

The Challenges of Teaching English to Students with Disabilities: A Qualitative Study of Teachers in a Bangladeshi School

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

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Declaration

It is hereby declared that:

1. The thesis submitted is my own original work while completing my 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 have acknowledged all main sources of help.

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Approval

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Ethics Statement

The work presented in this thesis is completely original. All ideas and information taken from other journals and articles have been properly cited. I have only used information from credible and trustworthy sources. Moreover, I strictly followed ethical guidelines while collecting data from participants. Further details about the ethical process are described in the Research Methodology chapter.

Abstract

Teaching English to the students with disabilities has become a concerning issue all over the world. This research explores the challenges of teaching English to students with disabilities in Bangladeshi classrooms. Despite introducing policies like the National Education Policy (2010), the implementation of this policy in classrooms is still inconsistent. For in-depth understanding of this issue, this study used a qualitative, phenomenological approach by taking interviews of five English teachers from a Bangladeshi school. The teachers were interviewed by following a semi structured interview to understand each of their experiences.

The findings highlighted six interrelated themes. From the findings of the interviews, it becomes clear that the teachers showed willingness and empathy to help students with disability, they reported insufficient pre-service and in-service training on strategies of inclusive teaching. The absence of assistive tools or support staff, for instance shadow teachers, prevented them from providing effective instruction. The limitations resulted in adjusting lessons, simplifying activities, and relying on informal peer collaboration. Some teachers applied Universal Design for Learning (UDL), but most of them lacked the knowledge of the UDL framework. Moreover, this study found that inclusion policies are not monitored properly or supported which made teachers bridge the gaps in the system on their own.

This research finds that teaching English to the students with disability by applying inclusive strategies in Bangladesh remains aspirational rather than practical. This study suggests strengthening teacher training and professional development, improving allocating resources and infrastructure, promoting peer support, reinforcing policy implementation and monitoring, teacher well-being, and incorporating UDL across curriculum. Overall, this study contributes to

understand how inclusive education policy connects with the real-world classroom practice in developing countries like Bangladesh.

Keywords

inclusive education, English language, teacher training, disability, Individualized Education Program (IEP), Universal Designed for Learning (UDL), inclusive pedagogy, shadow teachers.

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Chapter 1: Introduction

Teaching effectively to students with disabilities has become a concerning issue within educational systems all over the world. The main reason for this is the rising adoption of inclusive education policies. The global shift toward inclusive education highlights that it is very important to provide equal learning opportunities for all students, irrespective of their physical, cognitive or sensory impairments. The main purpose of this shift is driven by the belief that to achieve educational equality, students with disabilities need to be fully included into mainstream classrooms and receive instruction based on their different needs.

1.1. Background

Throughout the past few decades, the whole concept of inclusive education, built on the principles of equality and social justice, has evolved significantly. There are many global frameworks, for instance, the UN (United Nations) Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) and the Salamanca Statement (UNESCO, 1994) that support the right to inclusive learning, promoting educational systems that integrate the needs of all learners. These frameworks helped to push for schools to welcome every learner. To respond to this framework, many countries enforced laws and policies so that they can support inclusive learning. In spite of introducing these laws and policies, implementing these ideas into practice in real classrooms is still inconsistent and beset by obstacles. It is very critical to ensure effective English language instruction for students with disabilities, as it is equally important for them due to the global significance of English as a lingua franca, influencing educational and employment opportunities significantly.

1.2. Research Problem

Regardless of introducing widespread policies and legal frameworks to promote inclusive practices, major barriers strike in teaching English effectively to the students with disabilities. This raises serious concern about the actual implementation of inclusive education in classroom settings. There are researchers that consistently highlight different core challenges that teachers please while they instruct English to students with disabilities. Among them, the major issue is the lack of teachers' preparation and training. There are several studies that repeatedly show that both general and special education teachers often feel less equipped to manage classrooms that incorporate students with disabilities because of the lack of training in inclusive teaching methods. There are frequent reports from the teachers about lacking the skills and necessary confidence to differentiate the instructions, using the Universal Design for Learning (UDL) principle.

The problem gets more critical when schools lack significant resources and structural insufficiency. There are many schools that do not have the crucial materials, upgraded technologies and qualified personnel necessary to support inclusive education practices effectively. Students with disabilities need some basic resources, for instance, braille books, audio materials, visual aids and adaptive technologies are often missing. This can be seen mostly in under-resourced schools. Different students are in need of different assessment practices, which is also a challenge. When the assessments are inaccurate to their needs, it leads to inappropriate educational placements, and the instructions become ineffective.

Moreover, this paper would investigate if they used the peer support systems, which can make a big difference, it is often underutilized. This limits opportunities for students to engage socially and do academic collaboration among students with disabilities and their peers. Finally, there is a

gap between policy aspirations and what actually happens in the classrooms. Teachers fail to implement inclusive education effectively due to limited guidance and support.

This study investigates the challenges faced by the English teachers in effectively educating students with disabilities caused by insufficient training, limited resources.

1.3. Research Objectives

The objective of this research are to:

- Explore the gaps that are seen in teachers' preparation and training which blocks them from giving effective inclusive English instruction, including current professional development practices, training curriculum in inclusive education.
- Understand the availability of resources, for instance accessibility infrastructure and adaptive technologies, on impactful inclusive education.
- Evaluate whether the material used in the school helps if they have the required technology and human resources.
- Explore possible and real usage of peer support systems to boost social and academic outcomes for students with disabilities
- Understand the integration of Universal Design for Learning (UDL) in Bangladeshi classrooms.

1.4. Research questions

1. What are the specific gaps in teacher training that are affecting teachers' ability to effectively teach English to students with disabilities?
2. What are the key resource-related challenges schools face?
3. How do the limitations impact the effectiveness of inclusive English education?

4. To what extent are peer support systems used in Bangladeshi English language classrooms?
5. How do teachers integrate Universal Design for Learning (UDL) principles to make English instruction more inclusive for students with disabilities?

Chapter 2: Literature Review

2.1. Introduction

Teaching English to students with disabilities in an inclusive classroom setting is complex. Though it has been widely studied, there are many teachers who still find it very hard to meet the various needs of students with disabilities even when global policies push for inclusion. There are some common challenges that were identified in different studies including inadequate teacher preparation, and training. Teachers do not get enough training. Even the (IEPs) individualized education programs are designed very poorly, or they are not used well. Educational institutions lack resources and support services. Assessment can be flawed which can lead to wrong labels for students. Also, it is very hard to build real social inclusion. Many English learners end up in special education unfairly, and there is a big gap between what the policies promise and what really happens in the classroom. This literature review brings together findings from recent studies and reviews that highlights the major challenges in teaching English to the students with disabilities.

2.2. Insufficient Teacher Preparation and Training

There are many studies that unveil the same patterns that the teachers often feel underprepared to teach students with disabilities. Especially in teaching English or other course subjects for various learners. Most of the worldwide studies show the gaps in both pre-service and in-service training.

2.2.1. Teacher Training in the Bangladeshi Context

Researchers of Bangladesh mentioned teachers' motivation and their training to teach students with disabilities. According to Bushra et al. teachers particularly feel less confident and motivated

to include children with disabilities in their teaching and pedagogical delivery (2018). Their studies highlighted inclusive primary education in Bangladesh. One of the reasons for feeling under confidence is that traditional teacher training programs rarely cover strategies for inclusive teaching. In Bangladesh, primary teacher training has long missed out on inclusive education which leaves new teachers under prepared to support students with special needs. (Bushra et al., 2018) found that pre-service training programs did not give primary teachers the confidence or skills that they need for inclusive classrooms. Ahuja and Ibrahim also mentioned that teacher training in Bangladesh barely touched on inclusive practices (2006). These caused many teachers in Bangladesh to start their careers without the skills to differentiate instruction or communicate with students with disabilities, which made it harder to put inclusive education policies into practice.

2.2.2. Global Perspectives on Teacher Training

There is research from countries across the world that shows the same need for stronger teacher preparation. In Saudi Arabia, researchers found significant gaps in teachers' knowledge of Universal Design for Learning (UDL), a framework of inclusive teaching, (Alquraini and Shila, 2018). Their research also stated that there are many Saudi teachers who had only the basic awareness of the principles of UDL, and they expressed that they need more intensive training to effectively implement inclusive strategies. It is very important to improve teachers' understanding of UDL for professional development and it would help the teachers to be well prepared for the classrooms, (Alquraini and Shila, 2018). A recent study by Almutairi and Alsuwayl (2023) found that elementary teachers' overall UDL knowledge is medium to average. Moreover, teachers' knowledge did not vary by their years of experience or the degree that they attained, which shows

that the problem is widespread. Preservice programs and ongoing training both have failed to provide teachers with the skills they need for inclusive instruction. The study also highlighted that female teachers had a bit more knowledge about you than the males. But overall, the need for better training was evident. These studies give a clear message that without purposeful preparation and training in inclusive teaching, many teachers struggle to adapt English language curricula for students with disabilities. The gap in training affects teachers' confidence and lessons, their ability to implement strategies like differentiated instruction, multi-sensory methods or assistive technology in their language lessons.

2.2.3. Need for Professional Development and Practical Training

Insufficient teacher training is not limited within developing countries, it also occurs in the context of special education in the United States. Researchers highlighted that special educators are expected to be competent in IEP development and individualized instruction, but in reality, many struggles to design good quality educational plans, (Kurth et al., 2022). They stated that teacher training programs should include stronger training guidance for better preparation and implementing inclusive education and working collectively to meet diverse student needs. There is much similar research that points out these problems. Swanson et al. (2017), point out that many general education teachers generally do not have the assessment skills to differentiate, and if an English learner is struggling because of language barriers or a learning disability, which leaves no other way, but misidentification. Throughout the studies there is a clear recommendation which is to reshape the teacher training and strengthen it, professional development is essential for inclusive teaching. Training should be more practical, for example adopting materials, using assistive tools and co teaching with special educators and focusing on frameworks like UDL to help plan lessons

that meet various student needs. By receiving this kind of training, teachers can feel more confident and effectively work with students with disabilities. Without proper preparation teachers might feel overwhelmed, they might use trial and error methods or develop negative views about inclusion. This is why it is very important to ensure that the required policies of inclusion are matched by investment in teacher training that is fundamental to better outcomes.

2.3. IEP Development

Individualized education program (IEP) is a written plan designed to support students with disabilities. Inclusive education is a part of IEP, which analyzes students' strength, their specific learning needs, their goals and the support they need, accommodation or services that the school provides.

