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English Language Teaching Methodology

METHODS AND TECHNIQUES IN TEACHING EFL TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

(Metode i tehnike u podučavanju engleskog kao stranog jezika djeci s posebnim obrazovnim potrebama)

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ABSTRACT

The goal of the conducted research presented in this paper was to analyse the familiarity of EFL teachers with research-based methods and techniques in teaching students with special educational needs (SEN). More precisely, the goal was to ascertain whether EFL teachers in practice use some methods and techniques more than others as well as determine the learning theories and approaches to teaching students with SEN that underlie these. Thus, this research aimed to investigate the theoretical framework of teaching EFL to students with SEN that teachers in Bosnia and Herzegovina uphold the most, and how it correlates to contemporary theoretical findings. Finally, the present research attempted to investigate the overall quality of implementation of inclusive practices in Bosnia and Herzegovina, primarily in the context of TEFL.

The theoretical section of the paper provides a detailed analysis of the concept of special educational needs from multiple angles. It describes the treatment of individuals with disabilities through history and analyses the preceding steps that lead to the establishment of the concept of special educational needs. It further describes the definitions and categorisations related to the concept and the contemporary issues that arise from them. Additionally, and more relevant to research, it focuses on different approaches to inclusive educational practice, specifically inclusive pedagogy. Relying on works of Florian (2015) and Norwich & Lewis (2001) it establishes a theoretical framework of the approaches in teaching students with SEN and presents the respective methods and techniques in teaching EFL most commonly associated with these approaches. The results of the research conducted with participants teaching EFL to students with SEN in Bosnia and Herzegovina show that the teachers are familiar with some methods and techniques more than others and that they tend to subscribe more to the traditional, general differences or additional needs approach to teaching EFL to students with SEN. These results are linked to the contextual issues of Bosnia and Herzegovina which is slow in its adoption and implementation of inclusive education across policy, theory and practice.

KEYWORDS: special educational needs, EFL, methods and techniques, Bosnia and Herzegovina

SAŽETAK

Osnovni ciljevi provedenog istraživanja u ovom radu bili su analizirati upoznatost nastavnika engleskog jezika s preporučenim metodama i tehnikama podučavanja engleskog kao stranog jezika djeci s posebnim obrazovnim potrebama; zaključiti da li su ispitanici upoznati s određenim metodama i tehnikama više nego s drugima te utvrditi teorije učenja i pristupa podučavanju učenika s posebnim obrazovnim potrebama koje čine njihovu teorijsku podlogu. Stoga, ovo istraživanje težilo je ustanoviti teorijski okvir podučavanja engleskog kao stranog jezika djeci s posebnim obrazovnim potrebama koji nastavnici u Bosni i Hercegovini koriste i zagovaraju u praksi te njegovu vezu sa suvremenim teorijskim nalazima. U svrhu toga ovo istraživanje je također provedeno s ciljem utvrđivanja kvalitete implementacije inkluzivnih praksi u Bosni i Hercegovini u kontekstu podučavanja engleskog kao stranog jezika.

Teorijski dio rada obuhvaća detaljnu analizu koncepta posebnih obrazovnih potreba iz nekoliko uglova. Opisan je tretman osoba s invaliditetom kroz historiju i analizirani koraci koji su doveli do uspostave koncepta posebnih obrazovnih potreba u teoriji. Rad nadalje opisuje definicije i kategorizaciju u okviru datog koncepta kao i suvremena pitanja i problematiku koja se pojavila u naučno-istraživačkoj literaturi. Uz to rad se fokusira na različite pristupe inkluzivnoj praksi, tačnije inkluzivnoj pedagogiji. Oslanjajući se na radove Florian (2015) i Norwicha & Lewisa (2001) u radu je uspostavljen teorijski okvir pristupa podučavanju učenika s posebnim obrazovnim potrebama te prezentirane odgovarajuće metode i tehnike u podučavanju engleskog kao stranog jezika koje su najčešće asocirane s datim pristupima. Rezultati istraživanja provedenog nad učesnicima koji podučavaju engleski kao strani jezik djeci s posebnim obrazovnim potrebama u BiH pokazuju da su nastavnici upoznati više s određenim metodama i tehnikama nego ostalim te da imaju veću tendenciju pridržavati se tradicionalnog pristupa podučavanja engleskog kao stranog jezika djeci s posebim obrazovnim potrebama koji je fokusiran na dodatne potrebe ili generalne razlike. Ovi rezultati povezani su s problemima nametnutim kontekstom Bosne i Hercegovine koja iznimno sporo usvaja i implementira inkluzivno obrazovanje kako u zakonskim regulativama tako i u teoriji i praksi.

KLJUČNE RIJEČI: posebne obrazovne potrebe, engleski kao strani jezik, metode i tehnike, Bosna i Hercegovina

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I resist any thing better than my own diversity,

Breathe the air but leave plenty after me,

And am not stuck up, and am in my place

- Song of Myself, Walt Whitman

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1 INTRODUCTION

Throughout history, the discourse on the position of children with disabilities and their education has changed quite a lot. When observing these changes, there is sometimes a tendency to generalise and illustrate the path towards the present condition as a gradual uphill incline. Although the pace towards the present was as slow and steady as an uphill climb would be, it wasn't as much of a continuous upward trajectory as it is sometimes described (Sunko, 2016). Rather the fluctuating cultural beliefs and social circumstances caused steep ascents and descents in the community's treatment of children with disabilities. For example, in the late 19th century due to the developments in philosophy, medicine and biology, new approaches to teaching and rehabilitating children with disabilities were designed and used. Accordingly, it was during that period that Maria Montessori, Italian physician and educator whose methods are still celebrated and used today, opened her school for children with intellectual disabilities. In sharp contrast, during the first years of the 20th century, as the "paradigms of production determined the paradigms of education" (Sunko, 2016, p. 615) many individuals with disabilities who were deemed as unproductive members of society were forcefully institutionalised or in some cases imprisoned. Not long afterwards in 1930. influenced by the rising eugenics movement, 30 American states adopted laws on sterilisation of individuals with intellectual disabilities (Sunko, 2016). These are but a few instances in the overall history of the treatment of children with disabilities. When listed in such a manner and observed through the lens of the present these instances may seem as brief occurrences. However, these descents in the social treatment had lasting effects on generations of children with disabilities who lived through them. Thus, it is vital to understand and recognise the descents as much as we attempt to do so with recent ascents. The former give meaning to the latter and determine a better understanding of the weight of policies and social circumstances that shaped the present.

One of the more recent changes that steered the treatment of individuals with disabilities on an ascending path was the publication of the Warnock Report (1978). The central legacy of the Report was the concept of special educational needs (SEN) which, although developed earlier (Gulliford, 1971), established its significance with the Report's adoption and promotion. Indeed, it had a revolutionary relevance as it changed the educational opportunities of children with disabilities and challenged previously established medical labelling. Sixteen years later, the Salamanca Statement (1994) reaffirmed those opportunities and the "right to education of every individual...regardless of individual differences" (UNESCO, 1994, p. vii). These ground-breaking policies influenced the treatment of children with disabilities permanently for

the better, and their lasting effect is felt still today. It was only after their adoption that the treatment of individuals with disabilities was set on a steady, continuous upwards trajectory.

As a direct result of the Salamanca Statement (1994) specifically, numerous nations have adopted inclusive policies in education. This was a significant development in legislation that finally granted all children, specifically those with special educational needs, full and, more importantly, adequate access to mainstream education. The implications of an inclusive education system promoted within the Statement were twofold: objective and subjective. (Demirović et al., 2015). Objective implications require the physical adaptations of schools in architecture, equipment, didactic tools, number of personnel, etc. In practice, these are much easier to fulfil as they only require governments to provide financial support and funding. However, the subjective implications of inclusion are related to the participants of the teaching process, and they are much more challenging to achieve. For example, to properly and effectively implement the principles of inclusive education in practice teachers need not only appropriate tools and resources but also, and more significantly, they require strong policies and research-based literature to guide them; as well as suitable education and competencies to rely and base their teaching on. However, not everyone agrees on how inclusion should look like in practice, and that has led to division and debate. Several significant confusions about inclusion have been highlighted in literature and research indicating the "contentious" (Florian, 2015, p.6) nature of the concept (see Warnock & Norwich, 2010; Görasson and Nilholm, 2014; Anastasiou & Kauffman, 2012). Most pertinent to practice is the pedagogical level of inclusion which shaped by the aforementioned contentious interpretations is dichotomous in nature. Some researchers (see Farrell, 1997; Reif and Heimburge, 2006) argue that inclusive pedagogic practice involves differentiation for students with SEN and applying specialist strategies, while others (Florian, 2015) argue for an inclusive pedagogy that supports full inclusion and goes beyond such strategies to enhance meaningful learning for all. The former position has been linked to what is defined as a general differences approach (Norwich & Lewis, 2001) to teaching students with SEN. It postulates that special needs of students need to be placed in the foreground of the teaching process and require differentiation. In contrast to general differences approach, the latter position has been linked to a unique difference approach (Norwich & Lewis, 2001). The unique differences approach places individual needs of all students in the foreground of the teaching process and their common needs in the background. The special needs of students can be taken into consideration within this approach, but they are not considered as a basis for differentiation, nor are the students with SEN the only ones receiving

differentiation. Both of these approaches also include methods and techniques in teaching that are most commonly associated with them. Within the general differences approach to teaching the methods and techniques that are most commonly used are usually informed by the behaviourist and cognitivist learning theory, while those which are used within the unique differences approach are constructivist-based (Makoelle, 2014). All of these layers and theoretical perspectives on inclusive pedagogy and teaching of students with SEN bring about variability in practice. If subjective implications of inclusive education are not met, and teachers are not educated on the research-based reasons for adopting certain perspectives and approaches to teaching, then we cannot hope for nor expect positive results in practice. To that end, this paper is concerned with analysing the use of methods and techniques and their respective learning theories and approaches to teaching students with SEN, specifically in the context of TEFL. Such treatment in research is necessary as there is an apparent lack of literature concerning the in-practice matter of the representation and frequency of use of some of the most recommended methods and techniques in teaching EFL to students with SEN.

The presented issue is especially important for the context of Bosnia and Herzegovina, which has been lagging behind other countries in its implementation of inclusive education. The context of this country has made difficult the implementation of both the objective and subjective implications of inclusive education. As research on the application of inclusive practices in Bosnia and Herzegovina suggests, teachers are negatively affected by the lack of support in both aspects. Although there is little educators and researchers in Bosnia and Herzegovina can do to affect the implementation of objective implications, apart from advocating, their impact on subjective implications of inclusive education can be significant. In order to aid all teachers, including those who teach EFL, in implementing the best possible inclusive practices in their classroom it would be highly useful to provide them with research-based guides and suggestions on how to construct their teaching and on which aspect of inclusive pedagogy to rely. Thus, there is an obvious need for further research to be carried out on the topics of effective methods and techniques in teaching and the most suitable approaches to difference.

1.1 Thesis Outline

The present paper consists of three major chapters. The first chapter, titled *Understanding Special Educational Needs,* describes and discusses some of the key points related to the notion of special educational needs. The first is the historical overview of the treatment of individuals with disabilities which, as explained above, is instrumental in understanding the notion of SEN and the policies that introduced and shaped it. Subsequently, the term itself is defined with reference to Farrell (2006), and some of the issues regarding the definition are highlighted, like the broad and somewhat vague nature of terminology that often leads to confusion in the use of pivotal concepts (e.g. learning difficulty, difficulty in learning, disability). The chapter also focuses on other issues in conceptualizing SEN and continues to describe the attempts of categorising "the wide spectrum of special educational needs" (Farrell, 2006, p. 10). Thus, the most frequent method of categorisation of SEN in terms of 'areas of need' is presented alongside its intended goal. However, it is also juxtaposed with the criticism and debates that arose from it. To that end, the 'dilemma of difference' is introduced as a common question present in regards to the classification and identification of SEN. This dilemma is explained as a contradiction between identifying and categorizing children's differences and offering common, quality education to all children irrespective of their abilities or disabilities. Some educators and researchers on the pro-identification side argue that identifying and categorising children's differences serves a variety of necessary educational intentions while others (Florian, 2008) see the issue in this; as according to their position identification and categorisation "perpetuate[s] the differences" (Florian, 2008, p. 5) and carries negative connotations. The dilemma of difference is then placed in the context of inclusive education and more specifically inclusive pedagogy where the contentious positions to difference are described from a standpoint of differing approaches to teaching practice. The pro-identification position is related to the additional needs approach to teaching students with SEN which argues that differentiation and strategies based on a child's specific area of need are best suited for providing optimal educational outcomes for students with SEN. In contrast, the full inclusive approach is related to the latter position to identification according to which "individualised interventions, based on a response to a particular impairment or specific difficulty, can compound the problem of difference by marking the learner different" (Brennan, King & Travers, 2019, p. 3). According to this approach, common pedagogical strategies should be used in teaching all children while acknowledging their individual needs and basing differentiation for all children on them.

The following chapter titled *Foreign Language Learning and SEN* aims to relate the concept of foreign language teaching to special educational needs. To that end, the issue of whether or not students with SEN are able to learn a foreign language is discussed and subsequently followed by an explanation on some of the areas of difficulty students with SEN might experience in learning a foreign language. Two important conclusions are made: first, the presented difficulties are not necessarily inherent to all members of a particular SEN and second, the presented difficulties should not be taken as the only factors that inform the learning process as students with SEN, like all students, have other learning needs. The latter conclusion is further reinforced as different types of learning needs that students have are presented using Norwich's (1996) framework of types of pedagogic needs. According to Norwich (1996), there are three types of pedagogic needs: individual, common and exceptional. Depending on which need is put in the foreground of the teaching process, there are two distinct approaches to teaching students with SEN: general difference approach which correlates to the additional needs approach discussed above and focuses on the exceptional needs of students with SEN; and unique differences approach which correlates to the full inclusion approach and focuses on the individual needs of all children. This very important for the context of teaching EFL to students with SEN as depending on which approach the teacher subscribes to, they are more likely to use some methods and techniques as opposed to the others. Subsequently, the chapter describes all of the recommended methods and techniques in teaching EFL to students with SEN within the framework of their respective learning theories and the related approach to difference.

The succeeding chapters discuss the methodological framework of the research and then present and analyse the results. Thus, it can be noted that the conducted research was pragmatic in its approach and used the explanatory mixed method. In other words, both quantitative and qualitative research instruments were used to gather data. A teacher survey was used as a quantitative instrument to gather numeric data that reflected the degree of familiarity and importance as well as the frequency of use of recommended methods and techniques in teaching EFL to students with SEN. On the other hand, qualitative research instruments used in the study were: observation, interview and open-ended questionnaire; and these were used to gather descriptive data that further explained the quantitative results in terms of the observable effects of the suggested methods and techniques in practice as well as the presence and use of underlying learning theories and approaches to teaching students with SEN. Overall, 25 participants took the survey, 3 participants were observed during classes, 3

participants were interviewed and 5 participants provided answers to open-ended questionnaires. All of these participants were EFL teachers working in elementary schools in Sarajevo.

The results of the research show that the participants were familiar with some of the recommended methods and techniques more than others. Furthermore, the results also show that the participants use some methods and techniques more frequently than others; that these are mostly drawn from the domain of behaviourist and cognitivist learning theory; and that they are most often used in a manner of the general differences or additional needs approach to teaching students with SEN. The suggested implications of these results are twofold. First, there is an obvious need for additional context-bound research on the topic that will further explain why EFL teachers in Bosnia and Herzegovina tend to use the behaviourist-based and cognitivist-based methods and techniques in combination with a general differences approach to teaching more than constructivist-based methods and techniques and the unique differences approach. Second, contemporary trends in research and theory on teaching EFL to students with SEN need to be made available to EFL teachers in Bosnia and Herzegovina through education and training. In order to uphold quality in inclusive practice, teachers need to be informed on diverse approaches, methods and techniques that are supported by research and instructed on how and in which cases its best to use them. In doing so traditional, uniform teaching will be avoided and all students, including those with SEN, will benefit.

2 UNDERSTANDING SPECIAL EDUCATIONAL NEEDS

Upon reflecting back on one's own academic experience many would certainly find instances in which they have encountered some type of difficulty in learning. Yet, teachers did not necessarily determine those instances as a need which requires special educational support. For this to occur, one must belong to a category of students whose difficulties are assessed to be significantly different from those of their peers. The underlying principles and criteria for such an assessment have varied greatly over time, as did the number of students who have been so identified (Bevridge, 2002). Although children with 'special educational needs' have always existed, the term itself is a recent social construct and an object of modern cultural and political influences.

> While all societies have faced the fact of individuals who differed physically, intellectually, or socially, how these differences have been addressed mirrors the vibrant and shifting gestalt of societal dynamics and forms one critical indicator of a society's humanity. However, because the markers for the moral correctness of a position stand in their own time and space, difference and disability have been conceptualized and addressed differently from era to era (Winzer, 2006, p. 21).

Our cultural beliefs and ideas highly influence the language that we use, and language is one of the most powerful tools we as a species possess. Knowingly or not, we use language every day to transform our beliefs and ideas into concrete reality that affects our lives. But as all things, both language and beliefs that influence it are subject to change. Not so long ago, the word 'idiot' was used as a medical term not only to describe a group of people but also to define their reality and existence in society. Over time, as our cultural beliefs and ideas evolved and our society became more responsive to „moral correctness" (Winzer, 2006, p. 21), the inaptness of such a word became obvious and it was substituted. Consequently, considerable controversy exists in regards to previous historical and cultural perspectives on special educational needs. Even though, the concept of special educational needs is quite broad and "extends beyond the categories of disability" (Florian, 2014, p. 11) its origin can be best understood through the historical overview of the movement for education of individuals with disabilities. Therefore, the present chapter will first focus on analysing and presenting the various social and cultural dynamics that over time lead to the present conceptualisation of special educational needs. Furthermore, the chapter will also dwell into the understandings and denotations of the term,

as well as the contemporary criticisms it received. Such in depth analysis is needed in order to fully grasp and comprehend a term as complex as special educational needs.

2.1 Education of Individuals with Disabilities Through History

Before the 18th century, individuals with disabilities were largely excluded from society and exposed to inhumane treatment. The faulty reasoning for such actions can be found in the predominant cultural belief that regarded individuals with disabilities as "abnormal and unable to function in society" as well as "a burden" and "uneducable" (Dray, 2008, p. 744). Individuals with disabilities were viewed and treated as second-class citizens, inferior to the rest of the society on which, it was believed, they only had negative effects. As such, they were oftentimes hidden away in attics and remote places, stripped of their human rights and opportunities. The first changes that were brought into the lives of individuals with disabilities were prompted by the humanitarian philosophy of the Enlightenment (Winzer, 2006). Championing the ideas of progress, equality and fraternity, the Enlightenment movement seemed to heighten the sympathy levels of the society. The philosophical beliefs about human dignity and equality raised societal awareness and brought efforts that sought to improve the lives of those who were previously disregarded (Winzer, 1993). Initially, these efforts were primarily led by pioneering philosophers and educators who experimented with individually designed approaches for educating people with disabilities. Thus, one-on-one instruction was the most common form of education a select few received. Most famous among these examples was the case of the French physician Jean Marc Gaspard Itard who in 1799. started teaching Victor, a 'feral child of Aveyron,' to communicate (Sunko, 2016). Itard published reports on his progress and was subsequently recognised as the founder of oral education of the deaf. These and similar cases led to the development of instructional practices that spread throughout and outside of Europe. Educators from around the world travelled to learn about these practices and implement them in their own countries. For example, after travelling and studying in Europe, Thomas Gallaudet went on to establish the first institution for the deaf in Connecticut, USA and John D. Fischer founded the New England Asylum for the Blind, now known as the Perkins School for the Blind (Salend & Garrick Duhaney, 2011). Soon a plethora of institutions that "set out to provide for those perceived as being in need of assistance" (Winzer, 2006, p. 24) was established. Many of these institutions offered education and training to individuals with disabilities through the employment of novel pedagogical methods that were being devised and experimented with at the time. However, the philanthropy that boosted the mass emergence of institutions made just a small impact on the beliefs rooted in society about those individuals

the institutions were set out to serve. Most often, philanthropy and humanitarianism were used as a cover under which the advantaged members of society promoted their interests whilst perpetuating the same ideas of individuals with disabilities "being a burden" (Dray, 2008, p. 744). Thus, even though the majority of institutions did offer training to individuals with disabilities, the underlying goal had questionable moral correctness. Trent (1994) illustrates the interest in and rationale for such education by quoting a speech given in Connecticut which encouraged the building of institutions for individuals with disabilities:

> 'Why should Connecticut erect an asylum for the Education of Idiots?' he asked rhetorically. "Laying aside humanity it would be economic. Being consumers and not producers they are a great pecuniary burden to the state. Educate them and they will become producers (p. 20)

The inherent burdensome and unproductive nature of individuals with disabilities was still perpetuated, but now due to selfish needs it was to be transformed into productive, upright citizenship. So, throughout the 19th century, institutions were the chief setting of training, instruction and 'transformation'. Still, given that the predominant beliefs about individuals with disabilities hadn't changed much, the conditions in these institutions greatly varied. Even though there were some institutions that "viewed their purpose as providing education and vocational programs and fostering moral and religious development" (Salend & Garrick Duhaney, 2011, p. 4), there were many others which solely focused on delivering "medical… and custodial care" (Salend & Garrick Duhaney, 2011, p. 4) The conditions in latter were far from ideal, oftentimes close to inhumane, and the training that was provided was in best cases rudimentary. Yet, permanent facilities of this type had a long-lasting effect on the educational cause of individuals with disabilities as they established the foundations for the dual system of special and general education that is, in most cases, still dominant today.

By the early 20th century most countries, including the United States and United Kingdom, passed compulsory attendance laws that mandated free, public education for all children (Winzer, 2006). These laws presented logistical and philosophical problems for schools who now saw an overwhelming increase in the number of children. As class sizes surged, lack of space, desks, trained teachers and issues of order and discipline caused concern and as a consequence schools were little willing to accept students who "violated social mores" (Winzer, 2006, p. 26) and threatened the "placidity of general classrooms" (Winzer, 2006, p. 26). Unfortunately, those who were almost exclusively so described were children with

disabilities and they once again seemed to face exclusion. But fortunately, the hearty enforcement of compulsory attendance laws challenged the exclusionary practices of public schools so they could no longer ignore these children and simply redirect them to institutions. Educators realized that special provisions needed to be put in place for children with disabilities in order to satisfy the law, schools' need for order, and facilitate the educational goal. The evolving fields of psychology and pedagogy provided a strong basis from which the leading educators of the time drew arguments for the establishment of special, segregated classes within public schools. The proponents of special classes articulated the benefits of public-school placement for children with disabilities and "argued that special education was a logical extension of common education" (Winzer, 1993, p. 327). Hence, special schooling was presented as a way of deterring most common issues children with disabilities faced like neglect, mistreatment and inadequate education in order to "turn disabled dependents into productive, independent adults" (Winzer, 1993, p. 327). Edward Johnstone who was the superintendent of the Vineland Institution for Feeble Minded Boys and Girls, for example, argued that "the blind, the deaf, the crippled, and the incorrigibles must someday take their place in the life of the commonwealth with normal people" (Vineland, 1912 in Winzer, 2006, p. 26). Moreover, he claimed that "they at least must have training in the public schools to keep them from becoming institutionalized and thus losing touch with normal community life" (Vineland, 1912 in Winzer, 2006, p. 26). The special education movement, alongside new psychological and medical findings, illuminated the educational implications of physical and mental disabilities. Consequently, the early 20th century was marked as "a period of massive expansion of the special education system with the accompanying proliferation of categories of handicap, specialists and schools and institutions" (Armstrong, 2002, p. 444). Yet, the overall cultural belief and treatment of individuals with disabilities still hadn't much progressed. The special classes and schools which experienced an immense increase in numbers weren't so much focused on education. Rather, the medical model of disability which "assumed both quantitative and qualitative difference between normal and abnormal" (Winzer, 2006, p. 27), influenced special schools and classes to put primary emphasis on "remediation" (Armstrong, 2002, p. 445). The emerging ideas in science such as evolutionism and fixed intelligence shaped the general consensus of the society that 'deficiencies' were a problem that needed to be 'fixed'. Furthermore, as the eugenics movement began to dominate the early 20th century, the view and the treatment of individuals with disabilities worsened. Julian Huxley, the chairman of the Eugenics Society, wrote:

> What are we going to do? Every defective man, woman and child is a burden. Every defective extra body for the nation to feed and clothe, but produces little or nothing in return. Every defective needs care, and immobilises a certain quantum of energy and goodwill which could otherwise be put to good use (Walmsley & Jarett, 2019, p. 184)

The social engineering ideology of eugenics sough to build the 'perfect' society by eliminating any sort of 'defectiveness' which was seen as a hindrance to it. Supported by the majority of the public figures, these ideas about deficiency became deeply embedded into the cultural consciousness. It wasn't just the extreme right who supported the eugenics philosophy. In 1910. Winston Churchill wrote to the then prime minister H.H. Asquith, a member of the Liberal party, that "the multiplication of the feeble-minded is a very terrible danger to the race" (Brignell, 2010, p. 34). Many champions of progressive politics in Britain and all national parties were on board with exclusion, suppression and ensuing eradication of deficiency as it was believed that it would lead to the strengthening of the society (Walmsley & Simon, 2019). The massively popular British 'science' of eugenics found great support in another place - Germany. Openly and fully embraced by the Nazis, it was propagated by a murderous ideology that launched the Second World War, a danger to the British society like none before.

The terror of the Nazi regime was felt across the Europe and further, producing a devastating loss of a great number of lives. After the war, the genocidal horrors of the Nazis against those whom they deemed 'unfit' were revealed and it considerably impacted social attitudes and beliefs. The eugenics and their ideology were forced into retreat and a new outlook on individuals with disabilities was formed. Armstrong (2003) details a number of factors which influenced this post-war shift:

> The fact that people contributed to productivity and were more visible during wartime, and possibly that 'disability' had become 'normal' as a result of war-inflicted maiming and impairment, as well as the apparent national wish for some levelling out of differences between people as part of national reconstruction, may all be factors which contributed […] (p. 446)

During the war, in devastating times of need when the majority of the labour force was being recruited into the army, those who were previously deemed 'unfit' entered the workforce. Through work individuals with disabilities gained visibility, and the harsh stigma that surrounded them slowly started disappearing. No longer seen as "a burden" (Dray, 2008, p. 744) in the eyes of society, individuals with disabilities were "brought into the wider education

framework" (Armstrong, 2003, p. 446). These changing times brought changing legislation and language. In Britain, the 1944 Education Act was introduced replacing the label of 'deficiency' with 'handicap', while also making the government responsible for educating children "in accordance with their ages, aptitudes and abilities" (Education Act 1944). At this time, assessment for special educational provision was done exclusively by doctors, which was reflected in the within-child medical model of disability. Therefore, the Act described eleven categories of 'handicap' which included "varying degrees of blindness or deafness, physical impairment, speech defects, educational 'subnormality' and 'maljustment'" (Bevridge, 2002, p. 2). Accordingly, based on the degree and category of their 'handicap' children were educated in corresponding special schools or units within mainstream schools. Separate from these were a group of children who were judged to be 'ineducable' and who were omitted from the Act based on the 'severity' of their impairments. In reality, the strict categorization of children with disabilities which was introduced under the thin veil of supposedly clear-cut medical terms didn't help the educational cause. Thus, it's worth noting that even though the categories were presented under the guise of medicine and progress, their definition and diagnosis had a regressive effect in practice. The effect is particularly evident in the cases of 'ineducable' children, who received the same treatment children with disabilities had before the end of the 19th century. Moreover, the latter of the eleven categories - 'subnormality' and 'maljustment' contained the largest number of children, as their definitions were unprecise and variable and their diagnoses, among other things, were based on "certain ethnic and social class variables" (Bevridge, 2002, p. 2).

