

**THE REALITY OF INCLUSIVE EDUCATION IN  
BANGLADESH FOCUSING ON LBLD**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of  
the requirements for the degree of  
Bachelor of Arts

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## Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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## Approval

The thesis titled “The Reality of Inclusive Education in Bangladesh Focusing on LBLD” submitted by Fabliha Alam Raisa (15203006) of Summer, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelors of Arts in English on 03.10.2020.

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## **Ethics Statement**

This work is unique and a first of its kind and was done by the researcher herself.

## **Abstract**

Language-Based Learning Difficulties (LBLD) is one of the most common phenomena which is observed in young children. Many researches have been conducted in this field and professional suggest of inclusive education to solve these issues. In inclusive education the curriculum is designed considering the fact that there are students with LBLD in every class and they have the right to take education like normal students. In Bangladeshi context no previous study on Inclusive education has ever been conducted. Thus, this research tries to observe the current context of inclusive education in Bangladesh and challenges while implementing a successful inclusive classroom.

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## **Chapter 1: Introduction**

Language is the core of every civilization and the only medium of proper communication. As Chomsky (1960) once stated, “we are all born with an innate ability and knowledge of grammar that serves as the basis for all language acquisition.” According to Chomsky’s theory, there is a language acquisition device in our brain and the development of the brain is related to language learning. Sometimes, the development of the brain can be hampered due to not only genetical but also psychological reasons. Several studies have been conducted all over the world and the researchers have found that some children have difficulty while learning a language. The term Language-Based Learning Difficulties (LBLD) is often mixed with Learning Disability (LD) because there is a thin line between the terms which has created confusion among parents. To solve this issue, inclusive education approach is taken by educators all over the world. Inclusive education refers to such an education system where the student’s despite their learning difficulty and disability can learn in the same class with normal children and build a proper cooperative relationship with other members of the society.

### **1.1 Problem Statement:**

In Bangladesh, LBLD is often misunderstood by the parents and teachers as there is no social awareness regarding the cognitive development of a child. Furthermore, social acceptance and lack of proper knowledge lead the parents and their children to a certain state when they have no other choice but to send their children to special schools which are less in numbers in Bangladesh. Surprisingly, in mainstream schools there are numerous numbers of students who have LBLD and schools do not take any measures to help them. Even teachers are not aware of LBLD and inclusive education and are not experienced in dealing with children with LBLD. Moreover, there is a communication gap among teachers, guardians and children which makes the

situation more complex. As Bangladesh is flourished with population and most of the children go to a mainstream school, classrooms are inclusive by default but the education system is syllabus and grade oriented which is a major flaw in the Bangladeshi education system. Besides, social acceptance plays a big role and guardians are not comfortable about speaking of their child's difficulty even within the family. Professionals are experienced and can help the children but parents tend not to seek professional help as they believe in myths that their child is a late bloomer. Also, there are cases of bullying by the classmates due to lack of acceptance and inferiority complex.

### **1.2 Purpose of the research:**

This research tries to find out the current context of inclusive education and LBLD in Bangladesh. to determine several interviews were conducted and from various perspective to find an accurate outcome.

### **1.3 Central Research questions:**

This study tried to determine the answer of following research questions-

- i) How is the current situation of inclusive education in Bangladesh?
- ii) What are the challenges of implementing inclusive education in Bangladesh?

### **1.4 Significance of the study:**

This study shows the current picture of inclusive education in Bangladesh and this research tries to make a common ground for the parents, teachers and professionals to share their view on the current situation. Furthermore, this study also focuses on suggestions given by the

professionals which are valuable data to create more awareness among the readers as well as the participants.

### **1.5 Delimitation:**

The researcher was able to gather data on a short scale only 36 participants in total has responded including online participation. A large number of participants would have contributed more to the data. Though, the researcher has analyzed the collected data in detail.

### **1.6 Limitations:**

The researcher had few limitations while conducting this research which includes:

- a) Fewer people took part in this survey due to pandemic.
- b) Schools were closed due to lockdown and interview of the school authority could not be included.
- c) Meeting with the children of the guardians and referred by the teachers would have helped the researcher more.
- d) Large scale survey and need analysis could not be conducted because of schools being in lockdown.

## **Chapter 2: Literature Review**

Inclusive education has been a debatable topic for researchers and professionals all over the world. Whether it is good for the students with LD's (learning Disability) to study in the same class with the normal students has been a constant raising question among linguists. Despite difficulties developed Western countries have managed to use the inclusive classroom to educate children with LBLD. For conducting this study on the realities of inclusive education in the Bangladeshi context the researcher had to go through several studies regarding inclusive education all over the world.

### **2.1 Redesigning modules for FL students with LD**

According to Arries (1999) conducted a study on the students who take FL (Foreign Language) courses in their M.A or, PhD but have Language Disabilities (LD). The author here mentions some strategies along with the views of FL faculties and common assumption regarding inclusive education. The author also mentions several systematic approaches towards instruction based design that faculty members of FL might be able to contribute and restructure the beginner language learning classes to include children with LD's in a traditional classroom setting. According to Zions (1997), inclusion refers to such an education system which includes children with disabilities in a mainstream classroom, with specialists working together with teachers to identify appropriate teaching strategies and accommodations. Now, as the study goes further it has been divided into several parts and it starts with the identifying the students with FL. As Arries (1999) mentions that a particular way to begin this study is to determine the nature of frequent disabilities that FL faculties encounter while taking classes. There are several factors mentioned in the study to identify students with LD which are intellect, inability to mimic, memory difficulty, high anxiety and distractibility. Arries (1999) also states that students with LD may find it difficult

to identify goals, create plans to accomplish those goals or to monitor their own progress. Then, the author states common assumptions of the teachers regarding learning a language. According to Arries (1999), most teachers assume that students learn vocabulary and grammar best from textbooks but in reality, the case differs. Furthermore, the author refers to several assumptions like as students learn by mimicking, students must learn most of the grammar presented in the book, lessons with audiovisual homework assignment prepare students well for examinations, attentive students do not need materials for quizzes and faculty who works alone can redesign a whole course. In this part, the author suggests to conduct a needs analysis and refers to redesigning FL courses based on that needs analysis as Arries (1999) states, the best solution to the problem of a dysfunctional curriculum is to design inclusive beginner language courses to accommodate students with LDs and simultaneously to meet the needs of all student including the non-LD's as well. For that, the author mentions nine steps and four strategies to redesign a course. The nine steps mentioned in the article are instructional goals, instructional analysis, entry behaviors and learner characteristics, performance objectives, criterion-referenced test items, instructional strategies, instructional materials, formative education and summative education. As for the successful strategies the author mentions four strategies which are enhancement of phonological processing, facilitating memory, reducing anxiety and reducing distractions. Finally, the author concludes by saying that this curriculum approach described in the article would work as a dominating factor for those researchers who would step up to a collaborative search for diverse and useful ways for all the students who learn foreign languages.

## 2.2 Challenges implementing inclusive education

Now, there are several obstacles while implementing inclusive education. Inclusive education simply means to include all children with or without learning difficulties in the same class and Materechera (2014) also states, “The fundamental principle of inclusive education is that all children should learn together, where possible, regardless of any difficulties and differences they may have.” (p. 167) Then, there are debates rebadging segregated classroom is suitable for children with learning difficulties because in that manner students will get extra care. Nonetheless, this goes against human rights as all students should be considered similar. In this regard, Thomas and Loxley (2001) state that inclusive education offers a way to practice ideas of social justice because student do not feel inferior to other students and this is only possible when inclusive education is possible. Now, there are several concepts regarding disabilities and according to Materechera (2014), there are two major concepts regarding disability. Firstly, the medical model of where disability is considered internal to the individual and it is determined by patient-diagnosis-treatment sequence, which focuses on pathology and debates that a child’s physical or mental deterioration is the source of the difficulty. Secondly, the social model of disability points out that disability or difficulty is not a state of the body or, originates from the body mind, rather it is the lack of coherence between the body and the social, physical, and attitudinal environment that leads a child to social limitations or disadvantages. Moreover, along with concepts regarding disability, economy plays a big role as Materechera (2014) states that “economically richer nations have advanced further in their inclusive education practices than have the economically poorer countries” (p. 173) which indicates that developing countries have less chance to provide inclusive education. Furthermore, this study conducts a small-scale research to find out the experience of both learners and teacher in an inclusive school. The results show for implementing inclusive



education there are several problems educators have to face and several factors are at play. The problems educators mostly face is lack of time, large class size, overcrowded classrooms, disrupting behavior of children, lack of parental involvement and so on. The factors that play in this regard is related to the problem. Heavy workload needs more time and resources which is not available to the teachers and there are negative attitudes even among the teachers regarding inclusive education which needs proper mindset. Furthermore, poverty is still an issue as the study was conducted in South Africa where people are not solvent. Regarding learning policy three steps has been mentioned in the article which are innovation, implementation and continuation. Finally, few recommendations are mentioned as well which are divided into two parts, one based on previous studies and another emanate directly from the classroom dynamics of the study presented in the article. The recommendations include training for the educators, intensifying support for inclusive education, enabling relationships, strengthen the monitoring and evaluation strategies, initiating awareness among people, collaboration with governments and requirement for more research.

### **2.3 Parent-teacher collaboration**

Parents' participation in special education opens up new possibilities in the field of inclusive education. In current context of inclusive education, parents and professionals are often seen interacting with each other on the topic of special education for children with LD and several studies also show that the outcomes of inclusive education to some extent depends on the parents of children with LD and Lalvani (2012) in her article states, "Decisions about the placement of children with disabilities in inclusive classrooms appeared to be parent-driven." (p. 474). This indicates that parents have influence over inclusive education. The purpose of the study was to find parents participation in inclusive education and to observe what role do parents had to play.

Another reason was to see how parents from different socio-economic classes react on the matter of implementing inclusive education. For the research parents were divided into two sections depending on their socio-economic condition as SES group and according to Lalvani (2012), parents whom were socioeconomically in the middle-upper-middle class range referred as higher SES group and others are referred as lower SES group. As for the result, it is divided into several parts. Firstly, both groups had different view over the inclusive education. Higher SES parents were more familiar with the law named The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and had more questions and arguments with the professionals about their role as advocates of inclusive education. Moreover, they were aware of conditions like dyslexia and other learning disabilities and were able to negotiate with the professionals about their children being placed in an inclusive classroom. Some higher SES parents were eager to learn more about learning difficulties as Lalvani (2004) in this article finds out that some parents expressed that they had an urgency to learn more about the conditions related to learning difficulties so that they could advocate their child at home efficiently. On the other hand, lower SES category parents were unaware of learning difficulties and were not capable of proving their children a proper environment for learning. Additionally, they were unable to hold a fruitful conversation with the professionals and had less idea of their role of parental advocacy. However, majority of the parents mention that professionals did not consider the topic of inclusive education until they started the discussion. In the end the article suggests several recommendations regarding parent-teacher involvement. First of all, lower SES parents should be provided with more support and information regarding the inclusive education. Secondly, the study asks for more assistance in case of a better understanding among the professionals considering the benefits of inclusive education for all children with learning disabilities. Finally, it calls for educators to examine the professional's way

of thinking and to forge a link between parents and professionals. It also suggests to create a platform for both parents and professionals dealing with disabilities to discuss and exchange more information about the disabilities.