2.3.1. Difficulties in IEP Preparation

IEP is mainstream educational planning, yet various studies show big challenges in how IEPs are prepared and implemented. Research in Turkey carried out by (Akçin, 2022) with 1,000 special education teachers to explore challenges in preparing IEPs. The results were shocking as most of the teachers said they faced problems at nearly every step of the process of developing IEPs. The most common problems were insufficient time for assessment, lack of training in developing goals, poor collaboration, and limited resources.

These findings are similar to the literature review of Rashid and Wong (2023) where they reviewed 12 studies on IEP implementation. Their review showed that teachers face competency challenges in three areas. The three of them are, lack of knowledge about assessments, not having enough skill to evaluate student progress and low teacher motivation. Their review highlights that teachers

need both training and technical knowledge and skills for IEPs and support to maintain a positive attitude.

2.3.2. Lack of time, support and Motivation in IEP Use

Low motivation can make the teachers overwhelmed by heavy caseloads and paperwork or build doubts about whether IEPs really work. According to Kurth et al., special educators often manage excessive paperwork and compliance demands that detract from the quality of IEP planning (2022). They also mentioned that working conditions can directly affect IEP's quality when time is limited and caseloads are high. These points to systemic changes such as lighter caseloads, allocated time for IEP duties and better tools are needed besides teacher training to improve IEP practices.

2.4. Lack of Resources and Support Systems

Various studies mentioned a common challenge that there is the shortage of resources and support for inclusive education. Even the best prepared and enthusiastic teachers struggle if the classroom does not contain the necessary tools, materials or staff needed to accommodate students with disabilities.

2.4.1. Lack of Resources in Bangladeshi Context

Studies of both developing and developed contexts point out the lack of resources in teaching English to students with special needs. In a study of mainstream secondary schools in Bangladesh, Ferdous et al. (2024), discussed this problem. Their study highlighted that though most stakeholders supported inclusive education as a way to reduce social discrimination, the reality in schools was very different. It was far from the ideal plan. Most of the secondary schools in Bangladesh lack basic physical facilities and learning materials for students with disabilities. For

instance, most of the time the classroom had no ramps, appropriate desk, or lighting and sound support, and necessary tools like Braley books or assistive listening devices. Ferdous et al. (2024) mentioned, “unsettling findings regarding the provision of quality education and physical facilities for inclusive classrooms”. Even when the policies are promoting inclusion, schools often admit students with disabilities without providing necessary support for them, which creates disadvantages for both the teachers and the students. Teachers in their study also stated that they feel unprepared to support students with special needs under such conditions and the shortage of trained special education teachers in mainstream schools. Creating double challenges for the teachers as training alone is not enough if they do not have the material resources to implement inclusive strategies into practice. Ferdous et al. (2014) argued that inclusive education will remain out of reach if proper investment in accessible facilities, assistive technology and specialized learning materials are not initiated. They also urged policymakers to make sure mainstream classrooms have the right accommodation and support, for instance sign language interpreters or learning assistance to help the students with disabilities to learn equally alongside their peers.

2.4.2. Global Perspectives on the Lack of Resources

Several similar resources can be found across the globe. In Turkey researchers worked on this case. Teachers who are preparing for inclusive teaching struggled with problems related to materials. 73.1% of teachers stated that the lack of different instructional materials for various needs, the percentage of old or outdated materials were 30.9 and 19.70% teachers pointed that there was a lack in materials for specialized purposes, (Akçin, 2022). Without the access to various and up-to-date tools teachers find it hard to adapt English lessons for students with visual, auditory, or learning disabilities. For example, students like this need large print books, audiobooks, or hand-on learning aids, and these are lacking in the institutions. In the research Akçin (2022) points out

the issues with the physical environment. His research mentioned that 57.4% of teachers reported that they do not have a decided, quiet space for assessments and 42.2% of the teachers stated that the classrooms were so small for the students with mobility devices and had very limited space to move around freely. These space issues make it hard to conduct individualized, reading or language assessments. They also make it difficult to provide a comfortable learning environment for students who need extra room or special equipment. In Bangladesh's mainstream schools, special learning resources were unavailable, and it made education "very difficult and challenging" for students with disabilities (Bushra et al., 2018). Necessary resources like speech, therapy, materials, Braille or tactical aids, visual support, and adaptive technology were largely missing in the school they studied. Without these supports teachers are often left to improvise or leave students without access to the curriculum entirely. For example, an English teacher with a blind student might not have braille books or screen readers can limit that student's participation in reading and writing activities.

2.4.3. Shortage of Support System and Trained Professionals

Another key part of the resource and support system is human resources. It means having the right people, the availability of specialized staff and cooperative assistance. Conventionally, support for students with disabilities solely depends on special education teachers or professionals, but many schools do not have enough of these personnel. Akçin's study mentioned that the percentage of teachers reported not having enough support staff, classroom aids is 35.4, (2022). 30.6% of teachers said that they lack sufficient administrative support, including supportive, principal or coordinator for special needs students. 14.2% of them said that there were issues in frequent staff turnover. This lack of stability means general education teachers might lose the help of a teaching assistant who is trained to support a specific type of student. In cases like this, the English teacher

might have to handle all the one-on-one support alone, and it can take the focus away from the rest of the class and cause stress for both the teacher and the student. Research showed that negative attitudes from some teachers and parents can be an additional non-material barrier (Bushra et al., 2018). When teachers are overworked and stretched thin without proper support, it can lead to frustration or low expectations. It can also create a cycle where students with special needs are seen unfairly as a burden because the system was not able to support their inclusion.

2.4.4. Need for Necessary Resources and Support System

Addressing the lack of resources is necessary. Studies suggest that with the right support, inclusive classrooms do not have to diminish learning, they can actually prosper. Research highlighted that in their inclusion project, teachers saw children with special needs as enthusiastic and responsive (Bushra et al., 2018). This challenged the myth that students with disabilities cannot engage actively. Furthermore, studies highlighted that giving accommodation does not negatively affect other students' learning. For instance, Bushra et al., (2018) mentioned that compared to non-inclusive classrooms, there was no real difference in the academic performance of general education students in inclusive classrooms. It also eases the worry that inclusion might hold other students back. If schools invest in accessibility, for instance arranging communication devices or setting up rooms for resources, students can get a more flexible learning environment. According to Ferdous et al., "quality, education, and physical facilities in mainstream classrooms" need improving as it is not only about disability rights, but it is about lifting standards for all students (2018). This incorporates small yet impactful steps. For instance, getting multisensory, teaching tools for language lessons, training aids for volunteers to support classrooms partnering with NGOs or universities to bring in assistive technology. Briefly, the research shows that without sealing the resource gap, both material and human, teaching English to students with disabilities

will remain a struggle for teachers. It will remain challenging, no matter how the teachers are personally educated or well trained.

2.5. Peer Support

Peer support is recognized as a key element in implementing inclusive education effectively. This is needed, especially in contexts where teachers feel less prepared or lack resources. When teachers and staff work collaboratively, it helps their professional growth and strengthens their capacity to build inclusive classrooms for a student with disabilities. Whether the context is formal or informal, peer support helps to bridge gaps in training, strengthens teachers' efficiency and supports sustainable, inclusive practices.

2.5.1. Teacher to Teacher Support and Collaboration

Teachers' attitudes to inclusion are strongly linked to the social and colleague to colleague support they receive in their schools. According to Desombre et al., peer networks play a significant role in shaping teachers' attitude, and willingness to adopt inclusive teaching (2021). In their research they mentioned that teachers who felt isolated developed negative views towards students with disabilities, whereas teachers who felt supported by their colleagues were more open to using inclusive practices. This matches with the findings of Carter et al. (2016, 2021), that collaborative arrangements improve both teaching practices and student outcomes. Peer support offers more than just technical strategies, it also gives emotional reassurance which helps teachers to manage their stress and avoid burnout. According to Boyle et al., peer support plays a significant role in promoting inclusion over managerial directives (2016). Their survey mentioned that the percentage of teachers (76.7) said they felt supported by colleagues is higher than the percentage (74.4) of support they received from department heads or school management (65.1). This shows that collegial support often matters more than authority in sustaining inclusive efforts. Teachers

shared that informal discussion, for instance casual talks in staff rooms, corridor exchanges and planning sessions collaboratively influenced their inclusive practices, more than formal training or administrative directives.

2.5.2. Schools Environment to Develop Peer Support

The culture of schools and departments is crucial in shaping whether peer support can develop. A positive departmental atmosphere can help teachers to feel free to share their ideas, it also helps inclusive practice take root. According to Boyle et al., teachers mentioned team-based approaches where they would work together to develop differentiated materials and share responsibility to manage students with special educational needs (SEN) (2016). One probationary teacher mentioned that their science department used team-based approaches by taking responsibility together for inclusion instead of isolating individual teachers. On the other hand, negative departmental environments discouraged new teachers and continued poor practices, demonstrating how a lack of collegiality can reinforce exclusionary attitudes. The culture of schools helps to shape inclusivity. When all the staff, non-teaching personnel, for instance office staff and generators take part in building supportive environments, inclusion becomes shared responsibility. In this way, all the pressure does not fall only on individual teachers. Nevertheless, having the absence of common spaces like staff rooms has been reported to limit chances for teachers from different departments to work together, limiting teachers' access to collegial learning. This also highlights that institutional design, whether it is physical or organizational, can either support or limit the peer networks the teachers depend on.

2.5.3. Peer Observation among Colleagues

In a framework on inclusive pedagogy by UNICEF (2014) united several structured approaches of peer support. They mentioned peer observation, peer, coaching, and communities of practice.

Through peer observation, teachers can learn by watching their colleagues' lessons and then reflect by engaging in dialogue. Because of the collegial and non-threatening environment, many teachers reported that they feel more comfortable being observed by peers rather than managers. Peer coaching gives teachers a chance to partner with colleagues, share strategies, top two challenges and come up with solutions together in a non-evaluative manner. Communities of practice can be a great help. Communities like this help groups of teachers who meet regularly to share experiences, discuss challenges, and find solutions together. This can help to reduce isolation and support inclusive practices. These communities focus on learning together, doing action research and reflective practice, all of which strengthen teachers, confidence and skills (UNICEF, 2024). In contrast, the cascade training model, where a group of teachers are trained, and then asked to pass on the knowledge, has been criticized for weakening content, and not sustaining pure networks (UNICEF, 2014). Rather, school-based professional development that involves all staff is a better approach as it builds a shared sense of responsibility and enhances peer to peer learning.