The complicated and unsatisfactory situation persisted as such until the emergence of the civil rights movements which began the push for wider social inclusion. The ardent egalitarianism of the 1960s created an atmosphere in which "the deprived and the oppressed, and those who saw themselves that way" (Winzer, 1993, p. 376) took resolute action to improve their lives. Finally, strong concerns were raised about the 'ineducability' of any child, no matter the severity of their impairment, and the appropriateness and relevance of the adopted definitions. The progressive efforts gained much traction and by the 1970s a change in attitudes towards 'handicapped' children" was evident. In Britain, the change first brought forward the 1970 Education (Handicapped Children) Act which rejected the notion of 'ineducability' and required "special educational provision for all types of disability" (Bevridge, 2002, p. 2). Furthermore, a committee of educational, medical and academic professionals was formed in 1974 with a task to inspect the educational provisions made so far, specifically in regards to

children with disabilities. The committee made a ground-breaking report which applied a much wider view on the education system in general. The Warnock Report (1978) suggested that a large number of students enrolled in common schools experienced difficulties in their learning. Thus, it proposed the abolishment of the dichotomy between the educational needs of children in ordinary schools and those in special schools, arguing for the "acknowledgment of the continuum of individual educational need among all pupils" (Bevridge, 2002, p. 3). The acknowledgment of such a continuum would lead to rejection of the previously adopted categorization of disabilities which under the new report were seen as inappropriate.

> It pointed out that to categorize children in such a way could be stigmatizing and, further, that to describe a child as having a particular disability was of little help when it came to determining what sort of educational provision might best meet the child's needs. Children quite frequently have more than one form of difficulty, and that which is most significant from a medical point of view is not necessarily of the greatest educational relevance (Bevridge, 2002, p. 3).

Instead of the more rigid, medical categorization which overlooked the instances of individual variety of need among the members of the same category of disability, a more universal language of 'special educational needs' and 'learning difficulty' was adopted. Alongside this change in language, the Report made numerous other recommendations for changes in educational practice, all of which rejected the traditional understanding of learning difficulties as being based solely on within-child factors and medically defined disabilities. Learning difficulty was no longer considered as a static, clear-cut experience. Rather, the proposed "continuum of individual educational need among all pupils" (Bevridge, 2002, p. 3) perceived learning difficulty through three dimensions: length (i.e. short-term to long-term), severity of difficulty (i.e. specific to general) and the degree to which the learning difficulty affects a child's learning (i.e. mild to severe).

Therefore, the Report (1978) had immense impact on subsequent legislation and policies in regards to children with special educational needs, as well as the general understanding and social view of difference as such. It is still regarded as one of the most important documents in the history of special educational needs.

2.2 Defining Special Educational Needs

Prompted and influenced by the Warnock Report (1978), the 1981 Education Act and its successors all affirmed the language of 'special educational needs,' and multiple revised editions of the Code of Practice for the Assessment and Identification of Special Educational Needs (Department for Education [DfE], 1994; Department for Education and Skills [DfES], 2001; Department for Education and Department of Health [DfE, DoH], 2015) were released as a guide for governing bodies of all schools about their responsibilities towards all children identified as having 'special educational needs'. Thus, the legal definition of 'special educational needs' was formed and it specified that "a child has special educational needs… if he has a learning difficulty which calls for special educational provision to be made for him" (Farrell, 2006, p. 9). According to the definition, the concept of 'learning difficulty' is essential for the understanding of 'special educational needs' hence the 1996 Education Act further explains that a child has a learning difficulty if:

(a) he has a significantly greater difficulty in learning than the majority of children his age;

(b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority; or

(c) he is under the age of five and is, or would be if special educational provision were not made for him, likely fall within paragraph (a) and (b) when of, or over that age

(Farrell, 2006, p. 9)

From the above definition it is evident that the concepts of 'special educational needs', 'learning difficulty', 'difficulty in learning' and 'disability' are all interrelated. However, the interconnected nature of the terms has oftentimes been confused for interchangeability, which is quite obviously not the case. Opposed to common belief, a child may have a disability, but it may not necessarily mean that they have a special educational need. If the disability in question is not of a type described in paragraph (b) then it does not constitute a learning difficulty and in turn it cannot be seen as a special educational need. Furthermore, it is also possible for a child to have a difficulty in learning, but not a special educational need. If the child in question has a difficulty in learning that is not "significantly greater…than the majority of children of his age"

(Farrell, 2003, p. 9) then that difficulty in learning does not constitute a learning difficulty which is essential for the concept of special educational need. Farrell (2006) explains it concisely:

> A child only has SEN when he or she:
> - has a 'difficulty in learning' that constitutes a 'learning difficulty' that in turn requires a special educational provision, or
> - has a 'disability' that constitutes a 'learning difficulty' that in turn requires special educational provision.
>
> (p. 9)

Clearly the terminology used in reference to the concept of special educational needs is quite complex and offers much room for confusion to arise. It may be argued that the broad nature of terminology may represent a clear divergence in language from the previously used categories of handicap. The Warnock Report (1978) that established the foundations for the use of such terminology did describe these categories as inappropriate and stigmatizing. However, the debate surrounding the issues of categorization persisted even after the abolishment of the problematic categories of handicap. On one hand, categorization of SEN in education has been seen as vital for identification and verification of eligibility of children for special educational provision and other services, as well as for the more administrative rationalization of the distribution of resources to particular groups. On the other hand, many modern researchers and educators argue that classification and labelling in education are inherently problematic due to their reinforcement of the differences that special educational programs are to address (Ainscow, 2001; Florian et al., 2006; Florian & McLaughlin, 2008; Florian, 2015). Thus, the following section will examine the categorization debate from both perspectives.

2.3 Issues in Classification

The Warnock Report (1978) received much criticism, especially in recent years, because it suggested classification of SEN according to broad areas of need. Many argue that instead of establishing new modes, the Report should have called for the complete abolishment of identification and classification. In this way, a clear break would have been made with the previous traditional conceptions of learning difficulties. The new approach to understanding learning difficulties would take into consideration that learning difficulties arise from a complex number of factors, including the interaction between the child and learning contexts. Even

though the within-child factors can have an impact on child's learning, individuality of each child should be of primary concern (Florian et al., 2006). The legislation and policies adopted years after the Warnock Report gave some attention to such remarks, so the 2001 Special Educational Needs Code of Practice (DfES, 2001) did note that "there are no hard and fast categories of special educational need" because "every child is unique" and "there is a wide spectrum of special educational needs that are frequently inter-related" (Quoted in Farrell, 2006, p. 10). However, it still recommended the classification of special educational needs into four distinct areas as suggested by the Warnock Report (1978), arguing that "needs and requirements can usefully be organised into areas" (Quoted in Farrell, 2006, p.10). The four areas of special educational needs introduced in the Warnock Report and reaffirmed in the 2001 Special Educational Needs Code of Practice (DfES, 2001) are:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical needs

These suggested areas of need strive to provide insight into the type of specialist support needed for the accommodation of learning difficulties in the educational context. For each of the areas, the Code (DfES, 2001) describes the types of specialist support and teaching required, and specifies the levels of support schools and outside services need to provide. Therefore, according to the Code (DfES, 2001) in order to provide the most adequate educational support to children who have communication and interaction difficulties it is useful to consider that these children might require "help in acquiring, comprehending and using language," or in "organising and co-ordinating oral and written language" (Farrell, 2006, p. 12). Furthermore, the Code also makes a clear distinction between the different members of the communication and interaction area of need, i.e. those with:

- speech and language difficulties, impairments and disorders
- specific learning difficulties (e.g. dyslexia)
- hearing impairment
- autistic spectrum disorder
- sensory or physical impairment leading to communication and interaction difficulties

(Farrell, 2006, p.10)

Similar classification and suggestions are made for the other three remaining areas of need. Hence, according to the Code (DfES, 2001) children with special educational needs in the area of cognition and learning "demonstrate features of moderate, sever or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia" and "children with physical and sensory impairments and those on the autistic spectrum." (DfES, 2001, p. 86) These children are described to have slower progress in areas of language, literacy and numeracy and it is suggested that the special educational provisions be made in order to help with issues like problem solving, use of abstract ideas, processing language, sequencing, organisational skills, etc. Subsequently, children who fall under the area of sensory and/or physical needs are defined by the Code (DfES, 2001) as those who have either profound and permanent deafness, profound and permanent visual impairment or lesser levels of loss which may be temporary. The recommendations for the accommodation of these children in the educational system mainly focus on the acquirement of various tactile and kinaesthetic aids and materials and adaptations in the physical environment of the school. Finally, the Code also referred to students who "demonstrate features of emotional and behavioural difficulties" (DfES, 2001, p. 87) which require help in acquiring social skills and skills of positive interaction. The Code (DfES, 2001) describes these students as being:

- withdrawn or isolated
- hyperactive and lacking concentration
- having immature social skills
- being disruptive and disturbing
- presenting challenging behaviours arising from other complex special needs

Among these four areas of need, the latter one has been the only one which has experienced significant change and redefining. Due to the vague nature of the mentioned characteristics and an increase in understanding of what constitutes and influences 'challenging behaviour' a reviewed version of the Code, the 0-25 SEND Code of Practice (DfE, DoH, 2015) has replaced the behaviour, emotional and social difficulty with the area of social, emotional and mental health. The shift reflects a change in social attitudes towards young people's mental health, and the revised edition of the Code (DfE, DoH, 2015) recognizes the need for making special educational provisions in these cases. Furthermore, the 2015 version of the Code of Practice also made sure to emphasize that:

> The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time... A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. (DfE, DoH, 2015, Section 6.27)

The need for such a clarification arose from the criticism the previous iterations of the Code of Practice received for "labelling and dividing" (Terzi, 2005, p. 444) much like the 1944 Act did. Even the chair of the Warnock Committee, Mary Warnock, issued her concerns on the matter in a pamphlet called *Special Educational Needs: A New Look* (2005). Warnock (2005) pointed out that the current educational framework is caught up in a specific contradiction between identifying and categorizing children's differences and offering common, quality education to all children irrespective of their abilities or disabilities. The contradiction was later dubbed 'the dilemma of difference' (Terzi, 2005) and, as Norwich (1996) points out, it can be summarized as a question of "whether to identify and risk stigma or whether not to identify and risk losing protected provision" (Norwich, 1996, p. 101). The advocates of the pro-identification position argue that the categorization of children and youth with SEN serves a variety of positive and necessary intentions. The first, and most important, intention is offering sufficiently differentiated provision and teaching that matches a child's special educational need. In order to avoid provisions and teaching that is too general to fit the needs of a child, those needs have to be identified first in order to be catered to. Further intentions are more administrative in nature and tend to deal with issues of allocating financial resources, collecting data on the prevalence of special educational needs, organizing specialist training of teachers, etc (Florian et al., 2006). On the other hand, as Florian suggests, the problem "arises when policies intended to compensate for perceived inequalities also perpetuate the differences they were designed to address" (Florian & McLaughlin, 2008, p. 5). In most cases, a prerogative to additional educational support requires that a student in question who receives the support be classified as being in some way 'different'. In turn, that difference is seen as a 'deviation' from what is regarded as 'normal' and with it carries negative connotations. An excellent, yet troubling example of this effect is shown in Ysseldyke's research. In *Reflections on a Research Career,* Ysseldyke (2001) explains:

> Prior to and during our research at the Institute for Research on Learning Disabilities we demonstrated that when teachers are given videotapes of normal student engaging in normal behaviour and are told that the students are _____ (a disability type), those

teachers see the behaviours stereotypically associated with the disability. For example, when told the student is mentally retarded, teachers see behaviour associated with mental retardation…Expectations for the behaviour and performance of students with disabilities are far too low. Unfortunately, many professionals believe that students with disabilities are neither competent nor capable of achieving high standards. They believe that the students cannot and will not profit from their educational experiences (p. 301)

From the example it is obvious that in many cases the terminology and categorization that is intended to help students with special educational needs, in turn ends up as a basis for developing stereotypes and negative presumptions. So, being aware of such negative effects of labelling, we are left with the question of whether it all still may be for the best as the main intention of categorization is the implementation of differentiated provisions and teaching that are matched to specific special educational needs. One may argue that the present areas of need provide relevant information about the application of specific teaching methods and strategies that have a positive effect on learning. In other words, knowing and identifying a child's area of need determines the best teaching decisions that can be made in order to fully accommodate their learning difficulties and in order to encourage learning. However, subsequent researchers (Black-Hawkins et al., 2007; Florian & Black-Hawkins, 2011) have questioned the existence and effectiveness of such SEN-specific teaching approaches that promote learning among students with special educational needs. Their conclusions have been linked to efforts that strive to make education as available and effective as possible to all children, without marking some as different. These efforts and perspectives have evolved from a most recent, prominent stage in the education of children with SEN. Therefore, the following section will take under review the concepts of inclusive education and inclusive pedagogy and what they entail for students with special educational needs.

2.4 Education for All

The historical development of education for children with disabilities, later on children with SEN, can be neatly sub-divided into four distinct stages. The previous chapters have briefly examined first three stages which, in chronological order, are:

a) Exclusion, that largely took place prior to the 18th century, during which children with disabilities were excluded not just from education but from all other social contexts as well;

b) Segregation, that took place until the end of the 19th century, during which some form of educational opportunities was offered to children with disabilities but they still remained segregated from the rest of the society;

c) Integration, which started taking place during the late 19th to early 20th century due to the compulsory attendance laws which mandated that public schools create spaces for students with special educational needs so they could attend school and socialize with the other non-disabled students.

The latest, inclusive stage of education started developing in the latter part of the 20th century when numerous documents promoting equal rights to education for all children were adopted. The most significant of these documents was developed in 1994. when an international initiative titled *Education for All,* led by UNESCO and the World Bank, brought the representatives of 92 governments to Salamanca, Spain. There, attending the World Conference on Special Needs Education, all representatives made a commitment to adopt a new legislative framework for the education of all children, particularly those with special educational needs. The Salamanca Statement (UNESCO, 1994) that has been adopted and signed as proof of their commitment proclaimed that:

1. Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.
2. Every child has unique characteristics, interests, abilities and learning needs.
3. Education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs.
4. Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.
5. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide and effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire educational system. (VIII-XIX)

This was a significant development in legislation that finally granted all children, specifically those with special educational needs full and more importantly adequate access to the mainstream education. The ideas promoted within the Statement (1994) are those of an inclusive education system, one significantly different from the previous integrated education.

Under the integration model of education students with special educational needs were indeed still placed within a mainstream classroom setting, but assumptions were made that certain qualities of the child needed to be 'fixed' in order for the child to fit into the system. In other words, the school system itself remained unchanged and the additional support that was provided to children was made to force them into an existing classroom setting or face failure. Unlike integration, inclusion accepts the simple fact that all children are different and that, consequently, the school system should "be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs" (UNESCO, 1994, p. VIII). Put simply, integration can be summarized as "a child is going to school" (Canadian Down Syndrome Society, n.d.) whereas inclusion is best understood as "children are participating in school" (Canadian Down Syndrome Society, n.d.).

Even though the adoption of the Salamanca Statement (1994) marked a turning point in recognizing the importance of providing all children with equal right to education, the ideas and concepts it introduced left room for numerous questions to arise. Several significant confusions about inclusion have been highlighted in subsequent literature and research (see Warnock & Norwich, 2010; Görasson & Nilholm, 2014; Anastasiou & Kauffman, 2012), indicating the "contentious" (Florian, 2015, p.6) nature of the concept. As Florian (2015) explains:

> …it is contentious because not everyone agrees that it is possible to educated all children together, and even where there is agreement, there are debates about how this can and should be achieved (Warnock and Norwich, 2010). Moreover, the process of inclusive education can take many forms and little is known about the detail of practice at the classroom level (p.6).

As noted above, some researchers envision inclusion as a process through which all children are granted their right to receive education within the mainstream, learning alongside their peers. However, others highlight the difference between human and moral rights, stating that even though human rights allow children with special educational needs to be educated in the mainstream, for some of them, it may not be the best option from a moral stand point (Thomson, 1990). Consequently, these different interpretations of what inclusion is and what it constitutes have led to great variability in practice. Most pertinent to this study is the pedagogical level of inclusion which, shaped by the aforementioned interpretations, is largely dichotomous in nature. Some researchers (see Farrell, 1997; Reif & Heimburge, 2006) argue that inclusive

pedagogic practice involves differentiation for students with SEN and applying specialist strategies, while others (Florian, 2015) argue for inclusive pedagogy that supports full inclusion and goes beyond such strategies in order to enhance meaningful learning for all. Thus, the following section will examine and explain the tension between these two contrasting perspectives.

2.4.1 Duality of Inclusive Pedagogy

One of the main issues concerning the in-class implementation of inclusive practices is in the fact that there are no standardized procedures that teachers need to follow (Kirschner, 2015). Numerous researchers have taken upon themselves the complex task of identifying teaching practices that are most effective for encouraging learning of students with SEN in an inclusive setting. The findings and subsequent theories that have been developed are largely split into two distinct perspectives. The supporters of what has been, amongst other things, labelled the "additional needs approach to inclusion" (Florian, 2015, p.6), argue that the supplementation of additional strategies leads towards effective learning in students with SEN (Makoelle, 2014; Mintz & Wyse, 2015). Moreover, they claim that these supplemented strategies should be chosen on the basis of a child's specific area of need and are thus best suited for providing optimal educational outcomes for a particular child with SEN. However, researchers like Florian (2015) contend that this thinking grounded on "the utilitarian principle of the greatest good for the greatest number" (p. 7) is directly linked to inequality in education. More precisely, the additional needs approach follows the bell-curve model of distribution which assumes that "what is ordinarily available will meet the needs of most learners while some *at the tail ends of a normal distribution* may require something additional or different" (Florian, 2015, p. 8). Consequently, those students who differ from the 'norm' and are marked as 'different' suffer the stigmatizing effect of labelling which excludes them from educational opportunities available to their peers. Therefore, many scholars argue for the use of inclusive pedagogy which supports full inclusion and "does not deny differences between learners but seeks to accommodate them by extending what is ordinarily available to all rather than by differentiating for some" (Florian, 2015, p.13).

There are a number of points of contention between these two perspectives, but by far the most important ones are based on the issues of identification and specialist strategies. Proponents of the 'additional needs approach' argue for a concept of pedagogy which is characterised by specialist knowledge of diagnostic categories that informs pedagogical

decision-making. In other words, diagnostic categories provide a basis for the implementation of a particular set of pedagogic strategies that promote effective learning in students with special educational needs (Mintz and Wyse, 2015). Hockenbury et al. (2000) indicated that special education "includes devising and testing empirically validated methods of instruction that are effective with atypical students" (p. 6). The authors go on to note that practices such as mnemonic instruction, applied behaviour analysis, self-monitoring, direct instruction, etc., are all effective techniques for students with SEN. Furthermore, Cook and Schirmer in their overview and analysis of the topical issue of *The Journal of Special Education* (2003) state that "the authors in this topical issue indicated that it was conceivable for general educators to use the identified effective practices with students with disabilities without involving special education" (p. 204) and that in general education setting "learners with disabilities will likely fail without them" (p. 203). Relying on such findings, the proponents of the 'additional needs approach' hold that teachers in general education setting need to supplement their teaching process with such techniques in order to provide effective learning to students with special educational needs. They also recognise the concern that many teachers in general education feel unprepared to implement these changes due to a lack of training and knowledge and urge for better teacher-training programs that explicitly cover topics of special educational needs. However, researchers in England (Lewis & Norwich, 2001) took up the question of whether it is possible to truly identify differences between learners by type of special educational need and link them to specific, differentiated teaching strategies. In their literature review they found that the evidence did not support the notion of SEN-specific pedagogies and argue that "teachers draw on continua of strategies which reflect the adaptations of common teaching methodologies" (Brennan, King & Travers, 2019, p. 2). Others (see Davis & Florian, 2004; Florian, 2015; Vaugh, Linen-Thompson & Hickman, 2003) embrace the stance and maintain that "individualised interventions, based on a response to a particular impairment or specific difficulty, can compound the problem of difference by marking the learner different" (Brennan, King & Travers, 2019, p. 3). Instead, they argue that all children can learn from the same pedagogical approaches, but adaptations and differentiations are necessary to meet their diverse needs. Such inclusive pedagogical approach is positioned within Alexander's (2004) socio-cultural framework on pedagogy and assumes that individual differences are a result of a complex interplay of many different variables rather than a fixed state within an individual.

> Difference is not the problem; rather understanding that learners differ and how the
> different aspects of human development interact with experience to produce individual

differences is the theoretical starting point for inclusive pedagogy. This stance focuses on how the teacher thinks about everybody in the class and how they will work together, as opposed to differentiating for some on the basis of judgements about what some cannot do compared to most others of similar age (Florian, 2015, p. 14).

Based on constructivist views of learning, this approach to inclusive pedagogy upholds the idea that knowledge arises through shared activities in social contexts. Learning is thus a shared, social activity and can best be encouraged through whole class teaching that shifts the teaching process from focusing on 'most and some' to everybody. For example, rather than focusing and devising a lesson based on teacher judgement, under the principles of this approach to inclusive pedagogy, a teacher is encouraged to envision „a range of differentiated lesson options [...] based on knowledge of the range of interests, previous experiences, needs and abilities of everyone" (Florian, 2015, p. 17). These lesson options are made available to everyone in the classroom, and students are encouraged to direct the course of their own learning. This insight is derived from years of research focused on the strategies some schools used to raise the achievement of all children (e.g. Black-Hawkins, Florian & Rouse, 2007; Florian & Rouse, 2001) and other studies done on the concept of 'teacher craft knowledge' and how teachers extend that what is generally available to all students (Black-Hawkins & Florian, 2012; Florian & Black-Hawkins, 2011). Inclusive pedagogy, shaped by the findings of these projects, therefore rejects the ability-based marginalisation and „involves the creation of a rich learning environment characterised by lessons and learning opportunities that are sufficiently made available to everyone so that all are able to participate in classroom life" (Florian & Linklater, 2010, p. 370).

It is important to note that the contested theoretical interpretations of inclusive pedagogy are reflected in practice. Thus, when analysing teacher opinions on the notion of inclusive pedagogy two divergent discourses emerge which are in line with the two opposing theoretical perspectives. Makoelle (2014) goes on to describe these two perspectives as 'special needs education' that is behaviouristic, strategy-oriented and teacher-centred and 'full inclusion' which is constructivist and learner-centred. Accordingly, these perspectives in great deal influence how learning occurs and how it is facilitated in an inclusive setting.

3 FOREIGN LANGUAGE LEARNING AND SEN

With the rise of English as a global language, there is almost no school curriculum in the world in which English is not present as the second language. It would be safe to say that most students in the world learn English precisely because it is on their school curriculum (Harmer, 2001). Thus, most students usually do not have the choice of whether or not they wish to learn a foreign language or not because it is simply a part of their schooling experience. The reasoning behind this mandated study of a foreign language is straightforward as it brings forth pragmatic, cognitive and cultural benefits to learners (Wight, 2015). Yet, with the establishment of a modern, inclusive educational system which embraces learners of all types, including those with SEN, questions have been raised about the eligibility of students with special educational needs for foreign language learning (Sparks, 2016; DiFino & Lombardino, 2004; Wight, 2015). Despite the lack of empirical evidence, the notion that students diagnosed with a learning difficulty will have inordinate, hindering problems with learning a foreign language has gained acceptance. As a consequence, an unfair stigma has been attached to learners with special educational needs that considerably affects the way they are perceived and treated in second language classes. Studies have found that language educators believe that "there is a mystique about teaching learners with special needs, and that they would be better taught by those who are familiar with this 'special' way of teaching" (McColl, 2005 in Wight, 2015, p. 47). Moreover, in some cases students at secondary and post-secondary levels are exempt from foreign language study and are encouraged to take class substitutions solely because they have been diagnosed as having special educational needs (Wight, 2015; Sparks, 2016). Even though the body of text related to the relationship between special educational needs and second language acquisition is sparse, to-date there has been no evidence that suggests that an individual with SEN is "not capable of developing skills in an additional language" (Virginia Department of Education, 2017). In fact, Skinner and Smith (2011) in their review indicated that the literature "is increasingly indicating that many of these students can successfully complete foreign language curricula" and that this can be especially achieved "when accommodations and specialized teaching methodologies are implemented" (Quoted in Wight, 2015, p. 50). Still, it is important to recognise that students with SEN have a predisposition to experiencing difficulties in language, either native or foreign, based on their specific needs. Thus, it might be useful to have an understanding of what these areas of difficulty might be when approach teaching EFL to students with SEN.

3.1 Areas of Difficulty

The available literature on foreign language acquisition in students with SEN most often addresses two key topics, first of which are the areas of difficulty students with special educational needs experience in acquisition of a foreign language (Wight, 2015). However, due to the broad nature of the concept of SEN, the fact that it includes a wide array of different needs, an all-encompassing detailing of all the difficulties students experience according to their respective need would be an unfeasible task. In fact, most researchers tend to focus on one area of special educational needs (Leons, Herbert & Gobbo, 2009) or a particular difficulty within that area of need (Simon, 2000).

This section of the paper will focus on presenting a general overview of difficulties students with SEN might experience according to the particular stage of the language learning process. According to the Virginia Department of Education (2017) students "experience challenges handling information at one of three stages of the learning process – perception, processing, expression – or any other combination of the three" (p.17). Furthermore, at any of these three stages of the learning process at least two of the four language skills (listening, speaking, reading, writing) should be in active use. Therefore, students who experience difficulties at any of the three stages of the learning process will as a consequence experience difficulty with acquiring some of the language skills.