## **2.4 Parents dealing ASD**

Moreover, Parents participation in special education has become a determining factor of the success of implementing inclusive education. Studies show that teachers' perception, as well as parental participation in support of students with autism spectrum disorder (ASD), helps the learners in several ways. Previous research also shows that parental involvement has a good influence over inclusive classroom as they are the advocate of their children. Schultz, Able, Sreckovic and White (2016) in this article states, previous research points out that parental involvement in inclusive education is strongly linked to better student outcomes. However, few pieces of research also show that there are conflicting results regarding parents' perceptions of parent-teacher collaboration as Starr and Foy (2010) in their research states parents of children with ASD reported that they felt resentment from school authority and other parents as well regarding partnership. Now, the research was conducted on several parents from different parental age group and the main focus was to find the teachers perspective on parents in facilitating the education system of school and to observe that parents were able to advocate their child in proper manner. The result reveals several facts regarding parents. Firstly, elementary level parents who have less experience with children do not know how to advocate properly. Some parents fail to accept that their children have ASD and are ashamed to say it in public. In the article Schultz, Able, Sreckovic and White (2016) discuss that "One teacher explained: "We had an eighth-grader who had ASD and was a paper eater." Finally, his mother said to us - "OK - I have to deal with the

elephant in the room - my son is not like other eighth-graders." Thus, teachers recognized the difficult adjustment process in accepting a child's ASD diagnosis." (p. 348)

However, teachers suggest that parents need to empower themselves and become more informative about ASD to advocate better. Furthermore, some results also show that parents are very helpful towards the teachers about promoting inclusive education and they are successful at influencing their children while advocating them at home. As Schultz, Able, Sreckovic and White (2016) provides one particular example where parents were seen helping to develop their child's social skills by encouraging the sibling who is normal and is typically evolving to mentor the sibling with ASD in needed social skills and this opens a new perspective for parents with multiple children to join in such activity. Also, teachers suggest that parents should be recognized, supported and motivated in this aspect of collaboration. This study is a unique aspect which fills the gap of understanding teacher perspective of parents involving in inclusive education. However, the authors conclude by saying that understanding the perspective of both parent and teacher unfolds valuable facts for potential changes and new direction towards the future.

To conclude, parent-teacher collaboration is necessary element for inclusive education to prosper. The researcher finds previous studies helpful for the current study of inclusive education in Bangladeshi context where LD is a common phenomenon but parents are less aware of the fact and no research has been done previously regarding inclusive education from this perspective.

### **Chapter 3: Research Methodology**

In this chapter, the researcher will shed light on the methodology which has been used to find the reality of inclusive education in Bangladesh. This chapter will chronologically discuss on research design, theoretical framework, and sampling along with the procedure to conduct the interviews, setting, instrumentation, data collection and obstacles which have been encountered while taking the interviews.

#### **3.1 Research Design:**

Atmowardoyo (2018) comments that a research method is a “systematic procedure” which is used by researchers to find out the answer of research questions and it also covers three main ideas which include “research design, data collection, and data analysis” (p.197). Though there are several ways to conduct research, this research follows a mixed approach which consists of both qualitative and quantitative analysis. As for qualitative part, open-ended questions were used in the interview and according to Creswell, 2014, qualitative research is such an approach where one can explore or, understand the innate meaning where individuals and groups address to problems which are social and connected to their lives. Moreover, to find out the real context of inclusive education both the guardian’s and teacher’s interviews have been taken. The interview of both parties will help the researcher to determine the success rate and prosperity of inclusive education in Bangladesh. As for the interviewees, there was no time limit. So, interviewees were able to think without any time constraint in mind and answer freely. Some of them also were able to share their opinion even outside the asked questions as well. After the interview, all the data were recorded and then analyzed by the researcher for the result.

### **3.2 Theoretical framework:**

Several methods had been taken into consideration while conducting this study. The strategical approach by Arries (1999) is the key ingredient of this study as it conducts a needs analysis on teachers who teach at the university and face a similar situation. Besides, Materechera (2014) in his article discusses the difficulties of implementing inclusive education in a developing country and this research goes with the context of Bangladesh and the researcher has also considered this study while conducting the research. Finally, the parent's active participation in this matter is the most important aspect toward analyzing the findings and to understand this the researcher had found one study useful. Lalvani (2001) in her study incorporated the interaction between the professionals and the guardians and their perspective on LBLD.

### **3.3 Sampling:**

For the purpose of the study, the researcher has gathered response of 39 participants in total. Among them are 18 guardians, 18 teachers and 3 therapists who deal with children with learning disabilities. Most of the participants were female and only three therapists were male. Due to COVID-19, the data was collected in several ways which include both offline and online data collection. All the offline data were collected in different sessions with each participant. As for online, participants attended willingly.

### **3.4 Setting:**

As there is COVID-19 situation going on all over the world, all the data were collected virtually through google forms for the participants online and phone call interview for offline. The interviews were conducted by the researchers and the researcher was present through the whole conversation. The online data was collected through google forms and the responses came directly

to the researcher only. The anonymity of the participants was ensured and they were asked by the researcher to provide their honest take on the situation. Therefore, the researcher believes that all the response from the participants were honest and there was no third-party influence or involvement.

### **3.5 Instrumentation:**

The researcher used the open-ended and opinion-based question as the research is directed to find analysis and get a proper view of the current context of inclusive education in Bangladesh. Almost 10-20 numbers of questions were asked for both teachers and the guardians. The interview questions were based on central research questions. Interviewees were given enough time to answer the questions and share their opinion. Both the interview questions of teachers and guardians are included in the appendix.

### **3.6 Data Collection Procedure:**

The researcher had to collect the data in several steps. At first, the researcher had to look for children with LBLD to find suitable participants for the research and had to sort out the list for asking their permission for the interview. Then, the researcher collected data of three types of participants which include guardians, teachers and therapists related to children with LBLD. Very few people responded for the interview and among them, 2 guardians, 8 teachers and 3 therapists agreed to participate via phone call for an interview. The guardians were acquaintance of the researcher, thus agreed to cooperate. On the other hand, the contacts of the teachers were recommended via various sources. Due to Covid-19, a real-time interview was not possible and not everyone was reachable. As the hospitals and therapy centers were closed, researcher contacted the therapists and psychologist using social platforms. Amongst the 3 therapists, 2 of them agreed

for phone interview but one of wanted to provide a written interview. Furthermore, as less participants were responding to the phone call interview, the researcher had no choice but to collect data online. The researcher used google forms to provide the questionnaire separately for all the parties interested. Then, it was shared through social media and a total number of 26 participants responded and among them, 16 were guardians of children with LBLD and 10 teachers who taught in an inclusive classroom.

### **3.7 Data Analysis procedure:**

All the questions in the questionnaire consists of general, open-ended and opinion-based as the nature of this research was mostly qualitative. 15-20 questions were asked based on the category of the participants as there are three types of participants involved. All the questions were related to children with LBLD. Moreover, the personal opinions and views of the participants were taken into consideration as this research tries to determine the reality of inclusive education in Bangladesh.

### **3.8 Obstacle Encountered:**

The researcher encountered several obstacles while collecting data. The first obstacle was the pandemic COVID-19, due to which all the data were collected indirectly through phone calls and social media. Secondly, social acceptance had become a barrier in this respect because most of the people do not understand the difference between difficulty and disability. The researcher has encountered an enormous number of candidates for data but only a few of them participated. Most of the guardians seemed to get confused between disability and difficulty. Thus, they disagreed to participate in the study as they thought their children were being considered as ‘special children’ who has a physical or mental disability. As for teachers, the number of people who



encounters children with LBLD is less and mostly not aware of this fact. The researcher in this regard had a hard time finding teachers as participants. Then, the researcher contacted several organizations who work with children but their response was late and not affirmative. The researcher had to show the recommendation letter from the university and still, they disagreed to help using COVID-19 as the cause. Finally, the researcher collected contact information of several therapists and psychologists and asked for an appointment. Only four of them responded and the researcher had to take several appointments as they cancelled every time at the eleventh hour. In the end, 2 of them gave an interview properly via phone call and one asked for the questions and wrote the interview. In a country like Bangladesh researcher finds it difficult to collect data properly due to social acceptance, unnecessary trends, rules and traditions.

## **Chapter 4: Findings and analysis**

This chapter includes the findings of the interview and online survey and their analysis. For the sake of analyzing the data, the researcher has divided the analysis of the interview into 3 parts which are teacher, parent and therapist. As for the online data it has been analyzed separately.

### **4.1 Analysis of the Interview:**

#### **4.1.1 Teacher's interview analysis:**

##### **4.1.1.1 Background information:**

First of all, 8 teachers in total had participated in a discussion with the researcher. All of them were female and had teaching experience over 2 to 15 years. Most of them teach between classes 1-5, where they have to deal with various types of children. Teachers also point out the ratio of students who has problems in learning is 2-3% overall in every school and class.

##### **4.1.1.2 Problems Encountered:**

The problems that the teachers encounter include slow learning, hyperactivity, incompetency while reading and writing, less concentration, not understanding accent and words due to language shift, inability to understand alphabet and numbers and so on. Now, hyperactivity was the most common in every child even with LBLD as the teachers explained. According to the teachers, this happens for several reasons and that involves parental participation as parents do not tend to give or, spend time with their children. In some cases, teachers had run a background check on hyperactive students to observe if it was innate and in most of the cases it had been found that they are influenced by their surroundings. Moreover, some students face difficulties while reading because

some of them have a problem regarding pronouncing but the ratio is lower than hyperactive students. As for the students who have understanding numbers and alphabets, teachers encounter such students once or twice in a year. Besides, some teachers also mentioned that language shift is a big problem for children. Regarding their interview, they told the researcher that some children do not understand the differences between Bengali and English numbers. Similarities like 6 and ১ (one in Bengali), 8 and ৪ (four in Bengali) often seem to confuse some students and some children do not understand the concept of tense as they go deep into language study and are unable use them properly. These problems fall under LBLD but often considered as 'special cases' nonetheless, they are a very common phenomenon. Furthermore, the researcher finds that most of the teachers can understand the problems of their students but do not have the capability to understand where they fall under. For example, the teachers know how LBLD works or, occurs. Unfortunately, they do not know of the term LBLD.

As the researcher gets most information about the problems, the next questions were regarding the solutions to the problems and steps taken by the teachers. Teachers at first try to detect the students who face difficulties while learning and then they determine what kind of problems they are facing.

#### **4.1.1.3 Steps Taken:**

Now, every teacher deals the children with LBLD in their own way as they do not have any prior training regarding teaching the children with LBLD. Mostly, try to give extra time and extra class as there are a big syllabus and grade-based learning in Bangladesh's education system. Few teachers make the student engage in different activates where they can learn and enjoy at the same time. Some teachers prefer visual learning and come up with interesting visuals to teach the students. However, the school does very little for these children and the teachers. Due to school

policy and curriculum teachers cannot go beyond their traditional teaching method and do something for the students even if they want to. Few schools make arrangements for extra class weekly but most of them do it on a monthly basis. There is no separate class for children with LDLB which means the classes are inclusive though interview of the teachers show that inclusive education is not implemented as the current curriculum does not focus on the children with LBLD in the same class.

Moving onward the researcher had asked about the presence of counsellor and therapist in school and in most cases, there are no child psychiatrist or therapist in schools but there are children who are facing difficulties while learning. Teachers are appointed into counselling teams to speak with the students. Unfortunately, this process does not bring any good results as teachers are not professional psychiatrists.

As for the interaction with guardians, some teachers have peculiar experience as most of the guardians are not aware of LBLD and often misunderstand this as mental disability. Some guardians do not accept the fact that their children have problems while understanding and they do not accept that due to social stigma and misconception about LBLD. Teachers also told the researcher that there were some very positive guardians they had encountered while parent-teacher meeting and that helped the children to cope up better.

At the end of the session, the researcher asked if they had heard about Inclusive Education and LBLD and most of them did not have any answer and some of them googled it. So, the researcher concluded for LDLB, teachers understand LBLD while working but are not familiar with the term and are not able to handle it properly. As for Inclusive education, the curriculum is not designed properly as there is no awareness of LBLD even within the national curriculum designers and syllabus designers.