2.5.4. Collaborative Mentoring for Effective Peer Support

Collaborative mentoring is an effective aspect of peer support. Especially in situations where teachers feel unready or underprepared to teach students with disabilities. Research in Turkey mentioned a mentoring program that paired faculty mentors from science and special education to guide in-service teachers (Arslantaş & Yalçın, 2023). Several panels, workshops and group projects were conducted so the teachers get the chance to clear up their misconception about disability, learn about educational legislation and practice using assistive technology. Teachers wiped them together to design curricular materials for students with visual impairment and tested them directly with learners so that they could see if it worked properly. This teamwork both built teachers' confidence and encouraged a culture of shared responsibility and reflective practice.

Ahmed (2022) reviewed similar teacher development for disability inclusion in low and middle economic countries which highlighted the significance of peer coaching and teacher partnerships. Models like these give teachers an environment, which is safe to try out new strategies, share mistakes and learn together without feeling the fear of being judged. Ahmed also highlighted context with limited resources and peer support, often substitutes for expensive, formal training, making it a practical and affordable way for capacity building.

Working together collaboratively among teachers is not just helpful, but essential for differentiated instruction, which is a key aspect of inclusive education. Teachers' attitude on inclusion depends not only on formal training, but also on the support day receipt from peers. According to Desombre et al., when teachers got reminded of the support they had from colleagues and institutions, it made them feel more positive about inclusion. On the other hand, when the lack of support was mentioned, negative attitudes became stronger. Additionally, participation in parent networks made teachers more open to including students with autism spectrum disorders (Rodríguez et al., 2012).

2.5.5. Collaborative Peer Support in Bangladeshi Context

A study in Bangladesh of pre-service teachers, that was conducted by (Malak, 2013), found that most of the participants felt one teacher alone was insufficient to handle inclusive classrooms, especially when the class sizes were as high as 90:1. They highlighted the need for support teachers, aids or paraprofessionals. They also admitted that such help was unavailable due to limited resources. Moreover, the barriers were significant. According to Malak, pre-service teachers mentioned that without collaboration, the white load felt overwhelming, and they felt unprepared to adjust the rigid national curriculum for students with disabilities (2013). Another problem was the lack of awareness within the School Managing Communities (SMCs). Peer

support is the most practical form of professional development in Bangladeshi low-income context (Ahmed, 2022). Although the opportunities of cluster training programs are limited, it offers opportunities to share ideas and strategies for teachers from multiple schools. Likewise, NGOs, such as BRAC and Centre for Disability in Development (CDD) have also initiated awareness and training programs that focus on teacher collaboration (Malak, 2013). To make inclusive education work, peer support among teachers and staff is a central mechanism.

2.6. Disconnection Between Policy and Reality

A theme that was mentioned is several research which is the gap between policy and practice. It is the disconnect between the policies of inclusive education and what happens in the real classroom. Various studies reviewed this from the same perspective. Worldwide many countries have adopted progressive policies, laws, and global agreements. For instance, the Salamanca Framework and the UN Convention on the Rights of Persons with Disabilities, which calls for inclusion and support for students with disabilities.

2.6.1. Policy Implementation Challenges in Bangladeshi Context

Many researchers highlighted that implementing these policies often falls short, which creates a gap between the ideals and the reality. According to Ferdous et al. (2024), in Bangladesh, the 2010 education policy and later initiatives officially support inclusive education, and the constitution promises equal rights for students with disabilities. However, their research in secondary schools pointed out that just placing students with special needs in mainstream classrooms does not meet policy goals when the quality and support are lacking. They also highlighted that, in spite of government training programs, many teachers were still not prepared to teach inclusively in the classrooms. It also indicates that the training was either insufficient or not put into practice effectively. Similarly, schools admitted students with special needs, even when they lacked proper

physical facilities, it shows that open enrollment policies were not matched with the resources that are needed. Ferdous et al. (2024) hoped that their findings would “influence policies and policymakers to ensure quality, education and physical facilities in mainstream classrooms”, which indicates that current policies had not yet achieved the basic needs.

Another example from Bangladesh primary education sector was mentioned by Bushra et al. (2018). They mentioned that The National Education Policy 2010 aimed to train at least one teacher in every primary school on disability inclusive teaching. It is a well-intentioned and commendable policy. Nevertheless, at the time of their study, many teachers still lacked confidence and teacher training college curricula still did not cover inclusion adequately. Their research pointed to “no or low implications of the existing policy” in daily practice. In their Save the Children project, they found that policies looked good on paper, but many teachers and parents did not know about them or did not see the policies enforced. Parental attitudes were still a barrier as some parents of non-disabled children opposed the idea of inclusion while the parents of disabled children had low expectations. These portray that policy change must be accompanied by advocacy and a shift in mindset. It can require a law to mandate accessible curriculum, but if school leaders and teachers are not committed or do not know how to put it into practice, the purpose of it will not be achieved.

2.6.2. Policy Implementation Challenges Across the Globe

In more developed contexts, the mismatch of policy and practice in following special education laws and ensuring real quality are seen. According to Kurth et al. (2022) in the U.S, IEP teams must need to develop ambitious, measurable goals legally under the supreme court’s Endrew F. decision in 2017. Yet their study found many IEP goals were still vague, hard to measure or poorly aligned. Even with these kinds of strong laws, practice often falls short. IEPs usually meet minimal

compliance by getting the paperwork done but miss the significant standard of quality that policy intends. Swanson et al. (2017) highlighted that many schools failed to separate language needs from disabilities while the Individuals of Disabilities Education Act (IDEA) requires schools to do so. So even after inclusion is written in the policy, the reality is different. Teaching still involves outdated methods and insufficient support. Researchers also found that Saudi teacher training programs, partly covered, inclusive education skills (Alquraini and Rao, 2017). This is another clear gap between policy and practice in higher education.

2.6.3. Policy Implementation Through Follow-up

To breach the disconnect between policy and practices, researchers mentioned the need for stronger alignment between policy, teacher training and how they are executed in schools. Policies must come with clear guidelines, proper funding, and monitoring. According to Bushra et al., long-term reform of policies must be reviewed to see if they truly promote “learning for all” (2018). For instance, if a government launches an inclusive education program, there should be follow up to ensure that schools actually get the materials and that teachers attend meaningful workshops. It is necessary to issue a policy statement and ensure follow-up. Kahil and Pradia (2023) in the Philippines recommended creating “Guidelines for Special Education Teachers” so that brought policies can be translated into actionable practice. Their guidelines set standards for teacher qualifications, usage of IEP, differentiated instruction, collaboration, and a practical roadmap so that the teachers know what is expected, and how to achieve it. Without such direction, teachers might ignore or misunderstand the policies.

Another important aspect in the gap lies in attitude and mindset. Though inclusion policies stem from a human rights perspective, equality and acceptance, teachers and administrators might be doubtful or biased. Often this happens because of limited training or exposure. According to

Ferdous et al., some participants thought of inclusion as a way to reduce inequality on the other hand, some worried that students with disabilities would fall behind or face bullying (2024). These kinds of concerns can lead to implementation unless addressed. This is why it is very important to educate about the real benefits of inclusion to teachers, parents, and students. Carter et al. (2021) mention that when peers and teachers witness positive outcomes from strategies like peer support, their doubts fade, and an inclusive system develops. In short, practice is something that can validate policy. Early success can be created to help make the policies work in the classrooms when students with disabilities are going to make real progress in English with the right support.

2.7. Summary of the Literature Review

This literature reviewed a clear picture of the challenges in teaching English to the students with disabilities by pointing the ways of improvement. This chapter highlighted that many teachers lacked proper training in inclusive strategies and felt under confident, how the limitations of IEPs work as a barrier to implement proper strategies to teach, how the lack of resources and support are making it difficult for teachers, demonstrating how structured peer support system and enhance academic engagement and the disconnect between the policies and practice as the idea of inclusive education are not fully realized in classrooms due to the disconnect in implementation, monitoring and attitudes.

Chapter 3: Research Methodology

This chapter explains the methodology of the study to identify the difficulties teachers face when teaching English to students with disabilities in inclusive classrooms. It included the type of research, the participants and the setting of the study. It also described the research design and the tools used for data collection. Moreover, this chapter discussed the method of sampling, the interview process, and the techniques applied for analyzing the collected data. Finally, it highlighted the ethical considerations.

3.1. Nature of Research

This research employs a qualitative phenomenological research type as it explored the experience of the difficulties that teachers face in teaching students with disabilities. According to Creswell (2012), qualitative research is “exploring a problem and developing a detailed understanding of a central phenomenon” by gathering “data based on words from a small number of individuals so that the participants’ views are obtained” (p. 16). Qualitative research is nothing like quantitative research which mainly deals with numbers, variables, and statistical relationships, it is concerned with exploring the experiences and perspective of participants. Creswell & Poth (2018) described phenomenology as a qualitative research design that aims to find “the common meaning for several individuals of their lived experiences of a concept of phenomenon” (p. 75).

To explore the research topic, the challenges of teaching English to students with disabilities cannot be measured numerically. It requires exploring the complex realities of the lived experiences of teachers, their training, the resources that are available in the institution and socio-cultural context of inclusive classrooms. These issues are very concerning, and they go beyond what quantitative research or experiments can provide. Creswell (2012) also mentioned qualitative research to be more appropriate when the researchers intend to explore a problem because the

literature that is existing provides very limited information on the topic or the variables are unknown (p. 16).

Therefore, the decision of a qualitative design is intentional and purposeful. Inclusive English education for students with disabilities in Bangladesh is still an under-researched area with limited studies, exploring closely at teachers' experiences. Through qualitative research, the researcher gathered detailed and descriptive data that goes beyond surface level descriptions. This enabled the researcher to interpret teachers' voices and identify common themes across their experiences. This aligns with the view of Creswell where he mentioned that qualitative research is suitable when studying issues that need exploration, detailed description and interpretation.

Creswell (2018) mentioned that phenomenology highlights describing a concept or a phenomenon from several individuals lived experiences (p. 75). The researcher conducted phenomenological qualitative research considering a few aspects highlighted by Creswell (2012).

3.1.1. Exploratory Nature of the Study

According to Creswell & Poth (2018), qualitative research is convenient when “a problem or issue needs to be explored” (p. 46). The difficulty faced by teachers in teaching English to students with disabilities in Bangladesh needs more exploration. Though Bangladesh has policies on inclusive education, less research has explored the lived experiences of teachers trying to apply them in classrooms. Phenomenology is the appropriate approach to capture such for certain experiences.