Perception is a cognitive activity that includes assigning meaning to the stimuli that surrounds us. It is closely associated with the physical act of sensation which we experience via the five senses. Put simply, "the five senses allow us to touch, see, taste, hear, and smell, but it is because of perception that we recognise what we are touching, seeing, tasting, hearing, and smelling" (Virginia Department of Education, 2017, p. 19). In a language classroom, perception is vital because students are frequently exposed to audio and visual stimuli through which they receive language. Some students with SEN experience difficulty assigning meaning to these stimuli and therefore have issues acquiring listening and reading language skills. According to the Virginia Department of Education (2017), when reading, for example, some students cannot distinguish between "b," "d,", "p", and "q" so when you "ask the student to read a text about what Bobby and his Daddy did with the new puppy at the pool, he/she may ask you why Poppy and his Pappy were with the baby in the lobby" (p. 19). Those who experience these and similar difficulties with perception are most commonly students with:

- autistic spectrum disorder (ASD)

- speech, language and communication needs (SLCN)

- attention deficit hyperactive disorder (ADHD)

- moderate (MLD) and severe learning difficulty (SLD)

- specific learning difficulties (SpLD) such as dyslexia

- hearing (HI), visual or multisensory impairment (MSI)

Subsequently, processing is a cognitive activity during which the stimuli are deciphered, organised and stored so that they can later be accessed. Most often, issues with processing are related to areas of memory and metacognition. Therefore, some students, like those diagnosed with ASD, SLNC, ADD, moderate and severe learning difficulties, may experience issues engaging short-term memory and retaining information or retrieving information related to language and abstract concepts from long-term memory. As the three stages are interconnected, students who experience significant difficulties with perception of stimuli will usually experience issues in the processing of information.

Last of all, expression is the process of conveying retained information and knowledge and "understanding that has been achieved" (Virginia Department of Education, 2015, p. 22). Expression can be achieved through associative tasks like speaking, cognitive tasks like writing and in physical form through kinaesthetic expression. Some students diagnosed with ASD, SLCN, moderate and severe learning difficulties experience issues in producing oral language.

Some students need to engage in deliberate thought to determine which letters match up with which sounds, which words match up with which ideas, and the order in which words and sounds need to go in order to ensure that they are understood. Thus, problems with the expression of oral language can include: accessing vocabulary that is stored in the memory, applying patterns in the morphology of the language, varying grammar structures and expressions, and producing speech sounds (Virginia Department of Education, 2015, p. 23).

For most people speaking is an associative task. It occurs automatically, with no conscious though about the words, grammar and pronunciation aside from considering the content of the utterance. However, for students with difficulties in expression speaking can be a cognitive task that requires deliberate thought and planning. Unlike speaking, writing is a cognitive task for most and it is a multifaceted process. Thus, difficulties with expressing written language can include issues in coordination of fine motor skills (most commonly related to ASD, dyspraxia,

physical disabilities and other medical conditions), organisation and sequencing of ideas (most commonly related to SLCN, ASD, ADHD, moderate and severe learning difficulties), spelling (most commonly related to SLD like dyslexia and dysgraphia), etc. Finally, in relation to kinaesthetic expression some students with special needs experience difficulty using and understanding non-verbal communication. These are most commonly associated with diagnoses of ASD, dyspraxia, moderate and severe learning difficulties.

It is important to note that the available literature is rooted in the deficit view of students with SEN that sees these challenges as inherently unique to students with special needs (Wight, 2015). However, while these difficulties are correlated with students learning needs and overall classification defined in SEN Code of Practice (2015), other students in the classroom who have not been so classified may experience them as well. Moreover, as Wight (2015) details:

> Sparks and Javorsky (2000) reported that students with learning disabilities did not have more severe foreign language learning problems than their peers solely because of their learning disabilities, and Sparks, Philips, and Javorsky (2003) found that students with both learning disabilities and ADHD did not have more severe challenges in language learning when compared to their peers who were classified as either learning disabled or ADHD.

Each student approaches and negotiates each of the stages of the learning process differently. Although, the suggested areas of need can be taken into consideration when attempting to understand some of the challenge's students with SEN experience there are two important facts that need to be highlighted. First, these challenges are not necessarily present in every member of the group; for example, not every child diagnosed with ASD will have issues in processing language. Second, the challenges students experience on the basis of their diagnosis cannot be taken as the only factors that inform the teaching process. As all children, those with SEN have their own individual learning needs that are disparate from those they share with members of their area of special need, and common needs which they share with all other children. Norwich & Lewis (20017) explain in greater detail how these different types of need influence and inform the teaching process. The main question that thus remains is what are the specific methods and techniques EFL teachers can employ when teaching students with special educational needs that are either based on the exceptional needs of these students and/or on their individual and common needs. As this question is central to the theoretical background of

the present research, the subsequent sections will attempt to treat and investigate it from multiple perspectives.

3.2 Types of Pedagogic Needs

In order to fully grasp the methods and techniques that are best suited for teaching L2 in an inclusive environment to children with SEN, we must first understand the complex structure of educational needs that are present in every classroom. To that end, the most suitable framework as considered by this paper is the one proposed by Norwich (1996). In his paper, *Special Needs Education or Education for All* (1996), the author analyses two approaches to teaching children with special educational needs; the first which solely focuses *on* the difficulties and disabilities and in which those become the key aspect of defining provision that is offered to children with SEN, and the second which "plays down the difficulties as characteristics of children" (p. 103) and focuses on a more universal approach of teaching *all* children. In attempting to more vividly and accurately describe both of these approaches, Norwich (1996) suggests that each child in a learning context can be seen as possessing three types of pedagogic needs. These are: individual needs, exceptional needs and common needs. Individual needs arise from characteristics and goals that are unique to the individual and they are different for each child. In contrast, common needs arise from characteristics and goals that are shared by all children, for example "the emotional need to belong and to feel related" (Norwich, 1996, p. 103). Finally, exceptional needs, are defined as needs which arise from characteristics and goals that are shared by *some* children. Here it is important to stress that *all* children are seen as having exceptional needs. Although special educational needs fall under the concept of exceptional, there are other types of characteristics that can be so defined, such as high propensity towards music or art, etc. Classifying pedagogic needs in such a manner is important because, as Norwich (1996) points out:

> This way of regarding educational needs is based on the assumption that from one perspective everyone is different and unique; from another, people are like some, but different from others; and from a third perspective, everyone is alike. The advantage of this framework is that if we decide to talk about special needs as a type of exceptional need, we know that we are not referring to what is unique about a child (p. 103).

In this way, we can recognise that two children may share a special need, but have different individual needs that are not defined by their special need. Additionally, a child's special need should not be taken as their defining characteristic, as it does not and cannot rule out common

needs that they share with other children in the classroom. This framework of pedagogic needs is especially useful when examining the pedagogic approaches to teaching in an inclusive setting and as such deserves further explaining.

3.2.1 General or Unique Position to Difference

As previously mentioned, approaches to inclusive pedagogy are dichotomous in nature. Chapter 1, specifically, mentions these types of approach and describes them as "additional needs approach to inclusion" and "full inclusive approach." However, Norwich & Lewis (2007) go beyond that in greater detail, applying the proposed framework of needs in portraying "two relevant contrasting positions to difference" which inform teaching decisions in the classroom. They argue that teaching decisions and strategies in an inclusive setting are either informed by the "general difference position" or the "unique difference position" (Norwich & Lewis, 2007, p. 129). In the general difference position, teaching is primarily informed by students' exceptional needs which are specific to a group which shares common characteristics. Thus, in this position the exceptional needs of students with disabilities and difficulties are in the foreground and they govern the methods and techniques that should be used in teaching. Needs that are common to all and needs that are unique to individuals are not disregarder, they are still considered important, but they remain in the background. This position correlates to the "additional needs approach" (Florian, 2015) to teaching and suggests that exceptional needs such as ASD, ADHD, etc. are relevant to pedagogic decision-making. Furthermore, this position has great implications for teacher training process as it implies that teachers in the mainstream classrooms need to be equipped with specialist knowledge on different areas of need in order to recognise students with such needs in their classroom and employ specialist methods and techniques in teaching them. In contrast, in the unique difference position pedagogic decisions are primarily informed by individual and common needs whilst exceptional needs are disregarded. More precisely, individual needs are those which are put at the foreground of the pedagogic decision-making, while common needs are in the background.

> This is a position that assumes that while all learners are in one general sense the same, they are also all different. Particular teaching strategies are relevant or effective for all pupils, irrespective of social background, ethnicity, gender, and disability. Differences between individuals are accommodated within this position, not in distinct groups or sub-groups, but in terms of the uniqueness of individual needs and their dependence on the social context (Norwich & Lewis, 2007, p. 130).

Those who favour full inclusive approach to teaching adopt this particular view and argue that it is necessary in order to extend learning opportunities to all students without marginalising and describing some as 'different' and 'less than'. Furthermore, an additional reason for rejecting exceptional needs from the pedagogic decision-making process is described in Florian's *Inclusive Pedagogy: A transformative approach to individual differences* (2015):

> A focus on learner types is problematic because of the many sources of variation within and between identified groups of learners that make educationally relevant distinctions between them difficult to observe and judge. Thus, whatever can be known about a particular category of learners will be limited in the educational purpose it can serve, because the variations between members of a group make it difficult to predict or evaluate provision for individuals in it (p. 8).

Here Florian (2015) focuses on "variation within and between identified groups of learners" that indeed exists. For example, learners diagnosed with ASD have great variations in characteristics between them as they are considered to be positioned somewhere on the 'spectrum'. Yet in the teaching context, tacit judgements are often made about learners with ASD based on the assumption that they possess all of the characteristics to the same degree and that are thus in need of specialist teaching (Florian, 2015).

So, how are these two positions pertinent to TEFL and methods and techniques that should be used in teaching students with SEN? Well, research has shown that there are three principal theoretical perspectives that inform teaching methods and techniques, and that these can be directly associated with one of the two positions (Makoelle, 2014; Steele, 2005; Davis & Florian, 2004). All suggested methods and techniques in teaching EFL to children with SEN tend to cluster around these three perspectives on learning: behaviourism, cognitivism and constructivism (Davis & Florian, 2004). In turn, methods and techniques based on behaviourist and cognitive perspectives are most commonly used in the general differences or additional needs approach, while those based on constructivist perspective are most commonly used in the unique difference or full inclusion approach (Makoelle, 2014). Therefore, in order to provide a comprehensive overview, this paper will focus on presenting methods and techniques that are generally correlated and suggested by both of the positions on inclusive teaching.

3.3 General Differences Approach to Teaching Students with SEN

The general differences position to teaching students with SEN is based on the assumption that optimal learning conditions can be achieved if universal methods and techniques used with typical students are supplemented with specialist approaches. According to this position the use of differentiated instruction is imperative in order to cater to the exceptional needs of students with SEN (Norwich & Lewis, 2007). Differentiated instruction in this context is used specifically in regards to students with SEN by extending an organised, proactive differentiation and supplementation of teaching methods that accommodate their needs. The methods and techniques that are used in supplementation to cater to the exceptional needs of students with SEN are primarily rooted in learning theories proven to be "effective" and "evidence based" (Trump et al., 2018, p. 2) in the context of special education. In the context of EFL, these are specifically subsumed under the behaviourist learning theory and the cognitive learning theory.

3.3.1 Behaviourist Theory and Practice

The first half of the 20th century linguists such as Thorndike (1921), Watson (1925), and Skinner (1957) popularised a theory that characterised learning as "a system of behavioural responses to physical stimuli" (Rao, 2018, p. 21). They believed that learning was developed as a stimulus-response association acquired through habit formation and reinforcement. Behaviourists maintained that any person could be potentially taught to perform any tasks, regardless of their background and traits, with the right kind of conditioning. Particularly important for the development of the theory was Skinner's (1968) work which promoted the ideas of operant conditioning, paramount to the theory. The method of operant conditioning suggests that an individual's behaviour is a result of two stimuli: antecedents and consequences. Antecedents are stimuli that "signal that a behavior is expected" (Durwin, 2020, p. 369), while consequences are stimuli that either reinforce the occurrence of the behaviour or weaken it. For example, in a classroom situation learning will occur as a result of a teacher asking a question (antecedent), a student providing an answer (behaviour), and the teacher offering either positive feedback or negative feedback (consequence) that in turn either reinforces the behaviour or decreases it (Durwin, 2020). Furthermore, when it comes to language, behaviourist suggest that it is just another process of forming new habits; and they uphold that there is "no reason to assume… that verbal behaviour differs in any fundamental respect from non-verbal behavior, or that any new principles must be invoked to account for it" (Skinner, 1957 in Rao, 2018, p.

23). Children acquire first language through simple imitation. They listen to and repeat the sound patterns they hear, acquiring the ones for which they receive positive reinforcement and rejecting the ones for which they receive negative reinforcement. They continue doing so, practicing sounds and grammar patterns until a habit of correct usage is formed. Thus, the quantity of language the regularity of reinforcement children receive governs the success of language learning. According to Rao (2018) behaviourist theory of language learning addresses the process rather than the condition of learning, and it is characterised by the following principles:

- Language learning is habit formation;
- Mistakes are bad and should be avoided, as they make bad habits;
- Language skills are learned more effectively if they are presented orally first, then in written form;
- Analogy is better foundation for language learning than analysis; and
- The meaning of words can be learned only in a linguistic and cultural context (p. 21)

The process and the principles are believed to be the same for both first and second language acquisition. Thus, behavioural learning theory in the classroom is associated with teacher-centred approaches to learning in which the teacher is seen as a source of knowledge who through intentional and structured guidance, regular repetition and review helps "students progress from simple to more complex skills" (Durwin, 2020, p. 369). Additionally, proponents of the theory use observable and testable behaviours, such as quiz and exam results, to quantity the degree of learning and the efficacy of reinforcement. Despite its popularity and wide applications, the theory has been subjected to numerous critiques. Kohn (1993), for example, disputed the use of extrinsic reinforcements on the account that they amount to temporary instead of permanent and fundamental increase in learning. He explains that:

> Incentives, a version of what psychologist call extrinsic motivators, do not alter the attitudes that underlie our behaviors. They do not create an enduring commitment to any value or action. Rather, incentives merely – temporarily – change what we do (p. 110).

Instead, Kohn argues for the use of intrinsic motivation that echoes learners' subjective interests in learning. As a substitute to superficial, "do this and you'll get that" (Kohn, 1993, p. 3) attitude to increasing motivation in learning, teachers should adopt a practice of creating activities that raise the curiosity in learners and challenge them. However, despite the criticism towards the

use of behaviourist approaches in general education, they have shown promising results for children with special needs (Steele, 2005). Positive reinforcement has been proven to be useful when teaching communication strategies, reading and writing skills, and vocabulary (Trump et al., 2018). Furthermore, the increase in recognition of the Applied Behavior Analysis (ABA) used in the special education setting and its establishment in research literature as "effective" and "evidence based" (Trump et al., 2018, p. 2) led many educators to revisit the use of behavioural approaches in general education. Therefore, it would be useful to highlight the methods and techniques associated with this perspective, specifically in regards to their use in the context of EFL teaching.

3.3.1.1 Direct Instruction

Direct instruction is a teaching method developed during the 1960s with particular focus on the needs of students with learning difficulties and novice learners. Additionally, it is one of the most popular teaching methods based on the behavioural learning theory. Having been built on the basis of behaviourism, direct instruction as mirrors the emphasis on the principal notions of the theory – modelling, reinforcement, habit-building and structure. Thus, direct instruction involves a teacher using high degrees of control in creating a teacher-centred, structured learning experience in which information is presented in small chunks with a great amount of feedback and practice (Durwin, 2020). In practice, the process of using direct instruction as a method in teaching EFL would begin with the teacher reviewing the previously taught material in order to identify mistakes and errors that students make. For example, if the previous lesson was based on the acquisition of grammar structures linked to the past simple tense, through the review process the teacher would be able to gain insight into the most prevalent mistakes that students make in utilizing those grammar structures, e.g. adding -ed suffix to irregular verbs. Then using positive or negative reinforcement the teacher would reteach the material and reinforce correct usage in order to avoid mistakes from becoming habits. Next, teacher would introduce the new lesson by activating existing knowledge and presenting an overview of what is to be taught. According to research (Durwin, 2020) using these steps to prepare the students for the upcoming lesson increases students' achievement. During the lesson, the teacher would control the pace at which the new material is presented. The material is taught in small, sequential steps that lead to more complex notions (Steele, 2005). For example, if the lesson is focused on the acquisition of the past progressive tense, the teacher would activate previous knowledge on past simple tense and connect it to the overall context of past by using a timeline. Then, the structure of the tense would be taught by connecting it to the past simple tense and

the form of the verb to be. The past participle form of the verbs would be introduced, but only in its most simple form with verbs that don't require spelling changes. The lesson would thus progress with the teacher providing numerous examples, modelling, and reexplaining building up, step by step, to the more complex usages of the tense like describing an action taking place when another action occurred. At each of the steps, teachers would check for understanding by asking questions and supporting the correct usage through positive reinforcement. Once students progress through the material, structured practice would be implemented in the form of controlled, guided, independent or distributed practice (Durwin, 2020). Through each of the types of practice, teachers provide corrective feedback and reinforcement, prompt students to provide clarified or improved answers and reteach the necessary concepts.

As reported by research (Kirschner, Sweller & Clark, 2006) this type of a learning process is best suited for students with learning difficulties and novice learners because it prevents cognitive overload. This can be confirmed when analysing the most commonly used techniques of the direct instruction method and the ways in which they benefit students with SEN. These main techniques are: chunking, modelling and feedback.

Chunking is a technique using which the lesson is divided into smaller, less complex tasks that are taught sequentially, in a logical sequence with each of the steps building on the previous, so that at the end all tasks are "practiced as a whole" (Durwin, 2020, p.141). This sort of technique is particularly beneficial for students with SEN who have issues in the processing stage of learning, like those with ASD and SLNC, as it reduces cognitive load and reinforces retention and recollection of information. In an EFL classroom setting, this technique can be used to encourage development of reading skills by teaching the students to process the reading material in chunks, the acquisition of vocabulary by segmenting words and focusing on phonological awareness, and grammar structures.

Modelling is making "external and internal processes of what is being learned" explicit by showing (i.e. through physical actions) and/or telling. Modelling is based on providing students with "clear, concise, and consistent descriptions and demonstrations" (Durwin, 2020, p. 141) that have a high impact on learning. This technique can benefit those students with SEN who have issues in perception, like those with ASD, visual and/or auditory impairments, as the teaching is simplified, made consistent and repeated. It can also be useful when teaching students with issues in processing and expression as clear demonstrations are provided for both the material and the required activities based on it. For example, if the lesson activity is founded

on writing, the teacher might demonstrate for the whole class and individually exactly how each step of the writing process should go (Steele, 2005). Additionally, if the focus of the lesson is on new vocabulary, the teacher should model the pronunciation of the target words and use them in simple, understandable context with appropriate demonstrations so that students can link pronunciation of words with the words themselves and their meaning.

Providing ample feedback throughout the lesson is another technique. During direct instruction teachers should frequently elicit students' responses in order to increase their engagement and attention. Elicitation of responses (known as antecedent in behaviourism) also provides teachers with insight into how well the students are understanding the material. Accordingly, teachers monitor students' responses and provide feedback in the form of reinforcement that leads to habit building (Heward & Wood, 2013). According to Steele (2015) "students can learn to progress if the lesson includes … provisions of feedback and some type of reinforcement" as these techniques "have been shown to be effective with children, especially those with disabilities" (p. 3). Feedback can be positive and used to reinforce students' responses and increase their motivation, and negative or corrective feedback used to inhibit the usage of incorrect forms of language. It is important to stress that teachers need to evaluate what sort of feedback is appropriate in a given situation and not to rely on overly positive or negative feedback as both can inhibit students' motivation. In contrast, using appropriate types of feedback can boost students' motivation and aid them in issues with processing and expression by consistently reinforcing the usage of correct forms of language.

Although many contemporary educators criticise the use of the direct instruction method in teaching on the grounds of it being too teacher-centred, it is undoubtable that it has certain merits that cannot be ignored, especially in the way it aids learning in students with SEN.

3.3.1.2 Explicit Instruction

Terms explicit instruction and direct instruction seem similar enough that many confuse the two or use them interchangeably. While both direct and explicit instruction "overlap greatly, and some might argue that they are basically the same thing" (Hughes et al., 2017, p. 144) the latter of the two is more 'flexible' in its approach and is supported by more recent innovations and findings in teaching. The term itself emerged in the 1990s, being solidified in special educational practice in the 2000s, and it possibly came about as a result of harsh criticism that the method of direct instruction received. Regarding the matter Hughes et al. (2017) comment that:

It may be that the terminology changed as the knowledge base of effective instruction grew over the last 20+ years, and explicit instruction was viewed as a more encompassing and/or a more descriptive term incorporating new findings in areas such as procedures for providing students with opportunities to respond (e.g. peer interactions), refining how and when corrective and affirmative feedback are provided, or being more deliberate in designing effective practice activities to promote retention of newly acquired skills (p. 144).

Indeed, both instruction methods share the same foundational principles of chunking, logical sequencing, modelling, reviewing, providing numerous examples, reinforcement, and practice; however, explicit instruction is more contemporary as its techniques incorporate more group and peer-to-peer work. Thus, for example, when it comes to elicitation of student responses that are paramount in behavioural teaching, in explicit teaching "student responses can be either group, partner, or individual" (Hughes et al., 2017, p. 142). In the context of EFL teaching this means that teachers can ask a question or give out activities and direct their students to either work individually or collaboratively with their peers in order to encourage social interactions that in turn reinforce language learning. Similarly, when it comes to practice explicit instruction allows for paired or group practice as opposed to relying solely on individual work as it is case with direct instruction. Thus, in guided practice, for example, when students are given an opportunity to practice on their own while the teacher provides reinforcement and feedback, students inhibitions may be lowered if they are given an opportunity to work with their peers. Social interactions like these can be especially valuable in the context of second language learning, as it has been proven by subsequent theories of learning. Thus, using this, more contemporary variety of direct instruction can be even more beneficial to students, especially those with SEN.

Additionally, the effectiveness of explicit instruction in teaching children with SEN is supported by a large volume of work conducted from a standpoint of a variety of disciplines, such as education, behavioural psychology and educational psychology. In the context of EFL, the research that supports the use of explicit instruction has shown that it is particularly useful for teaching a variety of literacy skills (Baker et al., 2014; Herrera, Truckenmiller & Foorman, 2016) as well as particular areas of literacy such as reading comprehension (Shanan et al., 2010), and writing (Graham et al., 2012). Furthermore, Hughes et al. (2017) point out that additional research (e.g. Clark, Kirscher & Sweller, 2012; Smith, Saez & Doabler, 2016) has proven that explicit instruction techniques "reduce cognitive load and its resulting stress on

working memory" (p. 145) and thus can be particularly helpful for those students with SEN who experience issues in the processing stage of learning, i.e. retaining information in short-term memory and/or recalling information from long-term memory.

However, it is important to keep in mind that either direct or explicit instruction should not become the sole instructional methods used in class, especially when it comes to students with SEN. Rather, as students' body of knowledge grows teachers should adapt their teaching approach in a way that is less structured and covers more complex knowledge and skills. In that way, teachers can avoid having their students feeling undervalued (which inhibits motivation for learning) and work with them in achieving their full potential.

3.3.2 Cognitive Theory and Practice

In the late 1950's a new learning theory emerged that discounted the importance of observable behaviour in learning and focused on more complex, cognitive processes of the learner. The cognitive theory of learning moved away from "behavioural orientation where the emphasis is on promoting a student's overt performance by the manipulation of stimulus material" (Ertmer & Newby, 2013, p. 52). to a cognitive one, placing emphasis on one's thinking, memory and construction of knowledge While behaviourism did recognise the existence of thinking as yet another form of behaviour, the proponents of the cognitive theory argued that thinking in fact influences behaviour and thus cannot be a behaviour itself. Consequently, cognitive learning theory stresses the importance of internal mental structures in learning and focuses on the "conceptualization of students' learning processes and addresses the issue of how information is received, organized, stored, and retrieved by the mind." (Ertmer & Newby, 2013, p. 52). However, cognitivism did not entirely refute the ideas of behaviourism as much as it expanded them. In a like manner to behaviourist theory, cognitivism too acknowledges the role of environmental conditions in learning. Thus, importance is also put on explanations, demonstrations, examples, practice and feedback in learning. However, cognitivists recognise that environmental stimuli and instructional techniques like the ones mentioned cannot alone justify the learning that takes place. Rather, as Al-Shammari et al. note (2019):

> The cognitive approach focuses on the mental activities of the learner that influence responses and acknowledges the processes of mental planning, goal setting, and organizational strategies. In addition, cognitivist approaches emphasize thought

processes and their importance in learning, including memory, thinking, reflection, abstraction, and metacognition, which are all needed in the learning process (p. 410).

The implications for teaching that arise from this are threefold. First, teachers must understand that students as individuals bring a variety of their individual learning experiences to the classroom that impact learning. Second, particular attention in teaching has to be given to determining the most effective ways in which new material can be organised, structured and presented in order to relate to students' previous experience and knowledge. Finally, ample practice and feedback need to be given so that new information is "efficiently assimilated and/or accommodated within the learner's cognitive structure" (Ertmer & Newby, 2013, p. 54). Consequently, teaching methods based on this perspective accentuate making knowledge meaningful to students, and helping them organise and relate new information to existing. In accomplishing this, various techniques such as mnemonics, advance organisers, framing, outlining, analogies, metaphors, etc., are used that all encourage learners to connect their prior knowledge, experiences and abilities to new material that is presented to them. These techniques, along with metacognitive strategies, have shown exceptionally positive results in learning among students with SEN in general education classrooms (Al-Shammari et al., 2019; Hornby, 2014; Hattie, 2008). Above all, their impact on teaching students with SEN and specifically those who experience difficulties in the processing stage of learning is noteworthy and as such they deserve further attention.

3.3.2.1 Expository Teaching Method

Expository teaching is a method based on cognitive learning theory and as such reflects and applies its most fundamental principle, i.e. that learning must be made meaningful. Accordingly, another name for the method is meaningful verbal learning and its goal is to, as the name itself suggest, promote learning in a way that connects information with student's existing knowledge and integrates it "into the learner's memory in a meaningful way" (Durwin, 2020, p. 373). This notion is directly opposite to rote learning whereby information is memorised using simple repetition without any connections being made to previous, existing knowledge. In contrast, teachers applying the method of expository learning strive to present new content with relevance to what their students already know and in connection to real-life examples and situations. When it comes to teaching practices that constitute this method, expository learning is surprisingly similar to direct instruction. In fact, some authors suggest that it is a form of direct instruction (Johnson, 2017) as it is structured and highly teacher-

centred; however, there are several key concepts unique to expository teaching that separate it from other similar methods. First of these is, of course, the focus on students' knowledge. According to the author of the method, David Ausubel (1960) the quantity, clarity, and organisation of students' existing knowledge is the imperative factor in acquisition of new knowledge. In more simple terms, "the new must connect to the known for meaningful verbal learning to occur" (Johnson, 2017, p. 2). Secondly, in order for meaningful learning to occur new information must be put into organised, hierarchical structures. This sort of organisation serves two purposes:

> First, it acts as a scaffold to organize and hold information as students are creating or expanding cognitive structures. Students are able to see the hierarchical nature of the new information and its relationship to the existing structures. Second, the structure of the new information serves as a scaffold for encoding and retrieving. Even if details are forgotten, students will be able to retrieve the basic structure and remember key ideas associated with the structure (Johnson, 2017, p. 2).