#### **4.1.2 Guardian Interview Analysis:**

##### **4.1.2.1 Background information:**

About 2 guardians were supportive enough to provide an interview with the researcher. The researcher finds similarities in both the data provided by the guardians. The children have LBLD problems and they face difficulty in several ways and are not eager to go to school.

##### **4.1.2.2 Problems Encountered:**

Peer pressure is the most common between two children as their guardian mentions that they have been bullied in class. Moreover, the education system is syllabus oriented and teachers have no choice but to focus on completing the syllabus.

Then, hyperactivity is a common problem faced by both the guardians with their children as they find their children to be engaged in various activities. Even in schools, they seem obsessed with activities like visual learning rather than the traditional class. In houses, they play a lot and are slow with handwriting. According to the therapist's, hyperactivity stops as the children grow up.

##### **4.1.2.3 Steps Taken:**

Also, the researcher asked the guardians of the measures taken by them. Commonly, both the guardians had consulted with the teachers but did not consult with any therapists or psychologists because according to them, that might have left a negative impact on their children's psychological state because in Bangladesh there is this notion that only "special" children visit therapists or psychologists. One of the guardians is a professional teacher in a school where they have an inclusive classroom and her take on children is much more positive than the other guardian. She tends to spend more time with her child and it has improved the situation with LBLD. According

to her children are more comfortable with parents at an early age and that is when parents should spend quality time with their children. From this the researcher has determined that school counselling is not helpful unless there is a parent-teacher collaboration as one of the guardians mention that teachers are less aware of their child in an overcrowded class and it is the guardian's duty to mention the teachers of their children's difficulties. However, there are different opinion about the schooling system from both the guardians. One of them has mentioned that school does not help at all and it is the school's fault that children are unable to learn because schools are business-oriented rather than focusing on the students. The other guardian who is also a teacher agreed partially that mainstream schools are not equipped for inclusive education because of the haphazard grade-oriented curriculum. Though, in some schools' teachers have taken steps to improve the school's education system by consulting with the psychiatrists and speech therapists.

To conclude, the researcher has asked for guardian opinion. As for the general comments and the view on the whole matter, the guardians agreed that they need to spend more time with their children as modern parents tend to make their children sit with technology rather than sitting with them. According to guardians most of the parents nowadays, tend to be less patient and there are situations where children are assaulted which are very unethical and later become worse for the children. One Guardian has mentioned an important fact to the researcher that children with LBLD can get confused if there is no harmony or, understanding between both the parents and the teacher because if the child is getting 3 different opinions regarding learning, it is sure to be confused.

### **4.1.3 Therapist's Interview Analysis:**

#### **4.1.3.1 Background information:**

The researcher interviewed three professionals among them were child psychiatrist, language and speech therapist. Most of the cases professional's get ranges from age 3-15 years in general and mostly have LBLD. In addition, the researcher finds that professionals are well aware of LBLD and Inclusive education system.

Since there is less awareness regarding LBLD in society, parents do not seek the help of professionals unless the situation gets worse or, they get a call from the school. According to professionals, most of the time it is the school who determines the problem of the child. Furthermore, there is a peculiar myth regarding LBLD that with the age of the children, it will be cured. Therefore, most of the parents do not seek professional help even if they find a problem with their children while language acquisition.

#### **4.1.3.2 Problems Encountered and Suggestions:**

When the researcher asked about the cause of LBLD the professional's answers were similar. Based on the previous study, personal and professional experiences the professionals told the researcher there is no specific cause of LBLD. However, several factors can be the cause of LBLD and disability to speak which include heredity, genetical disorder, parents' psychological condition and environment plays a big role. In particular, Parents do not spend time with their children and this plays a major role in the acquisition process and all the professionals agreed to this factor. The researcher finds that parent's support and positive attitude towards the situation is more preferable even by the professionals. For instance, parents are seen paying more attention to their personal

and social life rather than their children's and professionals agree that this causes a big gap between the children and the parents which become more problematic in the long run.

Also, all the professionals mention of guardians being depressed due to social influence as they treat LBLD as a psychological disorder and sometimes mental disability whereas, it is just the delay of development of one's brain and not a mental disease. Further, mostly guardians are not aware of LBLD and they treat their child with hostility which results in permanent damage to the psyche of the child. One of the professional in particular mentions of positive reinforcement if the child commits an error. This helps the child to grow and develop a positive mentality towards learning. Furthermore, to prevent bullying the professionals had several suggestions. In most cases, teachers tend to point out the children with LBLD in class which sometimes leads to bullying of children with LBLD by other children and that sometime causes both superiority and inferiority complex among the children. According to professionals, if children study in inclusive classroom from a very early age and errors are not pointed out vigorously, then there can be inter-dependency and cooperation between children.

Continuing, the researcher asked the professional of the school's role in handling children with LBLD. All of them agreed that special schools put more emphasis on the learner rather than the curriculum and most are successful in dealing with LBLD and disabilities like Dyslexia, Dyscalculia, Dysgraphia, ADHD and so on. Nevertheless, mainstream schools are not properly equipped to deal with LBLD as professional admit that mainstream school are commercial, syllabus oriented and do not give any proper treatment to a slow learner. Especially, when it comes to teacher training schools hardly considers the children with LBLD and they do not provide the teachers with professional guidelines respecting the LBLD issues. As a result, the idea of implementing a functional inclusive classroom fails.



While concluding the interview, the researcher asked about personal comments on the current context of inclusive education in Bangladesh. Regarding the current situation of inclusive education, professionals suggested that government should spread awareness not only about child healthcare but also child mental grooming. Besides, guardians have to be more aware of their children's condition and there should be social acceptance considering LBLD in mind. In particular, guardians should seek professional help when they see any unusual behaviour in their children. Most importantly, there should be a good relation and clarity among the child, parents, teachers and professionals.

## **4.2 Analysis of Online Data:**

### **4.2.1 Background information on Teachers Data:**

This data was collected online by the researcher so there is no elaborative information. The number of teachers responded online is 11 and the researcher has narrowed down the data into several sections.

#### **4.2.1.1 Problems encountered by the teachers:**

Most of the teachers encounter students with slow handwriting and the number of students like these are 5 to 10 per class. Among 11 teachers 7 of them similarly has encountered such issues. Secondly, lack of concentration is very common in students three teachers have identified that 5 to 6 students every class have this kind of problem. Further, 2 teachers among 11 have identified there are 1-2 students in their class who have problems understanding numbers and alphabet and also, they fear mathematical equations. Teachers have determined 2 main reasons for the cause of such problems. Firstly, family issues that parents are not supportive and 5 teachers agree on this. However, the rest of them agreed that this was due to lack of concentration by the students.

#### **4.2.1.2 Steps taken by the teachers:**

As for the steps taken, most of the teachers try to connect to the students and know about them. Taking extra class for them is also the most commonly taken steps among these teachers. One of the teachers believes it would be more fruitful if there was a parent-teacher collaboration to encounter such problems. In addition, most of the teachers agreed that their school always help to encounter these issues and 3 of the teachers has answered rarely which means schools do not take such matters seriously. Generally, most of the teachers consult with the parents but they have mentioned that they rarely get professional help as only three of the schools have ties with therapists. Moreover, data also shows in the parents and teacher encounter only three of the parents did not believe that their child has such problem and most of the time guardians are helpful and co-operate with the teachers.

#### **4.2.2 Background information on Guardians Data:**

Overall, 15 guardians responded online. Age of the children is between 5-10 years old.

##### **4.2.2.1 Problems encountered by the guardians:**

The data shows almost 8 guardians commonly find LBLD in their children along with slow handwriting and 3 guardians mentioned of concertation problem. Two of the guardians have mentioned peer pressure.

As for the school and the care is given to their children 7 guardians have no comments over this. 8 of the guardians' mention of peer pressure as they mentioned of syllabus and teacher's paying less attention to their child. However, most of the guardians disagree that school is taking better care of their children.

#### **4.2.2.2 Steps taken by the guardians:**

Only one among the 15 guardians have consulted with the teacher and 3 of them try to spend more time with their children. Unfortunately, most of them do not take any steps as they think their child will recover with age. One of the guardians just has kept a home tutor though their child is confused with numbers.

Unfortunately, only 3 out of 15 guardians has thought of seeking professional help. Among 15 only one guardian knows of Inclusive education. Additionally, 6 of the guardians are aware of LBLD.

#### **4.3 Analysis:**

After analyzing the online teacher data, the researcher has determined that only 3 of the teachers knew but did not have any clear idea of LBLD and inclusive education because most of the teachers had agreed that they know of it but were not able to explain.

Considering the above-mentioned facts, the researcher concludes that most of the guardians are unaware of LBLD and does not have any idea of inclusive education. Moreover, most of them do not know their children well as they seemed to be confused about LBLD because they think it is just a matter of age. The researcher also finds that there is no parent-teacher interaction regarding learning difficulties which indicates that the whole environment for implementing Inclusive education is appropriate.

#### **4.4 Discussion of research questions:**

In this part of the research, the researcher discusses and answers the research questions in the light of findings and analysis from the survey.

**4.4.1 Answer to the first research question:**

After analyzing the data, the researcher has determined that there is no inclusive education system in particular in the current context of Bangladesh's education system. Students with LBLD are present in every school but no steps are taken to solve this problem. Moreover, most of the teachers are unaware of inclusive education as the curriculum is grade oriented and also, proper attention is not given to the children with LBLD. In addition, this concept of inclusive education is unknown to most of the parents. Thus, the researcher concludes that there is no successful implementation of inclusive education currently.

**4.4.2 Answer to the second research question:**

The researcher finds several reasons behind unsuccessful implementation of Inclusive education. First of all, parents do not tend to spend time with their children and they are unaware of their children's LBLD factors. Most of the parents are confused between learning difficulties and disabilities which the researcher has pointed as an obstacle for implementing inclusive education. While comparing the data, the researcher finds that Parent-Teacher-Professional collaboration is necessary to implement such education where as parents are not eager going to the professionals. Furthermore, the curriculum needs to be goal oriented and flexible with the consideration of children with LBLD in regular class, rather than grade and commerce oriented. As a result, main challenges to implementing inclusive education includes lack of guardian and professional collaboration, unchanged curriculum, lack of professional assistance and gap between parent and children due to social and modern reasons. This is the outcome after analyzing the data and thus, the researcher concludes the discussion of the central research questions.

## **Chapter 5: Conclusion**

Inclusive education means the idea of including all the children with or without LBLD in the same class. However, there are several factors which must be taken into consideration before implementing inclusive education which include the parent-teacher correlation and a systematic approach to the idea. Schools and other educational institution play important role in this context unfortunately, in Bangladesh schools are not equipped with such system. In Bangladesh there are misconception among the guardians and in society about LBLD where as LBLD means language-based learning difficulties. This study was conducted to see the reality of inclusive education regarding current context of Bangladesh's education system and inclusive education system where students with LBLD learn in the same class with other students but cannot cope up due to congested curriculum, peer pressure, lack of professional help and parental disinvolvement.

### **5.1 Analytical Summary:**

The findings of the interview and the data show that most of the teachers has experience teaching children with LBLD but are not aware of the term LBLD and Inclusive education. As the teachers are not aware of LBLD, they do not know how to deal with such cases and the school does not provide any professional help or training programs to the teachers to encounter such issues. Furthermore, all the guardians are not cooperative and are unaware of their children facing difficulties while learning. On the other hand, most of the guardians are not concerned with the school's treatment and the ones' who are concerned do not get any help. LBLD is misunderstood by most of the parents and most of the times compared to mental disorder and autism. Also, there is lack of social acceptance among the guardians and sometimes most of them give up and get depressed. In particular, guardians feel embarrassed to seek professional help whereas professionals suggest to seek their help without hesitating. As for the professionals, they have a

clear grasp of the whole idea of LBLD and Inclusive education and the current educational context of the country. According to them, parents are the one who should be more aware of their children's difficulties and mental condition but it is unfortunate that parents often misunderstand the whole concept and go to the wrong places to understand their children's difficulties which sometime leads to permanent damage of the child's psyche.