3.1.2. The Complexity of Research Problem

Teaching English to students with disabilities involves multiple dimensions. For example, teacher training, IEP quality, lack of classroom resources, support mechanism and assessment practices. These issues are so complex to reduce to simple variables. They require holistic exploration

through the lived experiences of teachers. Phenomenological research allowed the researcher to deeply understand how these difficulties are experienced in a real classroom context.

3.1.3. Focus on Lived Experiences and Meaning Making

According to Chreswell & Poth (2018), phenological research focuses on uncovering the essence of shared experience among individuals (p. 121). Interviews with teachers created a channel to get insight into how they perceive, explain and handle the barriers in teaching English to students with disabilities. By analyzing these perspectives thematically, this research identified the shared meanings and challenges that shaped the phenomenon.

3.2. Methods of Data Collection

Creswell, 2012 highlighted that Qualitative data collection follows five steps, which are identifying participants and sites, gaining access, determining the types of data collection, developing data collection forms, and operating the process in an ethical manner. The current study followed this framework to employ interviews as the principal method of data collection.

3.2.1. Type of Interview

For interviews, the study followed a semi structured interview protocol. Creswell (2012) mentioned “an interview protocol is a form designed by the researcher that contains instructions for the process of the interview, the question to be asked, and space to take notes of responses from the interviewee (p. 225).

The interviews were conducted in person. According to Creswell, face-to-face interviews create value because they provide useful information when observing directly is not possible, permit participants to describe detailed personal experiences (p.218, 2012). The interviews lasted around 30 minutes depending on the availability of participants and how deep the conversation goes. For the transcription and data analysis notes were taken with the consents of the participants.

3.2.2. Instruments

The key instrument for collecting data in the study was a semi structured interview questionnaire. The researcher selected a semi structure format because it combines a set of guiding questions with the freedom to explore participants' answers in more depth. This flexibility was critical in working with teachers, as they brought up relevant issues connected to the research objectives. The protocol used open-ended questions that focus on the main themes drawn from the research questions: teacher training, available resources, effectiveness of inclusive practices, and peer support. Researchers "use them to clarify points or to have the interviewee expand on ideas" (Creswell, 2012, p. 221).

3.2.3. Sampling Method

This research used purposive sampling. Purpose sampling is a method in which "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2012, p. 206). Purposive sampling was suitable for this study as the goal is not to generalize findings to a larger population, to get detailed insights from participants who have direct experience with the phenomenon. The teachers were selected as they were responsible for teaching English to students with disabilities. Their experiences give the most meaningful insight into the research problem.

3.2.4. Sample Size

This study includes five teachers from one school in Bangladesh that provides education to students with disabilities. Creswell mentioned in 2012 that qualitative research usually involves small sample sizes as adding more participants can reduce the depth of understanding a researcher can provide (p. 209). For this study, five particles were suitable as it allowed for detailed interviews while keeping the data manageable for in-depth analysis.

3.2.5. Sample Information

The participants are experienced English teachers from a Bangladeshi school who teach students with disabilities. Some of them had formal training in inclusive education, while others did not. This diversity helps capture different perspectives on the challenges of inclusive English instruction. The sample was purposefully limited to one school so that the study remains focused, while it still highlights broader, systemic issues that resume across similar schools in Bangladesh.

Table: 1

Participant	Age	Years Teaching	Educational Background	Gender
Participant 1	38	14	B.A. from Jahangirnagar University, M.A. University of Dhaka	Female
Participant 2	34	9	Home Economics College, Azimpur	Female
Participant 3	39	10	MA from NSU	Female

Participant 4	37	10	National University (Master's), BUP (BSEd, MSEd ongoing)	Female
Participant 5	46	10	National University (Hons, Master's), BUP (BSEd, MSEd ongoing)	Female

3.3. Method of Data Analysis

Creswell (2012) mentioned that qualitative data analysis follows six steps, that includes “organizing the data, exploring and coding the database, describing findings and forming teams, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings” (p. 136). In this study, thematic analysis was applied.

3.3.1. Preparing and Organizing Data

The recorded data were organized, **No table of figures entries found.**and all the interviews were transcribed exactly as spoken. It is very important to maintain accuracy in the transcription. The data was clear and organized by converting the notes into data.

3.3.2. Initial Reading

The researcher reviewed the transcriptions several times to become more familiar with the data and identify initial impressions. Creswell (2012) recommends to, “explore the data to obtain a general sense of data” before starting formal coding (p. 243).

3.3.3. Coding

The transcriptions were broken down into meaningful units of text, and each section was given codes. Creswell (2012) mentioned coding is “a process is to make sense out of text data, divide into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse the codes into broad themes” (p. 243). The codes highlighted topics such as "absence of assistive tools", “training gaps in inclusion”, etc.

3.3.4. Developing Themes

Similar codes were organized together into larger categories or themes. Creswell (2012) highlighted that theme is “similar codes, aggregated together to form a major idea in the database” (p. 245). For instance, “Effects of limitations on Inclusive Teaching”, “Gap Between Policy and Practice.”

3.3.5. Implementation of the Themes

The themes were analyzed in relation to research questions and existing literature. Creswell (2012) mentioned that, in interpretation “The research steps back and forth some larger meaning about the phenomena based on personal views, comparisons with past studies, or both” (p. 257).

3.3.6. Validation

The researcher made sure that the findings and interpretations are accurate. Creswell (2012) suggested that the researcher needs to determine “the accuracy or credibility of the findings to strategies such as member checking or triangulation” (p. 259). Though this study has some

limitations, effects were ensured by thoroughly crosschecking themes with participants, actual words and maintaining transparency in the reporting process.

3.4. Ethical Considerations

This study prioritized informed consent, confidentiality, and respect for all participants by following Creswell's (2012) ethical guidelines for qualitative research (p. 230-232). Each participant was informed about the purpose of the research, their right to withdraw at any point and how their information will be used. To protect privacy, their identities were kept confidential by using 'participant 1, 2, 3, 4, 5' and all the notes were securely stored.

Chapter 4: Findings and Discussion

4.1. Introduction

This chapter includes the qualitative data that the researcher collected from the five teacher interviews conducted in a Bangladeshi school. The results from the data will also be discussed in response to the research questions.

4.2. Teacher Training, Gaps and Confidence in Inclusive English Teaching

One of the major themes came out from the interviews, which was the lack of proper training for teachers to manage ability, inclusive English instruction. Though most of the teachers had formal degrees like BSEd or MSEd, they acknowledged that their training was mostly theoretical and rarely prepared them for the real-life challenges of inclusive classrooms.

When the teachers were asked if they got proper training, participant 4 said, “I did not get enough specific training on inclusive education for students with disabilities for the English language.”

This acceptance highlights a broad issue in Bangladesh’s teacher training system where inclusion is not a key oriented practice but often a general topic. Another participant mentioned that though the National Education Policy 2010 aims to train at least one teacher from each primary school in disability inclusive psychology, in reality, the policy is not practiced properly. The interest and commitment to maintaining the policy remain low. Participant 4 said, “The scenario is not as it should be. There is a lack of interest.”

This finding aligns with Bushra et al. (2018), where they mentioned that many Bangladeshi teachers felt less confident and motivated to include students with disabilities because the training they got before and during their service was inadequate. Participant 2 mentioned that she had a small workshop a few years back on inclusive education where they showed slides of special

children and told them to treat them kindly. But there were no instructions on practical strategies. Similarly, Alquraini and Shila (2018) mentioned that in Saudi Arabia teachers only had a basic understanding of Universal Design for Learning (UDL). In both cases, teachers shared a need for professional development that goes beyond theory to hands-on inclusive strategies.

Participant 1 mentioned that she never had training on sign language, Braille or how to adopt English lessons for students with special needs. This portrays that Bangladesh's teacher education curriculum does not give proper attention to a disability inclusive approach. This aligns with the research of Munir and Islam (2005), where they mentioned that the pre-service curriculum lacks the materials related to inclusive education. In the research of Bushra et al. (2018), it was reported that Bangladeshi teachers felt "less confident and motivated" to include students with disabilities in their teaching. In this study, the researcher found that not a single interviewee had received proper formal training in special education techniques to teach English language.

The participants also mentioned that despite the limitations, teachers make efforts to adapt lessons. Participant 4 said, "I feel somewhat confident, but sometimes I face challenges due to the lack of proper resources." Participant 2 said, "I often hesitate to ask questions to students with hearing or intellectual difficulty because I am unsure how to adapt my questions if they don't understand. So I stick to easier tasks." This shows that teachers want to take responsibility for inclusion, but the lack of institutional support stops them from fulfilling it. Moreover, this indicates that teacher confidence is conditional. Many teachers are willing and partially capable, but their lack of training and resources weakens their confidence. From a phenomenological perspective, the "lived experience" of confidence is fragile and shaped by both individual skill and systemic support. This aligns with the finding of Ferdous et al. (2024) where they mention that without proper preparation

and resources, teachers often feel overburdened and unprepared, which leads to inconsistent teaching outcomes.

To conclude, from the interviews, the researcher found training gaps at multiple levels. For instance, pre-service training, insufficient in-service workshops, lack of specialized training for English language, inclusion, and limited exposure to practical strategies. And the interviewees linked the training gaps with the challenges in language teaching.

4.3. Challenges in Resources and Support System

The second prominent theme of this research explored the resource related challenges in teaching English in inclusive classrooms. All the participants highlighted the shortage of resources as one of the biggest obstacles to teaching students with disabilities.

Participants mentioned the shortages of instructional materials, absence of assistive technologies like Braille books, audiobooks, screen readers, and physical accommodations. Participant 4 mentioned, “We have posters, digital classrooms, but unfortunately, we do not have Braille books, audiobooks or screen readers.”

Although some infrastructural arrangements existed, for instance ramps, these were uneven and insufficient. Participant 4 also shared, “There is a ramp for students with physical disabilities, but not all classrooms are equally accessible. The sound system is also very limited.” This is similar to the findings of Ferdous et al. (2024), where they found that though inclusive education was encouraged in Bangladesh, schools often lacked the necessary, physical and learning resources. They found “unsettling findings regarding the provision of quality, education and physical facilities for inclusive classrooms.” A similar finding of this was highlighted by Akçin (2020), where most of the Turkish special education teachers highlighted the lack of variety in the materials for instructions and the limitation of space for individualized assessments.