One of the ways of organising and connecting new information to the old is through the use of so-called advanced organisers. These are visual, verbal or written materials that provide an overview of the lesson and the new material that is to be learned. According to Ausubel (1977), these serve three main purposes:

- highlighting key points, i.e. directing students' attention to the important parts of the lessons,
- activating relevant knowledge, i.e. reminding students of what they already know,
- showing relationships between the key concepts

Advance organisers can take many forms, e.g. Venn diagrams, KWL (Know-Want-Learn) charts, graphics, abstracts or summaries, verbal overviews, semantic maps, analogies, etc (Johnson, 2010, p. 8). A lesson which is taught using the expository teaching method and advance organisers should proceed as follows:

1. Displaying the advance organiser. The teacher starts the lesson by showing an advance organiser that highlights the key general concepts that are the focus of the lesson. The teacher then proceeds to describe the learning objectives and draws students' attention to key concepts. For example, if the focus of the lesson is on past continuous structure, the teacher connects the previous knowledge of the past simple and/or present continuous structure with the target material by highlighting similarities, e.g. the use of

past simple for of the word to be and/or the similarity in structure between the present and simple continuous i.e. the use of the verb to be, plus the present participle of the verb.

2. Presenting the new information to students. This part of the lesson proceeds in a similar fashion as is common when using the direct instruction method, i.e. material is presented in small, organised, and logically sequenced steps with ample modelling, repetition, eliciting of students' answers and reinforcement.

3. Presenting examples and non-examples. At this point students are presented with multiple examples of the target concept which are cross-referenced with the information in advance organiser. The teacher also provides students with non-examples and asks students to point out the differences between examples and non-examples and "to identify defining attributes not present in the non-example" (Johnson, 2010, p. 9). For example, providing non-examples of the use of past continuous structure like "I waiting for him almost two hours" or "What did he doing when you saw him?"

4. Review. The teacher concludes the lesson by reviewing its main points and referencing the advance organiser.

5. Extend and apply. The teacher gives out activities that enables the students to practice and apply the concepts that have been taught.

The benefits of using advance organisers in teaching are numerous. They can be used to advance reading skills, in the pre-, during, and post-reading steps of the process, to promote the understanding and retention of vocabulary, to aid the building of expressive skills like speaking and writing when used prior to the activities that focus on these skills, and in note-taking (Artheron, 2005). Research confirms the benefits of using advance organisers in EFL lesson, particularly with students identified as having some form of SEN. In regards to that, Daniel (2005) notes:

> According to Baxendell (2003), recent research shows that when instruction first introduces new material with advance organizers, it is effective in the retention and recall of students with disabilities. Advance organizers enable these students to concentrate on the important concepts and provide a way of thinking that allows them to get the most out of the content, while developing their higher-level thinking abilities. In turn, the students are better able to perform on tests that require them to recall information that they have learned (p. 11).

Advance organisers are particularly useful in aiding students who have issues at the processing stage of learning as they enhance retention and recall of information. As research has shown that the use of advance organisers had a positive effect on learning and retention across various age, grade and performance levels (Daniel, 2005) this technique should be considered when teaching EFL to all students, as well as those diagnosed with some form of SEN.

3.3.2.2 Mnemonics

Another technique within the realm of cognitive learning theory that has been proven as beneficial in teaching EFL to students with SEN is the use of mnemonics. According to Scruggs & Mastropieri (1990) mnemonic is "a specific reconstruction of target content intended to tie new information more closely to the learner's existing knowledge base and, therefore, facilitate retrieval. Put more simply, mnemonics are a sequence of letters, words, ideas or associations that assist in remembering something. For example, if an EFL lesson is based on learning co-ordinating conjunctions a simple way of aiding students in remembering the 7 conjunctions is by instructing them to remember the word "FANBOYS" in which each of the letters represents one co-ordinating conjunction: F – for, A – and, N – nor, B – but, O – or, Y – yet, S – so. These types of techniques can be used with students diagnosed with SEN who "exhibit problems in the structure (storing and organizing) as well as the process (operating on stored information) of semantic memory" (Scruggs & Mastropieri, 1990, p. 273). Research evidence indicates that techniques such as the use of mnemonics have a direct, positive impact on the issues experienced with these processes of semantic memory. On that note, Scruggs & Mastropieri (1990) suggest that:

> Mnemonic strategies, which directly provide such encoding and retrieval routes, have been found highly successful at improving LD students' semantic memory deficits. Although mnemonics have proven very helpful for many types of students (Pressley et al., 1982), mnemonic strategies appear to serve a particularly useful purpose in that they may interact directly with the disability area of many, if not most, LD students (p. 273).

As implied, mnemonic devices are most commonly used to enhance the learning of new vocabulary; however, they can also be used for spelling and grammar. There are many types of mnemonic techniques that are too varied and complex to describe, thus it is useful to focus on a couple of most common ones:

- The keyword method is using keywords that sound similar to the target word in learning. These keywords are then presented visually in interaction with the target

word. In learning EFL keywords can be either based on English or the L1, depending on the target word and the level of students' L2 skills. For example, in order to remember the word 'lizard' easier, the teacher might instruct the students to associate it with the similar-sounding verb 'lizati' (to lick) in B/C/S. Then the teacher would either visually represent or instruct the students to visualise a lizard licking an ice-cream. Another example, based on English keywords, might be EGG-REACH-US for remembering the word EGREGIOUS (i.e. outstandingly bad). In this case the teacher might instruct the students to visualise someone throwing eggs at them because they did something very bad. Furthermore, keywords in an EFL classroom can be used in a way in which students themselves are encouraged to think of similar sounding words (either in English or L1) and connect them to target words with teacher guidance and reinforcement.

- The Loci method is helpful in remembering lists of words and retrieving them through visualisation. This method is developed by the ancient Greeks, thus 'loci' means 'place,' and it combines the technique of active visualisation of a familiar setting in which each of the words in a list is attributed to a place in that setting (Scruggs & Mastropieri, 1990). For example, if EFL lesson is focused on acquiring vocabulary based on parts of the house or furniture, students might be encouraged to visualise their own house and connect the target words to places in their house. However, this method can be used with any, random list of words as long as students visualise and connect the word with a place in the setting of their mind.

- Acronyms are one of the most familiar mnemonic devices and can be used to remember lists of words or concepts. An example of acronym mnemonic is the one provided above of FANBOYS, similarly MINTS is an acronym used to remember the rules of capitalisation in English whereby those concepts that are capitalised are M – months, days and holidays, I – the pronoun I, N – names of people, places, etc., T – titles of books, movies, etc., S – start of sentences.

3.3.2.3 Cognitive and Metacognitive Strategies

As according to the cognitivist learning theory language learning is a cognitive task, it follows that "learners are able to consciously influence their own learning" (Dimassi, 2016, p. 58). One way of doing so is by employing language learning strategies. According to Dimassi (2016) there is a direct link between the use of language learning strategies and enhancement of language skills as they allow learners to become "more competent in communication…more

self-directed" and "become experts in problem-solving" (p. 59). Amongst language learning strategies, the most common are cognitive and metacognitive strategies which are closely related.

Cognitive strategies are "task-appropriate strategies in which learners actually manipulate the information or skills to be learned" (Chamot, 1990 in Dimassi, 2016, p. 60). Some of these include:

- Inferencing which includes going beyond the literal meaning of content and forming conclusions based on already available knowledge. Dimmas (2016) explains that learners using inferencing "use what they know about their own or a second language to infer meaning" and "use a top-down approach exploring the overall picture from which to infer the meaning of individual items" (p. 62). In the context of EFL, inferencing can be used, for example, in activities that focus on receptive skills in order to deduce the meaning of unknown words, phrases and sentences based on the surrounding context. Moreover, it can also be used in activities that focus on grammar by inferring the rules and structure of a particular grammar concept from provided examples and non-examples.

- Summarisation which is condensing and constructing inputted information into brief, main points. Students can be encouraged to summarise main points of written or spoken material, such as texts or speeches, or the entire lesson in their own words in order to make connections between new knowledge that is being presented and present knowledge. Summarisation in this way is beneficial for developing skills is EFL as it "prompts deep comprehension and learning" because it reinforces "the memory representation of the content" beyond that which learners achieve through listening or reading.

- Prediction, as can be concluded from the name itself, is making guesses on what new language information will follow the already given information (Dimmas, 2016) on the basis of context and/or prior knowledge. Being able to make predictions in EFL classes is important as it reduces learners cognitive load due to the fact that do not have to "actively process every phoneme, syllable, word, phrase or even tone group of a passage" (Dimmas, 2015, p. 66). Thus, EFL teachers need to encourage the development of prediction skills by giving learners portions of information based on which they are expected to predict further information, e.g. reading a portion of a

sentence and asking students to predict the rest of the sentence, or reading two sentences of a paragraph and asking students to predict the next sentence in the paragraph.

Metacognition is defined as "knowledge concerning one's own cognitive processes and products or anything related to them, e.g. the learning-relevant properties of information or data" (Flavell, 1976 in Dimmas, 2015, p. 69). In simple terms, it involves making judgements about what one knows and does not know and metacognitive strategies are ways of reflecting on that. Metacognitive strategies are important as they "improve language learners' performance in a number of ways, including better use of attentional resources, better use of existing strategies and a greater awareness of way to operate as more self-directed learners" (Dimmas, 2015, p. 71). Metacognitive strategies include advance preparation, selective attention, strategy evaluation, planning, self-monitoring, self-evaluation and self-management strategies (Dimmas, 2015). Among these the present paper will cover one which can be especially beneficial in an inclusive EFL classroom and that is self-evaluation. Self-evaluation is a strategy that "allows learners to check the outcomes of their language learning against an internal measure of competence and accuracy" (Dimmas, 2015, p. 79). In other words, by using self-evaluation learners appraise the efficacy of their own learning and make judgements about what they need to do differently in order to better the process or what they need to keep doing in order to maintain the achieved success. In an EFL classroom, teachers can encourage self-evaluation by instructing them to keep self-assessment records, like the European Language Portfolio (ELP) that keeps track of their language learning progress.

In conclusion, teaching cognitive and metacognitive strategies in an EFL classroom setting is important as it leads to better language progression and specifically in case of students with SEN it plays an important role in developing various skills "including verbal exchange of information, reading comprehension, verbal understanding, writing, perception, attention, memory, problem solving, self-directed learning and etc" (Barkhordar et al., 2012, p. 1245).

3.3.3 Multisensory Teaching

The Department for Education and Skills (DfES) (2004) defines multisensory teaching as: "using visual, auditory and kinaesthetic modalities, sometimes at the same time" (Quoted in Saraudin, Hashim & Yunus, 2019, p. 3187). Therefore, teaching using the multi-sensory approach involves encouraging learners to experience the content through more than one sense. The approach follows the ideas on how children learn throughout their growth. As infants, they

usually learn about their surrounding through observing and listening. Then as toddlers they touch, grab and inspect everything in their surroundings, and when they reach the pre-school age, they begin posing numerous questions about their environment. According to Saraudin, Hashim & Yunus (2019) because of this "we rarely have to teach them how to do these things since they are learning in a very natural way" (p. 3187). In the same way, teachers who employ multi-sensory approach encourage learning in their students by activating all of the sense that they use to comprehend their environment. In the context of language learning this means using:

> …direct instructional strategies involving visual, auditory, and tactile-kinesthetics sensory systems to learn the phonological, morphemic, semantic, and syntactic layers of language along with the articulatory-motor aspects. Listening, speaking, reading, and writing are directly involved while the student sees, hears, says, and writes during brief and varied lesson routines (Birsh & Carreker, 2018, p. 2).

Teaching in such a way encourages learners' retention and recall abilities, and enhances memory through activating different parts of the brain simultaneously. This has proven to be effective for students with SEN, particularly those with ASD, SLND, dyslexia, dysgraphia, ASD (Davis & Florian, 2004; Sparks et al., 1992), and overall has shown promising results as "multisensory structured method of language instruction, with emphasis on explicit phonological and syntactic teaching, also resulted in gains in phonology, vocabulary, and verbal memory for students with disabilities" (Wight, 2015, p. 49).

There are numerous activities that can be based on either visual, auditory, tactile or kinaesthetic aids in an EFL classroom. For example, most popular visual aids include the use of flashcards with pictures and realia which help the learner comprehend and remember the material. Likewise, the most used activities that rely on auditory aids is the use of songs which assist learners "in memorization through listening, rhythm and repetition" (Saraudin, Hashim & Yunus, 2019, p. 3190). When it comes to tactile and kinaesthetic activities teachers need to get a bit more creative. Some examples of great activities based on these senses include using playdough, sand or sandpaper for activities that encourage the retention of word spelling which helps learners retain tactile memory of target words (Saraudin, Hashim, Yunus, 2019) and games like jeopardy or charades which can be used for revision of vocabulary and/or grammar.

3.4 Unique Differences Approach and Constructivist Theory

The unique differences position, according to Norwich & Lewis (2007), places focus on individual and common needs in informing the teaching decisions. What this means is that "particular teaching strategies are relevant or effective for all pupils" and that "differences between individuals are accommodated…not in distinct groups or sub-groups, but in terms of the uniqueness of individual needs and their dependence on the social context" (Norwich & Lewis, 2007, p. 130). This viewpoint is particularly favoured by those who support the full inclusion position to teaching students with SEN (Ainscow, 1991; Florian, 2015). As the focus is put on learners, the principles of constructivist learning theory have been proven to be the most compatible with this perspective.

Constructivism in its most basic form it is a theory founded on the premise that "knowledge is actively constructed by the learner, not passively received from the outside" (Sjoberg, 2010, p. 486). Kanselaar (2002 Aminneh) explains that there are two major perspectives of constructive learning: cognitive constructivism and social constructivism. Cognitive constructivism is based on the ideas and work of a Swiss psychologist Jean Piaget who gained notoriety due to his theory of cognitive development. The theory postulates and describes how children develop their cognitive abilities, or more precisely what children can and cannot understand at various ages of their development (Amineh, 2015). Accordingly, Piaget (1977) suggests that learning "occurs by active construction of meaning" (Amineh, 2015, p. 10). In other words, learners when faced with an unknown situation that challenges their thinking, i.e. state of disequilibrium, alter their thinking and make sense of the new information by associating it with available knowledge in order to restore equilibrium. On the other hand, social constructivism is based on the works of Lev Vygotsky (1986) who postulated that learning and development occur through dynamic interactions between individuals and society. Vygotsky's criticism of Piaget was centred on his excessive focus on internal processes as he believed cognitive development was a result of factors such as cultural and social interaction. However, Vygotsky did not disregard the potential of individual problem-solving. Rather, he contended that the potential level of cognitive development that a child can reach independently can be improved and exceeded with guidance.

Due to the multiple layers of thought that contributed to the development of constructivism, Hoover (1969) introduced a useful common set of principles that can be used in order to better understand the concept:

- Learners construct new knowledge using their current knowledge.
- Learning is an active process.

According to this we can conclude that constructivist view on teaching shifts focus away from the teacher, who is no longer the predominant source of knowledge in the classroom, to learners themselves. They are seen as active participants as the teacher takes up a role of facilitating learning. Thus, most common methods based on constructivism are student-centred because "constructivism emphasizes the individual's active role in exploring and socially interacting within his or her environment" (Durwin, 2020, p. 374). These are inquiry-based learning method and cooperative learning method.

As the backgrounds of students in classes become more diverse with each year, providing educational needs to *all* students becomes a focal goal. Consequently, recent authors (Florian, 2015; Rapp, 2005) suggest that this goal cannot be achieved if teaching is reduced to standardized, teacher-centred instruction of the past. Educators need to move towards new, contemporary, and innovative approaches that are student-centred and use as many resources as possible, including those outside the immediate student-teacher contexts.

3.4.1 Cooperative Learning

Numerous definitions and research have been presented on the concept of cooperative learning. According to Wichadee and Orawiwatanaku (2012) cooperative learning is a pedagogical method through which "students of different levels of ability in small groups use various learning activities to improve their understanding of a subject" (p. 14). For Yi and LuXi (2012) cooperative learning is "students working and studying together in a group to carry out tasks and accomplish expected goals" that also entails "accurate preparation, planning and guidance by the teacher" (p. 9). In other words, as influenced by constructivist theory of learning, cooperative learning involves students working together to attain a common learning goal while the teacher takes a more facilitating role in encouraging and guiding the learning process. This sort of learning is based on five fundamental principles:

1. Positive interdependence, i.e. students work together and depend on one another so that all can succeed.
2. Individual accountability, i.e. each individual is responsible for contributing to and achieving the common goal.
3. Interpersonal skills, i.e. developing social skills of trust, communication, decision making and conflict resolution is an important part of learning.

4. Face-to-face interaction, i.e. offering help, feedback, exchanging resources and motivating one another to achieve common goals is necessary for learning.

5. Group processing, i.e. analysing the collaborative effort and reflecting on how well the group is functioning is a prerequisite for successful learning (D, 2020, p. 376).

In recent years these principles, as well as the method itself, have been applied in second language teaching in the context of which they have shown positive results. According to Ataç (2014), cooperative learning in the EFL classroom has had the effect of "increasing motivation, reducing anxiety, stimulating the motivation, promoting self-esteem, as well as supporting different learning styles" (p. 3). Additionally, cooperative learning "allows students with disabilities to learn to interact with their peers that promote psychomotor, cognitive, affective goals" (Langworthy, 2015, p. 8) It promotes the development of listening, reading, writing and speaking skills and in general increases the overall motivation of students to participate in class. Langworthy (2015), building on Kagan (1995), highlights the fact that students in cooperative groups "are more motivated to speak and feel greater support" (p. 8) than in the traditional classroom setting. This is very important as many students with SEN experience issues in self-esteem and social interaction, and a method that works on building positive, collaborative learning experiences is necessary for them to thrive.

Although some may argue that collaborative learning in EFL classroom can only be achieved in classes with higher levels of language mastery, techniques of collaborative learning can be adapted in numerous ways in order the serve the needs of all students regardless of their proficiency level. For example, using the technique of information search the teacher devises a number of questions the answers to which are available in class. For the sake of this example, let's consider a case in which students are given a task to analyse a lesson chapter on the past continuous tense. Students are instructed to review the chapter collaboratively and infer the answers to what the tense is, its structure, use and possible examples. All students are encouraged to work together and help each other out in the learning process. During this time, the teacher observes and guides each of the student groups in the process and at the end a whole class review is made that reiterates and confirms the main learning points. Another example of a similar, team technique is quizmasters that can be used for teaching new and reviewing content. The teacher segments the topic at hand, based on either vocabulary or grammar part of language, and divides the students into the same number of groups. At the first stage, the first group reads the material and prepares a short quiz while others review. Then the first team sequentially poses questions to the rest and checks or corrects their answers. The process is

continued until the last segment when an overview of the complete topic is done illustrating main points.

3.4.2 Reciprocal Teaching and Questioning

Reciprocal questioning is one of the most common techniques based on constructivist theory. It is rooted in the principles of Vygotsky's zone of proximal development aids the development of productive speaking skills, receptive reading skills, comprehension, and acquisition of vocabulary (Durwin, 2020, 377). In context, reciprocal teaching entails students working together in order to understand and evaluate an assigned text. Beforehand, teacher models comprehension strategies which are according to Durwin (2020) questioning about the main idea, clarifying, summarizing and predicting and scaffolds the material. Then, students engage in discussion in which those "with lower level of reading ability participate and contribute to the level of their ability while learning from those with more ability or experience" (Durwin, 2020, p. 377). As students develop their skill, they take greater responsibility in the process, and scaffolding fades. This sort of teaching has been proven to be most appropriate for developing comprehension and encouraging retention of vocabulary. In addition, in the context of teaching English to students with SEN research has shown that this technique led to the improvement of comprehension skills and vocabulary retention of elementary students with SEN (Alfassi, Weiss & Lifshitz, 2009; Gajira et al., 2007 Durwin, 2020, p. 377). Furthermore, the strategies that are used and learned are universal, they can be recontextualised for use in other domains (Collins et al., 1989, Durwin, 2020).

Reciprocal questioning is another similar technique with shared roots that "encourages structured conversations among students" (Durwin, 2020). After the teacher presents the lesson or a topic, students are aided and encouraged to think of and asks questions based on it. The technique is reciprocal because students are encouraged to help each other understand the material. The teacher guides the students by directing their attention to consider:

- providing explanations to others,
- thinking about the material in new ways by confronting different perspectives, and
- monitoring their own thinking through metacognitive questions

Research that have looked into the benefits of using reciprocal questioning point toward its success in improving "comprehension more effectively than group discussion" and "increasing the frequency of questioning and responding while reading" (Durwin, 2020, p. 377) in students with ASD.

4 METHODOLOGICAL FRAMEWORK

4.1 Purpose of the Study

With the rise of the inclusive model of education and its application in practice in countries all of the world, students with SEN who have previously been marginalised are finally provided with the opportunity to learn and be actively involved in their learning alongside their peers. In practice, this, however, brings forth numerous questions and issues. Namely, how can teachers' structure and adapt their teaching in order to cater to an ever-growing diversity of the classroom. The educator and researcher community has over the years responded to these issues by publishing an increasing number of studies dedicated to investigating the most effective methods, strategies, and techniques in teaching students with SEN. However, there is one area of academic content that has received little attention in regards to students with SEN and that is the area of foreign language instruction, specifically TEFL. Indeed, special educational needs is a broad term that encompasses a wide variety of students with different types and degrees of need (Florian, 2015). Still, a great number of these students, as is the case of those in the communication and interaction area of SEN, experience issues in perception, processing and/or expression of language. EFL teachers are thus faced with a great challenge of adjusting their teaching approaches and methods to serve the needs of those and other students identified as having SEN and to provide them with equitable and effective learning opportunities. Consequently, there is an increasing need in research literature of providing these teachers with examples of contemporary, research-based practices that they can utilize in their classroom. This is particularly essential for the context of Bosnia and Herzegovina where the inclusive model is still in its inception phase and where the degree and quality of inclusive teaching practices still significantly differs from school to school.

In the light of this, the purpose of this study is to highlight some of the effective, research-based methods and techniques used in teaching EFL to students with SEN and to investigate the degree of familiarity and their use amongst EFL teachers in Bosnia and Herzegovina. Furthermore, another purpose is to investigate and confirm the most effective methods and strategies used in practice in an attempt to derive whether these are representative of the strategies-oriented or full inclusive approach to teaching students with SEN. As defined in the theoretical framework of the study, these two perspectives create an ongoing dilemma in how to approach teaching students with SEN and which methods and strategies bring forth the most positive results (Makoelle, 2014). Thus, the results of this study will reflect on the issue

with the purpose of bringing forth another layer of information that will mediate the discussion and point towards further necessary research that can be done on the topic.

4.2 Research Goals and Objectives

The objective of this research was to examine and analyse conversance of English language teachers in Bosnia and Herzegovina with recommended teaching methods and techniques within the context of inclusive education. Furthermore, another objective of this research was to explore, analyse and evaluate the frequency with which the recommended teaching methods and techniques are used in teaching EFL to students with SEN in Bosnia and Herzegovina as well as their efficacy in the teaching-learning process.

Thus, the following three hypotheses were set at the beginning of the research:

1. I predict that research participants will be conversant with the recommended methods and techniques for teaching EFL to students with SEN.
2. I predict that research participants will frequently use the recommended methods and techniques in teaching EFL to students with SEN.
3. I predict that the recommended methods and techniques for teaching EFL to students with SEN will show positive results in practice.

Therefore, the general, comprehensive goal of this study is to contribute to the insufficiently explored field of teaching EFL to students with SEN in the context of the educational process in Bosnia and Herzegovina. This contribution will hopefully shed more light on important questions of how familiar are EFL teachers in Bosnia and Herzegovina with recommended, research-based approaches to teaching students with SEN, how well and frequently these are reflected in their practice and how positive are the effects of these approaches as observed in practice. In doing so, the study also aims to explore the degree and quality of application of adopted inclusive educational policies in Bosnia and Herzegovina by examining concrete and authentic classroom practices.

4.3 Research Questions

Based on the previously stated purpose of the research and its goals and objectives, the following research questions can be derived:

1. How familiar are EFL teachers in Bosnia and Herzegovina with recommended, research-based methods and techniques of teaching students with SEN?

a. Are EFL teachers in Bosnia and Herzegovina more familiar with some rather than other methods and techniques?

b. What are the possible main reasons why EFL teachers in Bosnia and Herzegovina are not conversant with some of the recommended methods and techniques in teaching students with SEN?

2. How frequently do EFL teachers in Bosnia and Herzegovina use recommended methods and techniques in teaching students with SEN in practice?

a. Which of the recommended methods and techniques do EFL teachers use the most and how does it correlate to the two dominant perspectives on teaching students with SEN?

b. What are the main reasons underlying the use of these methods and techniques for EFL teachers?

3. How positive are the observed effects of these recommended methods and techniques on students with SEN in EFL classroom?

a. Do some methods and techniques show more positive effects in practice than others and how?

b. Do the positive effects of these methods and techniques correlate with the suggestions of the dominant perspectives on teaching students with SEN?

4.4 Research Methodology

The present research was pragmatic in its approach and used the explanatory mixed method. Thus, both quantitative and qualitative research instruments were used to gather data. Quantitative research methods were used to gather numeric data that reflected the degree of familiarity and frequency of use of recommended methods and techniques for teaching EFL to students with SEN. On the other hand, qualitative research methods were used to gather descriptive data that provided further explanation of the quantitative results and were focused more on the observable effects of these methods and techniques in practice, as well as teachers' subjective, professional rationale for using them.

4.4.1 Research Instruments and Data Collection

For the purpose of gathering quantitative data a teacher survey was used as a research instrument. The survey was specifically designed for these purposes and made by modifying and adjusting descriptors used in the research titled *Educator Perceptions of Instructional Strategies for Standards-based Education of English Language Learners with Disabilities*

(2004) published by the National Centre on Educational Outcomes (NCEO). Their research was conducted in two phases with the use of Multi-Attribute Consensus Building (MACAB) tool. Due to contextual conditions, this small-scale research was conducted in a modified and simplified manner. A copy of the teacher survey used in this research can be found in Appendix A. In total there were 25 EFL teachers working in elementary schools in Bosnia and Herzegovina who were surveyed. The participants were informed on their anonymity and presented with an informed consent form (see Appendix B).

The survey consisted of three sections (see Appendix A). At the beginning of the survey the participants were informed of the anonymity of their responses. The only information that was gathered on the participants themselves was their gender and years of teaching experience. Next, the survey included two close-ended questions which determined whether the participants had any previous experience teaching students with SEN in their classes and whether or not they currently teach any students with SEN. Afterwards, the participants needed to complete the first section of the survey which required them to determine the degree of familiarity they had with selected teaching methods. To that end, they were invited to judge their familiarity with the selected method according to the scale of 1 – unfamiliar, 2 – only heard of it, 3 – somewhat familiar, i.e. know the general ideas but not specifics, 4 – familiar, i.e. know both the general ideas and the specifics and 5 – very familiar, i.e. know the general idea, the specifics and its application in teaching SEN. The participants responses were weighted according to their select familiarity where a weight of 1 was applied to responses that marked 'unfamiliar' option and weight of 5 was applied to responses that marked the 'very familiar' option. The average score for each of the methods was calculated using the following equation:

$$\mu = \frac{x_1\, w_1 + x_2\, w_2 + x_3\, w_3 + \ldots x_n\, w_n}{N}$$

In the equation x stands for the response count for a particular method, w stands for the weight of the response and N stands for the total number of responses. Additionally, standard deviation or the amount of spread from the mean was calculated using the following equation:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^{N} (x_i - \mu)^2}$$

In this equation *N* represents the total number of the surveyed participants, x_i represent each value in participants responses and μ is the calculated mean. Following this formula standard deviation for each of the methods was calculated.