### **5.2 Research Contribution:**

This study was conducted to see the reality of inclusive education in Bangladesh. The researcher tried to reveal the current context and the causes behind unsuccessful inclusive education implementation by considering the opinions of parents, teachers and professionals. Due to COVID-19 the researcher got less participant but all the participant of the interview and online have been generous to provide the researcher with their valuable opinions and answer to the question's researcher have asked. The researcher conducted all the interview and data all by herself and was present throughout the whole session, therefore, came up with the result after analyzing the data. Thus, this study will help to create room for improvement, spread awareness and might get the attention of ELT and ESL instructors, therapists, curriculum and syllabus designers and policy makers to improve the quality of education and implementing inclusive education successfully.

### **5.3 Practical Implications:**

This research includes the valuable opinion of the teachers and professionals which might become helpful for the school authorities and the guardians in need of help with their children. This particular research hopefully has the ability to make a link between teacher-parent, parent-children and parent-professional.

#### **5.4 Proposition:**

The researcher would like to provide few propositions according to the survey and analysis.

The recommendations include-

- i) Interviews should be elaborated as much as possible and one must try to avoid collecting online data partially.
- ii) Parents, teacher and guardians should have a collaboration before implementing such approach.
- iii) Children's learning difficulties should be determined by parents and they need to be more open about it.
- iv) Parents should seek professional help after one year if the child is unable to make any sound or utter words.
- v) School should provide more attention to such matters by hiring professional help.
- vi) Inclusive classroom from an early age helps both type of children to be familiar with each other and can prevent bullying.
- vii) Parents should spend more time with their children and keep their children away from electronic devices when they are nearby.
- viii) Positive reinforcement helps the children to grow and overcome difficulties.

#### **5.5 Future Implications:**

The data collection of this research was limited due to pandemic and there were less participant attending the interview sessions. Moreover, the researcher could not meet the children physically to see their conditions and was unable to cross check it with the collected data which leaves room for further studies. Additionally, the researcher could not go to school and speak with

the school authority which leaves room for a large-scale survey of schools all over Bangladesh. This research can be taken for future studies for the development of new methods.

### **5.6 Epilogue:**

The core objective of this investigation was to see the real context of inclusive education and the researcher finds that there are inclusive classrooms without any inclusive education system where instructors, authorities and society is unaware of the whole concept. Therefore, the researcher concludes by suggesting that to implement inclusive education policymakers must change the curriculum and classroom setting for a better environment and also, include guardians in the whole process for active participation.



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## Appendix

### Survey Questioner for Teachers

1. Where do you live? (আপনি কোথায় বাস করেন?)
  - Dhaka (ঢাকা)
  - Barisal (বরিশাল)
  - Chittagong (চট্টগ্রাম)
  - Khulna (খুলনা)
  - Mymensingh (ময়মনসিংহ)
  - Rajshahi (রাজশাহী)
  - Sylhet (সিলেট)
  - Rangpur (রংপুর)
2. Your gender (আপনার লিঙ্গ)
  - Female (মেয়ে)
  - Male (ছেলে)
  - Prefer not to say (বলতে ইচ্ছুক নন)
3. How long you have been teaching? (কত দিন আপনি পড়াচ্ছেন?)
4. Which class do you teach? (আপনি কোন ক্লাসে পড়ান?)
  - Kg 1
  - Kg 2
  - Class 1
  - Class 2
  - class 3
  - class 4
5. Which medium? (কোন মাধ্যম?)
  - Bangla (বাংলা)
  - English (ইংলিশ)
6. Name of the Subject you teach (আপনি যে সাবজেক্ট পড়ান)?

- Bangla
  - English
  - Maths
  - Science
  - History
  - Others
7. How much the students enjoy my class? (শিক্ষার্থীরা আমার ক্লাস কতখানি উপভোগ করে)?
- never (কখনই না)
  - rarely (খুব কমই)
  - sometimes (কখনও কখনও)
  - Often (প্রায়শই)
  - Always (সবসময়)
8. Is there any student having difficulties related to studies? (কোন শিক্ষার্থীর কি পড়াশোনার সাথে সম্পর্কিত অসুবিধা আছে?)
- Yes
  - No
  - Maybe
9. Types of difficulties student faces (শিক্ষার্থীরা যে ধরনের সমস্যার মুখোমুখি হয়)
- Scared of Maths (অঙ্ক করতে ভয় পায়)
  - Confused with Numbers (সংখ্যা চিনতে ভুল করে)
  - Slow Handwriting (ধীরে লিখে)
  - Faces Difficulties while identifying certain alphabets (নির্দিষ্ট বর্ণমালা চিনতে অসুবিধা)
  - Faces Difficulties while reading (পড়তে অসুবিধা)
  - Spelling something and uttering something else (পড়ছে একটা কিন্তু বলছে/ উচ্চারণ করছে অন্য কিছু)
  - Doesn't concentrate while studying at all (পড়াশুনা করার সময় মনযোগ দেয় না)

- Cannot utter or finds difficulties while uttering certain words/alphabets (নির্দিষ্ট শব্দ / বর্ণমালা উচ্চারণ করতে পারে না, অসুবিধা হয়)
- Unable to cope up with studies of currents class (বর্তমান শ্রেণীর পড়াশোনার চাপ নিতে কষ্ট হচ্ছে)
- Other (অন্যান্য)...

10. Can you identify the numbers of students facing learning difficulties? (শিখতে অসুবিধার সম্মুখীন শিক্ষার্থীদের সংখ্যা সনাক্ত করতে পারেন?)

- There is not any. (কোন অসুবিধা নেই)
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 10+
- Not sure (নিশ্চিত না)

11. According to you, what are the reasons behind a student's learning difficulties? (আপনার মতে, একজন শিক্ষার্থীর শেখার অসুবিধার পিছনে কী কী কারণ রয়েছে?)

12. What steps are you taking to deal with the students facing learning difficulties? (শিক্ষার্থীদের শেখার অসুবিধা মোকাবেলায় আপনি কী পদক্ষেপ নিচ্ছেন?)

13. How much is the school authority helping to deal with such students? (এই ধরনের শিক্ষার্থীদের সাহায্য করতে স্কুল কর্তৃপক্ষ কতটা সহায়তা করছে?)

- never (কখনই না)
- rarely (খুব কমই)
- sometimes (কখনও কখনও)
- Often (প্রায়শই)
- Always (সবসময়)

14. Is there any child psychologist at your school? (আপনার স্কুলে কোন শিশু মনোবিজ্ঞানী আছে?)

- Yes
- No

15. Have you consulted with the student's guardian? (আপনি কি শিক্ষার্থীর অভিভাবকের সাথে পরামর্শ করেছেন?)

- Yes
- No

16. If yes, what was the guardian's response? (যদি হ্যাঁ, তবে অভিভাবকের প্রতিক্রিয়া কী ছিল?)

17. Are you aware of Inclusive education? (আপনি কি অন্তর্ভুক্ত শিক্ষা সম্পর্কে জানেন?)

18. Are you aware of Language Based Learning Difficulties? (আপনি কি ভাষা ভিত্তিক শেখার অসুবিধা সম্পর্কে জানেন?)

19. If yes, what is Language based learning difficulties according to you? (যদি হ্যাঁ, আপনার অনুযায়ী ভাষা ভিত্তিক শেখার অসুবিধাগুলি কী?)

### Survey Questioner for Parents

1. Where do you live? (আপনি কোথায় বাস করেন?)
  - Dhaka (ঢাকা)
  - Barisal (বরিশাল)
  - Chittagong (চট্টগ্রাম)
  - Khulna (খুলনা)
  - Mymensingh (ময়মনসিংহ)
  - Rajshahi (রাজশাহী)
  - Sylhet (সিলেট)
  - Rangpur (রংপুর)
2. May I know the gender of your child? (আপনার সন্তানের লিঙ্গ জানতে পারি?)
  - Female (মেয়ে)
  - Male (ছেলে)
  - Prefer not to say (বলতে ইচ্ছুক নন)
3. May I know the age of your child? (আপনার সন্তানের বয়স জানতে পারি?)
  - 5-6
  - 6-7
  - 7-8
  - 8-9
  - 9-10
4. Which class he is in now? (তিনি এখন কোন ক্লাসে আছেন?)
  - Kg 1
  - Kg 2
  - Class 1
  - Class 2
  - class 3
  - class 4
5. Which medium? (কোন মাধ্যম?)

- Bangla (বাংলা)
  - English (ইংলিশ)
6. Does your child enjoy going to school? (আপনার সন্তান কি স্কুলে যেতে পছন্দ করে?)
- Yes
  - No
  - Maybe
7. Is there any problem your child faces during studying? (পড়াশোনার সময়ে আপনার সন্তানের কোন অসুবিধা হয় কি?)
- Yes
  - No
  - Maybe
8. If yes, then what kind of problem h/she faces? (যদি অসুবিধা হয়ে থাকে তবে, কি ধরনের অসুবিধা ?)
- Scared of Maths (অঙ্ক করতে ভয় পায়)
  - Confused with Numbers (সংখ্যা চিনতে ভুল করে)
  - Slow Handwriting (ধীরে লিখে)
  - Faces Difficulties while identifying certain alphabets ( নির্দিষ্ট বর্ণমালা চিনতে অসুবিধা)
  - Faces Difficulties while reading ( পড়তে অসুবিধা)
  - Spelling something and uttering something else ( পড়ছে একটা কিন্তু বলছে/ উচ্চারণ করছে অন্য কিছু)
  - Doesn't concentrate while studying at all (পড়াশুনা করার সময় মনযোগ দেয় না)
  - Cannot utter or finds difficulties while uttering certain words/alphabets (নির্দিষ্ট শব্দ / বর্ণমালা উচ্চারণ করতে পারে না, অসুবিধা হয়)
  - Unable to cope up with studies of current class (বর্তমান শ্রেণীর পড়াশোনার চাপ নিতে কষ্ট হচ্ছে)
  - Other (অন্যান্য)...



9. What are your Thoughts on your child's difficulties? (আপনার সন্তানের অসুবিধা সম্পর্কে আপনার চিন্তাভাবনা)
10. Why do you think your child is facing such problems? (আপনার অনুযায়ী, আপনার শিশু এই ধরনের সমস্যার মুখোমুখি হচ্ছে কেন?)
11. What steps are you taking to help your child? What steps are you taking to help your child? (আপনার সন্তানের সাহায্যের জন্য আপনি কোন পদক্ষেপ নিচ্ছেন?)
12. Is the school taking any extra care? (স্কুল কি আপনার সন্তানের জন্য অতিরিক্ত যত্ন নিচ্ছে?)
  - Yes
  - No
  - Trying to help (সাহায্য করার চেষ্টা করছে)
13. If yes, how the school is trying to help your child? (যদি হ্যাঁ হয়, তাহলে স্কুল আপনার সন্তানকে কিভাবে সাহায্য করার চেষ্টা করছে?)
14. Are you satisfied with the way the school is dealing with your child's problems? (আপনার সন্তানের সমস্যাগুলির সাথে স্কুল যেভাবে বাবস্থা নিচ্ছে তা নিয়ে কি আপনি সন্তুষ্ট?)
  - Yes
  - No
  - Maybe
15. If no, what are your complaints? (যদি না হয়, তাহলে স্কুল নিয়ে আপনার অভিযোগ কি?)
16. Have you ever thought of consulting with a doctor for this? (আপনি কি কখনও এর জন্য কোনও চিকিৎসকের সাথে পরামর্শের কথা ভেবে দেখেছেন?)
  - Yes
  - No
  - Maybe
17. Are you aware of Inclusive education? (আপনি কি অন্তর্ভুক্ত শিক্ষা সম্পর্কে জানেন?)
18. Are you aware of Language Based Learning Difficulties? (আপনি কি ভাষা ভিত্তিক শেখার অসুবিধা সম্পর্কে জানেন?)