The participants highlighted that resource gaps evidently affect pedagogical consequences. Participant 4 said, “Once a visually impaired student couldn’t participate in a picture-based activity because there were no Braille materials. The student had to sit quietly instead of engaging in the task.” This statement highlights how the absence of resources has a direct effect on students as it excludes students from participating in classrooms. And this contradicts the very principle of inclusive education. Bushra et al. (2014) in a similar manner highlighted that even if students with disabilities are present in classrooms, without resources they struggle to engage with the curriculum. Their research also observed that mainstream Bangladeshi schools seldom offer speech, therapy, materials, learning aids, or adaptive teaching technologies, which makes English learning even more challenging. English is a second language in Bangladesh, participant 1 highlighted that the shortage of resources made it very high for them to teach different subjects. She stated, “Once I was trying to teach a visual, impaired child, but we had no Braille books. So, I tried to teach him English words, but as he couldn’t see the letters, it felt impossible to me.” This highlights that not only do they lack resources, but they also lack audio resources. Participant 2 mentioned, “We do not have flashcards, English audiobooks, pictures, dictionaries, or other simplified English materials, which makes learning slow for visually impaired students.”

Teachers also confirmed that there is an absence of a resource room or enough support staff. Participant 3 mentioned, “No, we do not have a resource room or enough staff to support students with disabilities.” Without a resource room or specialized staff, teachers need to handle all the students on their own, which makes it hard for them to teach effectively. Participant 3 highlighted that the absence of shadow teachers makes it very difficult for them to take classes. She said, “if the shadow teacher is absent, it is very difficult to take classes.” Their statements align with the

findings of Akçin's (2022) study where teachers identified inadequate materials and the absence of support staff were serious challenges in creating the Individualized Education Program (IEPs). To conclude, this highlights that the shortage of material and human resources directly excludes students from classroom participation, which contradicts the very principle of inclusive education. According to Bushra et al., even if the students with disabilities are present in the classrooms, the lack of resources makes students struggle to engage with the curriculum (2018). Teachers try to recommence through their creativity and goodwill but as one of them said, "I tried to do as much as I can with what I have but it's like building a house on sand." Without proper execution of materials, technology and infrastructure, inclusive education remains unaccomplished.

4.4. Effects of Limitations on Inclusive Teaching

The impact of training and resource limitations on inclusive education is another theme of this study. These limitations create an impact on actual classroom practices. Teachers expressed the shortages of resources and staff make improvisation in their lesson plans and simplify activities which reduces the richness of instructions.

When the researcher asked the interviewees if the absence of classroom eight or special education influenced their lesson plan in English teaching, participant 4 replied, "Yes, it does. I often need to adjust my lesson plan, simplify the activities to make it easier for them and give extra time to some students." Participant 3 highlighted their dependency in inclusive education on shadow teachers, as she mentioned that when the shadow teacher is absent, it becomes very difficult to take classes. This dependency portrays how dependency creates instability and the limitation of resources affect both students and teachers in their instructional design. Without the usage of proper technologies or staff, teachers face a dilemma whether they should exclude students with specific disabilities from certain activities or dilute the lesson for everyone. Participant 5

highlighted, “When I start my English lesson, I always have a shadow teacher bring a student’s workbook to me and another copy notes for the students who didn’t understand. I arrange students in small groups, so peers can assist each other, but as I can’t check on everyone, some just sit quietly without participating.” These findings are similar to the findings of Kurth et al. (2022), they mentioned that when individualized (IEPs) plans are vague or nonexistent, the quality falls short and teachers struggle to implement instruction. This indicates a pragmatic adoption rather than a systematic inclusive strategy. The experiences of the interviewees confirm that systematic issues slow down into classrooms, where teachers must continue improvising. Participant 3 mentioned, “I often try to use oral tests more instead of reading for those who struggle, but it becomes very difficult for me to handle many students, so I end up giving them the same work as others.” This results in less engagement for students with disabilities. Teachers described the visible sign of withdrawal. Participant 1 shared, “When I introduce new English words, the student who has hearing issues tries to read lips but a lot of times they fail to do so, which breaks their confidence.” Researchers highlighted that without proper support, inclusive settings tend the whole class, teacher centered methods like blackboard teaching can exclude special needs students (Ferdous et al., 2024). Participant 3 said, “My English class is mostly coping. In my class when I ask questions randomly and a child with a learning disability doesn’t get it, I move on to the next topic and maybe let someone else explain after class. I’m not proud of doing this, but it becomes very hard for me to make them understand one by one.” This aligns with the findings of Bushra et al. (2018), where it was highlighted that though the children with disabilities are enthusiastic, they are often held back by inaccessible teaching methods. The experiences of the teachers from the interview match with Ferdous et al. (2024), where a lack of resources and poor classroom conditions negatively influence both preparation and motivation is highlighted. Some of the

teachers also mentioned that behavioral issues are not something that is neglectable. Participant 2 said, “Sometimes students with disabilities get bored or anxious and start talking or scribbling notes and when I say something to them, they become fearful which upsets me, as it is my responsibility to keep the class disciplined.” These statements show a clear dilemma faced by teachers as they fail to balance classroom management with inclusive support. In the findings of Sarker (2025), it was highlighted that it is very common for children with disabilities to experience negative school interactions, such as exclusion or bullying which harm engagement. While conducting this research, the researcher found from many interviews that many teachers feel guilt or helplessness when they realize that they have very little time to individually encourage students with disabilities. Participant 1 mentioned, “I know we should give these children extra attention. But we do have other duties as well and when I can’t give every child extra attention they withdraw or act out.”

From our logical viewpoint, these limitations appear as daily struggles as the teachers want to include our students but feel handicapped by the gaps in systems. Creswell (2012) also highlighted in the study that lived accounts capture the true essence of a phenomenon, in this case, the frustration teachers feel while navigating inclusive English classrooms without enough support.

4.5. Peer Support in Inclusive Teaching

For this study, the fourth theme is peer support in inclusive teaching. From the interviews, the researcher found that most of the teachers did not get any training on the implementation of peer support among themselves or the students.

Peer support can be among teacher to teacher and student students. Participant 1 highlighted by saying, “In time, I, along with my colleagues, discuss student growth, their needs and try to find the best way to handle diverse students according to their needs.” Participant 2 said, “As we get

less time to discuss by ourselves, we can't share our viewpoints of all students which hold us back from finding the best strategies to handle students with disabilities. In this case each of us try different ways to handle the same students." These statements conflict with the findings of Carter et al. (2021), where it was highlighted that collaborative arrangement not only improved teaching practices, but it also improves student outcomes. Working collaboratively helps teachers' professional growth, as well as strengthens their capability to build inclusive classrooms effective for students with disabilities. Participant 4 said, "We do not get enough time to work together and share each other's thoughts about a specific child." This portrays that they do not receive the needed peer support to make inclusive teaching more effective.

Many participants talked about student students to students' peer support. Participant 4 said, "I use visual aids, group work, peer support, and simplify the language of the lessons." When the researcher asked the interviewee if they had used peer support strategies to help the students in English classes, Participant 5 replied, "They never arranged any collaborative arrangements or supported their colleagues by sharing materials." Participant 4 said, "I encourage group activities, where peers help students with disabilities. Sometimes I also pair stronger students with those who need more support." This statement shows that when she was asked the question, she replied in one word and answered from a different perspective of peer support. This is similar to Carter et al. (2021), where it was highlighted that structured peer support programs can greatly improve engagement for students with different disabilities. However, most of the teachers admitted that peer support depends on students' willingness to help. Participant 4 mentioned, "Sometimes students aren't equally motivated to help. They get distracted by their own work, so your support doesn't always work smoothly." This statement highlights the lack of cooperative learning. Studies across the globe show that when peers are guided and teachers actively monitor interactions,

academic and social outcomes improve for everyone (Carter et al., 2016). The participants were asked if they had any training on the implementation of structured period support and most of them replied that they did not receive training on collaborative arrangements, but some replied that part of their training was peer support among students.

To conclude, it can be said that peer support still remains informal in Bangladeshi context. It relies more on teachers' initiative rather than institutional programs.

4.6. Understanding and Implementation of UDL

The understanding of Universal Design for Learning (UDL) was not clear to most of the participants, which shows the negligence of the authority. But some of them mentioned using UDL in their classroom.

In the interview the teachers were asked if they are familiar with the concept of Universal Design For Learning and participant 4 of them replied, "Yes, I know about UDL and I also give students different ways to participate and express their learning." Participant 5 mentioned that she uses multiple means of engagement, multiple means of representation, and multiple means of action and expression. She added, "I use local stories, songs, rhymes, and daily life examples. I provide choices in classroom tasks for instance, writing paragraphs, or drawing with small captions." She also mentioned that she uses visual aids like audio, video support, and written transcripts. Participant 4 said, "I try to respond in different formats, for instance, writing, conversation, role-play, poster, and oral answer so that the students don't get bored." When participant 1 was asked if she is familiar with the concept of UDL, she replied, "No, I am not familiar." Participants 2 and 3 also had similar responses. As most of the participants were not introduced to the concept of UDL, it can be said that, regardless of their experience, their knowledge was limited. This is similar to the findings of Almutairi and Alsawayl (2023), where it was highlighted that regardless of their

experience, Saudi teachers' knowledge of UDL was moderate. The findings of this research are alliance with this case as teachers often rely on their instance and use multiple strategies like visual aids or simplification, formal training on UDL remains absent.

4.7. Gap Between Policy and Practice

From the findings of this study, it is evident that there is a clear gap in policy practice. Most of them mentioned that they do not follow the National Education Policy (NEP) in their institution. Some of them are also unaware of the policy.

The National Education Policy 2010 aimed to train at least one teacher in each primary school, but in the findings, teachers reported a “lack of interest of the authority”. So, the promised disability-inclusive pedagogy is not practiced in their school. This resonates with the findings of Ferdous et al. (2024), where it was observed that while Bangladesh's policies promote inclusion, implementation falls short because of limited resources, weak monitoring and low teacher preparedness. One of the interviewees said, “the lack of skilled teachers, arrangements, positive mindset and collaboration makes it hard to maintain inclusive instructional practices.” This is also similar to Creswell's notion of uncovering hidden gaps between policy and practice, which may not be reflected in official reports (2012). Teachers' experiences make it visible that policies alone cannot ensure inclusion. Without strong structural support, teachers feel isolated and overburdened.

This chapter has presented the findings from the interviews and discussed the findings of the study from the lived experiences of five English teachers from a Bangladeshi school. The finding reveals that inclusive English education in Bangladesh is surrounded by structural and pedagogical barriers, which makes it very hard for the teachers to teach students with disabilities. Teachers have consistently reported the inadequate training, the shortages of resources, continuous

adjustment in lessons, dependency on shadow teachers, limited peer support effectiveness, and the gap between policy and practice. In spite of these challenges, their statements indicate their resilience and creativity as they try to simplify language, use visual aids, and use group work to support students the best they could.

