization of a child furthermore lowers the child’s social competences. Moreover, it often causes depersonalization in the child and provokes his or her aggression due to the poor quality of care provided in such institutions (Teodorović et al., 1994, and Škrinjar, 1989, as in Alfiev, 2000, p.10). Even those children who were put into the so-called special schools were not getting any better treatment in terms of having their needs met adequately (Alfiev, 2000, p.10). Such exclusion of children with disabilities prevented them from establishing crucial social relationships with other children and peers from their surroundings. Furthermore, the quality of their education was significantly inferior to the quality of education provided in mainstream schools. Consequently, a child taught to perceive segregation as the only possible way of living is much more likely to live and socialize with the members of segregated communities (Alfiev, 2000, p.11).

During the 1960s, the awareness of ethics and human rights spread in western societies. Consequently, the need for the critical analysis of segregation, as the fundamental model of education for a group of people, increased. First changes occurred in the form of the abolishment

of segregation of children based on their racial, cultural, religious, financial and linguistic background. Until this point in time, many healthy children in some western countries, e.g. the USA, were segregated and treated as having disabilities due to their cultural diversity (Save the Children, 2005, p.25). The first step towards accepting and understanding diversity was made by integrating those children in the educational systems. Nevertheless, children with disabilities had to wait for a few more decades to pass in order to get the same rights.

The process of deinstitutionalization of children with disabilities, i.e. the process of integrating them in the community life, emerged in different countries with varying intensity during that period. The actions taken in the process of deinstitutionalization are known under the umbrella term of integration (Teodorović, 1997). Therefore, integration is the process that focused on the idea of helping children with disabilities and improving their position in society. The main idea of the integration was to remove every form of segregation and to change social relations.

Nowadays, in the context of educational policies, the term “integration” is still frequently used for what is actually the process of “educational inclusion”. Therefore, it is important to make a clear distinction between the two terms. Integration has at its core the idea of integrating of all children in the process of education. However, it did not focus on including all children in the educational process. This meant that children with developmental disabilities within an integrated classroom shared the same space and teaching activities with other children. However, the teaching methods, activities, and materials were more often than not planned and created for teaching children without developmental disabilities. Therefore, children with disabilities in an integrated classroom were not provided with the equal opportunity to learn, actively participate in the educational process, assume responsibilities, make decisions, and improve their cognitive, affective and social skills (Zrilić, 2013, p.144.). On the contrary, even though the main idea behind integration was to overcome the limitations of the medical model of rehabilitation, integration was in some way an extension of the medical model. As such, integration presented only one, but crucial, step forward in the transition from the backward system of segregation towards the more modern phase of accepting differences, i.e. towards the inclusion.

The educational system of Bosnia and Herzegovina has also undergone the shift from the integrative to inclusive policies. Following the reform of education in Bosnia and Herzegovina, the European Union financed the publishing of the Draft Guidelines for School Development in

which the implications of integrative and inclusive policies for classrooms were discussed. The following quote compares the inclusive educational policies with the integrative ones by saying:

Traditionally, integration is perceived as the period of time that a student spends in one situation together with students without developmental disabilities. But the deeper meaning of the integration can be found in the term of inclusion – including, belonging or unity. It is not a matter of accommodation. It is a philosophy that states: classrooms and communities are not complete as long as all their members are not welcomed in them. (Nacrt smjernica za razvoj škole, 2005, p. 35)

Therefore, inclusion is a philosophy that shares some of its principles with the ethical theory of human equality, i.e. egalitarianism, primarily by recognizing that all people deserve to have equal rights and opportunities. Nevertheless, inclusion does not intend to erase differences but to accept, understand and celebrate the diversity and uniqueness of each person. This symbiosis of equality and diversity can be vividly illustrated by the following quote:

We are born equal but different. Regardless of our gender, appearance, health or meaning, we are born as a part of one community. It is important to accept the fact that normal society is characterized by diversity and multiplicity – not by uniformity and sameness. However, the reality showed that children and adults whose needs differ from those of the majority spend most of their lives segregated because of many unjustifiable reasons (Skjorten, 2000; as cited in Borić and Tomić, 2012: p. 77).

In this precisely lies the value of inclusion as a philosophy. It fosters in us general tolerance towards individual differences and needs, enriches our experiences, broadens our knowledge and contributes to the overall development of humanity. However, it is incorrect and incomplete to say that inclusion is just a philosophy, ideology or policy because it embodies its true meaning within the conceptual framework of education, or to be more precise through practice and experience in education. If we consider education as one of the fundamental human rights, inclusion is then a right, not a privilege, of every child as it is based on accepting, respecting and appreciating differences of all students in an educational system. Realization of inclusive education is thus socially and pedagogically essential and it entails:

[...] the ability and responsibility of an educational institution to provide quality education for all children, regardless of their differences; it entails that all children are different and that the educational institution and the educational system should adjust in order to meet the needs of all students; it emphasizes the openness of the educational institution for every child that, regardless of any his or her characteristic, becomes a part of a learning community, and does not refer only to those who consider themselves as different for any reason; it entails the acceptance of difference among children as a resource and not as an obstacle in the process of learning and teaching. (Kafedžić, 2015, p. 10).

Based on the aforementioned it can be concluded that the educational inclusion is indeed a complex process which involves the fulfillment of two propositions, the objective and subjective implications (Demirović, Memišević, Hadžić i Arnautalić, 2015, p.81). Objective implications of educational inclusion are fulfilled through numerous factors such as the architectural, physical adaptation of schools, individualized curriculum created in accordance to students needs and abilities, how well a school is equipped with modern technological devices and with additional assistant didactic tools, adequate number of employed qualified personnel, including not only teaching staff but also defectologists, pedagogues, and teaching assistants, the optimal number of students per class which is necessary for the conducive learning process, etc. This type of implications is easier to be fulfilled since it primarily requires financial investments of national competent authorities for the proper implementation of inclusive educational policies.

The subjective implications refer to the participants of the inclusive process such as teachers, students, school principals, parents, etc. However, in order to fulfill subjective implications of inclusive educational policies, it is necessary to provide adequate conditions for high-quality education and that is a lot more difficult to achieve. Some of the most important elements of subjective implications are teachers since they as the direct leaders and performers of a teaching process have the primary role in the successful implementation of inclusion (Demirović, Memišević, Hadžić i Arnautalić, 2015, p.81). In order to properly implement inclusive policies in their classrooms, teachers need not only adequate teaching tools and other resources but even more so they need appropriate teaching competencies which can be developed and acquired through training and education on the inclusion and on the various teaching methods for students with special educational needs. Therefore, the study in this paper focuses primarily on analyzing

teachers' attitudes, experiences and competences since they are the fundamental prerequisites of the successful implementation of inclusive policies, but also the best indicators of the current standard, degree and quality of the implemented inclusion within one community.

2.4. Special Educational Needs and Education

The goal of inclusive educational policies is in providing each child with equal opportunities to education regardless of their disabilities, race, gender, financial status or any other characteristic. Farewell explains that equal opportunities mean “the equality of access, equivalent experience, overcoming limitations or equality of outcome” (Farrell et al., 1995, p.81 as cited in Farrell, 2003, p.48).

The equality of access refers to providing students with the same learning opportunities. Farewell exemplifies this using a student with a visual impairment as an example saying that such student should be taught using Braille writing system in order to have the same learning opportunities as other students.

Equivalent experience refers to the need to provide each student, regardless of their differences, with equal opportunity to achieve their maximum potential.

‘Overcoming limitations’ is one of the most neglected aspects of equality in education. It refers to the need to overcome gaps in students’ knowledge, confidence, and motivation for learning which are results of inadequate previous education (Farrell, 2003, p.48). For instance, students with special educational needs may go through grades easily without being adequately taught and motivated to study due to prejudice that they are incapable of studying. Such students may lose motivation and confidence to study and have serious limitations in their knowledge.

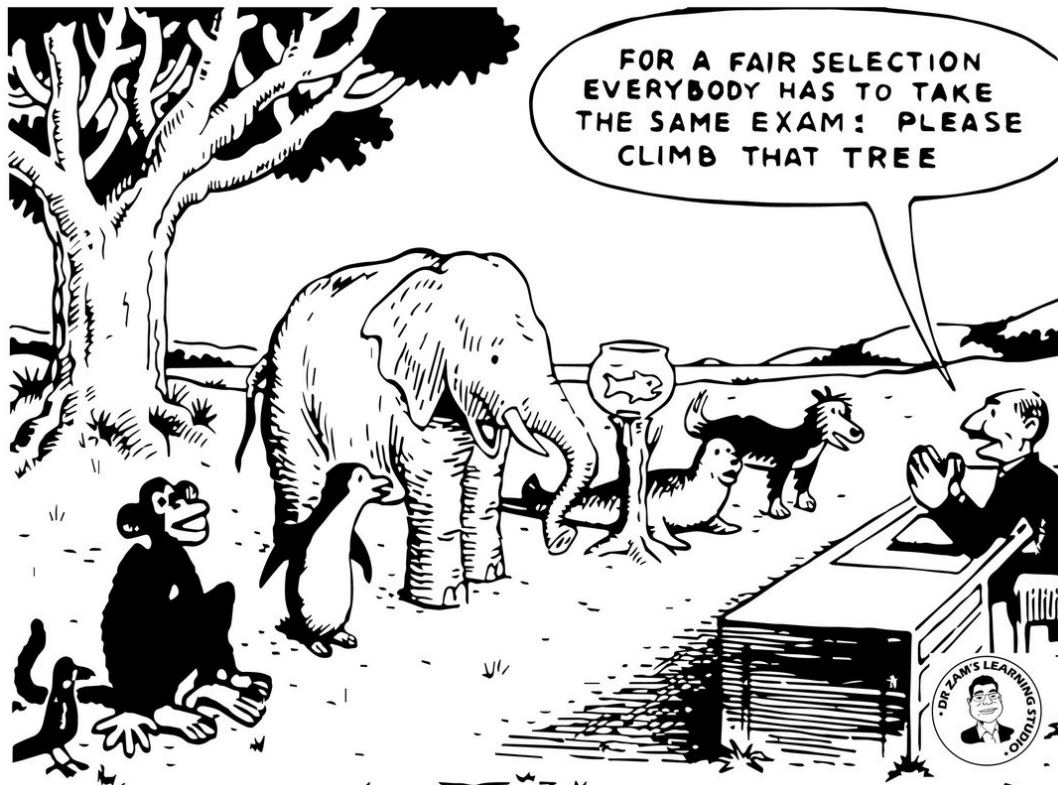
Equality of outcome refers to the need to help students with special educational needs to achieve equal results as other students. For instance, a student with visual impairment should not be expected to learn less than students without visual impairment but should be taught using adequate materials and techniques which will ensure that the child achieves an equal outcome as other students.