**Interview Questionnaire for the therapist**

As part of my BA, in English, research thesis at BRAC University, Dhaka, I am conducting interview that investigates Inclusive Education in Bangladesh focusing on the Language Based Learning Disabilities (LBLD) of children between 5-10 years. I would appreciate if you could answer the following questions.

Any information obtained in connection with this study that can be identified with you will remain confidential.

Thank you.

1. Where do you live?
2. Your Gender:
3. Your occupation:
4. How long (months) you have been connected with your occupation?
5. Approximate age range of your patients:
6. What is LBLD according to you?
7. What are the most common LBLD related problems of your patient?
8. Does your patient have the below problems:
9. Dyscalculia
10. Dyslexia
11. ADHD
12. Language disorder
13. Dysgraphia
14. Speech disorder
15. According to you, what are the reasons behind a child's learning difficulties?
16. What are your usual suggestions regarding such problems?
17. The approximate number of normal school going LBLD patients (age -10 years).
18. Approximate age range of children diagnosed with LBLD.
19. How do you approach treatment for LBLD?

20. Please describe your observation about the guardians of children having LBLDs.
21. What are the usual reactions of guardians of such children?
22. From 1 (Not at all) -5 (Extremely concern) how much concern are the guardians about LBLD?
23. How the guardians are dealing with their children with LBLD?(your observation if any)
24. How much the schools are aware of LBLD? (your observation if any)
25. Would like to add any information about LBLD?
26. Any message for the guardians of children with LBLD?
27. Any message for the regular school teachers?

## **Transcription**

### **Interview of Therapists and Child Psychologists**

**(Reacher referred as R and Therapists/Psychologist referred as T)**

#### **Interview 1:**

R: May I know where do you live?

T: I live in Mirpur.

R: May I know about your occupation?

T: I am a Speech and Language Therapist.

R: How you have been working as a therapist?

T: It's been 4 years.

R: May I know the approximate age range of the patients you deal with?

T: The approximate age range is 1 to 15 years. Children over 15 years do not want to come or does not come usually because of the lack of opportunities. With age, the weight of a child increases. It gets hard for a parent to control them. Parents reduces their visits with the growing age of their child.

R: Sir, do you know about language based learning difficulties?

T: Yes.

R: Can you please define Language based learning difficulties in your own words?

T: Language Based learning difficulties, which we call LBLD in short is basically a language disorder usually forms when a child is in its mother's womb. The researchers has not found the reasons behind this problem. But sometimes there are genetical factors, sometimes there are psychological factors, sometimes there are parenting factors that causes such problem. This not authentic information but assumptions that these factors might be the core reasons causing LBLD. These factors usually causes speech apraxia, memory deficit, mental retardation etc. It is just a short description of LBLD because it covers an enormous sector and many other aspects.

R: Thank you so much. Sir, may I ask you about the most common symptoms of LBLD among your patients?

T: There are usually patients having dyslexia, dyscalculia, ADHD and dysgraphia. But most common symptoms of LBLD among my patients is dyslexia and dysgraphia. There a massive number of patients with ADHD.

R: According to you, what are the reasons behind such difficulties of a child?

T: We, therapists, usually count these conditions in general as Language Disorder, despite of these being a medical condition. When we do not find any authentic cause behind ADHD, like no authentic cause behind autism spectrum disorder has yet been discover, we consider some environmental factors. By environmental factors I meant friends, parenting. Sometimes it has been observed that parents are not giving enough time to their children which interrupting their psychological development. There are two types of development, physical and psychological. With the time, there will be physical changes in child, despite of their psychological state, if the child doesn't have any biological or genetical disorders but might hamper the psychological developments. Parenting is the most important factor, at the same time, screen time plays an important role as well. Sometimes we are too busy with our daily chores and do not give the child enough time. What we do to keep the child busy is, we give them mobile phones which affects a child's language accusation device. We all have language accusation device. Some people has active language accusation device and some has comparatively less active. I will not call it inactive but less active. The language accusation device in me works actively but it works less actively in children with speech disorders. We could not find any authentic cause but we can call these environmental factors some of the main factors, until any authentic factors are found.

R: Sir, what are your usual suggestions for the parents of children with LBLD?

T: Well, we work in a multi-disciplinary team. The speech therapist works with the child's speech related difficulties, the occupational therapist works with dysgraphia and the memory deficit related issues and the psychologist tries to understand child's psychological problems as well as does the counselling of the parents. The highest outcome can be achieve by working as multi-disciplinary team at the same time there has to be a special educator, definitely has to have the knowledge about the whole things, to help the child improve faster and cope with studies.

R: May I know what is the approximate age range of a child diagnosed with LBLD?

T: Most of child facing major difficulties usually comes at the age of 3-6 years. There is a myth in our society that children might start talking after 3 years thus parents think it is normal for a child to have delay in their speech. Thus they start coming after their kids are 3 years old. There most children visit when they are 6 years old. Some of them go to special school, some parents become hopeless and never visit again.

R: What is your observation about the guardians of children with LBLD?

T: The guardians usually have high hope for such children, that today or tomorrow their issues will be solved. We make it clear in the beginning that, we will work on child's communication, recognition but we never say that we will definitely get success. We never say that.

Communication is a vast area. If a child does not have speech, s/he will learn sign languages or point out flash cards or use alternative communication system. In that case we often see parents getting demotivated and it weakens their hopes and at one point when the child grows up and parents become unable to present their child in their community, every person lives in their own community for example, armies have their own community, so do doctors, teachers, the reality strikes them then. Sometimes they become parts of the community of special children. We also try to give them the hints of reality show them the success rate based on their children's difficulties or disabilities.

R: Do you have patients with LBLD who go to regular school?

T: First of all, usually the children with LBLD come from regular normal schools. Dyslexia is first identified by teachers generally, that these children are unable to do their class activities properly, unable to copy what is written on the board, identify alphabets or do math, these learning difficulties are usually identified by the teachers as these children go to regular school in the beginning. These children are doing their daily activities properly but face challenges in certain activities.

R: Are the guardians deal with these problems normally?

T: Yes they are. These problems can be solved easily, if it is not a severe case. It gets difficult to deal with when a child has autism spectrum or ADHD. But speech articulation disorder or other learning difficulties can be managed.

R: how much concern are the guardians about their children's LBLD? From 1 Not at all -5 extremely concern.

T: I will say 3 when children are minor because parent does not notice but the teacher does. It grows with the age of their child.

R: From your observation, can you please tell how these guardians are dealing their children with LBLD?

T: Along with the activities we do as speech or occupational therapist as a regular part of these children's life, we train up guardians to do these therapies at home. The more fluently they will work with their children the better outcome they will get. But the guardians do need to give their children time, take them wherever they go. If a guardian provides whatever their child is asking, there won't be any development in language execution. Guardians need to handle these children with patience. They cannot go too soft or too hard on them. They cannot give them whatever they want on the same time they cannot scold them.

R: How much the schools are aware of LBLD?

T: I have doubts about the schools of Bangladesh. Most the schools are commercialized. They do not intend to help children. The reason behind this is, a school has to spend a lot if it wants to introduce inclusive education. They need to hire a therapist a special educator, which will cost them a lot. The special schools are very concern but the mainstream or regular school are not concern at all. Regular schools has 1 teacher for every 20-40 students. Thus they do not have the time to focus on the children with LBLD and unable to cooperate. School could take alternative steps for these children if there were any law or rules. But unfortunately there is not.

R: Sir, will you like to add any information about LBLD or children with LBLD?

T: It is important for government to start working for these children. Almost 10% people around the world has some of difficulties or disabilities. There will be a time when these children will not have their parents to look after or support them. What will they do then? Imagine 10% of our

country have children having some of difficulties or disabilities, they will not be able to contribute in any sector of this country. What will happen then? Thus government should start working for these children from now on. Every child is born with some special gifts. If we can nurture them it can be helpful for both, the child and the nation. We have to learn to accept and create opportunities for them.

R: Any message for the guardians of children with LBLD?

T: There is a malpractice in Bangladesh which often may misguide guardians. Being a therapist, if I talk about robotics or other things, I may not provide the authentic information which might misguide other. Speech therapy is my field and I can only give proper guidance or authentic information on this field. Children are sensitive matter, one misguidance might leave a huge impact on them or leave irreversible damage. Thus, guardians needs to identify the problems and consult with the right person. I personally believe, within the first two years of every child, parents should consult with special doctors, educators or therapist at least once. The cases of LBLD has increased a lot with last 15 years. That's what a statistic said. A guardian cannot identify the problems of their children when they are around 0-2 years old.

R: Any message for the regular school or teachers?

T: Yes, of course. The problem within Bangladeshi education system is that we tend to measure children in same scale. If we go in a restaurant, they will not serve what we want to eat rather we have choose from what is on their menu. Similarly, if we surround our children with children just like them, they will not be able to accept the other children who are less competent. Inclusive education plays an important role here. Schools should give chances to all kind of students not based on their physical age but mental age. If a child is 16 years old but his mental growth is 5 years, let him study with other five year olds. This will teach that normal children as well that, not everyone is same and create compassion. Thus, with inclusive education every children will get opportunity to learn and be respectful toward others.

R: Such beautiful words. Thank you so much sir for your valuable time.

T: You are welcome



**Interview 2:**

R: May I know where do you live?

T: I live in Cantonment.

R: May I know about your occupation?

T: I am a child psychologist.

R: How you have been working as a therapist?

T: I have been working for 7 years.

R: May I know the approximate age range of the patients you deal with?

T: I have patients from 1 to 10 years usually.

R: Sir, do you know about language based learning difficulties?

T: Yes. But speech therapists mostly deal with such cases, I am a psychologist.

R: Yes, sir. Sir, Can you please define Language based learning difficulties in your own words?

T: LBLD is basically means when a child is facing difficulties in speaking, understanding or writing. The main reasons behind LBLD is still unknown but parenting and environment, means school, can be basic reasons behind it. Being a psychologist I can say that, psychological factor plays a vital role as well. Sometimes, ugly quarrel between parents, parent's separation and too much psychological pressure, the pressure of becoming 1<sup>st</sup> in the class or get the highest score in exam these pressure are usually given by parents in Southern Asia, can cause such problem.

R: Sir, may I ask you about the most common symptoms of LBLD among your patients?

T: Yes. Uh, most of the common symptoms of LBLD among my patients are dyslexia and ADHD.

R: According to you, what are the reasons behind such difficulties of a child?

T: As I mentioned, parenting, environment and psychological factors plays a crucial role here. If child does not get positive environment at home it will affect him/her. Sometimes, when a child is unable to cope up with the current study pressure, what happens is, the child gradually

withdraws himself because he starts to think himself as incompetent thus stop participating in regular activities. Sometimes, parents does not pay attention to the eating habits of their children which is another main reason behind ADHD.

R: Sir, what are your usual suggestions for the parents of children with LBLD?

T: Positive reinforcement is important. Most of the parents does not have the patience to deal with their children problems. They scolds their children if they make any mistake or even if the parents are having bad days. There is a trend going on, now a days every child has their mobile phone, tab or other electronic devices because when children are busy with their devices parents gets time to relax or do not have deal with child's tantrum. They do not know, by doing this they are causing irreversible damage to their children. It damages child's psychological developments, it damages their speech. I have patients who acts like certain cartoon characters because they think of themselves as those characters. Thus sometimes imitates the dangerous acts carried by the cartoon characters. Thus it is important for parents to spend more time with their children. Instead of giving them devices, parents should give their children tools that will increase their cognitive skills, like puzzles, blocks etc. Parents should praise their children or give them their favorite treat when child does something good or able to do something correctly.

