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Teaching Foreign Language to special needs children in Serbia and Bosnia and Herzegovina

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This article examines the current situation related to foreign language teacher education and challenges faced by foreign language instructors in Serbia and Bosnia and Herzegovina (BiH) in teaching different language skills to young children with special needs. This investigation highlights difficulties they encounter and shows strategies they use depending on types of special needs their pupils have. Data were collected using the responsive interview approach and the credibility of this qualitative study is enhanced by participatory and reflective framework provided by the investigators who are FL educational experts fully engaged in education and the training of pre-service FL teachers in Serbia and BiH.