Unless teachers provide each student with equal opportunities to achieve their maximum potential, the overall development and knowledge of many children who have some form of special

educational needs will inevitably be hindered. The importance of providing each student with equal opportunities in inclusive classrooms can be illustrated with Albert Einstein's quote:

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid. – Albert Einstein

Picture 1 illustrates an educational system in which students do not have equal opportunities to achieve their maximum potential.



Picture 1 – Unequal Educational Opportunities (De Bruyckere, 2017)

Farwell lists the following seven conditions that need to be fulfilled in order to provide all students with equal opportunities:

- School aims and objectives
- Policies
- Staffing structures
- Curricular plans and organization
- Pupil groupings
- Pupil records

➤ Relationships within schools. (Farrell 1999, p.74 as cited in Farrell 2003, p.48)

The listed seven conditions for equal opportunities will certainly help in providing all students with equal treatment. However, it is important to bear in mind that equality without equity does not mean fairness, especially in the context of inclusive education.

2.5. Equality vs. Equity in Education

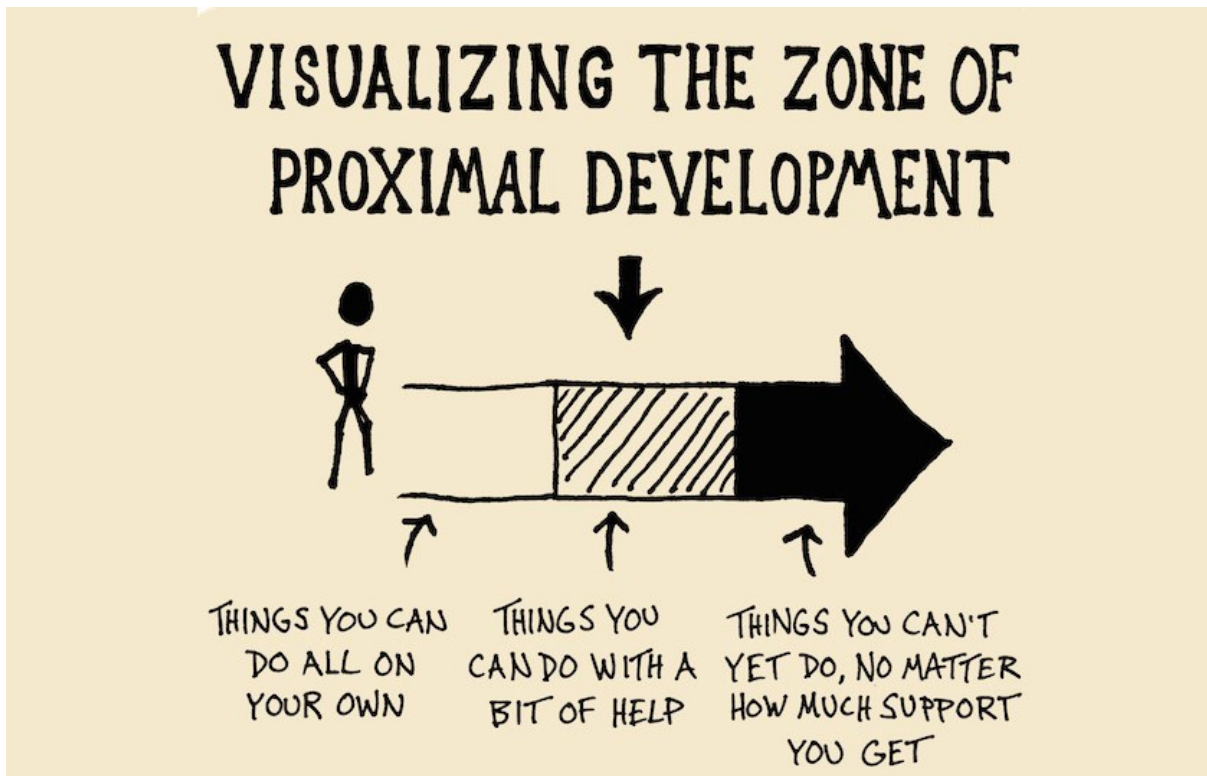
In accordance with the previously explained importance of providing each student with equal educational opportunities, it is important to clarify the difference between equality and equity in education and to notice their value for students with special educational needs. To explain both terms and their importance for the inclusive education, one needs to take into consideration terms such as fairness, sameness and justice.

It can often be heard that students and parents complain that teachers have to neglect some students in order to pay more attention to students with special educational needs in inclusive classrooms. The fact that students with special educational needs often need additional teaching materials, support, adjusted activities, curriculum, etc. can imply that inclusive education is not fair towards students without special educational needs. However, it is important not to forget that the main goal of education should be assisting all students in reaching their maximum potential. Namely, in the 1920s psychologist Lev Vygotsky introduced his theory of Zone of Proximal Development which he defined as

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

In order to help each student reach their maximum potential, teachers need to acknowledge that each student is working and learning at their own pace and needs a different amount of assistance as well as different tasks at some period in time in order to achieve educationally as much as they can. Therefore, in inclusive education, it would be ideal to provide students with tasks that are adjusted to their needs and current levels of knowledge and skills, even though those tasks may not be the same or equal they will be fair or equitable (Haight, 2019). Hence, the goal in an inclusive classroom is to bring out the best of each student and make each student work their hardest. The goal of education should then not be competition among students since each student

should be allowed to work at his or her own pace and thus compete only with themselves. Picture 2 illustrates Vygotsky's Zone of Proximal Development.

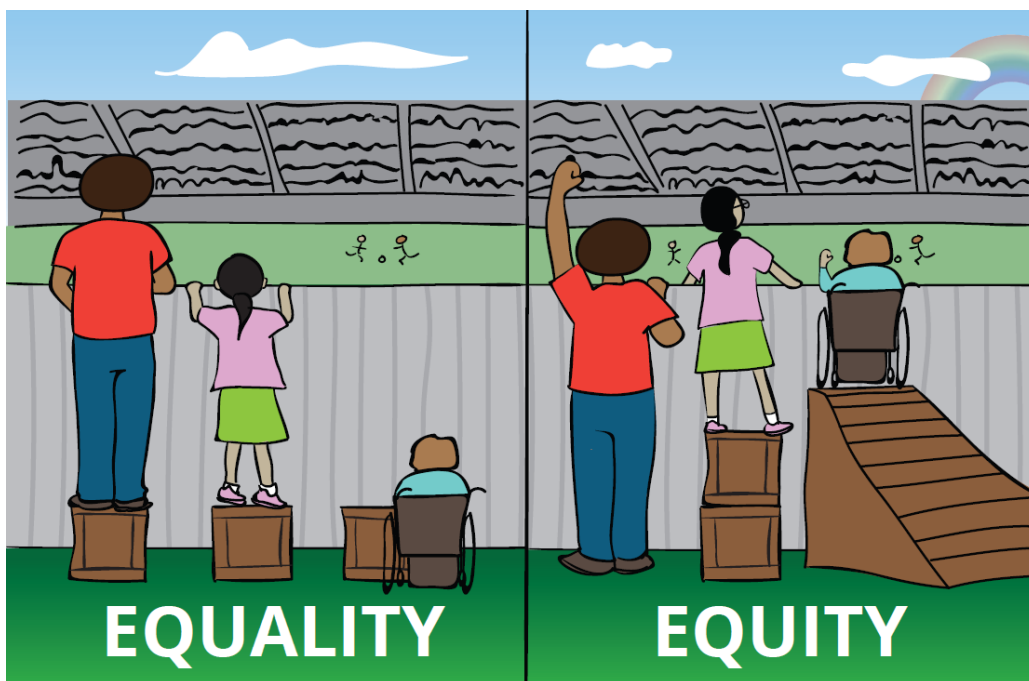


Picture 2 – The Zone of Proximal Development (Neill, n.d.)

Therefore, teachers need to adjust their teaching in the manner that would “enable [each] child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts” (Wood et al., 1976, p. 90). Hence, if while teaching one entire class of students teachers use the same teaching activities and methods for all students in the class we can say that students in that class are all in the equal position but not equitable since some activities are inevitably more conducive for learning of only some students in the class.

Nevertheless, many forget that each child is unique and as such needs a different amount of help and time dedicated to them to flourish and develop properly. This being said, it is easy to notice the contradictoriness between claiming that each child needs an individualized teaching approach and advocating for sameness in the teaching and learning process.

Therefore, in order to provide equal opportunities for each child to learn, grow and develop it is important to focus on equity rather than on equality. Teachers who are led by the idea of equality treat all their students the same, i.e. do not keep in mind the pace, rhythm or needs of each individual student but rather have same methods and expectations for all students as if they are all the same. Equality is in its essence a noble idea but if applied to a classroom experience then it does not provide equal opportunities for each individual in the classroom since all children, especially children with special educational needs, require individualized teaching approach and activities in order to improve their skills and broaden their knowledge. On the other hand, equity means providing each student with an equal opportunity to achieve a learning goal.



Picture 3 – Equality vs. Equity (Abdul-Kareem, 2018)

Picture 3 illustrates the difference between equality and equity. On the left side of the picture, three students are provided equal support to see the game; however, only one of them can properly use the given support in order to achieve the goal – to see the game. The other student is struggling with the given support in order to partially achieve the goal, while the last student has no use of the given support in achieving the goal. He or she does not need more of the same support but rather completely different form of assistance. Nevertheless, we can say that all three of them are treated equally but their positions are not just. On the right side of picture 3 we can see the benefits of equity. All three students are able to achieve the same goal provided that their needs are properly

met. Therefore, every child in an inclusive classroom can achieve the same goals but they need to be provided with an individualized form of support, help and materials.

2.6. Achieving Equity in an Educational System

In order to provide equal opportunities for each student it is important to create an equitable classroom. First, it is important to reduce physical barriers in schools so that all students have equal opportunities to access all parts of a school. For example, students with physical disabilities such as students in wheelchairs will need a wheelchair ramp or an elevator in order to get to the classrooms on the upper floors.

In 2008, the Organization for Economic Co-Operation and Development (OECD) outlined two aspects of equity in education. They named the first one *fairness* and it refers to reducing any potential educational obstacles stemming from personal and social aspects such as financial status, gender, race, ethnicity, religion, disabilities etc. The second aspect of equity in education is *inclusion* and it refers to “ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic.” According to OECD, these two aspects of equity in education are closely intertwined, i.e. “tackling school failure helps to overcome the effects of social deprivation which often causes school failure.” (OECD 2008, pp.2)

However, teachers do not have a lot of say when it comes to architectural barriers to education. Nevertheless, teachers are at the forefront of a much more important segment of education, i.e. of the teaching and learning process that takes place in a classroom.