R: May I know what is the approximate age range of a child diagnosed with LBLD?

T: Uh, usually these problems gets severe with time, when a child starts doing activities, like speaking, walking. When a child talks excessively or does excessive movements, the symptoms gets clearer. You see, a child cannot do these activities when they are infants. Most of the parent thinks it is normal and they use the term "mischievous" to describe their kids. But dyslexia, auditory processing disorder, dyscalculia are usually identified by teachers when they starts going to school.

R: What is your observation about the guardians of children with LBLD?

T: As I said, guardians need to have patience to deal with their children, which most of the guardians does not have. In Bangladesh very few people knows about LBLD, Autism or other biological defects. This things are often taken negatively. So what happens is when guardian observes some difficulties or abnormalities in their child's physical or psychological development they do not do any research or seek help. They explain their child conditions

mixing with norms. For example, a guardian labeling his hyper child “mischievous” or blames the child for not recognizing letters or alphabets, without knowing if the child has dyslexia. See, this is not the child’s fault. You might have seen the movie “Tare Zamen Par”. This movies has explained beautifully how teachers or parents should deal with a child. Despite of these being a minor issue, parents does not hear that their child might have problems. This is the sad reality. They thinks a doctor is calling their child “mad” or “abnormal” if the doctor suggests any psychologist or therapist.

R: Do you have patients with LBLD who goes to regular school?

T: Like I mentioned, most of my parents with LBLD has ADHD or dyslexia and these problems are usually observed by the teachers. So, yes I do have regular school going LBLD patients.

R: Are the guardian’s deal with these problems normally?

T: The guardians, who continues consulting and are willing to improve their children’s condition, are definitely mentally strong and dealing with these problem with strong determination. But it is a rare case, you can say .5% maybe. Rest of them are not willing to visit or gradually stops visiting because they do not have the patience to work for their children.

R: How much concern are the guardians about their children’s LBLD? From 1 Not at all -5 extremely concern.

T: 2 when the parents first learn about their children’s difficulties or disability but these problems starts to grown with time thus the concern grows as well.

R: From your observation, can you please tell how these guardians are dealing with their children with LBLD?

T: Like I mentioned before, at first guardians does not want to accept the fact that children are facing some sort of difficulties or disabilities. But through consultation we try to help them to accept the reality. Being a child psychologist I have to deal with other major problems like autism, autistic spectrum or sometimes psychotic disorder. In such cases the guardian needs to have a lot of patience but the outcome is petite. But LBLD can be overcome with proper care and attention. Scolding a child will not solve any problem. Guardian needs to consult with doctors even if there is a minor problem. Overlooking problems might just increase the problem to great

extent. Instead of focusing our parents did or what other tell, guardian should listen a child's doctor is saying.

R: How much the schools are aware of LBLD?

T: I am not sure about this. Most of the people does not know about LBLD. They do not know how to deal with children. If you look at our school system you will see only children with certain IQ level in certain age will be able to cope with the class. It is not acknowledged that different child has different IQ level. Thus many children are either thrown away from the school or keeps on struggling. Even teachers are not aware about such problems, most of the time. Therefore, the pressure goes on that child with LBLD. There is this term "Inclusive education" which means an education system which includes children with disabilities. This system of inclusive education allows children to study based on their knowledge, IQ despite of their mental or physical condition. There is a problem in our society, people tend look a person with disability differently because they were never exposed to such conditions. Therefore what happens is, the guardian of such children becomes uncomfortable and they want hide their child from everyone. This is hampering both parents' and children's psychological and this is a cycle that keeps on repeating. In a class, when there will be a mentally disable or lower IQ child and a physically disable child along with a perfect healthy child what will happen is, that child will learn to accept the disable children. This will be normalized and they will be accepted in society normally. On the other hand, the disable children, won't anymore, think of themselves as inferior which will boost up their confidence. Gradually there will more opportunities for these kids.

R: Sir, will you like to add any information about LBLD or children with LBLD?

T: It is important for guardians to deal with these children with patience. We know sometimes it gets difficult for a parent to accept the fact that their children are slightly different from other children but with joint effort of teacher, parents and doctors a child can overcome these difficulties. We just need to understand their psychology. One should not force a child anything against their will, rather encourage them. If they don't want to do it, then let it be. The school should be a fun place to learn. If a child is unable to cope up with his current class that means he is either not enjoying the learning process or he has a lower IQ level.

R: Any message for the guardians of children with LBLD?

T: Yes. Please observe every behavior of your child from the infant stage. Do consult with doctors and therapists for your child's wellbeing. Don't wait for the signs. When we plant a tree, do we wait for the tree to signs that they need fertilizers? We don't. We fertilize the plants from very beginning so that it always stays healthy. Also, don't compare your child with other children because every child is different. By doing comparison, you are demotivating your child, you are telling him that he is not good enough. This a malpractice in our society that needs to be changed.

R: Any message for the regular school or teachers?

T: It is important for the school authorities along with teacher to learn about different difficulties a child might face during class or with studies. They can visit or send their teachers to different seminars related to learning difficulties. I believe, there should be a government policy which will make it mandatory to keep at least one special educator and one psychologist to help these kids. There should be at least 5 reserved seat in every class of every school, so that these deprived children can also go to school and be accepted by everyone.

R: Thank you so much sir for your valuable time and beautiful words.

T: You are welcome.

### **Interview 3 (Written Interview)**

1. Where do you live?

Ans: Dhaka

2. Your Gender?

Ans: Male

3. Your occupation?

Ans: Speech Therapist

4. How long (months) you have been connected with your occupation?

Ans: I am not officially a therapist. But through clinical practicum, personal belongings, training sessions, organizations, and department's program and research, I had some experience. But I can't exactly mention the time.

5. Approximate age range of your patients?

Ans: 1.5 years- 20 years

6. What is LBLD according to you?

Ans: When it comes about Language, the first two things come to my mind are comprehension then expression. And as both these parts are compromised, it will affect both the spoken and written form of using language. And, as we know when a child can't understand the language, can't produce the language, can't write properly and when both spoken and written form are affected, of course it will cause Learning Disability.

7. What are the most common LBLD related problems of your patient?

Ans: Reading (Fluency, comprehension), Writing (Spelling, grammar)

8. Does your patient have the below problems?

- Dyscalculia
- Dyslexia
- ADHD
- Language disorder
- Dysgraphia
- Speech disorder

Ans: Speech disorder, ADHD and Language disorder.

9. According to you, what are the reasons behind a child's learning difficulties?

Ans: Some says it hereditary; some says their brain functions differently but the actual causes are yet to find.

10. What are your usual suggestions regarding such problems?

Ans: As they are tagged as different, not normal. So, of course we should treat them differently. And, there remains some management regarding those problems.

11. The approximate number of normal school going LBLD patients (age -10 years) ?

Ans: An American based study shows “10% - 15% of the school-age population with ADHD OR LD”.

12. Approximate age range of children diagnosed with LBLD.

Ans: Learning Disabilities are mostly diagnosed when the children start going to school. So, in our country normally, children start to go to school 5 to 6 of their age. But it also varies as there remains Kinder Garten.

13. How do you approach treatment for LBLD?

Ans: First thing to do is the Assessment. Without a thorough assessment it is not possible to provide treatment. So, firstly I conduct a thorough assessment then I start providing treatment.

14. Please describe your observation about the guardians of children having LBLDs.

Ans: Most of parents are not aware of these problems. They always think that their child is of lower IQ. But it is quite surprising that most of the children with LD have average or more than average IQ.

15. What are the usual reactions of guardians of such children?

Ans: They get frustrated as their child continuously having a lower grade.

16. From 1 (Not at all) -5 (Extremely concern) how much concern are the guardians about LBLD?

Ans: 1, Not at All.

17. How the guardians are dealing with their children with LBLD? (your observation if any)

Ans. (Blank).

18. How much the schools are aware of LBLD? (Your observation if any)

Ans: Not aware at all.

19. Would like to add any information about LBLD? Ans: (Blank).

20. Any message for the guardians of children with LBLD? Ans: (Blank).

21. Any message for the regular school teachers?

Ans: Need have a proper care including diagnosis, management of those who are having real difficulties in reading, writing or doing math.

## **Transcript of Parents' Interview**

**(Researcher referred as R and referred as P)**

### **Interview 1:**

R: May I know where do you live?

Parent: Lalmatia, Dhaka.

R: May I know the gender of your child?

P: Male.

R: May I know the age of your child?

P: 9.

R: Which class he is in now?

P: 3.

R: Which medium?

P: English.

R: Does your child enjoy going to school?

P: No. He is a slow learner thus he is, often, unable to understand the way teacher explains everything. Additionally, there is a lot peer pressure and study pressure. He is also a victim of bully.

R: Is there any problem your child faces during studying?

P: Yes.

R: What kind of problem he is facing?

P: As he is a slow learner, it is often hard for him to catch what teacher is teaching. He learns better when it is visual. He has slow handwriting as well. He often skips steps while doing math or answering questions. I think he has attention disorder.

R: What are your thoughts on your child's difficulties?



P: School's pressure is one of the main reason I will state. Again, different student has different learning style. Because there are so many students opposite to one teacher it becomes difficult for a teacher to teach according to everyone's learning style or give attention. The way a class syllabus is designed it becomes hard for a child to take rest, especially when a child is a slow learner like mine.

R: What steps are you taking to help your child?

P: I am regularly consulting with the teachers and school's psychiatrist. Also giving him extra attention at home attention. Admitted him Aloha Centre to help my child with his attention disorder and always counseling with him. Even though school's psychiatrist told me that he has socialization which, I think, is not true as we always have guests at our place or visit our relatives as we have a large family.

R: Did the school's psychiatrist identify his attention deficit disorder?

P: No, I was identified by me. I had to observe him and talk to the teachers, also researched on google. School could not diagnose his problem as their diagnosis was not right.

R: Is the school taking any extra care?

R: School does not take responsibility, as a parent I had to. I consulted with the teachers and explained my son's learning process. They agreed but among so many students they were unable to provide care. They gave 2-3 extra classes and saw that my child could learn better when he got that extra attention but it is not possible to provide him more extra classes. They only provide extra classes before exam. I have requested the authorities many time to provide at least two extra class every month or two but they did not agree. Children, who are slow learner, needs different care, different style of teaching but when there is so many students against just one teacher it becomes difficult for teacher to give attention or extra time.

R: Do you think schools should introduce different grading system or flexible grading system for children with learning difficulties? Or any other steps you want to suggest for school, which will be beneficial for these children?

P: First step definitely should be, teacher providing more care to the students while teaching as student learns best with the teacher. If there are small number of students in one class, it will be

easier for the teacher to provide attention to everyone. Thus the teachers can identify a student's problem or learning style and work accordingly, just foreign schools. A student should be taught according to his learning style. To implement this, schools have to change their policy which they do not want to. They don't want to change their policy for 2-3 children. Thus what they do is, they label them as "special case". But one cannot simply label a student "special case" because these problems lasts for 10, maximum 12 years not more than that. Thus this problem is for a time being. On that time frame a child has to deal with his normal life. If you categorize him saying, "You cannot do that because you are special" then there will another problem. The child will start thinking that he is not like everybody else, he is not normal and will face pressure which will cause him psychological trauma. Things won't work like that. The whole education system should be changed in a way that there will be less students for example maximum 3 students against 1 teacher. Another thing, there is no need of such study pressure. Students should achieve the basic learning properly by 10 years which are Bangla, English, Math and Science. If you add Bangla grammar, History, Geography, Social Science, Religion etc. They cannot take the pressure. Syllabus, study plan, number of students these are things which are needed to be changed. Change of whole policy. But this will not generate much profit thus schools does not want to do that. All the Educational Institutions are commercialized. They do not have the mentality to give the students proper education. They just wants to generate profits. Schools should be developed in a ways that it will provide education by the need of the students. You cannot count everyone as equal.