The subsequent section required the participants to weight the importance of the suggested techniques in a ranking order from 1 – least important to 12 – most important. The section contained 12 suggested teaching techniques such as: *Dividing the lesson into smaller, less complex tasks; Contextualising the material by relating it to students' previous knowledge; Teaching students various learning and memorization strategies; Presenting content in various ways using audio/visual aids and kinaesthetic/tactile activities.* Average ranking score (μ) for each answer choice was calculated in order to determine the most preferred answer choice overall. The average ranking was calculated using the following equation:

$$\mu = \frac{x_1\,w_1 + x_2\,w_2 + x_3\,w_3 + \dots x_n\,w_n}{N}$$

Where x = response count for answer choice, w = weight of ranked position and N = total number of responses. The weighting of rank positions was applied in reverse. In other words, the participant's most preferred choice (which they ranked at #1) had the largest weight of 12 (as there were 12 possible choices), and their least preferred choice (which they ranked at #12) had the weight of 1. An additional option in ranking was provided to participants which was labelled as N/A (not applicable) and was used if the participants chose to rank only some of the techniques and ignore the rest. Furthermore, standard deviation (σ) or the amount of spread from the mean was calculated for each of the answer choices.

The final section contained 12 statements about these teaching techniques that the participants may employ while teaching EFL to students with SEN. The participants were required to answer by choosing the degree to which each of the statements applied to them: 1 – Never, 2 – Sometimes, 3 – Often, 4 – Always. In the similar manner to previous cases, the average score (μ) was calculated as well as standard deviation of the responses (σ).

For the purposes of gathering qualitative data to contextualise the quantitative results, research instruments used in the study were observation, interview and open-ended questionnaires. The observations were conducted twice in three classes with a span of time between each observation in order to avoid potential participant bias. In each of the cases consent of both the teacher and the schools' administration was obtained (see Appendix C). The observation process was recorded using an observation sheet containing 15 observation

indicators influenced by *The Alternate English Language Assessment (ALLTELLA) Tool: Classroom Observation Protocol* (Christensen, Mitchel & Ceylan, 2018) and modified to better serve the purpose of this research (see Appendix D). The gathered data was deductively coded into three thematic categories: teaching approach, students' engagement and social interaction. Additionally, three separate interviews were conducted with EFL teachers working in elementary schools in Sarajevo. The interviews were conducted using the modified version of *Alternate English Language Learning Assessment Project (ALTELLA) Teacher Interview Protocol* (Christiansen, Mitchell & Ceylan, 2018). The modified version of the interview protocol can be found in Appendix D. The interviews were recorded, subsequently transcribed and the transcriptions were inductively coded i.e. patterns in the code were observed and further categories of codes developed that follow the main ideas and concepts of the work. Ultimately, due to restrictions, open-ended questionnaires were used containing the same questions as used in the interviews and sent electronically to five EFL teachers. The provided documents were also inductively coded.

4.4.2 Research Limitations

One of the main limitations of this study is the number of participants. Namely, only 25 English teachers decided to fill in the teacher survey and only 3 teachers agreed to be observed during their classes and interviewed. Furthermore, the study included only teachers working in schools of Sarajevo and thus the obtained results cannot represent the situation in the educational system of the entire country.

4.4.2.1 Context of Bosnia and Herzegovina

To contextualise the topic of teaching EFL focal to this research, an overview of the educational policies and the treatment of the topic in Bosnia and Herzegovina is necessary. The topic of teaching students with EFL in the context of Bosnia and Herzegovina is complex as it is subject to influence of various characteristics specific to the country, primarily the country's post-conflict status, its compound political structure and multifaceted educational system. These have significantly influenced the development and the adoption of educational policies that target children with SEN. Consequently, only recently has Bosnia and Herzegovina made steps in adopting inclusive teaching in its policies; however, the quality of practice and its implementation is still quite debatable.

When the war in Bosnia and Herzegovina ended, various international organizations such as UNICEF, UNDP, OSCE, etc. attempted to promote educational reform in the country

through which education would be guaranteed to all children regardless of their differences. Likewise, in November 2002 a document entitled *Education Reform Strategy: Five Pledges on Education (A message to people of BiH)* was accepted as a part of the state's educational policy. This was the first document that promoted inclusive education in the country (*Regional Workshop - Europe on Inclusive Education Case of Bosnia and Herzegovin*a, 2007). The five pledges presented in the document supported the following:

- Accessibility of education to every child and elimination of all forms of discrimination;
- Modernization and quality improvement in pre-school, primary and general secondary education;
- Modernization and quality improvement in vocational education and training;
- Modernization and quality improvement in higher education;
- Modernization and quality improvement in financing, administration and legislation of education." ("Regional Workshop - Europe on Inclusive Education Case of Bosnia and Herzegovina, p. 23).

Therefore, the document promoted an overall educational reform and acceptance of every child in the state's educational system regardless of their difference. However, numerous challenges hindered the implementation of inclusive practices in the educational system of the country.

One of the first challenges in implementing inclusive educational policies is removing prejudices and stereotypes regarding people with special needs. Namely, from the very beginning the idea of including students with special educational needs in the educational system of mainstream schools in Bosnia and Herzegovina was faced with certain disapproval and lack of understanding. Society of United Civil Action (DUGA) (2006) describes the prevalent sentiment among people which arose with the adoption of inclusive teaching practices:

Numerous dilemmas and disagreements arose with the idea of including children with special needs of preschool and elementary school age in regular educational institutions. Those dilemmas might have occurred because of the fact that inclusion was perceived as an imposition which was brought by foreigners to our country or as an administrative order given by the educational authorities in order to meet the requirements made by the European Community. Some of the dilemmas can be understood as opposing traditionalism and as a desire to preserve the existing status as opposed to innovations, advocating for advanced didactic techniques as opposed to usual teaching methods, collaborating with

doctors but avoiding the opinion that this is solely a medical issue, the need for more competent and specially trained teaching staff, while at the same time avoiding to rely only on them. (p. 9)

Furthermore, the misuse and lack of understanding of the terminology related to inclusive education and people with special needs are also one of the hindering aspects of the implementation of inclusive education policies in the country. For instance, in official documents students with special needs are often referred to as "mentally retarded" and inclusive schools which welcome such students are mistakenly called "special schools" (Society of United Civil Action (DUGA), pp. 2-3).

In 2003 the country passed the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina. The Framework Law guaranteed equal rights to education in mainstream schools for children with special educational needs in Bosnia and Herzegovina. Namely, the right of a child to education is covered in Article 4 which ensured that:

> Every child has a right of access and equal possibility to participate in appropriate educational process, without discrimination on whatever grounds.

> Equal access and equal possibilities signify ensuring equal conditions and opportunities for everyone, to start and further pursue education.

> Appropriate education means education which, in accordance with determined standards, allows a child to develop, in the best way, its inborn and potential intellectual, physical and moral abilities, at all educational levels (Article 4, the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina, 2003, p. 3).

Furthermore, in Article 19 the Framework Law (2003) granted all children and youth with special educational needs not only the right to attend mainstream schools but also to be taught in accordance with individualized programs adapted according to their needs and abilities. However, the Article stipulated that those children and youth with severe learning difficulties whose needs cannot be properly met in mainstream schools may receive education in special educational facilities. Moreover, the Article determines that

> Categories, identification procedures, planning and working methods, profile, training, professional development of personnel working with children and youth with special needs, as well as other issues, shall be regulated more closely by entity, canton and

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Brčko District of Bosnia and Herzegovina legislation, in accordance with the principles and standards defined by this Law" (Article 19, the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina, 2003, p. 7).

However, the laws with which the education in the country is regulated are not precise and are rarely followed by adequate byelaws. In addition, many established byelaws are inconsistent with the law. This along with the misuse of proper terminology lead to various interpretations of the laws as well as to noncompliance with laws and regulations for which there are no sanctions. (Society of United Civil Action (DUGA), 2006, p. 10)

Along these lines, the complex administrative structure of the country poses the greatest challenge in the proper implementation of inclusive practices. Namely, even though the Framework Law was adopted on a state-level, its legislative measures and byelaws differ from one territorial and administrative unit to another. Therefore, students with special educational needs receive significantly different treatment in the educational system of the country depending on their place of residence (Fond otvoreno društvo Bosna i Hercegovina, 2013, p. 3).

In the specific case of teaching EFL to students with SEN in Bosnia and Herzegovina, the body of available research-based literature small-scale. Of that which is available, most focuses on teachers' attitudes towards teaching students with SEN and the issues they face. Polić (2019), for example, notes that:

> 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 (p. 61).

These issues are indeed important to highlight as many teachers in Bosnia and Herzegovina, regardless of the subject they teach, feel neglected by the educational and political systems in the country. Memišević & Hodžić (2011) report that teachers, apart from feeling not competent enough to apply inclusive practices, also stress the lack of support and funding they receive. Although these important issues cannot be fully remedied without the appropriate response and action from the political and educational bodies of the country, providing teachers with

effective, research-based ideas for methods and techniques they can utilize, like the ones for teaching EFL to students with SEN for example, might be a beneficial first step.

5 RESULTS

5.1 Quantitative Data

There were 25 EFL teachers who agreed to fill in the survey. Figure 1 provides limited but important information about the participants. English teachers who participated in this survey were mostly female teachers with 80% of the participants being female and 20% being male. Majority of the teachers in this survey had less than ten years of experience in teaching profession, i.e. 32% participants had less than five years of teaching experience and 28% had more than five but less than ten years of teaching experience at the time when this research was conducted. Almost all the participants previously taught students with special educational needs in their classrooms and only 12% of participants had never taught students with SEN before the school year during which this survey was conducted. Furthermore, only a third of the participants did not have students with SEN at the time the survey was conducted. Thus, the information gathered though this part of the survey tells us that the majority of teachers were at least once teachers of students with special educational needs. Since it is almost inevitable that each teacher will teach in an inclusive classroom at least once during their teaching career, I believe it is of crucial importance to become conversant with research-based methods and techniques for teaching students with special educational needs.

GENDER	F			M	
Number of participants	20			5	
Median in percentages	80%			20%	
YEARS OF EXPERIENCE	**0-5**	**5-10**	**10-15**	**15-20**	**20-25**
Number of participants	8	7	6	4	-
Median in percentages	32%	28%	24%	16%	-
PREVIOUS EXPERIENCE TEACHING EFL TO SEN	YES			NO	
Number of participants	22			3	
Median in percentages	88%			12%	
CURRENTLY TEACHING STUDENTS WITH SEN	YES			NO	
Number of participants	17			8	
Median in percentages	68%			32%	

Figure 1. Data on the Participants

5.1.1 Conversance with the Recommended Methods for Teaching EFL to Students with SEN

In the first section of the survey, participants were asked to report their conversance with the suggested, research-based methods for teaching students with SEN. Their answers were recorded on a scale on the range: 1 – Unfamiliar with it, i.e. never heard of it; 2 – Only heard of it, i.e. have no knowledge on it; 3 – Somewhat familiar, i.e. know the general idea; 4 – Familiar with it, i.e. know both the general idea and the specifics; 5 – Very familiar, i.e. know the general idea, the specific and its application in teaching SEN. Figure 2 presents the recorded data on this segment of the survey.

	UNFAMILIAR	HEARD OF IT	SOMEWHAT FAMILIAR	FAMILIAR	VERY FAMILIAR	μ
MULTISENSORY TEACHING	0	0	8.00% 2	28.00% 7	64.00% 16	**4.56**
DIRECT INSTRUCTION	0	0	8.00% 2	44.00% 11	48.00% 12	**4.40**
COOPERATIVE LEARNING	0	0	4.00% 1	56.00% 14	40.00% 10	**4.36**
EXPLICIT INSTRUCTION	0	0	12.00% 3	56.00% 14	32.00% 8	**4.20**
EXPOSITORY TEACHING	12.00% 3	20% 5	40.00% 10	28.00% 7	0	**2.84**

Figure 2. Weighted familiarity with suggested methods

According to the gathered data the conversance of participants with the method of direct teaching instruction was as follows: 48% of participants were very familiar with the method, 44% participants were familiar with the method and 8% of participants were somewhat familiar with the method. Consequently, the majority of the participants reported both knowing the general and specific ideas behind the method and being aware of its applications in teaching students with SEN. No participants reported being unfamiliar of the method or only hearing it. The weighted average of familiarity with direct instruction method was 4.40. Similarly, the majority of the participants reported being familiar with the method of cooperative learning at weighted average conversance of 4.36. The rate of those who were very familiar with the method was 40% while 56% reported being familiar with it. Only 4% were somewhat familiar with this method. In contrast, expository teaching had the lowest weighted average conversance of 2.84. Only 28% of the participants reported knowing the general and specific ideas behind the method and none reported familiarity with its application in teaching SEN. The majority of the participants, i.e. 40% reported being somewhat familiar with the method, and 32% of participants were either completely unfamiliar with the method or only heard of it. The method which recorded highest weighted average of conversance was the multisensory teaching

method with an average of 4.56. An overwhelming 64% of participants reported being very familiar with it and knowing its general and specific ideas as well as its application in teaching SEN. Only 8% of participants were somewhat familiar with this method.

5.1.2 Degree of Importance of Suggested Techniques in Teaching EFL to Students with SEN

The second survey section focused on measuring teachers' attitudes towards the usefulness of a particular technique in teaching EFL to students with SEN. These techniques included:

- Dividing the lesson into smaller, less complex tasks.
- Using assistive technology like laptops, PCs, projectors, etc.
- Using reciprocal, peer-to-peer tutoring.
- Presenting the content in various ways using audio/visual and tactile/kinaesthetic activities.
- Providing extra time for structured practice throughout the lesson.
- Using co-teaching with teaching assistants, colleagues, etc.
- Using self-directed, learner-centred teaching and guiding the students.
- Using advance organizers like posters, mind maps, Venn diagrams, graphics, etc.
- Contextualizing the material by relating it to students' previous knowledge.
- Using group-work based activities that encourage teamwork and cooperative learning.
- Giving ample feedback and reinforcement throughout the lesson.
- Teaching students various memorization and learning strategies.

Participants responses were recorded using a ranking method in which the participants provided a ranking of suggested techniques from 1 to 12 in order of their importance and usefulness. Figure 3 shows the average ranking scores (μ) and standard deviation (σ) for each of the techniques.

The data shows that according to the participants the technique which has the highest rate of importance is *Using co-teaching with teaching assistants, colleagues, etc.* with an average ranking score of 8.96. The rate for this technique is significantly high which would indicate that the participants find most value in utilizing it. However, the standard deviation for this particular technique is also quite high with the value of 3.24. This indicates that the participants displayed a great amount of variability in their answers with some of the participants valuing

the technique at the lowest ends of the scale and others at the highest end of the scale. Similarly, the technique of *Using self-directed, learner-based teaching and guiding the students* which has the third lowest recorded average ranking score (4.85) has high degrees of variability. Standard deviation for this technique is also at 3.24. In contrast, the lowest recorded standard deviation is displayed with the ranking scores of the following techniques: *Dividing the lesson into smaller, less complex tasks* (μ = 6.85 and σ = 1.15); *Giving ample feedback and reinforcement throughout the lesson* (μ = 7.84 and σ = 1.23); *Providing extra time for structured practice throughout the lesson* (μ = 6.56 and σ = 1.25) and *Presenting the material in various ways using visual/audio and kinaesthetic/tactile activities* (μ = 7.22 and σ = 1.30). Thus, according to the data participants displayed lowest degrees of variation in ranking these techniques. In addition, standard deviation that was < 2.0 in value was also recorded with the technique of *Using advance organizers like mind maps, Venn diagrams, graphics, etc.* Although the average ranking score of the technique is second to lowest among suggested techniques (4.66), the value of standard deviation shows that the participants displayed less variability in raking this technique.

TECHNIQUE	AS	SD
CO-TEACHING	8.96	3.24
CONTEXTUALISING THE MATERIAL	8.12	1.25
FEEDBACK & REINFORCEMENT	7.84	1.23
PRESENTING USING VARIOUS MATERIALS/ACITIVITES	7.22	1.30
DIVIDING THE LESSON	6.85	1.15
STRUCTURED PRACTICE	6.56	1.25
PEER-TO-PEER TEACHING	6.21	1.93
GROUP-WORK	6.03	2.35
ASSISTIVE TECHNOLOGY	4.93	3.15
LEARNER-CENTERD TEACHING	4.85	3.24
ADVANCED ORGANISERS	4.66	1.96
LEARNING & MEMORISATION STRATEGIES	4.42	3.18

Figure 3. Degree of Importance of Suggested Methods and Techniques

5.1.3 Frequency of Use of Suggested Techniques in Teaching EFL to Students with SEN

Finally, the last section of the survey observed the frequency with which the participants reported to use the suggested techniques in teaching students with SEN. Participants were given a set of 12 statements with each statement corresponding to one of the

twelve suggested techniques and instructed to judge the applicability of the statements according to their teaching practice. Depending on how strongly the participants judged that the statement pertained to their teaching practice, the participants were asked to mark one of the four alternative answers for each statement: 1 – Never, 2 – Sometimes, 3 – Often, 4 – Always. The reported frequency of use for each of the twelve statements regarding the suggested teaching techniques was weighted and a mean value was calculated. The responses were weighted in the following manner: N = 1, S = 2, O = 3, A = 4. Accordingly, the mean value of was calculated using the same equation as shown previously. Additionally, standard deviation (σ) was also calculated to account for the variability in responses from the mean value. The gathered results are presented in Figure 4.

According to the data, participants reported using feedback and reinforcement throughout the lesson as the most frequent technique with a mean value of 3.12. Moreover, participants displayed low variability in using this technique as the standard deviation (SD) of 0.53 suggests. The following three techniques also recorded high frequency levels of use with a mean value of 3.00 for the technique of contextualizing the material, the value of 2.82 for presenting the content using a variety of materials that activate students' different senses and the mean value of 2.60 for utilizing peer-to-peer learning. For all of these techniques, apart from one, participants' responses did not vary much as the standard deviations (σ) of 0.63 (for contextualising the material), 0.60 (for presenting the content using various materials and activities) and 0.56 (for segmenting lessons) show. However, in case of the technique that focuses on peer-to-peer learning participants did demonstrate higher variability in their answers for which the value of standard deviation of 0.91 accounts for. Even though the degree of variability is not drastically higher when comparing the values of 0.91 and, for example, 0.60 it still is significant enough to indicate that there was a larger degree of division in opinions among participants when it came to this particular technique. Similar occurrences can be observed in the cases of four more techniques which are: using assistive technology, co-teaching, utilizing learner-centred teaching, and using advanced organisers. Participants' responses in regards to all of these techniques displayed a standard deviation (σ) value higher than 1. This is especially evident in the case of the co-teaching technique which recorded the highest standard deviation (σ) value of 1.15 which indicates that in practice there is high variability present in its use. The technique in question, alongside two others, also had a low mean value (2.46) which is evidence that according to the average responses of the participants co-teaching is not frequently used in their classrooms. Two other techniques which recorded

an even lover mean value were learner-centred teaching with an average score of 2.32 and using advance organisers with an average score of 2.15.

TECHNIQUE	μ	σ
FEEDBACK & REINFORCEMENT	3.12	0.53
CONTEXTUALISING THE MATERIAL	3.00	0.63
PRESENTING USING VARIOUS MATERIALS/ACTIVITIES	2.82	0.60
DIVIDING THE LESSON	2.76	0.56
PEER-TO-PEER LEARNING	2.60	0.91
GROUP-WORK	2.60	0.59
STRUCTURED PRACTICE	2.54	0.57
LEARNING & MEMORISATION STRATEGIES	2.52	0.56
ASSISTIVE TECHNOLOGY	2.48	1.03
CO-TEACHING	2.46	1.15
LEARNER-CENTERED TEACHING	2.32	1.05
ADVANCED ORGANISERS	2.15	1.11

Figure 4. Frequency of Use of Suggested Techniques in Teaching EFL to Students with SEN

5.2 Qualitative Results

5.2.1 Observation Data

The qualitative observation data was gathered over the span of six EFL lessons that took place in three different classes with three EFL teachers in elementary schools in Sarajevo. Analysis of the first segment of the observation sheet used to guide and focus the observational process which focused on information about the class that was being observed like: grade level, total number of students, number of students with SEN, presence of other adults in the classroom yielded the following results presented in Figure 5.

	Grade level	# Students	# Students with SEN	Other adults present
Observation session #1	8th	27	1	0
	6th	29	1	0
	5th	24	2	1
Observation session #2	8th	25	1	0
	6th	28	1	0
	5th	24	2	1

Figure 5. General Information on the Observed Classes

As shown in Figure 5, two separate observation sessions took place in three different grade levels i.e. the eight, the sixth and the fifth grade. The total number of students in the eight-grade class was 27 during the first session and 25 during the second session. In both cases one student with SEN diagnosed with Emotional and Behavioural Disorder (EBD) was present. There were no other adults present in the classroom during the observation session. Next, in the sixth-grade class the number of students during the first session was 29 and during the second session one student was absent. There was one student in the class with SEN who was diagnosed with ADHD. As in the previous case, there were no other adults present in the classroom during the course of both observation sessions. Finally, the last two observation sessions took place in the fifth-grade class with 2 students with SEN and 24 total students in class. One of the students was diagnosed with dysgraphia and dyslexia while the other was diagnosed with ASD. During both of the session there was one additional adult present in the class who was a teaching assistant assigned to help these two students. In both cases the teaching assistant was sat in between the two students in order to aid them in the learning process.

The qualitative data, gathered with the guidance of a structured observation sheet, was segmented and analysed for patterns. Subsequently, the segments underwent the process of initial coding at which point numerous codes were introduced. Then, in the process of focused coding the previous codes were reviewed and combined into predetermined, overarching, thematic categories. The categories that were used in the focused coding process are: teaching approach, student engagement and social interaction. The first of the categories, teaching approach includes codes that relate to teacher or student-centeredness of the lesson, choice of teaching methods and strategies in use that were either behaviourist-based, constructivist-based or cognitivist-based, as well as the overall position to difference whether it be unique or general. The second category of student engagement includes codes that relate to student's displayed levels of engagement with content and language, either high (participation, exhibited enjoyment) or low (disruptive behaviour, reluctance). Finally, the third category of social interaction includes codes that reflect levels of collaboration, empathy and respect displayed both by students with SEN and their peers. A list of thematic codes included in the three categories is presented in Figure 6.

The qualitative data will be first presented overall, across all grade-levels and then according to each of grade levels in which it was recorded, accounting for both observation

sessions; and it will focus on describing the patterns that emerged under the aforementioned categories.

	Teaching Approach	Student Engagement	Social Interaction
Thematic Codes	Learning environment • Teacher-centred • Student-centred Choice of methods and techniques • Behaviourist-informed methods and techniques • Cognitivist-informed methods and techniques • Constructivist-informed methods and techniques Position to difference • Unique • General	High engagement • Demonstrating skills • Enjoyment Low engagement • Disruptive behaviour • Reluctance	• Collaboration • High Empathy • Low Empathy • Conflict

Figure 6. Thematic Categories and Their Respective Codes in the Observation Data

5.2.1.1 Observation Data Across All Grade Levels

Teaching Approach

The data from the observation sessions shows that the lessons that took place were largely teacher-centred with methods and techniques influenced by the behaviourist learning theory and the general differences approach to teaching. For example, out of the overall number of coded instances that pertain to the learning environment, 54% of the codes were associated with teacher-centred learning while 46% of the codes were associated with student-centred learning. The assessment of the learning environment was based on how students learn i.e. acquire knowledge and information. To that end, sub-categories of instances which involved students' passive reception of information, acquisition of knowledge outside of context, emphasis of correct forms and focus on students' individual work were labelled as teacher-centred; and those which involved emphasis on learning from errors and team work, as well as students actively constructing knowledge and using and communicating it in real-life contexts

were labelled student-centred. Figure 7 & 8 show the number of codes in sub-categories related to teacher-centred and student-centred learning environment.

In class behaviour which contributed to a teacher-centred learning environment to the highest degree was the teacher acting as the dispenser of knowledge and transmitting it to students while students passively receive it without involvement with 65 coded instances or 32.03% out of the total coded instances of teacher-centred learning. Next most common instances of coded behaviour that were related to teacher-centred learning environment were focus on students' individual work (27.7%) and the use of correct forms of language (24.7%). Finally, coded instances of acquisition of knowledge out of context amounted to 15.1% of the total number of coded instances of teacher-centred learning. In contrast, in class behaviour which to the highest degree contributed to a student-centred learning environment was encouraging teamwork (36.9%). Subsequently, students actively being involved in constructing knowledge and using and communicating that knowledge in real-life contexts amounted to 20.8% and 27.3% out of the total number of coded student-centred instances respectively. Finally, encouraging learning from errors rather than strictly focusing on use of correct forms was represented in 14.8% of the total number of coded student-centred instances.
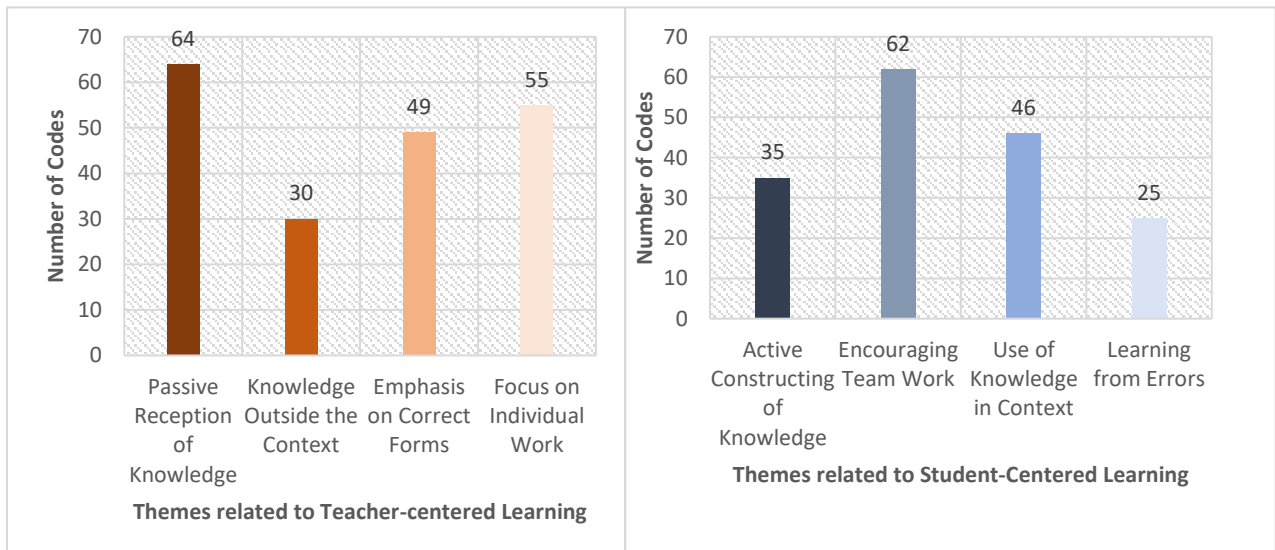

Figure 7 & 8. Coded Instances of Teacher-Centred and Student-Centred Learning

Furthermore, the assessment of the teaching practices, more specifically teaching methods and techniques, showed that the most predominant methods and techniques in use were the ones based on the behaviourist theory. The establishment of patterns related to the ways the content was introduced, presented and practiced in the course of the lesson. Therefore, for example, sub-categories of coded examples that involved the use of reinforcement,

repetition and drill practice as well as those which emphasized structure were included in the overarching category of behaviourist-based methods and techniques. In contrast, those instances in code which were sub-categorised under students' self-guided and collaborative learning, as well as emphasis on students' discovery of the content were further categorised as constructivist-based. Therefore, the data shows that amongst the total number of coded examples related to the choice of methods and techniques the highest frequency of 35.4% were those categorised as behaviourist-based methods and techniques. Close in number with a frequency of 33.07% were coded examples categorised as constructivist-based methods and techniques; and finally, 31.49% of recorded, coded instances were those categorised as cognitivist-based. Figure 9 illustrates the frequency of coded instances categorised as behaviourist-based, cognitivist-based and constructivist-based methods and techniques.