2.7. Providing SEN Students with Equal Educational Opportunities

Considering the importance of providing equal opportunities for all students, it is important to discuss possible special educational provisions. According to the UK Special Educational Needs and Disability Code of Practice, special educational provision is “educational provision which is additional to, or different from, the educational provision made generally for students of the same level” (Lowe, 2016, p.24).

Special educational provision in the form of providing students with special needs with access arrangements “take the learner’s difficulty into account when assessments or learning tasks are performed” (Cambridge International, n.d.). Access arrangement refers to

- extending test-taking time
- giving more time for finishing assignments
- reducing the number of possible distractions in the classroom
- using Braille writing system for students with serious visual impairments (Malbogot, 2017)

Besides the aforementioned special educational provisions, teachers need to get familiar with the recommended teaching methods, techniques, materials and activities in order to support the learning process of students with special educational needs. Every child is unique and thus can benefit from the individualized approach. Therefore, there is no one-size-fits-all teaching method that can be equally as effective when teaching all students. This applies even more so when teaching students with special educational needs. Since students with special educational needs differ greatly among each other depending on what learning disability they have, there is no one specific teaching method, type of materials and activities that can be used for all students.

However, it is often recommended to use remediation strategies when teaching students with special educational needs. Remediation strategies are teaching and learning strategies through which teachers try to find alternative, more effective, way of teaching a certain lesson that a student has failed to acquire or has difficulties in following the pace of other students. Remediation teaching strategies are generally recommended for teaching all students in accordance with their needs and not only students with learning disabilities (Cambridge International, n.d.). However, it is especially beneficial for students with special educational needs when working on ‘overcoming limitations’ aspect of providing students with equal opportunities.

In order to provide remedial instruction to those students who need more help, it is important to first diagnose and analyze the problem. Using student portfolios is one of the best ways to track all students’ work, what they are good at and on which lessons they need to work more. After that, teachers should break learning units and tasks into smaller parts and use alternative instructional materials and strategies to reteach them. Picture 4 illustrates the use of multisensory teaching materials, i.e. the use of sand/sprinkles trays for tracing words and letters and the use of flashcards.



Picture 4 – Sprinkles/Sand Writing Trays (Miss Giraffe’s Class, 2015)

Some of the most frequently recommended teaching methods for students with special educational needs are those that include sensory and multi-sensory materials, kinesthetic activities, differentiated and scaffolding instructions. For example, teachers can use flashcards, realia, music, videos, sandboxes for letter tracing, and Total Physical Response (TPR) activities such as dancing, pointing, walking, miming, etc. Besides these, some cases require the use of additional teaching resources and strategies such as Braille writing system for visually impaired students, voice recognition software for students with serious speech impairments, reading software for students with dyslexia etc.

There are certainly a lot of great teaching techniques, software and materials for teaching students with special educational needs. However, issues can occur if the teachers are not familiar with them or educated and trained to use them adequately. Unfortunately, many schools all over the globe do not have needed teaching software since they can be expensive. Furthermore, teachers often need to pay teaching materials with their own money.

3. EDUCATION IN BOSNIA AND HERZEGOVINA

The educational system in Bosnia and Herzegovina is very complex in a sense that the political division in the country resulted in the separate implementation of educational reforms, differences in the adopted bylaws by administrative units, and three national curriculums. Therefore, this complex political situation in the country has a significant impact on the education, equal implementation of educational reforms and thus inclusive educational policies.

3.1. Educational System of Bosnia and Herzegovina

Due to the many political, social and economic struggles that the state has faced throughout history, education in Bosnia and Herzegovina is still very much traditional when it comes to the predominant teaching and grading methods. This traditional educational system leaves little to no room for providing students with individualized teaching approach according to their different strengths of multiple intelligences (Overview of Main Challenges in Primary and Secondary Education in BiH, 2016, p.7 and Ibrahimović, 2015, p.1). Even though attempts were made to bring up some changes, the educational system in Bosnia and Herzegovina has seen slow progress and implementation of European reforms and recommendations. Furthermore, as almost every system in the country, educational system is affected by the political and state division. Namely, the state consists of two entities: the Federation of Bosnia and Herzegovina (FBiH) and Republika Srpska (RS), and one district, i.e. Brčko District. However, the Federation of Bosnia and Herzegovina is even further divided into ten autonomous cantons that are also divided into municipalities. Republika Srpska is as well divided into municipalities. Each entity has its own president, government, parliament and assembly.

The educational system in Bosnia and Herzegovina consists of primary, general secondary or vocational and technical secondary, and tertiary education. Primary education lasts nine years, i.e. students age from 6 to 15 attend it. After finishing primary education, students choose between general secondary schools or gymnasiums, vocational and technical secondary schools. General secondary education lasts four years while vocational and technical schools tend to last from three to four years. Tertiary education is divided into three cycles i.e. undergraduate or the first cycle, graduate or the second cycle and a doctorate or the third cycle. However, the curriculum, textbooks, and the structure of the educational system differs largely in the two entities and even from one administrative unit to another.

The great political division within the state has a considerable impact on the implementation of any reforms adopted by the state. Namely, according to the Framework law, each administrative and territorial unit has adopted its own legal and sub-legal acts regarding the implementation of any reforms adopted on the national level (Fond otvoreno društvo Bosna i Hercegovina, 2013, p.3, 9). For instance, the change in the duration of the primary education from 8 to 9 years was unequally introduced in the entities as well as in the cantons of the Federation (Ibrahimović, 2015, p.1).

3.2. Inclusive education in Bosnia and Herzegovina

Educational reform in Bosnia and Herzegovina began in 2002 when numerous international documents promoting inclusive policies in education were ratified. Two years later, in 2004, the Framework Law on Preschool Care and Education in Bosnia and Herzegovina was passed. The Framework Law regulated that children with special educational needs have the right to attend mainstream schools and to study in accordance with the individual programs adjusted to their needs (Article 12). However, issues in the implementation of the aforementioned ratified documents emerged due to the numerous administrative divisions within the country. Namely, each territorial unit in Bosnia and Herzegovina has adopted its own legislative measures and bylaws that differ among each other in the means of planning individualized programs for students with special educational needs as well as in the procedures of their identification and categorization. Furthermore, the only administrative unit in the country, which has passed the by-law on the preschool care and education of children with special educational needs, is Brčko District (Fond otvoreno društvo Bosna i Hercegovina, 2013, p.4). Therefore, the quality of the implementation of inclusive policies in the educational system in Bosnia and Herzegovina depends on a student's place of residency.

The results of a study of Quantitative and Qualitative Monitoring of Inclusive Education in Bosnia and Herzegovina showed that there are numerous issues that hinder the proper implementation of inclusive policies into the educational system of the country. The study listed the following issues:

poorly concretized and insufficiently supported realization of inclusive education through legal documents; poorly defined and inadequately used terminology; architectural barriers; number of students in inclusive classrooms; lack of equipment and didactic teaching tools; poorly

prepared and trained teachers for teaching in inclusive classrooms; lack of cooperation with health education and social sector; poor level of cooperation between preschool institutions, elementary schools and high schools; negative and neutral attitudes of subjects of pedagogical praxis and of wider social community towards inclusive education; insufficient level of cooperation between families and school, and lack of professional teams and professional support (Kafedžić, 2009; Kvalitativni i kvantitativni monitoring inkluzije u osnovnim školama u Bosni i Hercegovini, 2009 as cited in Kafedžić, 2015, p.12).

Furthermore, prejudices and lack of general knowledge concerning the variety of possible special educational needs among citizens as well as among teachers and other school personnel present enormous obstacles towards the proper implementation of inclusive policies in the educational system of the country (Fond otvoreno društvo Bosna i Hercegovina, 2013, p.8). Inclusive education in the country is still primarily connected to the inclusion of children with some form of physical, mental, and/or intellectual disabilities. Rarely, inclusive policies are used to support children and youth belonging to minority groups e.g. Roma children or children belonging to vulnerable and disadvantaged families (Fond otvoreno društvo Bosna i Hercegovina, 2013, p.3). In order to create the individual program for a child, the child needs to be observed by logopedists, defectologists, educators, psychologists and doctors. However, that is not possible unless the child's parents give their permission to the professionals to observe their child. Unfortunately, due to the stigma that people with special needs carry in the country, many parents refuse to classify their children as such (Fond otvoreno društvo Bosna i Hercegovina, 2013, p.7). Furthermore, it is crucial to provide the necessary support to teachers working in inclusive classrooms in the form of teaching assistants. The country passed the law in 2011 that regulated that students with special educational needs have the right to have teaching assistants. However, years have passed until schools have employed first teaching assistants since they needed to go through required education and training programs. Unfortunately, almost a decade later many students with special educational needs are still left without necessary assistance in classrooms. Namely, for the school year of 2018/2019 only 19 teaching assistants were included in the mainstream schools in the Canton of Sarajevo (Počinje rad asistenata u osnovnim školama sa djecom s teškoćama u razvoju, 2018). The issue lies in the fact that many teaching assistants are not qualified for the position nor are permanently employed but are rather student volunteers who do not work every day with students with special educational needs (Mališević, 2017). Since many

student teachers struggle to find schools in which they would be accepted to complete the induction program needed to obtain the teacher licensure, there are non-governmental organizations that provide those students with the induction program if they agree to work not only as teachers but also as teaching assistants for a year. The overburden on new preservice teachers who lack necessary practical in-class experience as well as knowledge about special educational needs forces them out of the work field. Those teaching assistants who are employed for a year need to go through a three-month-long education of 80 hours. They need to have a degree obtained on the faculty of philosophy, faculty of medical sciences, academy of fine arts, or music academy, and similar (Asistenti/ce u nastavi, n.d.). The issue in teaching students with special educational needs is also in teachers' lack of teaching skills and knowledge about special educational needs. Since inclusive policies were introduced in the country for the first time only in 2002, many teachers with longer occupational records have never worked using individualized programs nor have gone through any educational trainings on teaching students with special needs during their academic education. On top of that, new generations of teachers are equally as clueless and inexperienced how to work with those students since teacher training programs on many faculties in the country completely neglect the topic.

3.3.Pre-service English Language Teacher Education and Training in Bosnia and Herzegovina

In order to enroll in bachelor studies, students have to finish their high school education and then, for some faculties, they are required to pass the enrolment exam. Therefore, the requirements needed to be fulfilled in order to enroll in bachelor studies are not unified at the state level (Čelebičić et al., n.d., p.9).

In Bosnia and Herzegovina, there are eight public universities, i.e. University of Sarajevo, University of Banja Luka, University of Tuzla, University of Zenica, University of Mostar, Džemal Bijedić University in Mostar, University of Eastern Sarajevo, and University of Bihać. Seven out of eight of these universities give future generations of students the opportunity to study at the department of English Language and Literature for 3 or 4 years and thus obtain the bachelor degree. After finishing bachelor studies in English Language and Literature, students can enroll in 1 to 2 years long master studies programs at the department of English Language and Literature, teaching line of study.