R: Have you ever thought of consulting with a doctor for this?

P: No. Because I have researched a lot, read a of of articles and consulted with my son in a positive way, motivated him, encouraged him and learned how to manage children who are slow learner and has attention problems, and took steps accordingly. We try to keep positive environment and kept hours for different activities like reading hour, game time, TV time etc. another reason why I haven't taken any professional help is because the doctors in Bangladesh are not professional. They will start treating my child differently which will definitely cause psychological trauma to my child. If he grows up thinking he has some sort of disorder, he will lose his confidence. This might cause a great problem in his personal as well as corporate life. So this should be developed by school, according to their child's need. This a problem for a time

being which will be solved with his age and proper guidance. But schools in Bangladesh are seeing this as a disability. Thus creating a mental pressure which is increasing the problem.

R: Are you aware of Inclusive education?

P: I am familiar with the word inclusive but not sure this whole term works.

R: Are you aware of Language Based Learning Difficulties?

P: Yes. I know this words. I know that dyslexia and ADHD is a category under this term.

R: Thank you so much for your time.

P: You are welcome.

### **Interview 2:**

R: Where do you live?

P: Mirpur DOHS

R: May I know the gender of your child?

P: Female.

R: May I know the age of your child?

P: 7

R: Which class she is in now?

P: 1.

R: Which medium?

P: English.

R: Does your child enjoy going to school?

P: Yes. She does.

R: Is there any problem your child faces during studying?

P: She sometimes gets confused with numbers like 6 and 9 or skips steps. She does face problem while reading. She keeps on learning and forgetting certain words like “the”, “this”. Maybe it because of her lack of attention. She becomes quite playful during studies but I am not sure whether I should call it attention problem or not. She is very energetic and very hyper. She won't just sit for a moment.

R: What are your Thoughts on your child's difficulties?

P: Well, these are some basic problems a child faces in the beginning of their school days.

R: Why do you think your child is facing such problems?

P: Lack of attention can be a cause of these problems. When a child doesn't get proper attention from parents they can develop these issues. If we fail to pay attention this problem it might become a permanent problem and cause great damage to a child. Both teacher and parents plays an important role. Most of the teachers are not aware of such problems thus they don't know how to deal with the students. Again, another reason that teacher don't pay attention to the students. Teachers don't have the time to think about these children or how to deal with them.

R: What steps are you taking to help your child?

P: I give her game which keeps her sited in one place for long time or requires much attention. This helps her to calm down. But teachers do not have the time to deal with it. They might scold the child or punish for being hyper. During '90's teacher and parents and child had a beautiful relationship. They used to discuss a children problem frankly which has become rare. Therefore, teachers are unable to identify the problems of their students as the teachers are saying something and the parents are saying something else. The child become confuse and creates a pressure on child. The teacher need to be more conscious to help such children. A child should be taken care sensitively by both teachers and parents. Sometimes we, parents, want to take precautions for these children but the society tends to categorize our kids thus it gets difficult for us. This is a minor issue, Bangladesh still does not have proper care system for special children. If they cannot pay attention such a big problem, how they are going see these minor issues? Even in India, despite of being a rich country, they don't have any proper care system for these special kids. Therefore, this problem is increasing every day.

R: Is the school taking any extra care?

P: No. No steps are taken in her school to help her.

R: How the school is trying to help your child?

P: The school calls to ask if my child is okay, if she misses school. When my daughter doesn't want to go to school I consult with her teachers and ask them to check if anything went wrong or if she got bullied or any other problem. Teachers talk to her and try to find out the actual problem and I also try to work on it. It's an ongoing process and I believe schools are changing gradually.

R: Are you satisfied with the way the school is dealing with your child's problems?

P: We are never satisfied about what we get. It is human nature that we can never be satisfied. If you are asking about lacking, yes there are.

R: May I know about those lacking?

P: Yes. The first lacking is that there is no connection between teachers and parents. They are only contacting each other when the problem gets major or occasionally. They don't discuss about that particular child or his problems. Because a parent and teacher need to work unitedly for a child's development. Second, teachers are not giving enough time or attention to their students as they are not aware of these issues.

R: Have you ever thought of consulting with a doctor for this?

P: I try to do my own research and deal with my child's problem accordingly. Because of the social construction my child, herself, will start questioning herself which, as a parent, I don't want.

R: Are you aware of Inclusive education?

P: No. I am hearing this term for the first time.

R: Are you aware of Language Based Learning Difficulties?

P: Yes. And I often had to deal with the term because of my child's ADHD.

## **Transcript of Teachers' Interview**

**(Reacher referred as R and Teachers referred as T)**

### **Interview 1:**

R: Where do you live?

Tea: Uttara, Dhaka.

R: How long you have been teaching?

Tea: 2 years.

R: Which class do you teach?

T: Class 5

R: Which medium?

T: English

R: Name of the Subject you teach?

T: English Literature.

R: How much the students enjoy your class, according to you?

T: Depends on topic of the class. Usually they enjoy story book reading which takes place once a week.

R: Is there any student having difficulties related to studies?

T: Not really. Sometimes there are students who are promoted to class 5, despite of being a slow learner, faces difficulties writing question answers or understanding the context. Apart from that, some of them are not attentive in the class.

R: I will be naming some difficulties, please let know if any of your students faces such problems:

- Scared of Math
- Confused with Numbers

- Slow Handwriting
- Faces Difficulties while identifying certain alphabets Faces Difficulties while reading
- Spelling something and uttering something else Doesn't concentrate while studying at all
- Cannot utter or finds difficulties while uttering certain words/alphabets
- Unable to cope up with studies of current class
- Other

T: There are students with slow hand writing. Some of them faces difficulties while reading. Sometimes the students doesn't find literature interesting thus does not concentrate. There are students who still forgets certain alphabets or cannot pronounce them. They need to go through all the alphabets from the beginning to remember that particular alphabet and its pronunciation. The teacher needs to help. Sometimes they become inattentive thus misses the lesson and sometimes when a student is promoted to class 5 or comes from other school, they faces this problem as they are not familiar with the academic procedure. Thus they cannot cope up the current class. It gets easier once they gets familiar with the procedure.

R: Can you identify the numbers of students facing learning difficulties?

T: In a class of 30, it might be 5-6 and maximum 8.

R: According to you, what are the reasons behind a student's learning difficulties?

T: If you consider my subject, which is English Literature, a students might face difficulties understanding the accent. If a teacher is using British accent students might not understand as they are not familiar with it.

R: What steps are you taking to deal with the students facing learning difficulties?

T: There are extra class facilities for students who are facing problems. Students can questions anytime to the teacher, like in tiffin break. Teachers also keep 5-10 extra time in hand so that the

students can ask question after finishing particular lesson. Also it is teacher's responsibility to create a comfortable environment so that students can ask their questions and clear their doubts.

R: So do the students has to ask for help to get help?

T: Yes, they has to. Sometimes when the teacher notices that a student is not paying attention, teacher calls and ask students after class if s/he understood the lesson or facing any difficulties.

R: What steps do you take when any particular student fails to identify his/her problem?

T: In this case, they are given extra classes. If there are 5 students the time frame of extra class increases as every student gets attention. They has to practice the lesson with teacher few times and given extra homework so that they can cope up.

R: How much is the school authority helping to deal with such students?

T: The school authority has provided the guideline stating, "If any students are facing any difficulties, they can stay back in school and do extra classes, which is of 40 mins." Also we consult them in the tiffin break.

R: Is there any child psychologist at your school?

T: We don't have psychologist but there are particular teacher assigned, who are better as both teacher and parent, to take care of such matters.

R: Have you consulted with the student's guardian?

T: Yes. We do consult with guardians, especially when a students is inattentive in the class. We try to consult the matters and try to figure out the reasons behind the student's lack of attention. Sometimes, there are serious reasons behind their absentmindedness.

R: If yes, what was the guardian's response?

T: Most of the times they are aware of it as students were facing these problems from kg-class 1. Thus they are the one who explain us the problems of their children.

R: Are you aware of Inclusive education?

T: Yes.



R: Are you aware of Language Based Learning Difficulties?

T: Yes.

R: What is Language based learning difficulties according to you?

T: I think, something when teacher and students face communication difficulties. I don't know. Can you please explain a bit? Like which aspect you are asking about?

R: Previously I asked you about if you are aware of Language Based Learning Difficulties, which you said yes. Thus I was asking you can describe it.

T: Okay. Um, these are the common difficulties like reading, writing, speaking difficulties. Uh, you can call it disability, right? So yes students do have the problems because they are promoted from class 4 to class 5 directly. They have speaking difficulties because there are different teachers of every subject and everyone has their own kind of pronunciation. Thus students faces difficulties grabbing all these pronunciation. These are the things which needs to be solved. But it is common. LBLD is common.

R: Thank you so much for your valuable time.

## **Interview 2:**

R: Where do you live?

T: Dhanmondi, Dhaka.

R: How long you have been teaching?

T: 1 year.

R: Which class do you teach?

T: class 4-5.

R: Which medium?

T: English medium.

R: Name of the Subject you teach?

T: English Language.

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: 4 means often.

R: Is there any student having difficulties related to studies?

T: Yes. There is a student who came from Bangla medium thus having grammatical mistakes. He is very slow. He can understand instructions but cannot execute while writing. He doesn't have the basic knowledge of class 5 maybe due to school shifting. His handwriting is also very slow. Nothing major. Sometimes students cannot understand what the teacher is saying thus they tend of skip those words while writing.

R: I will be naming some difficulties, please let know if any of your students faces such problems:

- Scared of Math
- Confused with Numbers
- Slow Handwriting
- Faces Difficulties while identifying certain alphabets Faces Difficulties while reading
- Spelling something and uttering something else Doesn't concentrate while studying at all
- Cannot utter or finds difficulties while uttering certain words/alphabets
- Unable to cope up with studies of currents class
- Other

T: Like I mention before slow handwriting, unable to cope up with studies of currents class due to shifting.

R: Can you identify the numbers of students facing learning difficulties?

T: There are 15 students in my class and only 2 students has these problems.

R: According to you, what are the reasons behind a student's learning difficulties?

T: Lack of practice. When we consult about the student's problem with the guardians, they don't want accept the fact that their child is facing those difficulties. Thus the problem remains unsolved. Most of the time guardians does not pay proper attention to their kids. They have this mentality that since their children are studying in English medium, it is the school's responsibility to teach their children anyhow.

R: What steps are you taking to deal with the students facing learning difficulties?

T: I try to identify those kids. I don't say anything but ask them questions. If they cannot answer I ask them to pass the questions. It's like a game, through which they enjoy participating in the class lesson. I keep a fixed day for problem solving and encourage to participate those kids who were facing problems so that at least they can understand the basic. Rest I assure through homework. I give them stars if they do well, to inspire them.

R: How much is the school authority helping to deal with such students?

T: They are helping. But the thing is, there is a fixed structure we need to follow which not always possible. But authority won't let us change that. Thus it becomes a limitation for us. There should be a consultation hour and extra class policy to help these kids.

R: Is there any child psychologist at your school?

T: Yes.

R: Have you consulted with the student's guardian?

T: Yes.

R: what was the guardian's response?

T: They listen but most of the time they blame the teachers for their child's problem. They think being a teacher it is our responsibility to solve these problems.

R: Are you aware of Inclusive education?

T: No.