Finally, when observing the data for instances that demonstrate teachers' position to difference, the results show that teachers displayed examples of the general difference approach more than ones pertaining to the unique differences approach. In examining the data, patterns in transcript that were coded and sub-categorised as instances of teaching that is individualised for all and teaching that involves equal treatment of all students were related to the theme of general difference position; while those patterns sub-categorised as teaching that is differentiated for some and involves specialized treatment of students with SEN were related to the theme of unique difference approach. Thus, among the total number of codes that related to these dissimilar positions to difference 61.2% of them were those associated to the general difference position and 38.8% were associated to the unique position to difference. Figure 10 shows the number of coded instances in each of the overarching categories i.e. the general difference position and the unique difference position.
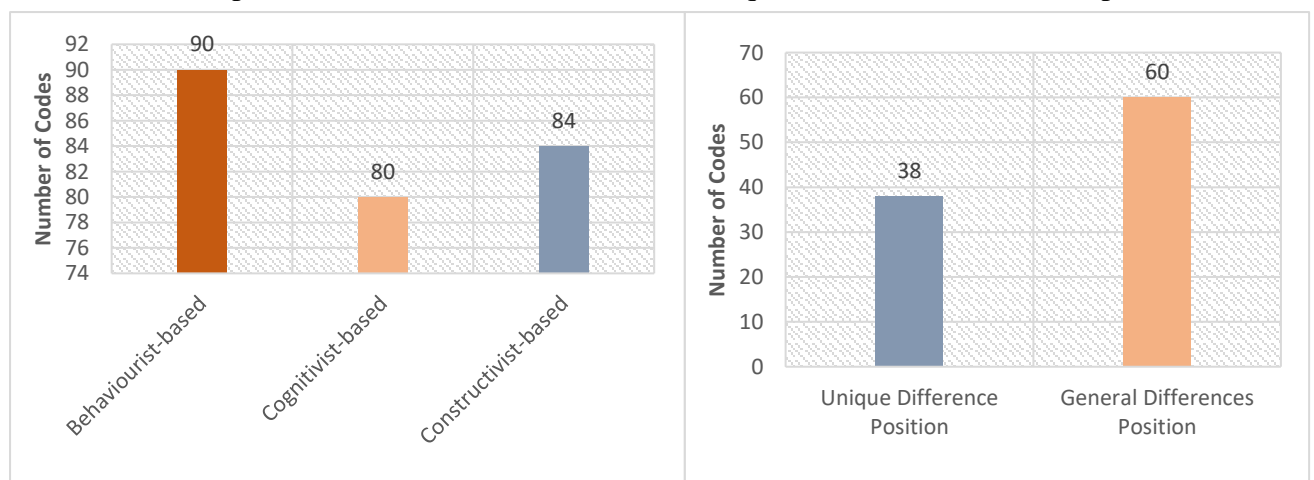

Figure 9 & 10. Coded Instances of the Use of Methods & Techniques and Coded Instances on Position to Difference

Thus, the overall data under the thematic unit of teaching approach showed that the factors that influenced the observed teaching the most were presence of a teacher-centred learning environment, use of behaviourist-based methods and techniques and reliance on the general difference approach to teaching.

Student Engagement

Under the thematic unit of student engagement, the following thematic categories and sub-categories emerged: codes related to the category of high-engagement (sub-categories of demonstration of skills and enjoyment) and codes related to the category of low student engagement (sub-categories of disruptive behaviour and reluctance in participation). In general, among the total number of coded instances that relate to the theme of student engagement, 76.2% were the ones categories as high-engagement and 23.8% were the ones categories as low-engagement. More specifically, there were 58 coded instances in the sub-category of demonstration of skills and 32 coded instances in the sub-category of expressing enjoyment that amounted to the total of 90 (or 76.2%) instances of behaviour categorised as high engagement. On the other hand, there were 20 codes under the sub-category of reluctance in participation and only 8 in the sub-category of disruptive behaviour which amounted to the total of 28 instances categorised as low engagement. These results are presented in Figure 11. Thus, according to the data, during the observation process students exhibited a higher frequency of instances in behaviour characterised as high engagement and a lower frequency of instances in behaviour characterised as low engagement.
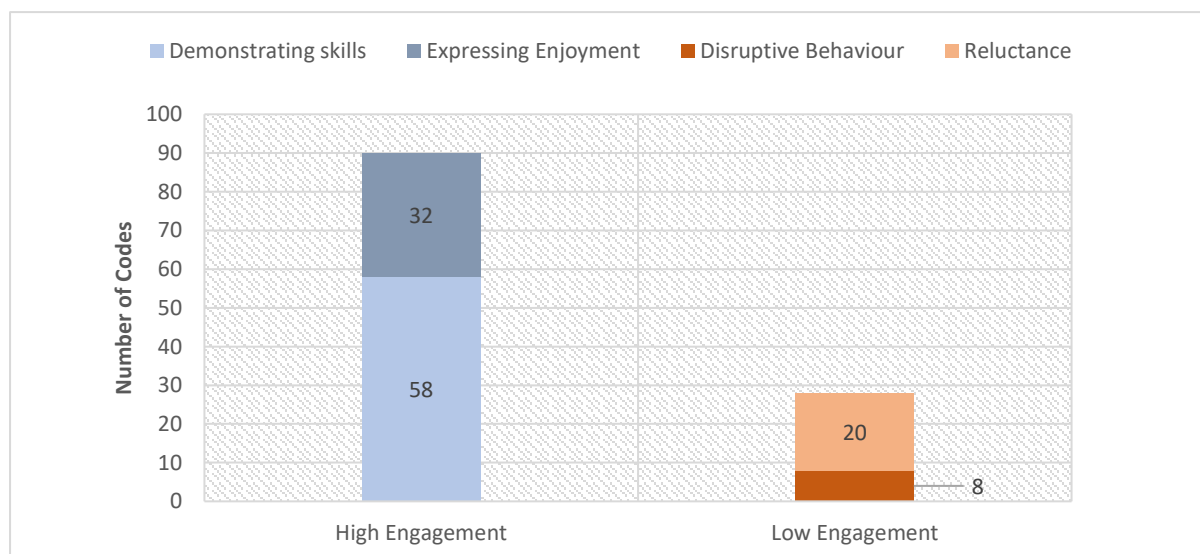

Figure 11. Coded Instances of Student Engagement

Social Interaction

The overarching thematic unit of social interaction includes patterns in the data sub-categorised as instances of collaboration, high and low empathy, and conflict. The results show that there were 82 instances of collaboration in the observation data, 70 instances of high empathy, 7 instances of low empathy and 5 instances of conflict. In the analysis of observation forms collaboration included peer support, working together to accomplish a mutual learning task, constructing knowledge through social interaction, supporting each other while learning in groups, etc. These instances were by far the most prevalent codes in the thematic unit of social interaction. Likewise, coded instances of high empathy were ones described in the observations as students encouraging, supporting, sympathising with and expressing understanding of their peers, specifically those with SEN in the learning process. These coded instances were also highly frequently present in the observation data. In contrast, conflict was observed as all instances of interactions that between two or more students that had adverse effects of feeling hurt, misunderstood, angry, etc., and negative interactions that included verbal altercation. Similarly, those instances of observed behaviour that targeted students with SEN and were described as teasing, mockery and exclusion were coded as low empathy behaviour. These two categories under the thematic unit of social interaction had the lowest recorded number across the qualitative data. Figure 12. shows the frequency of codes categorised under the thematic unit of social interaction.
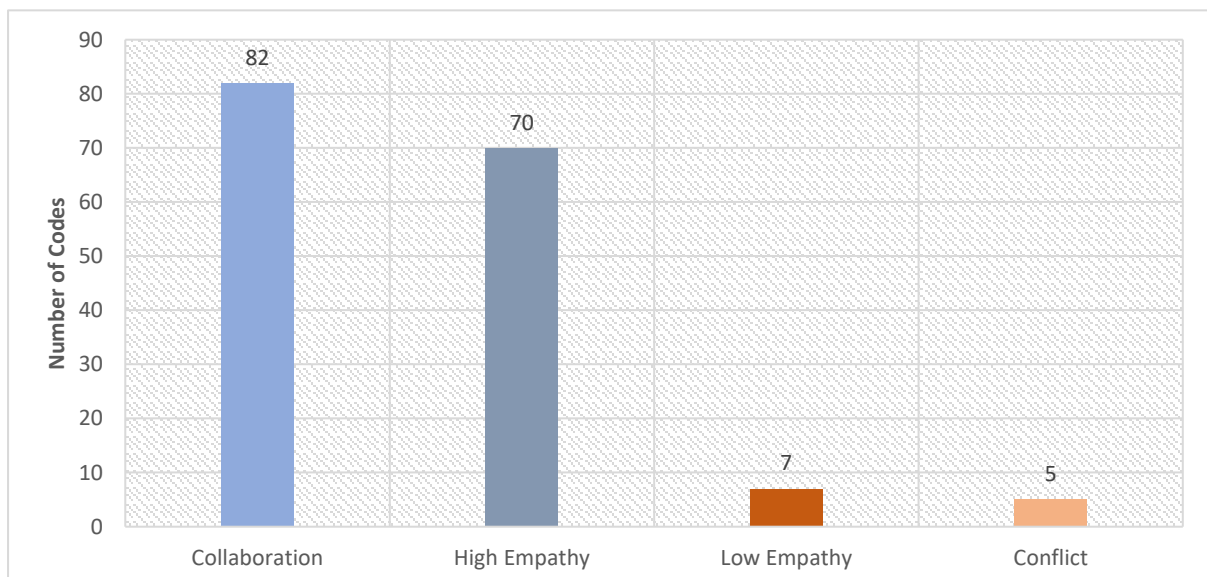

Figure 12. Coded Instances of Social Interaction

5.2.1.2 Observation Data by Grade Level

For the purposes of examining further differences in thematic units, observation data was also analysed according to each of the grades it was recorded in. Thus, the thematic units of teaching approach, student engagement and social interaction were analysed in data patterns of observations that took place in the eight-grade class, the sixth-grade class, and the fifth-grade class. These are presented in subsequent Figures () according to each of the thematic units and their respective categories and sub-categories. Thus, for example in the category of learning environment under the thematic unit of teaching approach, data shows that the observed lessons in the eight-grade class had the highest frequency of instances of student-centred learning (see Figure 13). These included instances of encouraging learning from errors and team work, as well as instances of students actively constructing knowledge and using and communicating it in context. All of these were recorded a total of 67 times in the observation data of the lessons that took place in the eight-grade class. Thus, instances of student- centred learning were recorded more frequently than instances of teacher-centred learning in this particular class. Furthermore, the eight-grade also had a higher frequency of the use of constructivist-based methods and techniques (36 coded instances) as compared to the use of cognitivist-based (31) and behaviourist-based (21) methods and techniques. In contrast, observation data gathered in the fifth-grade class had the highest frequency of coded instances that were related to the use of teacher-centred learning (82 instances) (see Figure 14). These included codes associated with students' passive reception of knowledge, the use of knowledge outside context, focus on correct language forms and individual work.
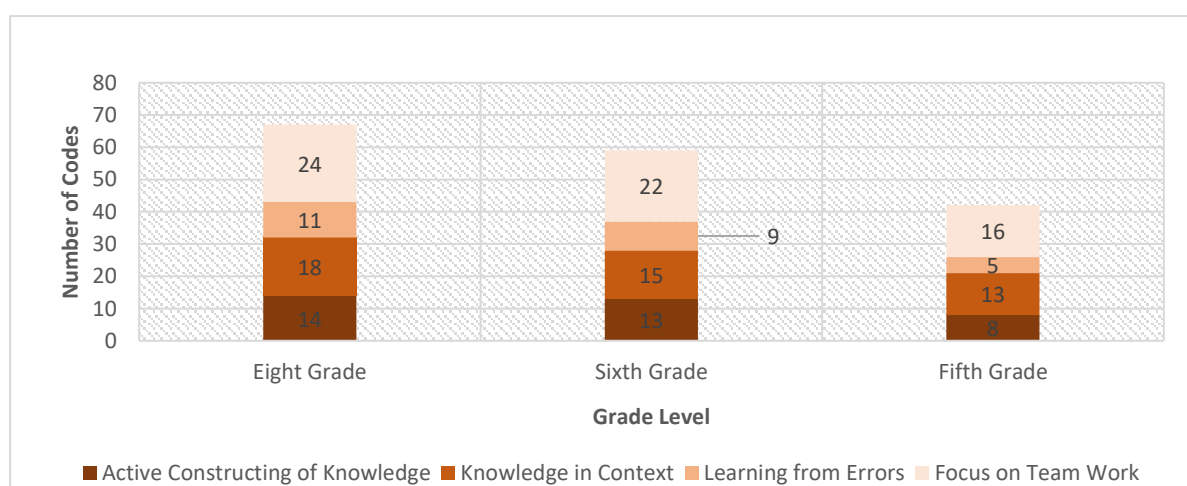

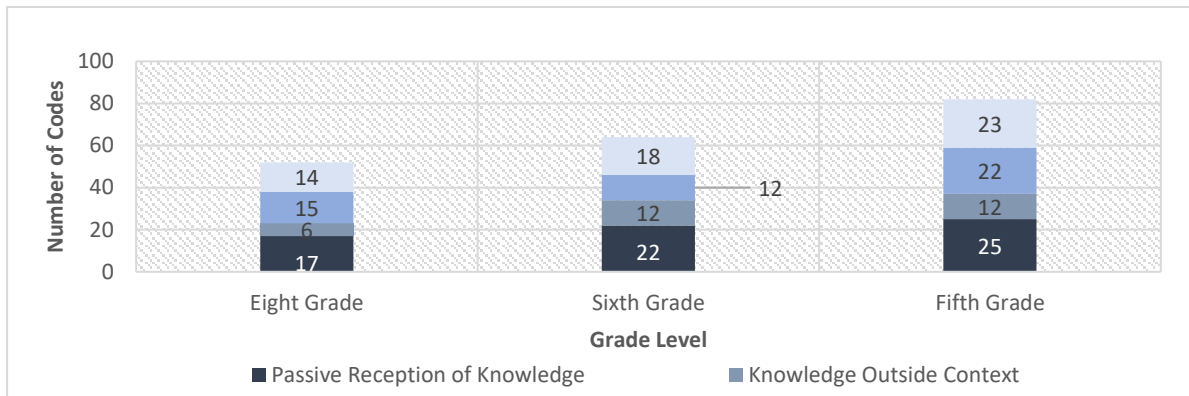*Figure 13. Coded Instances of Student-Centred Learning by Grade Level*

Figure 14. Coded Instances of Teacher-Centred Learning by Grade Level

Additionally, when it came to the choice of methods and techniques in this particular grade-level, the majority of coded instances related to the use of behaviourist-based methods and techniques (40) as opposed to ones which were cognitivist-based (22) and constructivist-based (18) (see Figure 15). Finally, under the thematic unit of teaching approach observation data from all three grade-levels pointed towards a higher frequency of the general position to difference with 18 coded instances in the eight-grade class, 19 coded instances in the sixth-grade class and 23 coded instances in the fifth-grade class (see Figure 16).
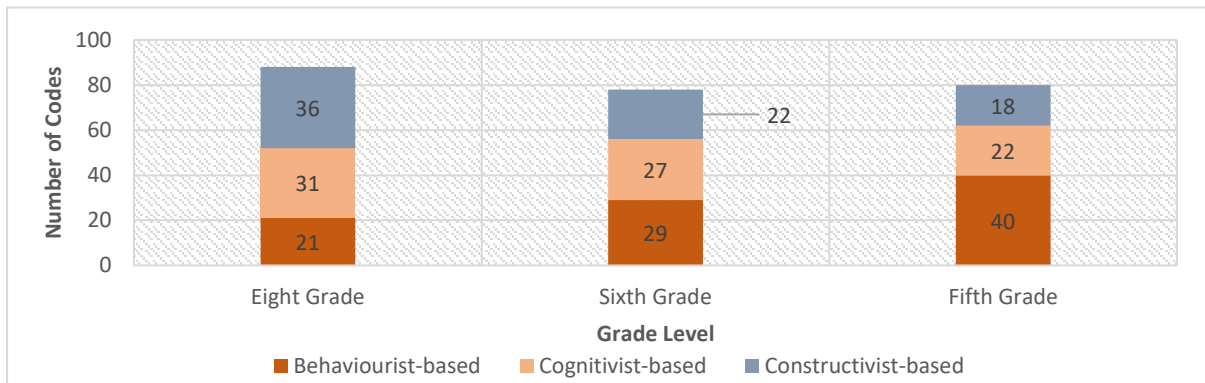

Figure 15. Frequency of Codes Related to the Use of Learning-Theory-Based Methods and Techniques by Grade Level
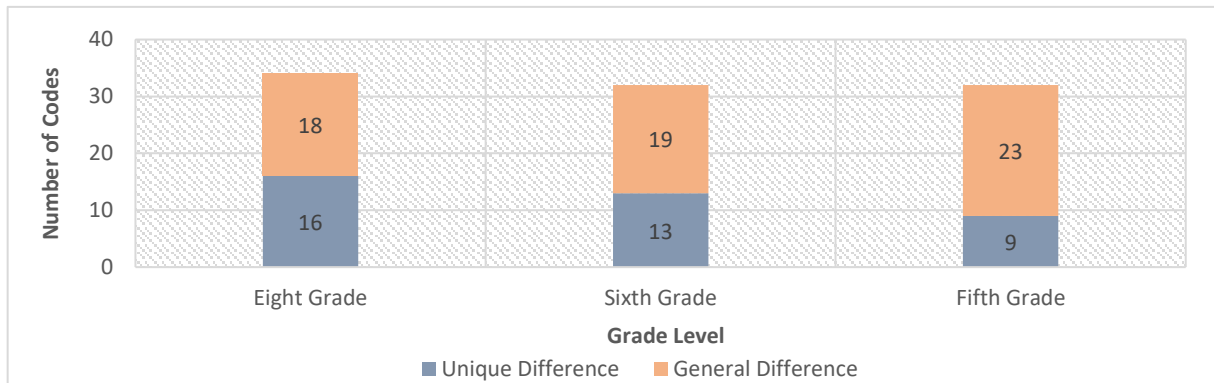

Figure 16. Frequency of Codes Related to the Positions to Difference

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When it comes to the thematic unit of student engagement all three grade levels had the overall higher frequency of recorded instances of high engagement (further sub-categorised as demonstrations of skills and expressions of enjoyments) (see Figure 17) than instances of low engagement (i.e. disruptive behaviour and reluctance in participation) (see Figure 18). The eight-grade class had the total of 34 coded instances of high engagement behaviour (21 instances of demonstration of skills and 13 instances of expressing enjoyment) as opposed to the low number of 5 instances of recorded low engagement behaviour (1 instance of disruptive behaviour and 4 instances of reluctance in participation). Similarly, the data from the sixth-grade class also shows higher frequency of recorded high engagement behaviour (31) with 20 instances of demonstration of skills and 11 instances of expressing enjoyment. In contrast, only 12 codes were categorised as examples of low engagement behaviour with 5 of them being in the sub-category of disruptive behaviour and 7 of them being in the sub-category of reluctance in participation. Finally, the fifth-grade class had the overall lowest number of codes related to student engagement with 25 of them being classified as examples of high engagement (17 instances of demonstrating skills and 8 instances of expressing enjoyment) and 11 being classified as examples of low engagement (2 instances of disruptive behaviour and 9 instances of reluctance in participation). These results are displayed in Figure 17 & 18 below.
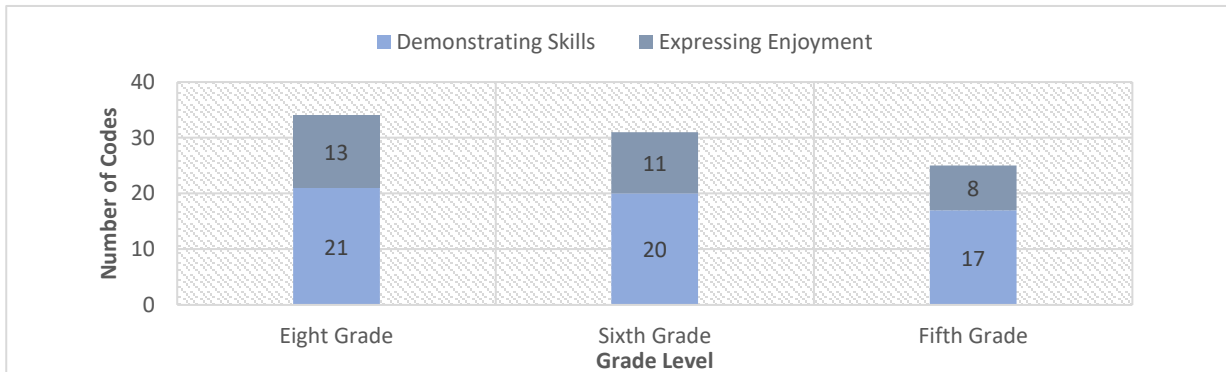

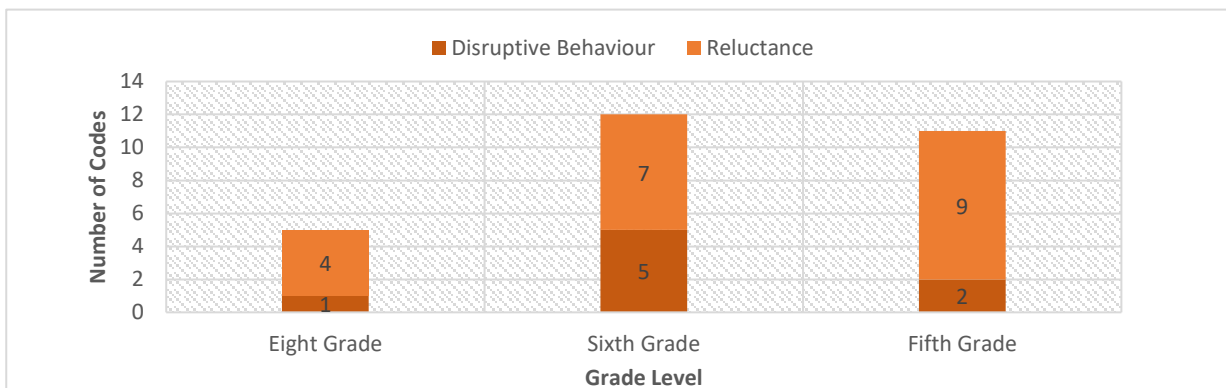*Figure 17. Coded Instances of High Engagement by Grade Level*

Figure 18. Coded Instances of Low Engagement by Grade Level

Finally, under the thematic unit of social interaction the highest number of coded instances related to collaboration and high empathy were recorded in the observation data of the eight-grade class. In this grade over the course of two observation sessions 33 codes related to collaboration were recorded and 27 codes related to displays of high empathy. Similarly, a high number of codes related to positive social interactions i.e. collaboration and high empathy was recorded during the observation sessions that took place in sixth and fifth-grade classes. In the sixth-grade class there was 27 codes associated with collaboration and 23 codes associated with high empathy while in the fifth-grade class these numbers were 22 for collaboration and 20 for high empathy. In contrast, across all three grade levels there was a low number of recorded instances that were related to negative social interactions i.e. displays of low empathy and conflict. These were the lowest in the eight-grade class with 1 instance of low empathy and 1 instance of conflict, followed by the fifth-grade class with 2 instances of low empathy and 1 instance of conflict. The highest number of codes associated with negative social interaction was recorded in the observation data of the sixth-grade class with 4 instances of low empathy and 3 instances of conflict. Figure 19 presents the gathered data related to the thematic unit of social interaction.
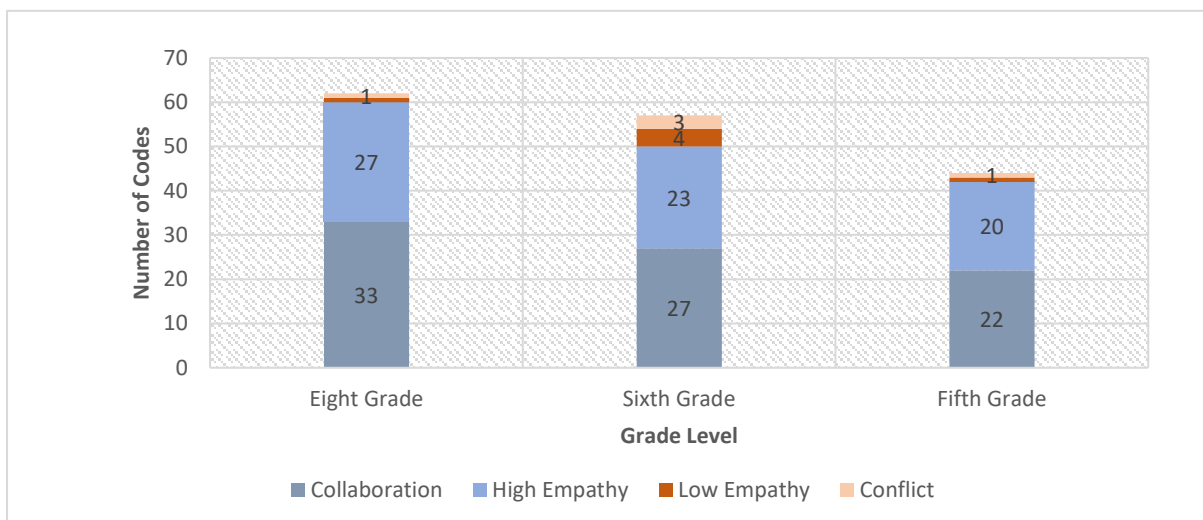

Figure 19. Frequency of Codes Related to Social Interaction by Grade Level

5.2.2 INTERVIEW & QUESTIONNAIRE DATA

The audio recordings of interviews were, as previously mentioned, transcribed, segmented and analysed for emerging patterns. Each of the transcribed sentence segments was coded and subsequently gathered into overarching categories that represented different thematic units. The same approach was used when analysing the data gathered with open-ended questionnaires. As both the interview process and the open-ended questionnaires were focused around the same eight questions, the data from both instruments will be presented cumulatively.