A significant improvement in the quality of the teacher-training program at the Department of English Language and Literature, University of Sarajevo occurred in the past 16 years. In 2003, Bosnia and Herzegovina signed the Bologna Declaration and thus “joined the higher education reform process in Europe, known as the Bologna Process, with the purpose of being included in the European Higher Education Area (EHEA) (Sphere, n.d.).” Furthermore, in 2007 the Framework Law on Higher Education in Bosnia and Herzegovina brought significant reforms in the higher education. The Framework Law set down Agency for Development of Higher Education and Quality Assurance and the Centre for Information and Recognition of Qualifications in Higher Education (Sphere, n.d.). The Bologna framework stipulated three cycles of higher education qualification. The implementation of Bologna principles of studying at the Faculty of Philosophy, University of Sarajevo, began in 2005 and it brought an important change to the Department of English Language and Literature, University of Sarajevo. Namely, students were given the opportunity to choose one of four new teaching lines of study in the second cycle, i.e. teaching, translation, literature, and linguistics (Odsjek za anglistiku, 2018). Nowadays, the teaching line of study at the Department of English Language and Literature, University of Sarajevo, provides five courses from the field of EFL teaching methodology (Teaching English to Young Learners of Preschool Age, English Language Teaching Methodology, Pedagogical Praxis 1, Novelties and Trends in English Language Teaching, and Pedagogical Praxis 2) and four more from the field of pedagogy, didactics, and psychology. At the “Teaching English to Young Learners of Preschool Age” course students work on understanding and acquiring the knowledge about the psychological, cognitive, and motoric traits of preschool children. Furthermore, students are taught which teaching methods, procedures, and activities are the most effective when teaching this age group. During the course of “English Language Teaching Methodology” students work on acquiring theoretical and practical aspects of teaching the English language to students in higher grades of elementary school and to high school students. The focus is on fostering the interactive teaching approach and understanding the pros and cons of various teaching methods. During the “Pedagogical Praxis 1” students teach two classes in front of their colleagues and observe each other’s teaching. For the “Pedagogical Praxis 2” students are required to observe classes in elementary schools and high schools in the city of Sarajevo and to conduct one class. Through pedagogical praxis, students practice and improve their teaching skills, and get the real classroom experience. In the “Novelties and Trends in English Language Teaching”, students organize

creative workshops with the aim to promote intercultural communicative competence (ICC) (Nastavni plan i program, 2013). However, there are no specifically designed courses on inclusive education and the complexity of special educational needs. Writing about the challenges in implementing inclusive policies in the educational system of Bosnia and Herzegovina, Demirović et al. stated that it is crucial to devote four semesters in the teaching departments at the university level on developmental difficulties and teaching methodology for students with special educational needs (Demirović et al., 2015, p.81). Unfortunately, the lack of teacher training specifically on this complex topic is not only an issue at the Department of English Language and Literature, but rather a universal case on all teaching departments at the University of Sarajevo. Analyzing the syllabuses of courses offered on all teaching departments at the University of Sarajevo, Kafedžić revealed that only one teaching department offers one elective course on the topic of inclusive education, i.e. the Department of Chemistry at the Faculty of Natural Sciences and Mathematics (Kafedžić, 2015, p.17).

Nevertheless, one of the major issues in pre-service teacher education and training is students' lack of practical classes and experiences during their bachelor and master studies since the state's Ministry of Education and Science does not provide needed support to teacher training programs at universities. The issue can be observed in the example of the Department of English Language and Literature at the University of Sarajevo. Namely, students completing their last year of bachelor studies have the opportunity to observe only 5 classes in public schools of Sarajevo and to teach one class of 45minutes together with their 2-3 other colleagues. During the master studies, future English language teachers studying at the University of Sarajevo are provided as well with only 5 classes to observe and 1 to teach, however this time they teach alone for 45minutes. Nevertheless, in order to provide the student teachers with more practical experience, university professors and teaching assistants organize one semester of practical classes during which student teachers and professors simulate the real-life in-class experience by imagining that colleagues are future school children. This illustrates the great desire and willingness of both university professors and students to work on producing the best future teachers who will be equipped with necessary pedagogical skills. However, other state's institutions like ministries and educational agencies fail to give their support and to organize more mandatory practical classes in public schools for future teachers.

After finishing university studies, either bachelor or master studies, pre-service English language teachers have to go through the teacher induction program for a year in order to be eligible to apply for the licensing exam. During that year, mentors are assigned to pre-service teachers and are required to help a pre-service teacher and to observe their classes. Pre-service teachers are as well required to attend and observe 10 classes conducted by their mentors. In order to become a mentor, a teacher needs to have at least 5 years' of work experience as a teacher. However, other mentor requirements and obligations are not clearly set nor is their realization surveilled. Therefore, the quality of mentorship and the teacher induction program varies from case to case and is not regulated on the state level (Čelebičić et al., n.d., p.9).

4. THE STUDY ON THE ATTITUDES, EXPERIENCES, AND COMPETENCE OF ENGLISH LANGUAGE TEACHERS IN INCLUSIVE CLASSROOMS

Teachers should be at the forefront of ensuring a high-quality education for all students in their classroom regardless of their differences. The quality of a conducted class greatly depends on a teacher's competence to implement proper teaching methods and activities as well as on his or her attitude towards the learning and teaching process that occurs in the classroom. Therefore, this paper presents the results of the study on the attitudes, experiences, and competence of English language teachers in inclusive classrooms.

4.1. Research Goals and Objectives

The aim of this research was to examine, analyze and conclude what attitudes and opinions English language teachers working in elementary schools in Bosnia and Herzegovina have on educational inclusion. In addition, the aim of the research was to investigate the teachers' opinion on the implementation of inclusive education policies in the country and on the quality of the university education and training of future English language teachers at the University of Sarajevo in preparing them to work in inclusive classrooms. Besides the aforementioned, the goal of the research was to compare and contrast the opinions of student teachers at the University of Sarajevo and currently employed teachers in elementary schools in Sarajevo in order to examine whether there is any change in the perceptions, attitudes and competences between experienced and inexperienced teachers.

Therefore, five following hypotheses were set at the beginning of the study:

- English language teachers employed in elementary schools in Bosnia and Herzegovina have a positive and welcoming attitude towards inclusive education, i.e. the teachers support the implementation of inclusive policies in the educational system.
- Student teachers have a positive and welcoming attitude towards inclusive education, i.e. the student teachers support the implementation of inclusive policies in the educational system
- English language teachers believe that it is possible to implement inclusive policies in the educational system of Bosnia and Herzegovina
- English language teachers believe that they were adequately prepared at the university to teach in an inclusive classroom

- English language student teachers believe that university equipped them with broad knowledge and skills necessary for teaching students with special educational needs in an inclusive classroom

The purpose of the study is to raise awareness about the importance of complete and adequate implementation of inclusive policies in the educational system in order to ensure the fundamental human right – right on education – for all children regardless of their differences. Moreover, the purpose of the study is to present and analyze a comprehensive picture of the situation of the educational system in Bosnia and Herzegovina.

4.2. Research Problem

In 2002, Bosnia and Herzegovina ratified a number of internationally drawn up documents, which promote the implementation of inclusive politics in education, as a part of the reform of the educational system in the country. However, the road to the complete implementation of the ratified documents is full of obstacles. One of the biggest hindrances to the proper implementation of inclusive education is the political and thus administrative division of the country. In other words, each administrative and territorial unit within the country has the right to interpret the documents in its own way and thus to adopt legal and sub-legal acts which can significantly differ from acts adopted in other administrative and territorial units. Therefore, the methods of identification and categorization of students with special educational needs (SEN) as well as the teaching and planning methods of the individualized educational programs can differ greatly from one administrative unit to another. Thus, the quality of the education and the overall treatment of the children with special educational needs depends on the place of residency.

Another obstacle to the proper implementation of the inclusive education lies in the fact that teacher programs at the universities in the country rarely or never pay attention to preparing future teachers to work in an inclusive classroom. Thus, many pre-service teachers lack the basic knowledge of what is considered to be a special educational need and how to recognize it if needed, what methods should be used when teaching students in an inclusive school and how to adapt teaching style, methods and materials to each student. Namely, as the nongovernmental organizations in the country reported in 2004 “only one-third of the teachers have obtained some information, through the programs of the continuous professional development, regarding the work with students with special educational needs” (ICVA, 2004). Furthermore, teachers in Bosnia and

Herzegovina do not get enough of adequate support from the country when it comes to teaching students with special educational needs in the form of teaching assistants, digital and technological devices that could significantly facilitate the teaching and learning process, and the constant proper professional education and training. These are only some of the many obstacles that the country needs to overcome in order to come closer to the proper implementation of inclusive education. However, the state's lack of financial resources, political tensions and the dominance of stereotypes, prejudices and ignorance in the society leave little hope for a bright future.

4.3. Purpose of the Study

Many children with special educational needs have some forms of speech impediments that can obstruct their progress in the acquisition of mother tongue and foreign language. Thus, foreign language teachers, more than any other teachers, need to adjust their approach and teaching methods in order to meet the needs of all students. Only by doing so, it is possible to give each student a chance to reach his or her full potential. Because of that, it is essential to have language teachers who necessarily have great competences and broad knowledge about special educational needs in general and about effective teaching methods that are recommended to be used while teaching children with special needs. Therefore, the goal of this research is to emphasize the importance of full and proper implementation of inclusive policies in order to provide all children with their essential human right – right to education. Furthermore, the goal of this research is to explore the attitudes, experiences and competences of English language teachers and student teachers towards the inclusive education in general and the quality of academic education in preparing future teachers.

4.4. Research Methodology

The study conducted for the purpose of this paper was aimed to investigate and analyze the attitudes, experiences, and competence of English language teachers in inclusive classrooms. Furthermore, the study was aimed to illustrate the possible progress made in the educational system in Bosnia and Herzegovina regarding the implementation of inclusive policies by comparing the answers of currently employed English language teachers in the country with the answers of English language student teachers at the University of Sarajevo. The participants of the research voluntarily agreed to participate. The data gathered in this survey will be kept confidential and participants' anonymity will be protected

4.4.1. Research Instruments

This paper presents data results of quantitative and qualitative research conducted during the month of April 2019. The research conducted for this paper is twofold, i.e. two sets of questionnaires were used simultaneously. The questionnaires were created using Google Doc Forms. Thus, the participants were asked to fill them in online and they were ensured that the data gathered in the survey will be kept confidential and their anonymity will be protected. The participants in one survey were 17 English language teachers working in schools in Bosnia and Herzegovina. The participants of the other survey were 7 last year English language student teachers studying at the master's program of English language and literature, teaching line of study at the Faculty of Philosophy, University of Sarajevo.