R: Are you aware of Language Based Learning Difficulties?

T: Yes.

R: What is Language based learning difficulties according to you?

T: When a student is acquiring a foreign language, they need to go through some process. The difficulties they face while going through those process is call language based learning difficulties.

R: Thank you so much for your valuable time.

### **Interview 3:**

R: Where do you live?

T: Banani, Dhaka.

R: How long you have been teaching?

T: 1 year and 6 months.

R: Which class do you teach?

T: Class 4 and 5.

R: Which medium?

T: English medium.

R: Name of the Subject you teach?

T: History

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: 5 always.

R: Is there any student having difficulties related to studies?

T: Yes there are. There are students who are unable to cope up with the class works and there are students who does not pay attention in class. There is one student who cannot pronounce “S”.

There are two students who are hyper.

R: Can you identify the numbers of students facing learning difficulties?

T: Not much. Just 3 students among 20.

R: According to you, what are the reasons behind a student's learning difficulties?

T: Because maybe they are unable to concentrate while studying. Another is, they are not getting proper attention or care at home.

R: What steps are you taking to deal with the students facing learning difficulties?

T: Class participation is important. I make sure everyone is participating in class lesson.

R: How you are ensuring their participation?

T: I always take the opinions from inattentive students.

R: How much is the school authority helping to deal with such students?

T: The school authorities are always telling us to take care of children with special problems. The school has created clubs so that students can participate in extra curriculum activities and there are after school classes for weak students.

R: Is there any child psychologist at your school?

T: There are assigned teachers to take extra class based on the student's learning style. It happened once in 15 days.

R: Have you consulted with the student's guardian?

T: Yes. When student faces problem, we do consult with the guardians.

R: If yes, what was the guardian's response?

T: Most of the time they do not admit that their child has issues. As those problem can be referred as "special", the guardians usually denies this fact. There are very few guardians who admits and tries to cooperate. They admits their child's problems.

R: Are you aware of Inclusive education?

T: Not really sure.

R: Are you aware of Language Based Learning Difficulties?

T: Yes.

R: What is Language based learning difficulties according to you?

T: When a child learning new language, they faces problems with certain vocabularies and pronunciation.

R: Thank you so much for your valuable time.

#### **Interview 4:**

R: Where do you live?

T: Mirpur, Dhaka.

R: How long you have been teaching?

T: It's been two years.

R: Which class do you teach?

T: Class 1.

R: Which medium?

T: English Medium.

R: Name of the Subject you teach?

T: English.

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: Often, 4.

R: Is there any student having difficulties related to studies?

T: There are two students who cannot identify alphabets or pronounce them or sometimes they gets stuck while reading. He is a little younger for class one. He was supposed to be in kg 2 but his parents insisted to admit him in class one. Sometimes there are students who are seeing a word but reading something else and pronouncing something else.

R: Have you tried to consult with that student's guardian who, you think, is a little younger for class one?

T: Both I and my colleague tried to consult with his parents. But according to them if a child learns to takes pressure from very beginning studies will get easier for him. But the child is unable to cope up. We teach sentence making in class one but this child still has confusion with alphabets.

R: Can you identify the numbers of students facing learning difficulties?

T: Among 44 there are 5 students with such difficulties.

R: According to you, what are the reasons behind a student's learning difficulties?

T: Maybe they could concentrate because they used find their class boring.

R: What steps are you taking to deal with the students facing learning difficulties?

T: I identify their problems and encourage them saying "you can do it". I try give them extra attention. If these doesn't work, with the permission of school authority and parents, we provide them 20-30 min extra class. Not always, just once or twice a month so that he can cope.

R: How much is the school authority helping to deal with such students?

T: They are helping by providing extra classes.

R: Is there any child psychologist at your school?

T: Yes.

R: Have you consulted with the student's guardian?

T: Yes.

R: If yes, what was the guardian's response?

T: they were positive. They were happy about the fact that we teachers could identify the problems of their child.

R: Are you aware of Inclusive education?

T: Not sure.

R: Can you please explain inclusive education in your own words?

T: Hello...hello

R: Can you hear me!

T: uh...hello...uh yes. According to me, inclusive education is a system where both disabled and able children can learn together.

R: Are you aware of Language Based Learning Difficulties?

T: Yes

R: What is Language based learning difficulties according to you?

T: Well, when a child fails to identify alphabets or read or write despite of coming to an age when s/he should be able to do that. It's an age appropriate thing.

R: Thank you so much for your valuable time.

### **Interview 5:**

R: Where do you live?

T: Elephant road, Dhaka.

R: How long you have been teaching?

T: 1 year and 6 months.

R: Which class do you teach?

T: 4.



R: Which medium?

T: English medium.

R: Name of the Subject you teach?

T: Literature and Language.

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: 4, often.

R: Is there any student having difficulties related to studies?

T: There are students who are unable to cope up with the current class pressure and also have attention problems. They have slow hand writings.

R: Can you identify the numbers of students facing learning difficulties?

T: It depends. Sometimes they find the topic boring or wants to go thus they cannot concentrate while studying. It depends on chapter and time. There are such students in every class.

R: According to you, what are the reasons behind a student's learning difficulties?

T: because everyone has their own learning style. Not everyone learns in the same manner. A visual learner learns best when they are seeing, an auditory learner learns best while listening. It depends on the learning style.

R: What steps are you taking to deal with the students facing learning difficulties?

T: When we look at the students we can understand them. If a student is not concentrating, we tell him read the lesson or we ask them questions.

R: How much is the school authority helping to deal with such students?

T: there will lacking always. We talk to the authority and discuss then based on situation they acts. Then we used take extra classes weekly.

R: Is there any child psychologist at your school?

T: Yes.

R: Have you consulted with the student's guardian?

T: Guardians are already aware of their students as they have faced the similar problems in previous class and teachers has already consulted with them. Guardians are the one who comes and explains their child's problem to us.

R: Are you aware of Inclusive education?

T: You have include everyone in an education system despite of their disabilities.

R: Are you aware of Language Based Learning Difficulties?

T: Yes.

R: If yes, what is Language based learning difficulties according to you?

T: According me, children might face difficulties during second language accusation those are language based learning difficulties.

### **Interview 6:**

R: Where do you live?

T: Khilgaon, Dhaka.

R: How long you have been teaching?

T: 3 years.

R: Which class do you teach?

T: Class 3 and class 4.

R: Which medium?

T: English medium.

R: Name of the Subject you teach?

T: Computer science.

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: 4 often.

R: Is there any student having difficulties related to studies?

T: Not that I am aware of. But every year we have 2-3 students with attention deficit, hyper and unable cope up with the class.

R: According to you, what are the reasons behind a student's learning difficulties?

T: Home parenting and environment is very important. When a child is growing up, it is important to pay attention that child is growing up, what he is learning from there. These are very important. Then there is mental health of a child. Everything starts from home.

R: What steps are you taking to deal with the students facing learning difficulties?

T: we try to deal with these kids with counseling and extra care. We inform the guardian when no improvement is shown despite of our efforts. But we inform them in a very subtle way so that they don't react. If a guardian doesn't take proper care of their child the problem stays and it increases with time. Sometime improvements can be observed but most of the time it gets worse.

R: How much is the school authority helping to deal with such students?

T: A lot. There were weekly counselling sessions after school hours for the problematic children.

R: Is there any child psychologist at your school?

T: Yes.

R: Have you consulted with the student's guardian?

T: Yes.

R: If yes, what was the guardian's response?

T: At first it becomes difficult for a parent to accept their child's problem but they do cooperate. But it only lasts for a few weeks. They say that they are aware of their child's problem and gradually stops cooperating.

R: Are you aware of Inclusive education?

T: No.

R: Are you aware of Language Based Learning Difficulties?

T: No.

R: Thank you so much for your valuable time.

**Interview 7:**

R: Where do you live?

T: Banasree, Dhaka.

R: How long you have been teaching?

T: A year and 2 months.

R: Which class do you teach?

T: 3 and 4.

R: Which medium?

T: English.

R: Name of the Subject you teach?

T: Bangla.

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: 4 often

R: Is there any student having difficulties related to studies?

T: Yes there are a few in every class. They are students who are hyper, has slow hand writing. Some students who cannot concentrate while studying. There is a student, who is a special child. We have to teach him every line.

R: May I know the reasons behind calling him “special child”?

T: because his cognitive development is slower than other students.

R: Can you identify the numbers of students facing learning difficulties?

T: 3-4 students among 20 students.

R: According to you, what are the reasons behind a student's learning difficulties?

T: Because different child has grown up differently. Students try to avoid when they think they cannot do a certain task. And about attention, children tend to provide attention to what they enjoy. If a child enjoys doing math, he will give his full attention there, not in other class.

R: What steps are you taking to deal with the students facing learning difficulties?

T: To grab the attention we try to teach through games, visual learning or auditory learning. We help students to do their homework when they forgets to do it or stay with him after school hours until a student has learned his lesson properly.

R: Does these steps help?

T: when a child has problem, he has problems in more than one subject. This child is already facing difficulties while concentrating in one subject but due to school policy he has to work on 7 other subjects as well. These become a burden for such kids. We try our best to help them after school or during tiffin break.

R: How much is the school authority helping to deal with such students?

T: They are helping. We get feedbacks from their previous class teachers thus we prepare ourselves accordingly.

R: Is there any child psychologist at your school?

T: No. But there are teachers assigned to do counselling with the students.

R: Have you consulted with the student's guardian?

T: Yes.

R: If yes, what was the guardian's response?

T: We try to inform a guardian about their child's problem in a very sensitive manner. Yet often they get upset or feels insulted for telling them their child's problem. Then we show proves and that guardian talks to other teachers for confirmation. They don't want to accept their child's problem. Often these cases are dealt by principle as we don't have permission to talk to the parents directly.

R: Are you aware of Inclusive education?

T: No.

R: Are you aware of Language Based Learning Difficulties?

T: Yes.

R: If yes, what is Language based learning difficulties according to you?

T: When a student faces difficulties while creating sentences or uttering certain words or when a student is unable to understand certain words, basically these are language based learning difficulties.

R: Thank you so much for your valuable time.

### **Interview 8:**

R: Where do you live?

T: Gulshan, Dhaka.

R: How long you have been teaching?

T: 2 years.

R: Which class do you teach?

T: Class 1.

R: Which medium?

T: English.

R: Name of the Subject you teach?

T: Science.

R: from 1 (Never) – 5 (Always) How much the students enjoy your class, according to you?

T: 4, often.

R: Is there any student having difficulties related to studies?

T: Yes. I have to understand them not everyone's understanding level is same. There are slow learners with slow handwriting, students who are scared of math then there are students who are unable to cope up with the class. Therefore, they needs extra classes.

R: Can you identify the numbers of students facing learning difficulties?

T: 2-3 students among 44.

R: According to you, what are the reasons behind a student's learning difficulties?

T: Sometimes it happens due to birth defect. I had a student once who was a pre mature baby thus she faced this kind of difficulties. Sometimes these students are not getting healthy environment at home or their parents are not taking care of them properly.

R: What steps are you taking to deal with the students facing learning difficulties?

T: Give them extra class and extra home. Extra homework are given so that they can build a stronger basic.

R: How much is the school authority helping to deal with such students?

T: They are always helpful. They are providing extra time and care for these children as well as consulting with the guardians.

R: Is there any child psychologist at your school?

T: Yes.

R: Have you consulted with the student's guardian?

T: Yes, they are cooperative. They are often aware of their child's problems.

R: Are you aware of Inclusive education?

T: Yes

R: Are you aware of Language Based Learning Difficulties?

T: Yes.

R: If yes, what is Language based learning difficulties according to you?

T: When student faces problem with reading, writing, speaking etc. it becomes language based learning difficulties.

R: Thank you so much for your valuable time.