The findings portray that in Bangladesh inclusive English education is not fully realized, it remains as a goal. Not following proper instructions or strategies, teachers struggle to resonate with the students. Progress is much needed, and the system must be aware of investing in teacher training, better resources, structured peer support and practical UDL implementation. Without implementing these, teachers' experiences will continue to be frustrating and rely on improvisation instead of feeling confident and supported in implementing inclusion.

4.8. Summary of the Findings

This research to understand the lived experiences that teachers face while teaching English to students with disabilities in a Bangladeshi school. For this study, the researcher took five in-depth interviews and a clear picture emerged. The teachers are dedicated to inclusion and work hard every day to support diverse learners, but structural and pedagogical barriers limit the possibility in practice. The findings are centered on six interlinked themes, which are teacher preparation, the availability of resources, classroom practices and engagement, peer support, the understanding of UDL and the gap between policy and classroom practice. Each of the themes are shaping and shaped by the others. Firstly, In Bangladesh, teacher preparation and training in inclusive pedagogy for English language instruction is very insufficient. Despite having formal qualifications such as BSEd or MSEd, participants reported that their training was mostly theoretical and there was little exposure to disability specific strategies. None of the participants mentioned receiving proper training in areas such as sign language, Braille literacy, or adopting

English lessons for students with visual, hearing or cognitive impairments. Also, some of the participants found it hard to understand some of the questions of the interview, which gave clear indication that they lack proper training. Secondly, one of the major obstacles that the researcher found in the participants, the lack of material and human resource shortages. Teachers highlighted minimal access to assistive technologies and materials. For example, Braille books, audiobooks, flashcards or adaptive digital tools were not available. Moreover, physical accessibility is also uneven, for instance they have only one ramp, limited sound system, and the absence of a resource room. Human support was also less as the school lacked trained aids, special educators, or shadow teachers. Most of the time teachers manage large, mixed ability classes on their own, which results in exhaustion as well as reduced effectiveness. This was not just a small inconvenience, students were left out completely from participating in English tasks, the example of a child who had poor sight, could not take part in a picture-based activity. So, a lack of resources works as a gatekeeper, as it determines who can participate and who cannot. Thirdly, the effect of the lack of training and limitations of resources directly affects classroom practice and student engagement. Teachers often improvised lessons to adjust accordingly, reducing activities to keep the class manageable. The changes in lessons can be helpful and pragmatic. But most of the time only the teacher talked to the whole class, which left some students behind. Teacher centered classrooms made some learners passive, as the teachers noticed visible withdrawal. For instance, students avoid answering questions, lose confidence or misbehave because of frustration. This results in a huge gap as students with disabilities rarely progress. The result is not because of a lack of effort from teachers or students, it is because they do not get the support they need. Moreover, peer support among colleagues, as well as among students, is effective, but in informal strategy. Teachers mentioned sharing strategies with colleagues to make English learning more effective, as it reduces workload.

But it is not a well-planned strategy, as they do not get enough time to discuss. Some of the teachers highlighted that they try to encourage group work, as they can pair different students together, which helps the students who need assistance in that particular lesson. This promotes social inclusion, but they mention that it is not systemically structured or monitored. Teachers highlighted that peer support can be powerful in teaching students with disabilities if guided, trained and monitored, but in the current situation, they lack systematic support. Furthermore, From the interviews, the researcher found that few teachers were familiar with the Universal Design for Learning (UDL). The awareness and application of UDL were uneven. Some of the teachers mentioned using multiple means of representation and expression methods for instance songs, visuals, storytelling. Most of the participants were unfamiliar with UDL as a framework and mentioned the lack of tools to reinforce it in lesson planning and assessment. Lastly, teachers highlighted the gap between policy and practice. From the interviews, the researcher found that the National Education Policy (2010) ensures inclusive pedagogy, most of the participants mentioned that the institution does not follow the Policy. Some of them mentioned the implementation of the policy, low follow ups and limited accountability. This disconnects between policy and practice leads teachers to carry the moral and practical burden of inclusion. Teachers' voices express the feelings of isolation and overwork, which gives a clear indication that the system assigned is not being implemented properly.

Chapter 7: Conclusion

This chapter will present the overall conclusion of the study and the scope of further research. This research examined the challenges English teachers face in teaching students with disabilities in Bangladesh. This study used a qualitative, phenomenological design, data were collected from five teachers from a Bangladeshi school through semi structured interviews. The findings reflected, not only teachers' dedication and empathy, but also exposed the systemic, institutional, and pedagogical barriers that make inclusive English education difficult to effectively implement.

7.1. Recommendation

Based on the findings and discussion of the study, to improve the effectiveness of inclusive English education for students with disabilities in Bangladesh several recommendations can be made to reach the targeted goal.

Firstly, teacher education curricula, for instance BSEd, MEd and English Language Teaching programs should include courses on inclusive education compulsory with focusing on English language instruction for various learners. Courses like this should cover the basics of sign language, Braille literacy, and strategies to teach special needs children. Continuous in-service training should be provided.

Moreover, the authorities should ensure that schools have access to assistive technologies and adaptive materials. Schools should receive sufficient supplies of Braille Books, audiobooks, screen readers as well as assistive technologies, like caption videos, speech to text tools and visual learning software should be included in the classrooms. Schools should establish resource rooms that will have learning aids, materials, and digital tools. Schools should also upgrade their infrastructure to enhance physical accessibility. Ramps, elevators, ergonomic furniture and acoustically friendly classrooms should be mandatory in a school.

In addition, institutions should include formal peer support programs, both for students and the teachers. Collaborative programs for teachers should be included so that they can share each other's experience, strategies, coordination of IEPs and collective reflection on the challenges they face in the classroom.

Furthermore, The National Education Policy 2010 targeted training, at least one teacher from each school in disability, inclusive pedagogy and it should be revisited, funded, and monitored frequently. National guidelines should be developed by the Ministry of Education to prepare step-by-step guidelines for inclusive English teaching.

Besides, teachers should also get psychological and professional support as working in inclusive settings can be stressful. Teachers often feel over stressed and guilty due to systematic barriers. In cases like this, creating safe spaces for discussion, counseling and recognition of teachers' efforts can be helpful for the well-being of them.

Universal Design for Learning (UDL) should be introduced in schools and institutionalized the training by introducing short certification programs on the principles of UDL. Teachers should be encouraged to offer multiple means of engagement, representation and expression in lessons, for instance songs, stories and pictures to help according to the needs of the students.

7.2. Limitations and Further Studies

Although this study provides significant qualitative insights into the challenges of teaching English to the students with disabilities in Bangladeshi classrooms, several limitations must be acknowledged which opens several aspects for further investigation.

Firstly, as only five teachers from a single school in Bangladesh were interviewed, this allowed for in-depth phenomenological exploration of each participant's experiences, but it limited the generalizability of the findings. Future studies can include a larger and diverse sample of teachers

from different regions across Bangladesh. Experience between government and private institutions can be compared, which would help to disclose how the context of different institutions can shape English language teaching for students with disabilities.

Secondly, as this study only focused on the voice of teachers, the perspective of students, parents, administrators, and policymakers could be included in future research. By including these stakeholders, a broader understanding of the functions of inclusion in real classrooms can be identified.

Moreover, because of institutional restrictions and ethical consideration, the researcher was unable to conduct classroom observation. For this reason, the researcher could not verify if the teachers' perspective matched with the real classroom environment like teacher student interactions or teaching methods. Future research might incorporate classroom observations, case studies or ethnographic methods to understand real life, teaching environments, student engagement, and interactional patterns of the teachers and students. By doing these researchers would be able to analyze how teachers practically apply the strategies of UDL and other methods of English teaching.

In addition, the findings of this research specifically focused on the current educational policy and context of Bangladesh in 2025 within the National Education Policy 2010 framework. Certain findings might change due to educational evolution and assistive technologies. As this study is of a short period of time, it should be interpreted within the temporal boundaries of the context.

Furthermore, as this research was based on a qualitative approach, future studies could use quantitative or mixed methods to get deeper understanding. Surveys would help to measure the extent of particular challenges, levels of teachers, preparations, or their attitudes toward inclusion.

7.4. Concluding Remarks

To conclude, the findings of this study give a clear insight of teachers' willingness to teach students with disabilities, but this also portrays that the system is a barrier in teaching these students. The vision of inclusive English education in Bangladesh will be realized only when the policies and practices alliance and stakeholders resonate together to build a system that can truly implement equity and inclusion.

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Appendix 1

IQ-RQ Mapping

Table: 2

Interview Questions	Background information	RQ 1	RQ 2	RQ 3	RQ 4	RQ 5
How are you doing? May I know your age?	X					
How many years have you been teaching, and where do you teach?	X					
Where did you study?	X					
Is there any other institution where you had taught earlier?	X					
Did you receive any training to teach students with disabilities?		X				
Was your training specifically focused on English language instruction?		X				
The National Education Policy 2010 aimed to train at least one teacher in each primary school on disability-inclusive pedagogy. What is the scenario of your school considering this perspective?		X				

Do you feel confident in adapting English lessons for students with disabilities?		X				
What kind of inclusive teaching strategies do you use in your classroom?		X				
What kind of professional development would help you to support students with disabilities in a better way in English teaching		X				
What do you think are the biggest gaps in the current training system for English teachers working in inclusive settings?		X				
Does your classroom have access to teaching aids or assistive technologies? (e.g.: Braille Books, audiobooks, screen readers)			X			
How accessible are the physical			X			

spaces in your school? (e.g.: ramps, sound systems, flexible seating)						
Is there any resource room or support staff to assist in English language inclusion for students with disabilities?			X			
Does the absence of classroom aids or special education influence your lesson plan in teaching English			X			
What kind of support would make your English teaching more inclusive? (Human or Material)			X			
How does the shortage of resources affect your teaching? (Material, staff, infrastructure)				X		

How do students with disabilities respond to lessons when resources are limited?				X		
Can you share your experience when a lack of support made it difficult for a student with a disability to participate in an English activity?				X		
Have you used peer support strategies to help the students in English classes? (Group work)					X	
Have you received any training on the implementation of structured peer supported inclusive classrooms?					X	
Do you see any barriers using					X	

peer support in your school's English classes?						
Are you familiar with the concept of universal design for learning (UDL)? If yes, how do you apply the principles in your English classroom?						X

Appendix 2

Transcription

Interview 1

1. **Researcher:** How are you doing? May I know your age?
2. **Participant 1:** Well, I am 38 years old.
3. **Researcher:** How many years have you been teaching, and where do you teach?
4. **Participant 1:** I have been teaching for 14 years. I work for Prottoy Inclusive English Medium School.
5. **Researcher:** Where did you study?
6. **Participant 1:** I have studied in Jahangirnagar University and have a second M.A. from IER, DU.
7. **Researcher:** Is there any other institution where you had taught earlier?
8. **Participant 1:** Yes, I have worked in BISC, Mohakhali and Western College, Dhaka.
9. **Researcher:** Was your training specifically focused on English language and instruction?
10. **Participant 1:** Yes. But I never had training on sign language, Braille or how to adopt English lessons for students with disabilities.
11. **Researcher:** The national education policy 2010 aimed

to train at least one teacher in each primary school on disability inclusive pedagogy. What is the scenario of your school considering this perspective?