Both questionnaires were specifically formed for the purpose of this study. The questionnaire used in the research conducted by Ciara Mahony (2016) served as a guideline in devising and modifying a new set of statements for the purpose of this study. The first questionnaire was titled *Teacher Survey* and was carried out using a questionnaire with 19 statements as the research instrument for the quantitative part of the study. These 19 statements were distributed in three sections of the questionnaire. Namely, the first section contained 10 statements about attitudes and opinions of English language teachers on students with special educational needs and inclusive education. The following section contained six statements about the teachers' opinion on the possibility of adequate implementation of inclusive policies in the educational system of Bosnia and Herzegovina. The third section consisted of three statements regarding the teachers' opinion on the quality of academic education to prepare future teachers to work in an inclusive classroom, i.e. whether they find themselves capable and qualified to teach in an inclusive classroom and whether they think that their universities equipped and prepared them well enough for such a responsible and challenging job. The survey also contained the fourth section in which three open-ended questions were used for the qualitative segment of the research in order to obtain deeper insight into the opinions and experiences of the English language teachers in teaching children with special educational needs.

In order to complete the questionnaire, English language teachers were asked to mark one of the three alternative answers on each statement, i.e. *disagree*, *neutral*, *agree* depending on how

strongly they agree with the statement. For open-ended questions, participants of the survey were asked to provide short answers either in the form of full sentences or short notes.

The second form of the questionnaire was titled *Student Teacher Survey* and explored attitudes, experiences and competence of English language student teachers. The questionnaire was structured into three sections that contained 13 statements and open-ended questions. To be more precise, the first section of the questionnaire contained four statements regarding student teachers attitudes and opinions on students with special educational needs and inclusive education. The second section of the survey contained one statement, two open-ended questions and two close-ended questions regarding the quality of pre-service teacher training and education at the university. The last section contained two open-ended questions and two close-ended questions regarding student teachers experiences in teaching students with special educational needs.

In order to complete the questionnaire, English language student teachers were asked to mark one of the five alternative answers on each statement, i.e. *strongly disagree, disagree, neutral, agree, strongly agree* depending on how strongly they agree with the statement. Student teachers were also asked to answer on some close-ended questions using one of the alternative answers such as *yes, no, maybe* and *none, less than 3, more than 3*. For open-ended questions, participants were asked to provide short answers either in the form of full sentences or short notes.

4.4.2. Study Limitations

The main limitation of the study was the fact that only 17 English language teachers agreed to participate in the study and thus the result of the study may not illustrate the reality of all English language teachers in the country. Furthermore, in the survey intended to gather and analyze the opinions, experiences and competence of English language student teachers, only students studying at the English language and literature department, Faculty of Philosophy, University of Sarajevo were included. Therefore, there is a possibility that the results of the study would be different if English language student teachers from other universities in Bosnia and Herzegovina were included in the study. Moreover, some participants decided not to answer some questions.

4.4.3. Results of the Teacher Survey

English language teachers employed in various elementary schools in Bosnia and Herzegovina were asked to fill in the online form of the following questionnaire. The following tables present

their answers quantitatively. Participants' answers are expressed in percentages. Table 1 presents the results of a survey of English language teachers' overall attitudes and opinions on students with special educational needs and inclusive education systems. Table 2 presents the results of a survey of English language teachers' opinion on the possibility of proper implementation of inclusive policies in the educational system of Bosnia and Herzegovina. Table 3 presents the results of a survey of English language teachers' opinion on the quality of academic education to prepare future teachers to work in an inclusive classroom.

4.4.3.1. Discussion and Analysis of English Language Teachers' Opinions On Inclusive Education

Table 1 English language teachers' opinions on inclusive education (Teacher Survey)

STATEMENTS	Disagree	Neutral	Agree
I believe that inclusive education has a positive impact on the intellectual, social and emotional life and development of children with special educational needs.	26.7%	20%	53.3%
Inclusion of children with special educational needs in the mainstream schools can positively influence other students by teaching them to be more empathic, accepting and understanding of those who are different from them.	-	20%	80%
I think that children with special educational needs have a tendency to behave disruptively and make classroom management more challenging for teachers.	6.7%	40%	53.3%
Special schools are better equipped and prepared to help, teach and work with all children with special educational needs.	26.7%	20%	53.3%
In mainstream schools, students with special educational needs are often victims of a peer bullying.	20%	26.7%	53.3%

Grading students with special educational needs in an inclusive classroom can demotivate other students and create the sense of injustice.	26.7%	13.3%	60%
In order to help children with special educational needs, teachers in mainstream schools often have to neglect the needs of other students.	20%	26.7%	53.3%
Children with special educational needs are usually intellectually incapable to follow the studying pace in mainstream schools, as well as to complete most of the required tasks	6.7%	13.3%	80%
Lesson planning and preparing of teaching materials for an inclusive classroom takes a lot of teacher's time and money.	13.3%	26.7%	60%
I am happy and willing to teach children with special needs in an inclusive classroom.	6.7%	40%	53.3%

Due to the high percentage of *neutral* answers, it is difficult to say that English language teachers have a strong opinion on inclusive education. Barely over 50% of participants marked answer *agree* for the first statement. In other words, almost half of participants either disagree or do not have a strong opinion on whether inclusive education has a positive impact on the overall development of students with special educational needs. Nevertheless, the majority of the teachers agree that inclusive education can have a positive impact on children teaching them to be more empathic, accepting and understanding of those who are different from them. Unfortunately, more than half of participants believe that students with special educational needs in inclusive classrooms behave disruptively and make classroom management more challenging. In addition, the other half of participants did not disagree with the statement but rather kept their answers neutral, while only one participant, i.e. 6.7% of participants disagreed with the statement. Furthermore, over half of participants believe that special schools can provide all students with special educational needs with better educational experience than mainstream schools. Only 26.7% of participants disagreed with the statement. Similar answers were provided for the following statement, i.e. more than half of participants worry that students with special educational needs

can be victims of peer bullying in mainstream schools. It is concerning that more than half of participants agreed that grading students with special educational needs can demotivate other students and only 26.7% of participants disagreed with the statement. Moreover, over half of participants expressed their worries that in inclusive classrooms teachers have to neglect the needs of other students in order to work with students with special educational needs. Almost all teachers agreed with the statement that children with special educational needs are intellectually incapable to study in mainstream schools and to follow its pace. This leads me to think about the possible reasons behind their lack of confidence in the capability of students with special educational needs to study in mainstream schools. Before being admitted to mainstream schools, students with special educational needs are being observed by a team of professionals who decided whether a child is ready and capable to follow the studying pace in mainstream schools. Taking this into consideration, one might wonder whether the issue lies in the inadequate assessment of a child's development and skills by defectologists, psychologists, pedagogues and other professionals. On the other hand, the issue might be in the fact that students with special educational needs taught by the teachers who participated in the survey were not provided with the adequate teaching methods, individualized materials and activities which would enable them to successfully study in mainstream schools. In addition, over half of participants stated that teachers' working in inclusive classrooms have to sacrifice a lot of their money and time in order to prepare additional teaching materials and individualized lesson plans. Lastly, barely over half of participants agreed with the statement that they are willing to teach students with special educational needs.

It is concerning to see that the majority of the teachers have a negative attitude and opinions towards inclusive education. As a researcher and a pre-service teacher, I expected that majority, if not all teachers, would agree with the first statement. However, many teachers either disagreed or stayed neutral with the opinion that inclusive education can have a positive impact on both students with and without special educational needs. The fact that many statements had high rates of neutral answers may indicate that teachers are either disinterested in the topic of inclusive education or that they feel morally obligated not to express their real negative opinion. The fact that the majority of teachers have a negative attitude towards the general concept of inclusion of students with special educational needs into the educational system might mean that they are not acquainted with its benefits for both students with and without special educational needs. For example, Spencer and Laurel (1999) made an extensive review of numerous studies about the impact of inclusion on

students with and without special educational needs. Taking into consideration the variety of parameters that influenced the results of each study, Spencer and Laurel concluded that

The inclusion movement has the potential to have a positive impact on students with and without disabilities and their teachers. However, these positive outcomes are not being realized for some students placed in inclusive settings, which can result in a concomitant negative reaction to inclusion on the part of their teachers. Researchers and school districts need to work together to validate and disseminate information about effective inclusion practices, policies, and programs that address the needs of students and teachers (Spencer & Laurel, 1999, p.124).

Therefore, it is possible that the reason behind many teachers' neutral or negative opinion on the statement is in their negative experience in teaching students with special educational needs. The fact that they are willing to provide those students with the best possible learning experience is evident from their answers on open-ended questions in which they advised future teachers to carefully prepare materials, adapt every activity as best as they can, to be patient, caring and to educate themselves. Thus, taking into consideration teachers' dissatisfaction with the idea of teaching students with special educational needs leads me to the conclusion that their negative attitude towards the concept stems from their lack of teaching skills and knowledge needed for teaching in inclusive classrooms.

The fact that the majority of the teachers believe that grading students with special educational needs in inclusive classrooms can be demotivating for other students and form a sense of injustice brings me to the conclusion that in their experience they tend to require less knowledge for higher grades from students with special educational needs than what is considered to be the minimal standard. This leads me to the issue of not having an explicitly set grading system for students with special educational needs and to the issue that individualized learning programs often recommend different expected minimal standards for those students. The fact that the majority of the teachers believe that teachers often have to neglect the needs of other students in order to work with students with special educational needs highlights the burning issue of the lack of teaching assistants in inclusive classrooms in the country. Out of statements, the most concerning answers by far were on the statement that children with special educational needs are intellectually incapable to study in mainstream schools. Unfortunately, this sums up their general opinion that inclusive education is not as an effective and positive idea. Seeing how demotivated these teachers are to work with

students in inclusive classrooms is not only troubling for those students but also poses a question about the real cause and reason behind their negative opinions. Are they lacking the necessary knowledge and practical teaching skills to work in inclusive classrooms? Are they lacking needed support from other professionals, schools administration and ministry of education and science?