The overarching thematic units that emerged from the analysis of the data gathered with these two instruments were: inclusive ethos, general differences approach, commonality of pedagogy and contextual issues. Each of the four thematic units encompasses a number of thematic sub-categories of codes that are correlated. Thus, for example, the thematic unit of inclusive ethos contains sub-categories of codes associated with embracing diversity, encouraging a positive inclusive environment and extending all-inclusive learning opportunities. In a similar manner, the thematic unit of the general differences approach includes sub-categories of codes associated with specialized teaching (i.e. offering additional, specialized learning opportunities to students with SEN that are based on their identified category of need), the importance of knowledge on various areas of SEN and the significance of early identification of SEN in students. All of the four identified thematic units and their respective thematic sub-categories of codes are presented in Figure 20 below.

Thematic Unit	Inclusive Ethos	General Differences Approach	Commonality of Pedagogy	Contextual Issues
Thematic Sub-Categories of Codes	Embracing Diversity Positive Environment All-Inclusiveness	Specialized Teaching Knowledge of SEN Identification of SEN	Maintaining Balance & Continuum Social Interaction Learner-Centeredness	Lack of Funding Lack of Knowledge Political Climate

Figure 20. Thematic Categories and Codes of the Interview & Questionnaire Data

Inclusive Ethos

The codes that were categorized under the thematic unit of inclusive ethos included instances in data where participants reflected on the importance of an all-inclusive learning atmosphere in which each child is valued and treated equally and fairly. Additionally, remarks that echoed the significance of encouraging and maintaining a positive environment in which children are taught to embrace all diversity were also included.

The presence of thematic codes related to the concept of inclusive ethos was particularly evident in the answers to following questions:

1. What is your understanding of inclusive pedagogy? What does it entail and what are some indicators of an inclusive teaching practice?
2. Do you think that by identifying student's special need we are inadvertently labelling them as different and by extension sustaining marginalisation? Have you ever had in your own practice a student with SEN who was marginalised from the classroom community on the basis of their need?

More precisely, a great portion of participants worded their answers to these questions in a manner which relied heavily on the use of descriptions related to the concept of inclusive ethos. Thus, in their answers to the first question the majority of participants expressed that their understanding of inclusive pedagogy involves "establishing and maintain equity in teaching" and "creating an engaging learning environment for all students irrespective of their backgrounds and differences." One participant expressed that inclusive pedagogy "means extending learning opportunities that are accessible and welcoming to *all* students…that don't discriminate on the basis of any characteristic." Similarly, another participant noted that "inclusive pedagogy involves teaching that creates a supportive environment and provides each student with equal access to learning."

On the other hand, in their answers to the second question participants stressed the importance of promoting a positive and friendly atmosphere in their classroom through which students develop the appreciation of difference. More specifically, one participant noted that "teaching in an inclusive setting demands of teachers not only to provide equal learning opportunities to children when it comes to the content but to also, and even more importantly, help students develop higher, universal skills like empathy and understanding that prevent difference being conceptualised as something negative." In regards to this question, participants

expressed beliefs that identification can bring about negative effects only when teachers fail to take into account the other goal of inclusive teaching as described in the previous example. Reflecting on their experience, one participant noted that "in my years of teaching I have never had one student with SEN feel left out or marginalised from the classroom community because my responsibility of a teacher in an inclusive classroom was always, first and foremost, to show and help my students realise the importance of valuing differences." Similarly, another participant reflected that "identification does not automatically result in marginalisation, but ignorance does." They continued to add that "I teach my students to rise above ignorance that only restricts them and to embrace diversity, in all its forms, that enriches their lives and experiences."

General Differences Approach vs. Commonality of Pedagogy

The thematic unit of the general differences approach included codes that described the value of a specialized approach in teaching children with SEN. More precisely, these were focused on describing how teaching decisions informed by the special needs categories extend learning opportunities to students with SEN that accommodate their specific needs and in turn help them acquire knowledge better. Furthermore, codes included under this thematic unit also involved highlighting the importance of differentiation for children with SEN and diversifying the teaching practice to match their students' level of need. The questions which prompted the occurrence of codes related to this particular thematic unit were:

1. Do you think that identifying a student's particular special need is necessary and why?

2. Do you think that by identifying student's special need we are inadvertently labelling them as different and by extension sustaining marginalisation? Have you ever had in your own practice a student with SEN who was marginalised from the classroom community on the basis of their need?

3. How do you approach teaching in an inclusive setting? Do you focus on providing equal learning opprtunities to all your students or do you differentiate in your teaching in order to serve the specific needs of some learners?

4. What are some methods and techniques you used in teaching EFL in an inclusive setting? Why do you use them?

In answering these questions some participants maintained that identification of SEN is indispensable as it determines the specific area of special need that a student has which in turn informs the teaching decisions and accommodations that should be made for that specific child. For example, in response to the first question a participant stated that "identification, especially early identification, is essential because it gives us as teachers additional information about a student and the ways in which we can adapt our teaching in order to match their needs." Another participant specified that "identification is vital because it leads to the development of understanding of a student and his or her needs in the educational context; and this understanding leads to possible resolutions that can be made to offer that student a quality learning experience adapted to their needs." Put more simply, identification according to some participants "helps teachers understand and support their students' needs in learning." Furthermore, on the issue of labelling and dividing that might be caused by identification of SEN, the majority of participants expressed that "without identification students may not end up receiving the necessary support they need" and that "identification does not automatically result in marginalisation" because teachers base their practices on an inclusive ethos that does not allow for marginalisation to happen. Overall, in their answers to both of these questions the participants largely maintained that identification of SEN is far more beneficial than it is detrimental to the educational process.

When considering their approach to teaching in an inclusive setting and the specific methods and techniques they use in teaching EFL to students with SEN, a majority of participants expressed that differentiating the available methods and techniques is a good basis for including students with SEN in the teaching experience. More specifically, the participants conveyed that the learning experience of students with SEN needs to be supplemented with specific methods and techniques that are best suited for a particular student and their learning need. For example, when answering the third question one participant stated that "equal approach is not necessarily always the best option." They continued to explain that "if you have a student that is struggling with some aspect of the material providing them with the same approach in teaching used with the rest of the class does not lead to positive outcomes… instead adapting and appropriating the material and activities in a way that matches that students needs is far better." Similarly, the responses of two other participants matched this sentiment. One of them stated: "I believe in multi-level instruction which allows for differentiation and variation to respond to a student's specific need who may require instruction below the presented learning objective." The other maintained that: "In my teaching I recognize that some students, like those

with SEN, require additional support in mastering the content so I always plan and make room for accommodations and modifications that are more suited for those students." In general, most participants recognised that special educational needs are a broad category and that "some strategies, like multisensory teaching, work for some students, like those with ASD for example, but not for others." Teaching EFL to students with SEN thus "depends on who is being taught and what their specific need is" which "determine[s] the methods and strategies that should be used with that student."

The following thematic unit of commonality of pedagogy encompassed codes referencing common teaching principles that work for all students regardless of their needs. These usually included examples of teaching approaches that are student-centred and allow for students to construct their own meaning of the learning content. Additionally, these also included references to students' ability to direct and take responsibility for their learning and the importance of social interaction. In regards to that, one participant's answer to the question of what a successful approach in teaching EFL in an inclusive setting entails was: "Teaching EFL is specific because as a language subject it cannot be taught in isolation, it is bound to social contexts and it is precisely in these contexts that its best to encourage it." They also added that "an approach which recognises, values and uses the social contexts in which language naturally occurs is universal; and it can be used with all students, not only for teaching them grammar and vocabulary but also, and more significantly, for encouraging them to develop supportive, respectful and collaborative relationships with each other which are way more valuable." Thus, the thematic unit of commonality of pedagogy stands in direct opposition to the previous unit of general differences approach as the codes categorised within it describe how teaching can be made universal, available and beneficial to everyone. In regards to that, some participants suggested that "it's not really a question of which method and technique to use as much as it is a question of how we use it." For example, one participant expressed that: "I don't believe that teachers should pick a handful of methods and techniques they deem work best for a student based on his or her special need and only stick with that; because in doing so they are restricting both their teaching and the student in question." They continued to explain that: "In our everyday practice we are never constrained to one approach or method, rather there is always a balance or a continuum…. teachers should focus on how to use methods and techniques in that continuum so that all learners feel included and benefit from them." In other words, teaching in practice does not involve choosing one or two methods and using only them; rather it is a continuum of a variety of methods and techniques. Thus, being more aware of how

we design that continuum, taking into consideration that it should recognize the needs and encourage the learning of *all* students is far more important than focusing on methods and techniques in isolation. In accomplishing this some participants suggested that "being aware of how our students feel about learning and what they think would work best for them is important" and that "we should not determine the way students need to learn, but work with all of them towards discovering the ways they learn best." In conclusion, participants responses which were coded and categorised under this thematic unit pointed towards the commonality of methods and techniques which can be used with all students. The key concepts underlying commonality are differentiation for all and harnessing students' role in learning.

Finally, it is important to note that although both of the thematic units were recorded in the data, a higher frequency of codes was related to the additional needs approach rather than the commonality of pedagogy. That is to say that more participant expressed opinions associated with the position of differentiating for some (in this case students with SEN) than differentiating for all; and in turn more participants maintained that supplementing the teaching of students with SEN is more beneficial and feasible than relying on what works for all students.

Contextual Issues

The last thematic unit to emerge was that of contextual issues. This unit included participants' references to issues they face in teaching EFL to students with SEN within the particular context of Bosnia and Herzegovina. The coded instances that were related to this category included participants describing the lack of support they receive from the political and educational structures of the country, the lack of funding and adequate equipment they have as well as the lack of training, preparation and further education they have on the topic of teaching students with SEN. These also included participants' complaints on the current political climate in the country that, among other things, undervalues education and forces young people to seek better opportunities elsewhere. For example, one participant stated that the difficulties they encounter in teaching EFL in an inclusive setting are "the continuous disregard the politicians in the country have towards teachers…we are expected to follow contemporary innovations in education, like the concept of inclusion, without any support." Another participant responded to the same question by saying: "Teaching EFL in an inclusive setting in Bosnia and Herzegovina is extremely difficult because we as language teachers are painfully aware of the exceptional possibilities that can be achieved in practice…that are achieved in other countries like for example Great Britain or Germany where they have suitable backing and guidance from

the government…whereas we are left to our own devices and we struggle and persevere out of sheer love for teaching and for our students.”

In general, most participants expressed their dissatisfaction with the lack of funding schools receive. For example, one participant expressed that they would “love to use assistive technology in the classroom to help my students in the process of learning, but the school doesn’t have enough resources to purchase it.” Another participant’s response reflected the same sentiment, when contemplating their experience, the participant said: “It’s terrible [the lack of funding] … I remember teaching a student who had a complicated autoimmune disease that from time to time left him paralysed from the waist down, and in those times when he was using the wheelchair he had to rely on the janitors, other teachers or in most cases his peers to carry him up the stairs… the school couldn’t afford to install a ramp in front of the main entrance, let alone an elevator inside.” On a related note, the issues with the lack of funding were not restricted to the shortage of equipment and physical accommodations; rather a great number of participants was more concerned with the absence of teaching assistants in inclusive classrooms. One participant noted that: “The government does not allocate enough funds for the employment of teaching assistants who are in most cases essential to some students with SEN… [it is] unfortunate that in those cases students are either left to attend classes without [teaching] assistants or their parents end up paying for them.” Another participant said that: “Having a teaching assistant in an inclusive classroom with a student with SEN is valuable for both the student and the teacher… unfortunately in most situations they are not allocated to students with SEN and their parents can’t afford them.” These and similar comments were made were frequently; consequently, the issue surrounding the lack of teaching assistants is by far most prominently present in code.

Another point which was raised as an issue in the context of teaching EFL to students with SEN in Bosnia and Herzegovina was the lack of training teachers receive. According to them teachers should receive “more education on the topics related to special educational needs” like the “characteristics of different types of needs” and “the best teaching strategies that can be used in specific cases.” One participant in particular stated that: “We need to have the knowledge on how different types of needs influence learning in order to make the best, most adequate teaching decisions… sadly, we are not provided with that information, not while in college nor through our professional training and development.” The participants who

indicated towards and raised these and similar points as a hinderances to their teaching were in most cases the same participants who argued for the additional needs approach to teaching.

6 ANALYSIS & DICSUSSION

This segment of the paper will focus on analysing and discussing the compiled data results. To the end of attempting to answer some of the research questions presented earlier, the analysis and the discussion of the data results will be subdivided according to four main themes: teachers' conversance with recommended methods and techniques, the significance of recommended methods and techniques in practice according to EFL teachers, the frequency of use of the recommended methods and techniques and the effects of the recommended methods and techniques in practice. Each theme will be analysed and discussed with support from both quantitative and qualitative data results and appropriate examples.

6.1 Teachers' conversance with suggested methods and techniques

According to the results of quantitative data gathered in the teacher survey, teachers in Bosnia and Herzegovina seem to be familiar with some of the recommended methods in teaching EFL to students with SEN more than others (see Figure 2). The data from the first section of the teacher survey reports that when it comes to the recommended methods in teaching EFL to students with SEN teachers were the most familiar with the method of multisensory teaching. However, it is interesting to point out that when comparing the average scores of the included methods, the three methods which were ranked below the multisensory teaching method and that particular method showed only a slight difference in value between them. Hence, multisensory teaching, the number one method with which surveyed teachers were the most familiar, had an average score of 4.56 whereas direct instruction had an average score of 4.40, cooperative learning an average score of 4.36 and explicit instruction an average score of 4.20. In stark contrast to this, expository teaching, ranked as the method with which the surveyed teachers were the least familiar, recorded an average score of 2.84. Moreover, expository teaching was the only method with which some of the teachers reported being completely unfamiliar (12%) and only hearing of it but not knowing anything concrete about it (20%). When comparing these results to subsequent results in the quantitative and qualitative data, an interesting pattern can be noticed. Not only are the surveyed teachers unfamiliar with this method, but they also report the teaching strategy most associated with it (i.e. the use of advance organisers) as one of the least important strategies in teaching EFL to students with SEN (see Figure 3) and the strategy they use the least in teaching (see Figure 4). Likewise, in

the results of the qualitative data, more specifically the data recorded during observation sessions, cognitivist-based methods and techniques like expository teaching were underrepresented (see Figure 9). This can lead to the following conclusions: EFL teachers' unfamiliarity with expository teaching is the cause behind the method's infrequent use in teaching practice. However, it is important to remark that the use and the effects of expository teaching have not been a subject of many research papers, especially in the context of teaching EFL to students with SEN. In fact, in the available literature more attention has been put on one component of the expository teaching method – the use of advance organisers (Mohammadi, 2010; Tsubaki & Nakayama, Daniel, 2005; Lenz & Alley, 1983; Baxendell, 2003). Even in that case there is still a rather small body of work. Thus, I strongly advocate for more research to be done on the topic to illuminate the potential benefits of the method. Then, hopefully, with some established notoriety the expository teaching method will become more present in practice and more students with SEN who are learning EFL can benefit from it.

As previously stated, the other four methods that were included in the first section of the survey had very high average scores with the multisensory teaching method being the one participant were the most familiar with. This may be rather unsurprising as the benefits of using the multisensory method in teaching students with SEN have been highlighted in numerous research papers (Saraudin, Hashim & Yunus, 2019; Skinner & Smith, 2011; Sparks et al., 1992; Sparks, Ganschow & Pohlman, 1989; Wight, 2015). Studies have shown that the use of the multisensory teaching approach can enhance native literacy skills (Sparks, Ganschow & Pohlman, 1989sparks) and foreign language skills (Sparks et al., 1992). In the case of foreign language skills, specifically EFL, the use of this method has shown to result in gains in phonology, vocabulary, and verbal memory (Wight, 2015; Skinner & Smith, 2011) as well as in reading, spelling, listening comprehension and expressive language (Saraudin, Hashim & Yunus, 2019). Therefore, it can be concluded that these may be the primary reasons behind it being the method with which the participants were most familiar.

Even though at a slightly lower rate, the participants also reported being very familiar with the other included methods like direct instruction, explicit instruction and cooperative learning. These methods also have a great body of available literature that has proven and described the benefits of their use in teaching EFL to students with SEN (Archer & Hughes, 2010; Fore, Riser & Boon, 2006; McMaster & Fuchs, 2002; Shen, 2003; Silbert, 2005; Wight, 2015). Apart from that two of these methods (direct and explicit instruction) have a long history of being used in both general classroom contexts and special education contexts as they are

informed by and included within the behaviourist learning theory; while the other method has recently gained significant traction in literature as it is upheld by the contemporary constructivist learning theory. These are all important factors to consider when explaining the high degree of familiarity which surveyed teachers had in regards to these methods. Thus, I suggest that there is a correspondence between the high degree of familiarity teachers express with regard to these methods and the overall high volume of the literature available on these methods. Finally, I once more stress the importance of conducting and publishing further research on the efficacy and the benefits of all of these methods, especially the expository teaching method, in teaching EFL to students with SEN.

6.2 The Significance and Frequency of Use of the Recommended Methods and Techniques

In the second section of the teacher survey, the participants were invited to determine the degree of importance of some of the suggested techniques in teaching EFL to students with SEN by ranking the techniques in a sequential order from the least to the most important. The results of the analysed data showed that the surveyed teachers deem the following six techniques (in the order of their ranking) as the most important to use in this context:

1. Using co-teaching with teaching assistants, colleagues, etc;
2. Contextualising the material by relating it to students' previous knowledge;
3. Giving ample feedback and reinforcement throughout the lesson;
4. Presenting the content in various ways using audio/visual and tactile/kinaesthetic activities/materials;
5. Dividing the lesson into smaller, less complex tasks;
6. Providing extra time for structured practice throughout the lesson; (see Figure 3)

When comparing these results to the data results from the third section of the teacher survey which focused on the frequency of use of recommended techniques in teaching EFL to students with SEN an interesting pattern can be observed: there is a correspondence between ranking position and frequency of use for some methods, but not for others. The methods which were ranked high on the scale of importance and were also reported to be used very frequently by the surveyed EFL teachers were: giving feedback and reinforcement, contextualising the material, presenting the content using various materials/activities and segmenting the lesson. In fact, participants reported using these four techniques most frequently (see Figure 4). The reason behind this can be traced back to the standard deviation calculated in the ranking of

these techniques by the degree of importance. Put more simply, with very low value of variability in their answers the surveyed teachers deem these techniques as important precisely because most of them use these particular techniques in practice and thus recognise their benefits. Furthermore, some of the techniques which were ranked lower on the scale of importance like peer-to-peer learning and group-work had a high value of standard deviation. This suggest that the survey teachers were not consistent in their ranking and had different opinions on the degree of their importance. Moreover, the results also show that the reported frequency of use of these same techniques had a high average value with low standard deviation. Therefore, a conclusion can be made that even though the teachers have differing opinions on the degree of importance of these techniques the majority of them uses these techniques in their EFL teaching.

Still, one more important point needs to be discussed: what is the possible reasoning behind some of these techniques being ranked as very important but having a very low average score of frequency of use, like it is the case with the co-teaching technique. Co-teaching has an interesting occurrence in the data results because it was ranked as the most important technique to use in EFL teaching (average score of 8.96) (see Figure 3) but it was also one of the least frequently used techniques in teaching EFL (average score of 2.46) (see Figure 4). I believe the qualitative data results can offer further explanation of this occurrence. When analysing the qualitative data gathered with the use of the interview research method a theme of contextual issues emerged. Categorised within this thematic unit, there were numerous coded instances in data which pointed towards some of the issues EFL teachers face when teaching in the context of Bosnia and Herzegovina like lack of funding and training. The most prominent among these were instances in which EFL teachers referenced the lack of SEN assistants in class. Furthermore, the observation data shows that in the three classes in which observations took place only one of those classes had a teaching assistant present (see Figure 5), and even in that case the same teaching assistant was assigned to and worked with two students with SEN simultaneously. Therefore, the following conclusion can be drawn: the results which display low frequency of use of co-teaching as a technique are a direct consequence of the contextual issues that restrict teaching in Bosnia and Herzegovina. Because EFL teachers in Bosnia and Herzegovina assign a high degree of importance to this particular technique and because it has been proven as an effective, research-based technique that can aid students with SEN in learning, it is important to advocate for changes to be made in the context of Bosnia and Herzegovina with regards to the presence and the number of assistants in class.

Another interesting point from the data results can be highlighted; and it is linked to the research question of which of the recommended methods and techniques EFL teachers use the most and how do they correlate to the two dominant perspectives on teaching students with SEN (additional needs approach/general differences position vs. full inclusive approach/unique differences position). The quantitative data shows that the most frequently used techniques in teaching EFL to students with SEN as reported by the survey teachers are (in the order of their ranking):

1. Giving ample feedback and reinforcement throughout the lesson;
2. Contextualising the material by relating it to students' previous knowledge;
3. Presenting the content in various ways using audio/visual and tactile/kinaesthetic activities/materials;
4. Dividing the lesson into smaller, less complex tasks;
5. Using reciprocal, peer-to-peer tutoring;
6. Using group-work based activities that encourage teamwork and cooperative learning;

These can be further categorised according to the methods and learning theories they are most commonly associated with: behaviourist learning theory and the sub-category of the direct/explicit teaching method (giving ample feedback and reinforcement, diving the lesson into smaller tasks), cognitivist learning theory and the sub-category of the expository/multisensory method (contextualising the material, presenting the content in various ways) and the constructivist learning theory and the sub-category of cooperative learning (peer-to-peer tutoring, group-work based activities). Even though teachers reported using a behaviourist-based technique most frequently in practice, the differences between the average values regarding frequency of use of these techniques (see Figure 4) suggest that in practice teachers employ techniques based on all three of the learning theories. Furthermore, qualitative observation data shows that even though there was a highest frequency of coded instances in the data categorised as behaviours-based methods and techniques (see Figure 9) the differences in values were so slight that it can be safely concluded that behaviourist-based methods and techniques, cognitivist-based methods and techniques and constructivist-based methods and techniques were overall almost equally used in practice. Moreover, the results of the observation data by grade level show that methods and techniques based on some learning theories are used a slight degree more frequently in higher grade levels while methods and techniques based on other learning theories are used a slight degree more frequently in lower grade levels (see Figure 15).

These results can be explained by referencing Norwich & Lewis' (2007) work on a continuum of teaching approaches. In some cases, using what they describe as "high density teaching" (Norwich & Lewis, 2007, 131), based more on the methods and techniques of the behaviourist and constructivist learning theory and with "a greater degree of adaptations for those with more significant learning difficulties in learning" (Norwich & Lewis, 2007, p. 131) is more frequently present. This is the case with the observation data recorded in the fifth-grade class where there were two students with SEN present (one diagnosed with both dysgraphia and dyslexia, and the other diagnosed with ASD) and in the sixth-grade class where there was one student with SEN present (diagnosed with ADHD). In the observation data from these grades there was a greater degree of codes related to a general difference oriented (see Figure 16), teacher-centred (see Figure 14), behaviourist-based and cognitivist-based (see Figure 15) teaching. In cases like these, knowledge on "the nature of the SEN group" is deemed "valuable in its own right as underpinning the learner's development" (Norwich & Lewis, 2007, p. 143). Additionally, it is important to highlight that the areas of SEN in this case are "based on medically-defined conditions which have come more recently to parent, public, and professional attention" (Norwich & Lewis, 2007, p. 143). Thus, in the context of these fifth-grade and sixth-grade classes pedagogy was strongly influenced by the SEN students' group-differences. This sort of pedagogic approach informed by "the nature of the SEN group" is also present in the cases of students with MLD and SLD. In other cases, for example with students diagnosed with EBD or SLNC the influence of the "nature of the SEN group" on pedagogical decisions is weak and the label is of little use "in terms of the knowledge-base from which to plan teaching" (Norwich & Lewis, 2007, p. 142). In other words, the variety and diversity present within these groups "reduces any pedagogic significance of the category" (Norwich & Lewis, 2007, p. 143). Thus, an approach which focuses more on the use of macro-strategies based on the common and individual needs of students (Norwich, 2007) is traditionally used. This approach is more learner-centred and uses methods and techniques derived from the constructivist theory of learning like cooperative learning, peer-to-peer tutoring and reciprocal teaching. Such was the case in the observation data from the eight-grade class which had one student with a particular special educational need labelled EBD.

However, even though there was an almost equal presence of behaviourist-based, cognitivist-based and constructivist-based methods and techniques, overall EFL teachers still subscribed to one approach to difference more than to the other (see Figure 10 & 16). This is evident in the observation data results and, in the interview, and questionnaire data results

which reported a high frequency of codes related to the general differences position. The results on the effects of both of these positions to teaching will be discussed in greater detail down below, but for now it is important to stress that both positions, general differences position (i.e. additional needs approach) and the individual differences position (i.e. full inclusive approach) can have positive effects in practice. But another question can be raised of why do teachers in Bosnia and Herzegovina seem to accept, endorse and use the general position to differences more in general. The contextual specifics of teaching in Bosnia in Herzegovina can provide a framework for an answer to this question. According to Kafedžić (2009) some of the barriers which inhibit the practice of inclusive education in Bosnia and Herzegovina are: insufficiently specified and supported implementation of inclusive education in policy; insufficiently defined and used terminology related to inclusive education; insufficient training and preparation of teachers for work in an inclusive setting; negative or neutral attitudes of teachers and the wider social community towards inclusive education. All of these barriers affect the way teachers perceive, understand and exercise in practice the principles of inclusive pedagogy. Thus, because Bosnia and Herzegovina is still in the inception stage of implementing inclusive education with lacking and unsatisfactory policy efforts and practical support for it, teachers working in this country might still steer towards more traditional views of inclusive pedagogy. The contemporary perspectives on inclusive education, as the unique difference position and full inclusion, which are supported by researchers from a diverse number of more developed countries, like for example Lani Florian (2015) from the UK, may be lacking in the context of this country both in theory and in practice. Among these barriers it is important to specifically highlight the education student teachers receive during their academic education. In regards to this it is worth mentioning that many departments at academic instructions across Bosnia and Herzegovina don't have established teacher education programs, Thus, these conditions result in situations in which numerous future teachers of different subjects don't receive full or adequate academic education in pedagogy and didactics. Moreover, among the limited number of departments which do have teacher education programs many of them don't dedicate enough time or space in the curriculum for the topics of inclusive education, if at all. The result of such a structuring of academic education is that many teachers report being "not supported enough" (Memišević & Hodžić, 2011, p. 1) or "unsatisfied with the teaching knowledge and skills…acquired at their university" (Polić, 2019, p. 45) in research done on teachers' attitudes towards inclusive education. Therefore, it may be assumed that the frequently occurring instances of codes associated with general differences position in qualitative data are a result of teachers in Bosnia and Herzegovina not being familiarized enough with the more

contemporary perspectives on inclusive pedagogy which are dominant in recent research literature. Nevertheless, it is imperative to highlight the need for better education of teachers on the topics of inclusive education and inclusive pedagogy, one which will focus more on contemporary approaches to the matter. Furthermore, additional research and interest in the educator community in Bosnia and Herzegovina needs to be directed towards recent insights and findings in the matter of inclusive education and pedagogy. These efforts cannot remedy the substandard condition of inclusive education in Bosnia and Herzegovina entirely, as serious and more substantial steps in the path towards this goal need to be taken first and primarily by the government; however, these efforts can in many ways aid teachers by offering them a more comprehensive body of knowledge which can help them in their practice.