12. **Participant 1:** In our institution, it is a must to have a BEd.

13. **Researcher:** Do you feel confident in adapting English lessons for students with disabilities?

14. **Participant 1:** Yes, I do.

15. **Researcher:** What kind of inclusive teaching strategies do you use in your classroom?

16. **Participant 1:** Well, there are multiple. We set the students chairs accordingly, create pairs with a regular student, break down the lesson into small parts, if required, we provide shadow teachers.

17. **Researcher:** What kind of professional development would help you to support a student with disabilities in a better way in English teaching?

18. **Participant 1:** BEd is a wonderful course, designed aiming at all types of students. So, if some one has a MED in English that would be the best.

19. **Researcher:** What do you think are the biggest gaps in the current training system for English teachers working in inclusive settings?

20. **Participant 1:** Trainings are mostly theoritical,

although based on research but an inclusive setting is quite unpredictable where you have to keep each student in consideration. So, all the techniques taught in training do not work in classroom. For example, trainings teach us to sooth a hyper student, but It does not say what to do with rest of the students at that time. They are kids, too!

21. **Researcher:** Are you familiar with the concept of Universal Design for Learning (UDL)? If yes, how do you apply the principles in your English classroom?
22. **Participant 1:** No, I am not familiar.
23. **Researcher:** Does your classroom have access to training aids or assistive tech technologies? (e.g: braille books, audiobooks, screen readers)
24. **Participant 1:** Yes
25. **Researcher:** How accessible are the physical spaces in your school? (e.g: ramps, sound systems, flexible seating)
26. **Participant 1:** We have all others other than ramp.
27. **Researcher:** Is there any resource room or support staff to assist in English language inclusion for students with disabilities?
28. **Participant 1:** No, we do not have.
29. **Researcher:** Does the absence of classroom aid or special education influence your lesson plan in English teaching?

30. **Participant 1:** Certainly
31. **Researcher:** What kind of support would make your English teaching more inclusive? (human or material)
32. **Participant 1:** Material, to some extent.
33. **Researcher:** Is there a shortage of resources? If yes, how does it affect your teaching? (Material, staff, infrastructure)
34. **Participant 1:** Yes, when I introduce new English words, the student who has hearing issues tries to read lips but a lot of times they fail to do so, which breaks students' confidence.
35. **Researcher:** Can you share your experience when a lack of support made it difficult for a student with a disability to participate in English activity?
36. **Participant 1:** Once I was trying to teach a visual, impaired child, but we had no Braille books. So I tried to teach him English words, but as he couldn't see the letters, it felt impossible to me. There is another difficulty that I faced. I know we should give these children extra attention. But we do have other duties as well and when I can't give every child extra attention they withdraw or act out.
37. **Researcher:** Have you used peer support strategies to help the students in English classes? (Teacher to teacher

support, sharing materials/ collaborative arrangements)

38. **Participant 1:** Yes. In time, I, along with my colleagues, discuss student growth, their needs and try to find the best way to handle diverse students according to their needs.

39. **Researcher:** Have you received any training on the implementation of structured peer support, inclusive classrooms?

40. **Participant 1:** Yes

41. **Researcher:** Do you see any barriers using peer support in your school's English classes?

42. **Participant 1:** No

Interview 2

43. **Researcher:** How are you doing? May I know your age?
44. **Participant 2:** Well, 34 years
45. **Researcher:** How many years have you been teaching, and where do you teach?
46. **Participant 2:** for 9 years, at present - Prottoy Inclusive English Medium School
47. **Researcher:** Where did you study?
48. **Participant 2:** Home Economics College, Azimpur
49. **Researcher:** Is there any other institution where you had taught earlier?
50. **Participant 2:** Cosmo School, Mirpur
51. **Researcher:** Was your training specifically focused on English language and instruction?
52. **Participant 2:** Not really. But a few years back, I attended a small workshop on inclusive education where they just showed us slides of special children and told us to treat them kindly.
53. **Researcher:** The national education policy 2010 aimed to train at least one teacher in each primary school on disability inclusive pedagogy. What is the scenario of your school considering this perspective?

54. **Participant 2:** Our school doesn't follow national curriculum. Although maximum of our teacher has BSEd degree.
55. **Researcher:** Do you feel confident in adapting English lessons for students with disabilities?
56. **Participant 2:** I often hesitate to ask questions to students with hearing or intellectual difficulty because I am unsure how to adapt my questions if they don't understand. So I stick to easier tasks.
57. **Researcher:** What kind of inclusive teaching strategies do you use in your classroom?
58. **Participant 2:** Activity based teaching
59. **Researcher:** What kind of professional development would help you to support a student with disabilities in a better way in English teaching?
60. **Participant 2:** BSEd & MEd course
61. **Researcher:** What do you think are the biggest gaps in the current training system for English teachers working in inclusive settings?
62. **Participant 2:** I think in an inclusive system it is not about English language teaching. The matter of fact is the whole teaching system.
63. **Researcher:** Are you familiar with the concept of Universal Design for Learning (UDL)? If yes, how do you

apply the principles in your English classroom?

64. **Participant 2:** No

65. **Researcher:** Does your classroom have access to training aids or assistive tech technologies? (e.g: braille books, audiobooks, screen readers)

66. **Participant 2:** Yes

67. **Researcher:** How accessible are the physical spaces in your school? (e.g: ramps, sound systems, flexible seating)

68. **Participant 2:** We follow flexible sitting arrangement along with suitable class environment.

69. **Researcher:** Is there any resource room or support staff to assist in English language inclusion for students with disabilities?

70. **Participant 2:** Teachers themselves give support the students who needs it.

71. **Researcher:** Does the absence of classroom aid or special education influence your lesson plan in English teaching?

72. **Participant 2:** Yes.

73. **Researcher:** What kind of support would make your English teaching more inclusive? (human or material)

74. **Participant 2:** material

75. **Researcher:** Is there a shortage of resources? If yes, how does it affect your teaching? (Material, staff,

infrastructure)

76. **Participant 2:** We do not have flashcards, English audiobooks, pictures, dictionaries, or other simplified English materials, which makes learning slow for visually impaired students
77. **Researcher:** Can you share your experience when a lack of support made it difficult for a student with a disability to participate in English activity?
78. **Participant 2:** Yes, Sometimes students with disabilities get bored or anxious and start talking or scribbling notes and when I say something to them, they become fearful which upsets me, as it is my responsibility to keep the class disciplined.
79. **Researcher:** Have you used peer support strategies to help the students in English classes? (Teacher to teacher support, sharing materials/ collaborative arrangements)
80. **Participant 2:** Yes
81. **Researcher:** Have you received any training on the implementation of structured peer support, inclusive classrooms?
82. **Participant 2:** Yes. As we get less time to discuss by ourselves, we can't share our viewpoints of all students which hold us back from finding the best strategies to handle students with disabilities. In this case each of us

try different ways to handle the same students

83. **Researcher:** Do you see any barriers using peer support
in your school's English classes?

84. **Participant 2:** No

Interview 3

85. **Researcher:** How are you doing? May I know your age?
86. **Participant 3:** I'm great. 39 years old.
87. **Researcher:** How many years have you been teaching, and where do you teach?
88. **Participant 3:** Almost 10 years, in school.
89. **Researcher:** Where did you study?
90. **Participant 3:** My school was Agroni. Finally did my MA from NSU.
91. **Researcher:** Is there any other institution where you had taught earlier?
92. **Participant 3:** yes.
93. **Researcher:** Was your training specifically focused on English language and instruction?
94. **Participant 3:** Yes. I did.
95. **Researcher:** The national education policy 2010 aimed to train at least one teacher in each primary school on disability inclusive pedagogy. What is the scenario of your school considering this perspective?
96. **Participant 3:** My school doesn't follow national curriculum.
97. **Researcher:** Do you feel confident in adapting English

lessons for students with disabilities?

98. **Participant 3:** I do mostly.

99. **Researcher:** What kind of inclusive teaching strategies do you use in your classroom?

100. **Participant 3:** Shadow teachers, visual aids, and so on.

101. **Researcher:** What kind of professional development would help you to support a student with disabilities in a better way in English teaching?

102. **Participant 3:** I guess BEd helped me.

103. **Researcher:** What do you think are the biggest gaps in the current training system for English teachers working in inclusive settings?

104. **Participant 3:** I didn't think about that. may be we don't focus much on younger learners.

105. **Researcher:** Are you familiar with the concept of Universal Design for Learning (UDL)? If yes, how do you apply the principles in your English classroom?

106. **Participant 3:** I try to conduct student-oriented classroom.

107. **Researcher:** Does your classroom have access to training aids or assistive tech technologies? (e.g: braille books, audiobooks, screen readers)

108. **Participant 3:** yes we have.

109. **Researcher:** How accessible are the physical spaces in your school? (e.g: ramps, sound systems, flexible seating)
110. **Participant 3:** We don't have ramps but have sound systems and flexible seating.
111. **Researcher:** Is there any resource room or support staff to assist in English language inclusion for students with disabilities?
112. **Participant 3:** No, we do not have a resource room or enough staff to support students with disabilities.
113. **Researcher:** Does the absence of classroom aid or special education influence your lesson plan in English teaching?
114. **Participant 3:** It does, I often try to use oral tests more instead of reading for those who struggle, but it becomes very difficult for me to handle many students so I end up giving them the same work as others.
115. **Researcher:** What kind of support would make your English teaching more inclusive? (human or material)
116. **Participant 3:** I believe its human, who makes the best use of materials. And I feel this way because, my English class is mostly coping. In my class when I ask questions randomly and a child with a learning disability doesn't get it, I move on to the next topic and maybe let someone else explain after class. I'm not proud of doing this, but it

becomes very hard for me to make them understand one by one.

117. **Researcher:** Is there a shortage of resources? If yes, how does it affect your teaching? (Material, staff, infrastructure)

118. **Participant 3:** Apparently we are affluent. it would be helpful if we get more attendants to help us.