4.4.3.2. Discussion and Analysis of Teachers' Opinions On Implementation of Inclusive Education in Bosnia and Herzegovina

Table 2 English language teachers' opinions on implementation of inclusive education in Bosnia and Herzegovina (Teacher Survey)

STATEMENTS	Disagree	Neutral	Agree
The school I work in is well equipped with technological devices and additional teaching materials for teaching students with special educational needs.	93.3%	6.7%	-
The school in which I work there are no physical barriers for students disabilities.	93.3%	6.7%	-
In order for teachers to efficiently work with children with special educational needs, it is crucial to reduce the number of students per class.	-	-	100%
Not enough financial resources is invested for a proper implementation of inclusive education.	-	-	100%
The curriculum for schools in the city of Sarajevo does not meet the needs for children with special educational needs.	6.7%	26.7%	66.7%
In order to properly and fully implement inclusion, it is crucial to employ teaching assistants for children with special educational needs.	-	6.7%	93.3%

The issues in the proper implementation of inclusive education and lack of technical and administrative support to teachers who work in inclusive classrooms are evident in the teachers' answers on the statements in table 2. Namely, for the first statement almost all teachers stated that

the schools in which they work lack necessary additional teaching materials and technological devices needed in inclusive classrooms. The same percentage of teachers, i.e. all but one teacher claimed that their schools are not easily accessible for students with disability due to physical barriers. In accordance with these statements, all teachers gave the same answer to the following two statements. In other words, the teachers are unhappy with the current class sizes and believe that it is crucial to reduce the number of students per class in order to be able to work properly and efficiently with students with special educational needs. Furthermore, all teachers believe that the country does not invest enough financial resources for the proper implementation of inclusive education. Another issue in the implementation of inclusive education is emphasized by the fact that almost all teachers believe that it is crucial to employ teaching assistants in inclusive classrooms. Furthermore, only one teacher, i.e. 6.7% of participants believe that the curriculum for schools in the city of Sarajevo can meet the needs of students with special educational needs.

The results of the analytical data gathered by table 2 cleared the uncertainties why these teachers have negative opinions and attitude towards inclusive education. Namely, teachers expressed their dissatisfaction with the lack of necessary additional teaching materials, essential technological devices, wheelchair-accessible pathways, etc. for students with special educational needs. This certainly clears up what could be a possible reason behind their belief that grading students with special educational needs can create a sense of injustice among other students and that students with special educational needs are incapable of following the pace of mainstream schools and completing required tasks. Namely, the teachers concluded, probably from their experience, that neither teachers nor students with special educational needs are provided with well-adapted curriculum and necessary teaching materials. Furthermore, a great problem in properly implementing inclusive education is in the number of students per class. In other words, these teachers are not provided with essential materials and adequate working conditions in order to properly teach all children in an inclusive classroom. This brings me to the conclusion that many schools in the country have implemented the “inclusive” education by allowing students with special educational needs to attend classes in mainstream schools without taking care of conditions in which they will learn and in which their teachers will teach. Thus, it seems that the policy is teachers will somehow make inclusive education work even in non-inclusive working conditions.

4.4.3.3. Discussion and Analysis of Teachers' Opinions On the Quality of Academic Education for Inclusive Education

Table 3 English language teachers' opinion on the quality of academic education to prepare future teachers to work in an inclusive classroom (Teacher Survey)

STATEMENTS	Disagree	Neutral	Agree
Current teaching staff in mainstream schools is not qualified enough to work in an inclusive classroom.	6.7%	20%	73.3%
To be a good teacher for all students in an inclusive classroom it is necessary for teachers to undergo additional professional trainings.	6.7%	13.3%	80%
I believe that professors and courses at my university prepared me well enough and equipped me with a broad knowledge of effective teaching methods and techniques to work in an inclusive classroom.	66.7%	6.7%	26.7%

The majority of the teachers agreed that the current teaching staff employed in mainstream schools is not qualified to teach in inclusive classrooms. In accordance with the previous statement, the majority of the teachers believe that it is crucial that teachers go through further professional development and teacher training in order to teach in inclusive classrooms. Furthermore, most teachers are unsatisfied with the teaching knowledge and skills, which are necessary for inclusive education teachers, acquired at their university.

Taking into consideration the aforementioned, it is not surprising that more than half of the teachers disagreed with the statement that they are happy and willing to teach in inclusive classrooms. The research data analyzed so far leads me to the conclusion that the only implemented inclusive policy in the educational system of Bosnia and Herzegovina is the fact that students with disabilities have the right to attend mainstream schools. On the other hand, no other elements of inclusive education are ensured by the country's educational system. In other words, students with special educational needs are not provided with adequate teaching materials, methods, programs nor are they taught by qualified teachers. To conclude, the so-called inclusive education in the country is just a buzzword since the educational system is still in the phase of integration. It seems

that not many school administrators, educational agencies, ministries and teacher training programs struggle to differentiate between the integration and the inclusion of students with special needs. Namely, in the integrative educational system, students with special educational needs are only physically participating the class, i.e. they are only sharing the same space with other students but are not taught using the most effective, individualized teaching methods. On the contrary, inclusive education focuses on including all students in the educational process. Students with special educational needs are not only physically present in the class but are supported and encouraged to actively participate in every lesson. The results gathered by this research highlight the sad reality that teachers are left to fill many holes in the educational system and to be the ones who will make inclusive education happen. Of course, teachers who lack both support and essential knowledge in inclusive education become quickly demotivated and apathetic about solving this extremely important issue. The fact that various generations of teachers who participated in the research claim that universities have not equipped them with the necessary knowledge and skills needed for teaching in inclusive classrooms points out many issues. Primarily, it indicates that the highest levels of education in the country need to work more on educating and training future teachers to work in inclusive classrooms in order to ensure the fundamental right to education to all children.

4.4.3.4. Discussion and Analysis of Teachers’ Opinions On Teaching Methods For Inclusive Classrooms

The following two tables present the English language teachers’ answers on open-ended questions aimed to gather and explore their experience in teaching students with special educational needs in inclusive classrooms.

Table 4 English language teachers’ opinion on the most effective teaching methods, activities and materials for teaching students with SEN (Teacher Survey)

In your experience - What teaching methods, activities or materials proved to be the best when teaching children with special needs?
<i>None</i>
<i>It depends on the needs- demonstration, games, songs</i>
<i>Everything has to be adapted according to the individual needs of a child (not universal)</i>

<i>Visual and audio materials</i>
<i>I don't have experience like that.</i>
<i>The best thing for those children is to go to well-equipped schools where they will get the best education. Our public schools are not. In my experience, craftwork exercises, coloring exercises, modeling exercises were the best for children with special needs.</i>
<i>Carefully prepared handouts, group activities...</i>
<i>Music, matching, presents</i>
<i>TPR</i>
<i>Matching and coloring activities</i>

The data gathered by the qualitative part of the survey gave us a deeper insight into the attitudes, opinions and competence of English language teachers to work in an inclusive classroom. Even though teachers expressed their negative opinions on inclusive education and stated that they are not properly qualified to teach children with special educational needs, their willingness to make a change and help those children as much as they can is quite evident from the data in this part of the research. Namely, many teachers answered that from their experience the most effective teaching activities and materials for inclusive classrooms are sensory and kinesthetic ones. Many teachers listed total physical response activities, visual and audio teaching materials, games, matching and coloring activities etc., which are generally recommended as the most effective teaching activities for students with special educational needs. Some teachers mentioned presents, which can also stimulate the extrinsic motivation. Thus, it is evident that these teachers tried their best to provide all their students with the best educational experience, to motivate them and encourage their active participation. Many of them showed their motivation and eagerness to adequately teach students with special educational needs by saying that in their experience they realized that “carefully prepared” materials are necessary. Many teachers stated that it is important to realize that each child is unique and thus needs individualized adapted teaching approach in order to achieve his or her maximum potential. For example, one teacher stated that in an inclusive classroom “everything has to be adapted according to the individual needs of a child (not universal)”. Furthermore, the knowledge about great teaching activities and materials implies that many of them were open and eager to learn and improve their teaching skills. Furthermore, the

issue of the lack of essential teaching materials in public schools is presented in a teacher's following answer

The best thing for those children is to go to well-equipped schools where they will get the best education. Our public schools are not. In my experience, craftwork exercises, coloring exercises, modeling exercises were the best for children with special needs.

Thus, many teachers have learned on their own which activities and materials are the best for teaching children in an inclusive classroom; however, they are not able to use those activities due to the lack of essential teaching materials in public schools. Nevertheless, the impact of poor university education and training on this extremely important segment of the teaching profession can be seen in several answers of those teachers who claimed that they have never found effective teaching methods for such students. Of course, it is important to bear in mind that teachers are responsible for their lifelong learning through seminars and additional courses in which they should improve their teaching skills for inclusive education. Considering the fact that many teachers advised future teachers to work on improving their teaching skills and knowledge about special educational needs indicates that they are in fact dedicated to lifelong learning. For example, a teacher advised the future teachers to “[do] additional research”, “learn about the problem the student has”, “to educate themselves”, etc. However, the foundation should be laid at the teacher training programs in a sense of teaching and training future teachers about the variety of special needs, their impact on the learning process of a child, useful methods for teaching students with some most common special educational needs, etc. The following table presents the teacher's opinions on the most inefficient teaching methods, activities and/or materials in inclusive classrooms.

Table 5 English language teachers' opinion on the most inefficient teaching methods, activities and materials for teaching students with SEN (Teacher Survey)

In your experience - What teaching methods, activities or materials proved to be the most inefficient when teaching students with special educational needs?
<i>None</i>
<i>It depends on the need student have.</i>
<i>Making students memorize vocabulary without giving them corresponding materials such as flashcards</i>

<i>You cannot apply same methods, activities, etc. to everyone</i>
<i>No experience</i>
<i>Our whole school system is wrong for those kids; our schools don't have even assistants for them.</i>
<i>Standardized procedures - tests especially... Dictations, individual activities...</i>
<i>Traditional ones</i>
<i>Ex cathedra</i>
<i>Standard books and activity books</i>

On the following question concerning the most inefficient teaching methods, activities and materials for teaching students with special educational needs, English language teachers stated that standardized teaching and grading methods and materials are the most inefficient. Some teachers listed traditional approaches and standardized procedures such as standardized forms of tests and dictations as the most inefficient. Furthermore individual activities were listed as the most inefficient ones, probably due to the fact that students with special educational needs may need, just like any other student, help and support of their peers. Thus, it is important to foster a collaborative attitude and not a competition among students, especially in inclusive classrooms. Furthermore, some of the interesting and useful answers were those that emphasized the importance of supporting the learning process through sensory stimuli. For instance, a teacher wrote “*Making students memorize vocabulary without giving them corresponding materials such as flashcards*”. Nevertheless, some teachers expressed their negative attitudes and opinions in their answers on this question as well. For example, one teacher criticized the educational system of the country and claimed that in such system students with special educational needs cannot be provided with adequate and effective teaching activities and materials. For example, the teacher stated “*Our whole school system is wrong for those kids, our schools don't have even assistants for them.*” Other teachers answered by saying that they have no experience or by simply writing “*none*” which can possibly mean that the teacher who wrote the answer believes that there are no inefficient teaching activities.