6.3 Effects in Practice

The qualitative instruments used in this research were developed and employed with the goal of providing additional context to the quantitative data and giving further insight on questions related to the effects of the recommended methods and techniques in teaching EFL to students with SEN in practice. As a result, the observation data was analysed in a way in which the categories of codes related to student engagement and social interaction were taken into consideration. These categories of codes that included instances in data which described high and low engagement behaviours as well as behaviour related to collaboration, empathy and conflict. The analysis of frequency in which these codes appeared was employed with the goal of providing insight into the effects of the used methods and techniques in teaching EFL to students with SEN. The results show that there was a high frequency of SEN students' engagement and positive interaction in the observed classes (see Figure 11, 12, 17 & 18).

When it comes to engagement of SEN students, data results show that there was a high frequency of code instances which described SEN students demonstrating skills and expressing enjoyment during teaching and learning. The observed behaviour of SEN students recorded more instances of high engagement than low engagement overall. Supplementary information is revealed when observing the results of the data by grade level in which the data recorded in the eight-grade class had the highest frequency of instances related to high engagement behaviour and lowest frequency of instances related to low engagement behaviour. On the other hand, the data recorded in the fifth-grade class had the lowest frequency of instances related to high engagement behaviour and the data recorded in the sixth-grade class had the highest frequency of instances related to low engagement behaviour (see Figure 18). In this particular

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case the instances of low engagement in the form of disruptive behaviour were largely occurrences of restlessness and talking to other classmates during work. Similar results can be observed in regards to social interaction where the data from eight-grade classes showed the highest frequency of instances of positive social interaction while these were the lowest in the data from the fifth-grade classes. The instances of negative social interaction were the most frequent in the sixth-grade class (see Figure 19); specifically, the instances of conflict which were mainly competitive in nature where students for example couldn't agree on who should get to write on the board first; and the instances of low empathy which were mainly those where students tried to discipline each other so some students inevitably reprimanded the student with SEN in this class who had a tendency of being restless and talking with classmates during work.

If these results are compared to qualitative results under the category of teaching approach a correlation can be established. More specifically, the results show that high engagement and positive social interaction levels were more frequent in classes which were more student-oriented with the use of constructivist-based methods (see Figures 13, 14 & 15) i.e. eight-grade classes. In contrast, in classes which were more teacher-oriented with the use of behaviourist-based methods and techniques high engagement and positive social interaction levels of SEN students were less frequent. From this it can be concluded that the use of constructivist-based methods and techniques paired with a more student-centred approach leads to more positive effects in practice in relation to SEN students' engagement levels, more specifically in regards to their demonstration of skills and enjoyment. However, such a conclusion may be far-reaching as it does not take into account the variables which could not be controlled by this research such as the specific areas of need of students being observed (all observed SEN students had different areas of need), the variety in general academic and more specific language attainment levels (the observed SEN students attended different grade levels and only one class within a particular grade level was observed) and the differences in lesson content. With the latter variable more specifically, the observations did attempt to take into account the various aspects of language the lesson could potentially target; so, the observation sessions took place during lessons which were largely focused on grammar (one observation session per grade) and lessons which were largely focused on receptive and productive skills i.e. reading and speaking (one observation session per grade). However, overall, the content that was presented to these three classes was dissimilar due to differences in grade levels and expected language proficiency. Thus, a more appropriate conclusion should be made: behaviourist-based methods and techniques with a teacher-centred approach might be more

effective in practice when the focus is on achieving more basic, low-level language skills as is the case in lower grades; while constructivist-based methods and techniques with a student-centred approach might be more effective in practice when the focus is on developing and encouraging higher-level language skills as is the case in higher grades.

Finally, the overall impact of dissimilar positions to difference in practice should be discussed. As mentioned, teachers who were observed and interview had a higher tendency to support and adhere to the general differences position both in opinion and practice. Thus, a question can be raised of whether this position had a negative effect of marginalizing the SEN students in class. Such concern has been brought up by researchers who support the individual differences or full inclusive approach in teaching and who point towards an issue of students with SEN being labelled as different and that labelled of difference being charged with negative associations. With the goal of approaching an answer to that question, qualitative data can be taken into consideration which points towards a high frequency of codes associated with high empathy behaviour in observed classes. In other words, students across all three grades displayed numerous instances of behaviour which was characterised as supporting, helping, being understanding and friendly towards students with SEN. The rare occurrences of low empathy behaviour in all cases revolved around discipline with students reprimanded students with SEN for talking or being restless in class. However, when making sense of these instances it is useful to understand the full context in which all of the students across all three grades were fixated on attempting to discipline each other and pointed towards disruptive behaviour amongst each other. Thus, it can be concluded that the overall observation data shows that students have and display high levels of empathy towards their peers with SEN and that they are not socially excluded nor perceived as different. Furthermore, in the qualitative data gathered with the use of interviews and open-ended questionnaires as instruments the large majority of teachers who subscribed to the notion of general difference approach also expressed a high frequency of codes related to the thematic unit of inclusive ethos. Teachers mostly agreed that teaching in an inclusive setting "demands of teachers not only to provide equal learning opportunities to children when it comes to the content but to also, and even more importantly, help students develop higher, universal skills like empathy and understanding that prevent difference being conceptualised as something negative." Thus, on the issue of marginalisation promoted by the additional needs approach in teaching it can be concluded that with the development and encouraging of an inclusive ethos in which primary emphasis is placed on the development of students' collaborative and empathy skills is fundamental in

circumventing the possible negative effects of the additional needs approach. As illustrated by the results both approaches have their own benefits and positive effects in practice and the choice really depends on a specific student being taught and the possible goals and objectives of teaching. However, when considering this conclusion, it is important to understand the limitations of this study and that the conclusion is certainly not irrefutable. Therefore, I would once more like to point towards the need for further, more extensive investigation of the topic which could bring about more absolute deductions.

7 CONCLUSION & FINAL REMARKS

Throughout history, children with special needs have faced discrimination and marginalisation. Such negative treatment of children with special needs had also been evident in education as their opportunities for learning were extremely limited, if at all possible and present. The varying social and cultural dynamics which influenced our conceptualisation of special educational needs and the treatment of individuals with special educational needs brought slow and gradual change. From considering these children as less-than, less-able and ineducable to attempting to 'remediate' their deficiencies, the steps towards accepting and understanding children with special needs as equal to their typical peers, as they are, and providing them with equitable educational opportunities they deserve were plentiful and sluggish. Sometimes when considering the pace of their progress there is a tendency to advance hastily through them to finally going into detail about the latest stage of inclusive education. However, in such cases a sense of real, drawn-out time that has passed is lost. For example, it was only in the early 20th century with the 1918 Education Act in the UK that education for all disabled children was made compulsory (Nature, 1920); and it was not until the latter part of the 20th century that the notion of 'ineducability' had been rejected by the 1970 Education (Handicapped Children) Act HMSO, 1978). A lot of time and a lot of experiences of children who had to live through it are lost if such a hasty approach is taken. For context, 30 states in USA adopted sterilisation laws of people with disabilities in 1930; and in the span of four years from 1933 to 1937 sterilisation of 200 000 individuals with disabilities was enacted under the Law for the Prevention of Genetically Diseased Offspring in Germany (Sunko, 2016, p. 614). In her work Sunko (2016) further clarifies that the path towards the contemporary understanding and treatment of children with special needs not a gradual ascent either; and that the different social and cultural beliefs and conditions influence induced steep descents and ascents. Consequently, it is important to more comprehensively acknowledge the past before pondering on present and this work has attempted to do exactly so.

Furthermore, as I have discovered working on this thesis, comprehensive consideration cannot be limited to history; indeed, 'special educational needs' is such a broad term that it encompasses a considerable range of concepts and notions. A direct result of this is the fact that if we wish to observe special educational needs from the standpoint of education, we must first understand its many layers: what is exactly defined as a special educational need and why; how does it impact the educational context, if at all; how to approach teaching such a diverse group of students; is there a uniform, prescribed pedagogy or do common pedagogic principles used in general education apply; and a great number of other layers. Before writing this thesis, I have prided myself of being knowledgeable on the topic as a result of my enthusiastic and curious approach during my academic education; yet I have come to realise that there is plentiful more to be discovered and learned. Thus, in writing this paper there was a dedication to exploring some of these layers in as much detail as possible; and it still is not an exhaustive exploration nor does not include them all. The paper has at least answered some of the frequent questions related to the most common notions. A definition of special educational needs was presented, but it has also been supplemented with explanations on how conceptualised and interpreted differently. A classification framework was provided, but clarifications on the issues regarding it were also made. The inclusive approach to education was introduced and described, but its contentious nature was also highlighted. The in-class implementation of inclusive practices was discussed through exploration of inclusive pedagogy, but the diverse approaches to it were also taken into account. The areas of difficulty students with SEN might experience while learning a foreign language were portrayed, but the attention was also directed towards the variety within the types of need and amongst students in general. All of these considerations were necessary before approaching the topic of specific methods and techniques for teaching EFL to students with SEN; for they impact the choice and the use of EFL methods and techniques.

Thus, in this thesis methods and techniques for teaching EFL to students with SEN have not been presented in isolation, but in a wider learning context they are related to. The three learning theories of behaviourism, cognitivism and constructivism were used as a foundation and subsequent methods and techniques were derived from them. Such an approach was used to relate concrete instances in practice to the more abstract ideas and notions that underlie them. Accordingly, for example, the theoretical, pro-identification and classification ideas, and the general differences or additional needs approach to teaching was related to the utilisation of behaviourist-based and cognitivist-based methods and techniques; and the theoretical ideas of

the universal differences or full inclusive approach that denies classification and identification were related to the utilisation of constructivist-based methods and techniques. With such an approach this paper attempted to gain insight in which theoretical notions that instruct the choice of and recommendations for specific methods and techniques are most represented in practice; what their effects are; and do the effects of the methods and techniques correlate to what is suggested by a particular perspective on teaching students with SEN. Furthermore, the context of Bosnia and Herzegovina was treated as another layer in the observation of the topic of recommended methods and techniques in teaching EFL to students with SEN; as it was the context in which the practice of these methods and techniques took place. Thus, the paper attempted to gain further insight into how familiar are teachers in Bosnia and Herzegovina with recommended methods and techniques in teaching EFL to students with SEN; are they familiar with some more than others and why this might be the case; how frequently do they use these recommended methods and techniques; do they use some more than others; how does all of this relate to the dominant perspectives in theory. The purpose of this paper was not to just merely list suggested methods and techniques in teaching EFL to students with SEN and document their use in practice, but to examine the theoretical and contextual impacts.

To that end the results of the research show that teachers in Bosnia and Herzegovina are familiar with suggested methods and techniques overall, but they are familiar with some more than others. Thus, the hypothesis of the participants being conversant with the recommended methods and techniques is somewhat contested. Furthermore, the results also show that teachers consider some techniques as more important to use in teaching EFL to students with SEN; and that these are more frequently from the domain of behaviourist learning theory and cognitivist learning theory; as well as that they are most often used in a manner of the general differences or additional needs approach to teaching which suggest that the methods and techniques need to be differentiated for students with SEN according to their needs. The implication of these results is a need for further context-bound research of why that may be the case, and a need for a more extensive education of EFL teachers in Bosnia and Herzegovina on the contemporary theoretical understandings of inclusive pedagogy and its principles. Finally, the results disclosed that the methods and techniques associated with both of the positions to teaching show some positive results in practice. The behaviourist and constructivist-based methods and techniques paired with a teacher-centred approach with differentiation for students with SEN demonstrated positive effects in teaching EFL to students with SEN who are at the lower end of attainment and proficiency and are developing more

basic, low-level language skills; while constructivist-based methods and techniques paired with a more learner-centred approach with differentiation for all demonstrated positive effects in teaching EFL to students with SEN who are in grades with the expected higher levels of attainment and proficiency and a focus on higher-level language skills. Moreover, according to the results in order to achieve most positive effects and avoid the potential negative connotations of the SEN label in practice, especially when a more general differences approach to teaching is taken, it is necessary to put an emphasis on the inclusive ethos in teaching and encourage the development of empathy and acceptance of diversity.

However, when approaching the results and conclusions of this paper it is vital to recognise its limitations. This does not represent a comprehensive treatment of the topic as the number of participants and observation sessions in research was limited. Thus, it also should not be taken as a representation of the overall situation of teaching EFL to students with SEN in the context of Bosnia and Herzegovina; as other teachers in other parts of the country which were not encompassed in this research may have different approaches in practice. Therefore, this paper serves best as an indication towards a need for further research to be done on the topic of methods and techniques in teaching EFL to students with SEN, their respective learning theories and the approaches to difference they are most commonly used in. A more comprehensive research can be used to educate and help EFL teachers in the context of Bosnia and Herzegovina improve their teaching practices and make a more significant step towards the development of truly inclusive practices in education.

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APPENDIX A

Teacher Survey

Teacher Survey

The purpose of this survey is to investigate the use of recommended methods and techniques in teaching English to students with special educational needs in the context of Bosnia and Herzegovina. Your answers will be used for the purpose of writing an MA thesis titled *Methods and Techniques in Teaching EFL to Students with Special Educational Needs,* written by a student at the Teacher Education Program, Department of English, Faculty of Philosophy, Sarajevo. **The data gathered by this survey will be kept confidential and your anonymity will be protected.**

Thank you for taking part. Your contribution is critical to the success of this research. For any additional questions please feel free to contact me at pintol.amina@gmail.com

UNIQUE CODE: _____ (filled out by the researcher)

GENDER: **F / M**

YEARS OF EXPERIENCE: _____

DO YOU HAVE PREVIOUS EXPERIENCE TEACHING ENGLISH TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: **YES / NO**

DO YOU CURRENTLY HAVE ANY STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN YOUR CLASSROOM: **YES / NO**

1. Please **mark the degree of familiarity** with the suggested methods in teaching English to children with special educational needs **according to the following scale**:

1 – Unfamiliar; 2 – Only heard of it; 3 – Somewhat Familiar; 4 – Familiar; 5 – Very Familiar

METHOD	DEGREE				
MULTISENSORY TEACHING	1	2	3	4	5
DIRECT INSTRUCTION	1	2	3	4	5
COOPERATIVE LEARNING	1	2	3	4	5
EXPLICIT INSTRUCTION	1	2	3	4	5
EXPOSITORY TEACHING	1	2	3	4	5

2. Please read the following techniques in teaching EFL to students with special educational needs and **rank them from 1 to 12 in order of their importance and usefulness** in practice with 1 being the most important/useful and 12 being the least important/useful. If you wish you can rank only those techniques you deem most important and skip the ones you deem to be unimportant.

TECHNIQUE	RANK
Dividing the lesson into smaller, less complex tasks.	
Using **assistive technology** like laptops, PCs, projectors, etc.	
Using **reciprocal, peer-to-peer** tutoring.	
Presenting the content in various ways using **audio/visual and tactile/kinaesthetic activities**.	
Providing **extra time for structured practice** through the lesson.	
Using **co-teaching** with teaching assistants, colleagues, etc.	
Using **self-directed, learner-centred teaching** and guiding the students.	
Using **advance organisers** like posters, mind maps, Venn diagrams, etc.	
Contextualising the material by relating it to students' previous knowledge.	
Using **group-work based activities** that encourage teamwork and cooperative learning.	
Giving **ample feedback and reinforcement** throughout the lesson.	
Teaching students **various memorization and learning strategies**.	

3. Please read the following statements and mark **the degree to which each of the statements is applicable to your own teaching** by circling ONE response from the following scale:

1 – NEVER   2 – SOMETIMES   3 – OFTEN   4– ALWAYS

STATEMENT   **DEGREE**

1. Throughout my lessons I encourage students
to **give responses**, provide them with adequate   1 – 2 – 3 - 4
reinforcement and give them **constructive**
feedback.

2. I try **relate the content to students' previous knowledge** and present it in real-life context as much as possible.	1	–	2	–	3	4
3. When presenting the content, I use **a variety of materials** that engage students' different senses.	1	–	2	–	3	4
4. I **break down each lesson into smaller segments** and work through them with students step by step.	1	–	2	–	3	4
5. In my lessons, I encourage students to work and **learn through collaboration** with their peers.	1	–	2	–	3	4
6. I continuously work on sustaining a collaborative classroom environment by **engaging my students in teamwork activities**.	1	–	2	–	3	4
7. During every lesson, I set aside a good portion of time **for practicing and reviewing the material**.	1	–	2	–	3	4
8. I focus less on the transmission of knowledge and more on **students' individual discovery and autonomy in learning**.	1	–	2	–	3	4
9. I teach my students how to most effectively approach the learning process by showing them different strategies they can use in learning and retaining information.	1	–	2	–	3	4
10. I use **assistive technology** in my classroom to aid students with special educational needs in their learning.	1	–	2	–	3	4
11. I **work and collaborate** with teaching assistants, colleagues and other professionals in my classes.	1	–	2	–	3	4
12. I introduce each lesson with an **organiser** (chart, graphic, diagram, map) that **highlights the key points** of the lesson and **shows the relationship** between the key concepts and students' previous knowledge.	1	–	2	–	3	4

APPENDIX B

Informed Consent for Participation in the Survey

INFORMIRANI PRISTANAK ZA UČESTVOVANJE U ISTRAŽIVANJU

Poštovani/a,

studentica nastavničkog smjera, Odsjeka za anglistiku, Filozofskog fakulteta Univerziteta u Sarajevu, Amina Pintol, izrađuje diplomski rad na temu *Metode i tehnike u podučavanju engleskog kao stranog jezika djeci s posebnim obrazovnim potrebama* pod vodstvom mentorice doc. dr. Larise Kasumagić-Kafedžić.

Cilj ovog istraživanja je kroz upotrebu metodoloških instrumenata anketiranja i opservacija utvrditi mišljenja i upoznatost BiH nastavnika engleskog jezika s preporučenim metodama i tehnikama podučavanja djece s posebnim obrazovnim potrebama, te utvrditi učestalost primjene i prirodu metoda i tehnika koje nastavnici koriste u svojim učionicama pri podučavanju engleskog djeci s posebnim obrazovnim potrebama.

Ovaj rad teži dati doprinos nedovoljno istraženom polju podučavanja engleskog jezika djeci s posebnim potrebama u kontekstu Bosne i Hercegovine, te ukazati na potrebu provođenja daljnih istraživanja, šireg opsega, iz ovog domena.

U okviru istraživačkog dijela rada, studentica provodi anketu o upoznatosti i stavovima nastavnika o metodama i tehnikama podučavanja engleskog jezika kao drugog stranog jezika djeci s posebnim obrazovnim potrebama. **Anketa je anonimnog karaktera, a prikupljeni podaci neće se prikazivati individualno nego će se koristiti isključivo kao skupina podataka za statističku obradu. Vaše sudjelovanje u ovoj anketi je upotpunosti dobrovoljno.**

Vaša suradnja je ključna za uspjeh ovog istraživanja, te Vam se iskreno zahvaljujem na izdvojenom vremenu.

Informacije o rezultatima istraživanja, kao i bilo kakva dodatna pitanja, možete dobiti slanjem upita na e-mail: pintol.amina@gmail.com

APPENDIX C

Written Consent Form for Observation Sessions

Sarajevo, _____ 2018. god.

M O L B A

n/r direktoru/ici _____

Predmet: Molba za suradnju u provedbi istraživanja u svrhu izrade diplomskog rada

Poštovani/a,

studentica nastavničkog smjera, Odsjeka za anglistiku, Filozofskog fakulteta Univerziteta u Sarajevu, Amina Pintol, izrađuje diplomski rad na temu *Metode i tehnike u podučavanju engleskog kao stranog jezika djeci s posebnim obrazovnim potrebama* pod vodstvom mentorice doc. dr. Larise Kasumagić-Kafedžić. U tom pogledu mentor je odgovorna osoba za provedbu ovog istraživanja.

U okviru istraživačkog dijela rada, studentici je potrebna pomoć i suradnja Vaše ustanove. Molim Vas da u skladu s mogućnostima i pravilima Vaše ustanove odobrite provođenje ovog istraživanja.

Potrebni kontakt podaci o mentoru i studentici i opis aktivnosti koje bi se provodile nalaze se u privitku ovog dopisa. Ukoliko su Vam s obzirom na karakter istraživanja potrebne dodatne informacije, slobodno se obratite.

Zahvaljujem Vam na suradnji.

Privitak: Kontakt podaci i opis aktivnosti

Mentor: Student:

Doc. dr. Larisa Kasumagić-Kafedžić   Amina Pintol

_____   _____

Kontak podaci i opis aktivnosti

Informacije o mentoru

Doc. dr. Larisa Kasumagić-Kafedžić

larisakasumagic@yahoo.com

████████████

Informacije o studentu

Amina Pintol

pintol.amina@gmail.com

████████████

Opis istraživanja

Cilj ovog istraživanja je kroz upotrebu metodoloških instrumenata anketiranja i opservacija utvrditi mišljenja i upoznatost BiH nastavnika engleskog jezika s preporučenim metodama i tehnikama podučavanja djece s posebnim obrazovnim potrebama, te utvrditi učestalost primjene i prirodu metoda i tehnika koje nastavnici koriste u svojim učionicama pri podučavanju engleskog djeci s posebnim obrazovnim potrebama.

Ovaj rad teži dati doprinos nedovoljno istraženom polju podučavanja engleskog jezika djeci s posebnim potrebama u kontekstu Bosne i Hercegovine, te ukazati na potrebu provođenja daljnih istraživanja, šireg opsega, iz ovog domena.

Istraživanje u ovom radu će se provoditi anonimnim anketiranjem, te putem sistematskog promatranja nastave. Primjere instrumenata koji se koriste u ovu svrhu možete pronaći dalje u privitku. **Svi prikupljeni podaci ostat će strogo povjerljivi i koristit će se isključivo kao skupina podataka za statističku obradu.**

Povratnu informaciju o rezultatima istraživanja možete dobiti slanjem upita na e-mail adresu: pintol.amina@gmail.com nakon završetka obrade podataka i publikacije diplomskog rada.

APPENDIX D

Observation Sheet Form

OBSERVATION SHEET

Date: _____ Observation start and end time: _____

Grade: _____

Number of students: _____

Number of students with SEN: _____

Place a + or – in the designated box to indicate whether the observation indicator was persent or not.		
Observation Indicator	**+/-**	**Notes**
1. Technology is present in the classroom. Check all that apply: ☐ Computer ☐ Projector ☐ Speakers ☐ Smartboard ☐ Other (explain in notes)		*(Provide examples of technology present in the classroom.)*
2. Teacher uses technology in the classroom during the observation period. Check all that apply: ☐ Computer ☐ Projector ☐ Speakers ☐ Smart-board ☐ Other (explain in notes)		*(Provide examples of technology used in the classroom, e.g. instructor used smartboard to teach vocabulary concepts)*
3. Teacher introduces the content of a lesson in an organised manner.		*(List concrete examples, e.g. teacher used summarisation, visual organiser, diagram, etc.)*
4. Teacher has a systematic, structured approach to the lesson.		*(List examples of evidence that support your observation.)*
5. Teacher uses various types of materials during the lesson. Check all that apply: ☐ Visual ☐ Audio ☐ Kinaesthetic ☐ Tactile ☐ Other (explain in notes)		*(Provide examples of materials used in the classroom.)*

Observation Indicator	+/-	Notes
Place a + or – in the designated box to indicate whether the observation indicator was persent or not.		
6. Instructions and activities facilitate student's interaction with peers. *(must be more than provision of the opportunity; the student must interact or be facilitated to interact)*		*(List examples of evidence that support your observation.)*
7. The learning process is largely centered on: ☐ Teacher ☐ Students		*(List examples of evidence that support your observation.)*
8. Lesson actively facilitates group-work and team activities.		*(List examples of evidence that support your observation.)*
9. Teacher connects the material with students' previous knowledge and their experiences.		*(List examples of evidence that support your observation.)*
10. Teacher offers additional materials/activities to student(s) with SEN.		*(List examples of evidence that support your observation.)*
11. Practice opportunities are provided to students throughout the lesson.		*(List examples of and types of practice observed in the classroom.)*
12. Teacher's instructional approach takes into account students individual and common needs.		*(List examples of evidence that support your observation.)*

Place a + or – in the designated box to indicate whether the observation indicator was persent or not.		
Observation Indicator	**+/-**	**Notes**
13. Informal assesment observed: Expectation for students at this level is set at: ☐ Recall/routine tasks (recall fact, information, or procedure) ☐ Discriminate similarities/differences (simple analysis of presented concepts) ☐ Application (use of conceptual knowledge in new and concrete situations) ☐ Strategic (requires reasoning, developing a plan or a sequence of steps) ☐ Extnded (requires an investigation, time to think and process multiple conditions of the problem)		*(List examples of evidence that support your observation.)*
14. The students respond to opportunities to demonstrate language skills. Check all that observed: ☐ Expressive language ☐ Receptive language		*(List examples of evidence that support your observation.)*
15. Language domains observed. Domain: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing		*(List examples of evidence that support your observation.)*
ADDITIONAL RELEVANT OBSERVATIONS		*(List examples of evidence that support your observation.)*

Interview Guide

INTERVIEW GUIDE

Date: _____ Interview start and end time: _____

1. What is your understanding of inclusive pedagogy. What does it entail and what are some indicators of an inclusive teaching practice?

2. Do you think that identifying a students' particular special need can give you additional, relevant information that help you adapt the teaching process to that particular student?

3. Do you think that by identifying student's special need we are inadvertently or not labelling him/her as different and by extention sustaining marginalisation? Have you ever had in your own pratice a student with SEN who was marginalised from the classroom comunity on the basis of his/her need?

4. How do you approach teaching in an inclusive setting? Do you focus on providing equal learning opprtunities to all your students or do you exhibit variety in your teaching in order to serve the specific needs of various learners?

5. Do you feel that a more learner-centered or teacher-centered approach is neccessairy in teaching ESL in an inclusive setting? Please explain.

6. What does according to you a successful approach in teaching ESL in an inclusive setting entail?

7. What are some of the methods and techniques you use in teaching ESL in an inclusive setting? Why do you use them?

8. What are some difficulties you encouter in teaching ESL in an inclusive setting? How does the context of teaching in Bosnia and Herzegovina influence your experience and practice?