4.4.3.5. Discussion and Analysis of Teachers' Advice For Future Teachers In Inclusive Classrooms

Table 6 English language teachers' advise for future teachers who will work with students with special educational needs (Teacher Survey)

What would you advise future teachers when it comes to working in an inclusive classroom?
<i>Additional research and materials</i>
<i>Expect nothing.</i>
<i>The first thing teachers need to do is learn about the problem the student has, gather all the necessary information so that he/she knows what methods to use. A teacher should ask professionals for help when creating a special curriculum for students with special needs.</i>
<i>Patience, self-reflection, individual planning, differentiation, team work</i>
<i>To educate themselves, and to be patient and caring.</i>
<i>A lot of planning at home</i>
<i>To rely on themselves, not to expect help from management, ministry, etc...</i>
<i>Tolerance, empathy</i>
<i>Don't be afraid to try new things. Don't be afraid to make mistakes. Don't be afraid to ask for help. Don't be afraid to cry.</i>
<i>To include other Ss to help</i>
<i>To be very patient</i>

The teachers who participated in the research were open to give a piece of advice to future English language teachers especially when it comes to teaching in an inclusive classroom. Many teachers advised future teachers to focus on fostering tolerance and empathy, to be patient, caring and hardworking, open to ask others for help and willing to educate themselves furthermore. Some teachers again stressed the importance of fostering collaboration in inclusive classrooms. Others advised future teachers to focus on individual planning and promoting self-reflection in order to improve their teaching skills. One teacher provided a recommendation that is more detailed by saying

The first thing teachers need to do is learn about the problem the student has, gather all the necessary information so that he/she knows what methods to use. A teacher should ask professionals for help when creating a special curriculum for students with special needs.

The dissatisfaction with the situation in the schools and educational system of the country prompted some teachers to advise future teachers to get ready to be disappointed by the system and to have all burden put on their backs. For instance, some teachers advised the future teachers to “*expect nothing*” others suggested that future teachers should “*...rely on themselves, not ... expect help from management, ministry, etc....*” Even those teachers who tried to encourage future teachers to experiment with various new methods suggested that crying will be a part of their professional life. For example, a teacher gave the following piece of advice “*Don't be afraid to try new things. Don't be afraid to make mistakes. Don't be afraid to ask for help. Don't be afraid to cry.*” The reason for that could be the fact that teachers are being overburdened with the school requirements and ethical desire to help each child in a classroom to reach their maximum potential while at the same time not getting necessary materials, training, and support from the administration.

4.4.4. Results of the Student Teacher Survey

Student teachers studying at the masters' program of teaching line of study, at the department of English language and literature, Faculty of Philosophy, University of Sarajevo were asked to fill in the online form of the following questionnaire. The following tables present their answers quantitatively. Participants' answers are expressed in percentages. Table 7 presents the results of a survey of English language student teachers' overall attitudes and opinions on students with special educational needs and inclusive education systems. Table 8 presents the results of a survey of English language student teachers' opinion on the quality of pre-service teacher training and education at their university. Table 9 presents the results of answers of English language student teachers' experiences in teaching students with special educational needs.

4.4.4.1. Discussion and Analysis of Student Teachers' Opinions On Inclusive Education

Table 7 English language student teachers' opinions on inclusive education (Student teachers survey)

STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe that inclusive education has a positive impact on the intellectual, social and emotional life and development of children with special educational needs.	-	-	20%	20%	60%
Inclusion of children with special educational needs in the mainstream schools can positively influence other students by teaching them to be more empathic, accepting and understanding of those who are different from them.	-	-	-	40%	60%
I think that children with special needs have a tendency to behave disruptively and thus can make classroom management more challenging for teachers.	-	40%	20%	20%	20%
All students with special educational needs should attend special schools rather than mainstream schools.	40%	40%	-	20%	-

Almost all student teachers either strongly agreed or agreed with the first statement of the survey, i.e. the majority of student teachers stated that they believe that the inclusive education has a positive impact on the overall development of students with special educational needs. No

student teacher disagreed with the statement and only a small percentage of teachers stayed neutral. The positive attitude of student teachers can be seen in their answers to the following statement as well. Namely, all student teachers chose either strongly agree or agree answer on the statement that inclusive education has a positive influence on other students by teaching them empathy, acceptance and diversity. The student teachers gave significantly diverse answers to the statement whether students with special educational needs tend to be disruptive and thus make classroom management more challenging. Namely, while 40% of the participants disagreed with the statement, another 40% of the participants chose to agree and strongly agree as their answers. The fact that 20% student teacher stayed neutral on the statement may be due to the lack of work experience. The positive attitude towards inclusive education of student teachers can be easily seen in their answers to the last question in which almost all of them disagreed with the statement that all students with special educational needs should attend special school rather than mainstream schools.

Fortunately, student teachers showed by far more positive attitude and opinion on inclusive education than teachers. Whether this is so due to their lack of work experience and awareness of many difficulties with which teachers deal with every day it is unknown. Nevertheless, it is important to note that many student teachers have already had some, although limited, in-class experience. However, many of them have never taught students with special educational needs.

4.4.4.2. Discussion and Analysis of Student Teachers' Opinions On the Quality of Academic Education for Inclusive Education

Table 8 English language student teachers' opinions on the quality of pre-service teacher training and education at their university (Student teachers survey)

STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Professors and courses at my university equipped me with a broad knowledge of effective teaching methods and techniques to work in an inclusive classroom.	16.7%	66.7%	16.7%	-	-
QUESTIONS	None		Less than 3	More than 3	

How many courses at your university were dedicated to inclusive education?	66.7%	33.3%	-
How much did you learn about special educational needs at the university?			
<i>Nothing.</i>			
<i>Not much, we had one or two hours dedicated to the topic.</i>			
<i>Little.</i>			
<i>Not nearly enough.</i>			
<i>Personal training.</i>			
<i>Not much, we have just tackled this topic.</i>			
What changes would you like to see at our department of English language and literature - teaching line of study?			
<i>Devote more lectures about this problem. Prepare future teachers for this challenge.</i>			
<i>New class dedicated to teaching kids with special needs. It is a separate field and it is very challenging.</i>			
<i>A course specifically dedicated to teaching children with SEN because the topic deserves a separate, full course.</i>			
<i>More practical work</i>			
<i>Definitely we need more practical classes in order to be ready to enter classroom completely prepared.</i>			
QUESTION	Yes	No	
Would you be willing to undergo further professional development in order to learn more about teaching in an inclusive classroom?	100%	-	

Unfortunately, student teachers are equally unsatisfied with the amount of knowledge they were provided at their university regarding inclusive education and the variety of special educational needs. Namely, almost all student teachers either strongly disagreed or disagreed with the statement that claims that courses at their university prepared them well enough to work as teachers in an inclusive classroom. One student teacher remained neutral and not even one student

teacher agreed with the statement. The student teachers' responses to the following statement illustrate the reason behind student teachers dissatisfaction with the university education and teacher training. To be more precise, more than half student teachers stated that they had not even one course dedicated precisely to special educational needs and inclusive education. Following two open-ended questions gave us deeper insight into the issue. Namely, not even one positive answer was provided on the question "*How much did you learn about special educational needs at the university?*". Student teachers answered the question using phrases such as "*not nearly enough*", "*we have just tackled the topic*", "*nothing*" etc. One student teacher provided a more detailed answer by saying that only one or two hours were dedicated to the topic of inclusive education during the entire university education that lasts 5 years, i.e. 10 semesters. Even though these answers predict bleak future for the inclusiveness in the educational system of the country, some positive attitudes should be noticed as well. For instance, a student teacher answered the question by simply writing "*personal training*" which shows the motivation and willingness of student teachers to seek knowledge elsewhere. Answers on the following questions showed that student teachers are well aware of the importance of the topic and eager to see the change at their university as well as in the entire educational system of the country. Namely, student teachers wrote that they would like to have a "*course specifically dedicated to teaching children with SEN because the topic deserves a separate, full course*", "*more practical classes in order to be ready to enter classroom completely prepared*" etc. It is positive to notice that these future teachers are aware that students with special educational needs require individualized teaching methods for which they need more training. For instance, a student teacher stated that a change they would like to see at the university is to have more lectures devoted to the problem and, thus, to "*prepare future teachers for this challenge*". The eagerness and the motivation of student teachers to learn, make a change and improve their teaching skills can be noticed in the fact that all student teachers answered that they are willing to go through further professional development and training in order to become better teachers in inclusive classrooms.

4.4.4.3. Discussion and Analysis of Student Teachers' Experiences In Inclusive Education

Table 9 English language student teachers' experiences in teaching students with special educational needs (Student teachers survey)

QUESTION	Yes	Maybe	No
Would you like to teach in an inclusive classroom?	50%	33.3%	16.7%
QUESTION	Yes		No
Have you already had any experience in teaching students with special educational needs?	16.7%		83.3%
If you answered "yes" on the previous question, please briefly describe your experience - how was teaching students with SEN different than teaching other students, did the knowledge acquired at the university help you, and what did you learn from that experience.			
<i>All children are the same. There are no differences among them.</i>			
What methods, activities and/or materials do you think are the most effective for teaching children with special educational needs?			
<i>Visual activities</i>			
<i>I don't have much knowledge on the topic and would have to learn more.</i>			
<i>It really depends on the individual child and the type and degree of the child's "need". Just like every other child, children with SEN too, are individuals with their own particular learning preferences and needs.</i>			
<i>To be honest, I am not sure since I don't have any experience in teaching children with special educational needs</i>			

The analytical data gathered from this section of the survey provided a more detailed description of student teachers' in-class experience when it comes to inclusive education. Namely, half of participants stated that they would like to teach in an inclusive classroom, one student teacher gave *no* as an answer to the question and the rest of the participants are still not sure whether they see themselves as teachers in inclusive classrooms. Nevertheless, only one student teacher had some experience in teaching students with special educational needs, while all other student teachers had none. However, the student teacher who had experience stated that there is no difference in teaching students with special educational needs and other students, i.e. the student teacher wrote "*All children are the same. There are no differences among them.*" Considering the

aforementioned, this brings me to the conclusion that the student teacher was completely unaware that students with special needs require more than any other students individualized teaching methods, materials and activities adapted in accordance with their needs. A student teacher did not answer anything on the question of what he or she has learned from the experience and whether the university training has helped him or her. Nevertheless, most student teachers provided interesting and useful answers to the last question of the survey, i.e. what teaching methods, activities, and materials they consider the most effective in teaching children with special educational needs. Namely, two student teachers stated that they believe the most effective teaching activities would be visual ones and also stressed the importance of adapting the teaching approach in accordance with students' needs. For instance, a student teacher wrote

It really depends on the individual child and the type and degree of the child's "need". Just like every other child, children with SEN too, are individuals with their own particular learning preferences and needs.

Nevertheless, half of the participants gave honest answers saying that they need more experience and education in the field of inclusive education and special educational needs in order to answer the question properly. For instance, student teachers provided the following answers

To be honest, I am not sure since I don't have any experience in teaching children with special educational needs.

I don't have much knowledge on the topic and would have to learn more.

4.5. Research Conclusion

For the purpose of this paper, five hypotheses were set at the beginning of the research. The participants of this twofold research were English language teachers and student teachers. The analytical data gathered in this research proved the first hypothesis not to be true. The first hypothesis predicted that English language teachers employed in elementary schools in Bosnia and Herzegovina have positive and welcoming attitude towards inclusive education, i.e. the teachers support the implementation of inclusive policies in the educational system. This is concluded by taking into consideration the high percentage of negative and neutral answers on statements concerning the positive influence of inclusive education on the overall development

and educational experience of both students with and without special educational needs. However, it is important to notice that many teachers expressed positive attitudes to some statements as well. Nevertheless, many teachers believe that special schools can better address the needs of all students with special educational needs than mainstream schools. Furthermore, the majority of teachers stated that teachers have to neglect other students to assist students with special educational needs, who in addition make classroom management more challenging. Moreover, the fact that almost all teachers believe that students with special educational needs are incapable to follow the pace of mainstream schools is one of the greatest indicators of the teachers' negative opinion and attitude towards inclusive education.

On the other hand, student teachers expressed a more welcoming attitude towards inclusive education. This can be noticed from the high percentage of *strongly agree* and *agree* answers on the statements about the positive aspects of inclusive education. The majority of student teachers believe that students with special educational needs should attend mainstream schools rather than special schools, and that inclusive education has numerous positive aspects that are conducive to the overall development of all children. Therefore, the data gathered by the research strongly indicates that the hypothesis number 2 is correct, i.e. that student teachers have positive and welcoming attitude towards inclusive education and that they support the implementation of inclusive policies in the educational system.

English language teachers expressed strong disagreement with all statements concerning the possibility of adequate implementation of inclusive education in the Bosnia and Herzegovina. Almost all teachers stated that the schools in which they work lack essential teaching materials and technological devices needed for inclusive education, have physical barriers that limit the students' movements and accessibility of school for students with special educational needs. Furthermore, almost all teachers are frustrated with the large class sizes, lack of teaching assistants and insufficient funding of inclusive schools. Therefore, the hypothesis number 3, which states that English language teachers believe that it is possible to implement inclusive policies in the educational system of Bosnia and Herzegovina, is disproved by the research data

In accordance with the teachers' negative attitudes towards the idea of inclusive education as well as towards the possibility of adequate implementation of it, teachers expressed strong dissatisfaction with their own competence and knowledge to teach students with special

educational needs in an inclusive classroom. Almost all teachers stated that the current teaching staff is incompetent to work in inclusive classrooms and that their university professors and courses did not prepare them well enough and equipped them with a broad knowledge of effective teaching methods and techniques to teach students with special educational needs. Therefore, the hypothesis, which predicted that English language teachers believe that they were adequately prepared at the university to teach in an inclusive classroom, is disproved by the research data.

Student teachers share the same opinion with teachers on the quality of teacher education and training at the university level. This can be concluded from the fact that the majority of student teachers stated that they feel incompetent to teach in an inclusive classroom. Furthermore, the majority of the student teachers answered that at the university they had no courses dedicated to inclusive education and special educational needs. The majority of the student teachers expressed their wish to see a change at the university level when it comes to discussing the topic of inclusive education and training of future teachers to work with students with special educational needs. Therefore, the hypothesis number 5, which predicted that English language student teachers believe that university equipped them with broad knowledge and skills necessary for teaching students with special educational needs in an inclusive classroom, is disproved by the research data.

Taking into consideration the information provided at the theoretical section of this paper concerning the numerous issues in the implementation of inclusive policies into the educational system of the country, the results of this research are no surprise. Comparing the results of the mentioned studies conducted in 2009 and the results of this research indicate that many issues, which hinder the proper implementation of inclusive policies, are still present even after 10 years. For example, teachers still consider themselves incompetent to teach in an inclusive classroom, schools lack adequate teaching materials and didactic tools for teaching students with special educational needs, many teachers believe that their schools have architectural barriers that limit some students with disabilities, etc. On a positive side, some progress in education can be seen in the fact that with the shift to Bologna principles the teaching line of study was opened at the Department of English Language and Literature, University of Sarajevo. Thus, future English language teachers have the opportunity to be professionally trained and to develop their main teaching skills by acquiring knowledge about main pedagogical principles, variety of teaching

methods, activities, materials, interculturality, individualized teaching approaches, etc. Furthermore, the Ministry of Education and Science organizes seminars, lectures, and practical training of teachers for inclusive education. The professional development and training of teachers for inclusive education is often done in collaboration with the following associations: “Association of Teachers of Canton Sarajevo”, “Society of United Civil Action (DUGA)”, and “Life with Down Syndrome” (Analiza stepena inkluzivnosti osnovnog obrazovanja u Federaciji Bosne i Hercegovine, 2015, p.24).

5. CONCLUSION AND FINAL REMARKS

Throughout the history, children with special needs have been facing discrimination not only in educational systems but also in every aspect of their lives. After being one of the most marginalized groups of people through the periods of extermination and segregation, their position in the society began to improve in the era of integration and lastly inclusion. However, the educational systems of many developing countries, as well as of some developed countries, are still stuck in the period of integration even though the official term of inclusion is adopted. The main difference between the two systems is the fact that during the integration, students with special educational needs have shared only the same space in schools with other students, but their educational needs have not been catered to. In the inclusive educational system, students with special educational needs are encouraged to actively participate in the learning process. This is achieved by taking into consideration students' individuality and addressing their unique needs. However, this is by no means easy to achieve. Namely, a teacher in an inclusive classroom has to have a broad knowledge of special educational needs and various teaching methods through which he or she could meet the educational needs of every student. For example, it is often recommended to use visual and audio materials while teaching students with the autism spectrum disorder since sensory stimuli can greatly conduce the memorization and understanding for such students. Furthermore, teachers in an inclusive classroom often need support in form of teaching assistants and technological devices. Therefore, to be a good teacher in an inclusive classroom many conditions need to be fulfilled.

The research presented in this paper gave us a deeper understanding of what English language teachers think about inclusive education. Furthermore, it gave us insight what education means for students with special educational needs in this country. In addition, the data from the student teachers survey can be contrasted with the data gathered from the teacher survey and thus can illustrate whether any positive change can be expected in the future. The research highlighted numerous burning issues in the educational system of Bosnia and Herzegovina and its treatment of students with special educational needs. Many participants of the study expressed their lack of confidence in the quality of their teacher training programs at the university level regarding special educational needs. Furthermore, many teachers stated that the schools in which they work lack necessary teaching tools and have limiting architectural barriers.

The purpose of this paper was to spread awareness about the importance of providing all students with the fundamental human right – right to education. As a teacher, one of my greatest professional goals is to help each student reach his or her maximum potential. During my master’s studies, I learned a lot and I visualized and practiced my teaching approach and philosophy. To have students with special educational needs attend my classes is a great responsibility which I gladly accept as I am a strong believer in the nobleness of inclusive education and its positive influence on the overall development of both students with and without special educational needs, as well as of their teachers. As such, I also believe that lifelong learning, especially in the complex field of special educational needs, should be one of teachers’ main priorities and responsibilities. The topic of inclusive education was always a great interest of mine. During my master’s studies, I have attended several webinars, seminars, lectures, and have read numerous studies and textbooks about best teaching methods and approaches for teaching students with special educational needs. I believe I have acquired a broad knowledge of various teaching methods, approaches, philosophies, and principles during my studies at the university. However, during my first teaching job I was overwhelmed with the complexity of teaching students with special educational needs. Having students with dyslexia, dysgraphia, and autism prompted me to think even more about the challenges teachers face every day while trying to provide those students with the best learning experience. Further professional development in the form of private education on the topic, collaboration with experienced colleagues and other professionals has certainly helped me a lot to develop and improve my teaching skills for students with special educational needs. Nevertheless, I believe it would make a great difference if teachers would get a more extensive training on the topic during their master’s studies due to the complexity and importance of the topic. As a teacher in an inclusive classroom, I have realized that one of the first steps towards proper implementation of inclusive policies is in providing support for teachers in the form of teaching assistants. The reason for that is the fact that a teacher often has to simultaneously design and conduct two completely different sets of teaching activities for students with special educational needs and other students. The results of this study may seem as a portrayal of a bleak future for the inclusive education in the country. Nevertheless, I think that teachers and student teachers’ willingness to continuously educate themselves on the topic, and try a variety of teaching methods and approaches indicates that we are certainly making a step forward.

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7. *LIST OF PICTURES*

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8. APPENDIX

Table 1 English language student teachers' opinions on inclusive education (Student teachers survey)

STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe that inclusive education has a positive impact on the intellectual, social and emotional life and development of children with special educational needs.					
Inclusion of children with special educational needs in the mainstream schools can positively influence other students by teaching them to be more empathic, accepting and understanding of those who are different from them.					
I think that children with special needs have a tendency to behave disruptively and thus can make classroom management more challenging for teachers.					
All students with special educational needs should attend special schools rather than mainstream schools.					

Table 2 English language student teachers' opinions on the quality of pre-service teacher training and education at their university (Student teachers survey)

STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Professors and courses at my university equipped me with a broad knowledge of effective teaching methods and techniques to work in an inclusive classroom.					
QUESTIONS	None		Less than 3	More than 3	
How many courses at your university were dedicated to inclusive education?					
How much did you learn about special educational needs at the university?					
What changes would you like to see at our department of English language and literature - teaching line of study?					
QUESTION	Yes		No		
Would you be willing to undergo further professional development in order to learn more about teaching in an inclusive classroom?					

empathic, accepting and understanding of those who are different from them.					
I think that children with special needs have a tendency to behave disruptively and thus can make classroom management more challenging for teachers.					
All students with special educational needs should attend special schools rather than mainstream schools.					

Table 8 English language student teachers' opinions on the quality of pre-service teacher training and education at their university (Student teachers survey)

STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Professors and courses at my university equipped me with a broad knowledge of effective teaching methods and techniques to work in an inclusive classroom.					
QUESTIONS	None		Less than 3	More than 3	
How many courses at your university were dedicated to inclusive education?					
How much did you learn about special educational needs at the university?					

What changes would you like to see at our department of English language and literature - teaching line of study?		
QUESTION	Yes	No
Would you be willing to undergo further professional development in order to learn more about teaching in an inclusive classroom?		

Table 9 English language student teachers' experiences in teaching students with special educational needs (Student teachers survey)

QUESTION	Yes	Maybe	No
Would you like to teach in an inclusive classroom?			
QUESTION	Yes		No
Have you already had any experience in teaching students with special educational needs?			
If you answered "yes" on the previous question, please briefly describe your experience - how was teaching students with SEN different than teaching other students, did the knowledge acquired at the university help you, and what did you learn from that experience.			
What methods, activities and/or materials do you think are the most effective for teaching children with special educational needs?			