119. **Researcher:** Can you share your experience when a lack of support made it difficult for a student with a disability to participate in English activity?

120. **Participant 3:** Sometimes students with special needs need shadow teacher. specially ADHD. If the shadow teacher is absent, then its going to be very difficult to take classes. ADHD baby needs extra attention. I sometime one-to-one attention. then its difficult If I concentrate on that particular student then others don't get proper attention. Thats one experience I can share.

121. **Researcher:** Have you used peer support strategies to help the students in English classes? (Teacher to teacher support, sharing materials/ collaborative arrangements)

122. **Participant 3:** Very often.

123. **Researcher:** Have you received any training on the implementation of structured peer support, inclusive classrooms?

124. **Participant 3:** I can't remember
125. **Researcher:** Do you see any barriers using peer support
 in your school's English classes?
126. **Participant 3:** I didn't face so far.

Interview 4

127. **Researcher:** How are you doing? May I know your age?
128. **Participant 4:** I am doing well. I am 37 years old.
129. **Researcher:** How many years have you been teaching, and where do you teach?
130. **Participant 4:** I have been teaching for around 10 years. Currently, I teach English in class 5 at Prottasha Inclusive school.
131. **Researcher:** Where did you study?
132. **Participant 4:** I completed my Masters degree in Marketing from National University. I also completed BSEd from BUP and studying MSEd From BUP.
133. **Researcher:** Is there any other institution where you had taught earlier?
134. **Participant 4:** No.
135. **Researcher:** Was your training specifically focused on English language and instruction?
136. **Participant 4:** No, I did not get enough specific training on inclusive education for students with disabilities for English Language.
137. **Researcher:** The national education policy 2010 aimed to train at least one teacher in each primary school on

disability inclusive pedagogy. What is the scenario of your school considering this perspective?

138. **Participant 4:** The scenario is not as it should be.

There is a Lack of Interest.

139. **Researcher:** Do you feel confident in adapting English lessons for students with disabilities?

140. **Participant 4:** I feel somewhat confident, but sometimes I face challenges due to lack of proper resources.

141. **Researcher:** What kind of inclusive teaching strategies do you use in your classroom?

142. **Participant 4:** I use visual aids, group work, peer support, and simplify the language of the lessons to make it easier for all students.

143. **Researcher:** What kind of professional development would help you to support a student with disabilities in a better way in English teaching?

144. **Participant 4:** Practical training on inclusive strategies, use of assistive technologies, and hands-on experience would help me most.

145. **Researcher:** What do you think are the biggest gaps in the current training system for English teachers working in inclusive settings?

146. **Participant 4:** The main gap is the lack of focused

training on disability-inclusive practices and limited access to teaching aids for diverse learners.

147. **Researcher:** Are you familiar with the concept of Universal Design for Learning (UDL)? If yes, how do you apply the principles in your English classroom?

148. **Participant 4:** Yes, I know about UDL. I also give students different ways to participate and express their learning. I try to respond in different formats, for instance, writing, conversation, role-play, poster, and oral answer so that the students don't get bored.

149. **Researcher:** Does your classroom have access to training aids or assistive technologies?

150. **Participant 4:** We have posters, digital classroom, but unfortunately we do not have Braille books, audiobooks, or screen readers.

151. **Researcher:** How accessible are the physical spaces in your school?

152. **Participant 4:** There is a ramp for students with physical disabilities, but not all classrooms are equally accessible. The sound system is also very limited.

153. **Researcher:** Is there any resource room or support staff to assist in English language inclusion for students with disabilities?

154. **Participant 4:** No, we do not have a resource room.

155. **Researcher:** Does the absence of classroom aid or special education influence your lesson plan in English teaching?
156. **Participant 4:** Yes, it does. I often need to adjust my lesson plan, simplify the activities, and give extra time to some students.
157. **Researcher:** What kind of support would make your English teaching more inclusive?
158. **Participant 4:** The support of a special education teacher, along with assistive materials like peer support, more visual teaching aids, would make my teaching more inclusive.
159. **Researcher:** Is there a shortage of resources? If yes, how does it affect your teaching?
160. **Participant 4:** Yes, there is a shortage of both human and material resources. This limits my ability to fully support every child's learning needs.
161. **Researcher:** Can you share your experience when a lack of support made it difficult for a student with a disability to participate in English activity?
162. **Participant 4:** Once a visually impaired student could not participate in a picture-based activity because there were no Braille materials. The student had to sit quietly instead of engaging in the task.

163. **Researcher:** Have you used peer support strategies to help the students in English classes? (Teacher to teacher support, sharing materials/ collaborative arrangements)
164. **Participant 4:** We do not get enough time to work together and share each other's thoughts about a specific child.
165. **Researcher:** Have you received any training on the implementation of structured peer support in inclusive classrooms?
166. **Participant 4:** No, I have not received specific training on structured peer support. But I encourage group activities where peers help students with disabilities. Sometimes I also pair stronger students with those who need more support.
167. **Researcher:** Do you see any barriers using peer support in your school's English classes?
168. **Participant 4:** Yes, sometimes students are not equally motivated to help, or they get distracted from their own learning. So peer support does not always work smoothly.

Interview 5

169. **Researcher:** How are you doing? May I know your age?

170. **Participant 5:** Yes, I'm fine, I'm 46 years old.

171. **Researcher:** How many years have you been teaching, and where do you teach?

172. **Participant 5:** 10 years, Proyash Institute of Special Education. Now I'm working Prottasha Inclusive School which is the part of Proyash.

173. **Researcher:** Where did you study?

174. **Participant 5:** I have completed my Hons, Master's from National University.

175. **Researcher:** Is there any other institution where you had taught earlier?

176. **Participant 5:** Yes, I have completed my BSEd from BUP. Now my MEd program Is ongoing under BUP.

177. **Researcher:** Was your training specifically focused on English language and instruction?

178. **Participant 5:** No, not at all.

179. **Researcher:** The national education policy 2010 aimed to train at least one teacher in each primary school on disability inclusive pedagogy. What is the scenario of your school considering this perspective?

180. **Participant 5:** Since I'm working in Inclusive School, in my institute the scenario is positive.
181. **Researcher:** Do you feel confident in adapting English lessons for students with disabilities?
182. **Participant 5:** No, most of the time it is difficult.
183. **Researcher:** What kind of inclusive teaching strategies do you use in your classroom?
184. **Participant 5:** Adopting curriculum, use of assistive device, clear instruction, written assignment, project, group work, peer sensitization.
185. **Researcher:** What kind of professional development would help you to support a student with disabilities in a better way in English teaching?
186. **Participant 5:** Training on English language and teaching course.
187. **Researcher:** What do you think are the biggest gaps in the current training system for English teachers working in inclusive settings?
188. **Participant 5:** There is a lack of clear understanding of inclusive education in our country. Teachers often do not receive proper training to educate students with special needs. In addition, there is a lack of creativity and positive attitude in teaching English.
189. **Researcher:** Are you familiar with the concept of

Universal Design for Learning (UDL)? If yes, how do you apply the principles in your English classroom?

190. **Participant 5:** Yes, I know about UDL. I use multiple means of engagement, for example, I use local stories, songs, rhymes, daily life examples. Provide choice classroom tasks (e.g., writing paragraphs, drawing with small captions). I also use multiple means of representation, for example I use visual aids, audio/video support, written transcripts. I use multiple means of action and expression like Respond in different formats (e.g., writing, conversation, role play, poster, oral answer).

191. **Researcher:** Does your classroom have access to training aids or assistive tech technologies? (e.g: braille books, audiobooks, screen readers)

192. **Participant 5:** No.

193. **Researcher:** How accessible are the physical spaces in your school? (e.g: ramps, sound systems, flexible seating)

194. **Participant 5:** Physical space is student friendly.

195. **Researcher:** Is there any resource room or support staff to assist in English language inclusion for students with disabilities?

196. **Participant 5:** No.

197. **Researcher:** Does the absence of classroom aid or

special education influence your lesson plan in English teaching?

198. **Participant 5:** Sometimes affected.

199. **Researcher:** What kind of support would make your English teaching more inclusive? (human or material)

200. **Participant 5:** I think it's material.

201. **Researcher:** Is there a shortage of resources? If yes, how does it affect your teaching? (Material, staff, infrastructure)

202. **Participant 5:** Without materials, learning and teaching are not creative, and without skilled teachers, proper inclusion is not possible.

203. **Researcher:** Can you share your experience when a lack of support made it difficult for a student with a disability to participate in English activity?

204. **Participant 5:** When I start my English lesson, I always have a shadow teacher bring a student's workbook to me and another copy notes for the students who didn't understand. I arrange students in small groups, so peers can assist each other, but as I can't check on everyone, some just sit quietly without participating.

205. **Researcher:** Have you used peer support strategies to help the students in English classes? (Teacher to teacher support, sharing materials/ collaborative arrangements)

206. **Participant 5:** No. And we never arranged collaborative arrangements. I never shared materials with my colleagues.
207. **Researcher:** Have you received any training on the implementation of structured peer support, inclusive classrooms?
208. **Participant 5:** Yes, but it was part of training.
209. **Researcher:** Do you see any barriers using peer support in your school's English classes?
210. **Participant 5:** Yes, lack of skilled teacher, arrangements, positive mindset and collaboration about special need children.

Appendix 3 (Coding Framework)

Participant 1

Table: 3

Meaningful Unit of Text	Initial Code
“It is a must to have a BEd in our institution.”	Mandatory qualification requirement
“Yes, I do feel confident in adapting lessons.”	Teacher confidence
“We set chairs accordingly, create pairs, break down lessons, and provide shadow teachers.”	Use of classroom adjustments and shadow teachers
“BEd is a wonderful course; an MEd in English would be the best.”	Value of higher training
“Training is mostly theoretical and doesn't work in unpredictable classrooms.”	Lack of practical training
“I’m not familiar with UDL.”	Limited awareness of UDL
“We have all others except the ramp.”	Partial accessibility
“Material support to some extent.”	Need for materials
“I rely on peer collaboration.”	Peer collaboration among teachers

Participant 2

Table: 4

Meaningful Unit of Text	Initial Code
“Our school doesn’t follow the national curriculum.”	Non-adherence to NEP framework
“Activity-based teaching.”	Student-centered strategy
“BSEd and MSEd courses would help.”	Need for advanced teacher education
“Inclusive teaching is about the whole system, not only English.”	Systemic view of inclusion
“Flexible seating and suitable class environment.”	Adaptive classroom environment
“Teachers themselves support students.”	Teacher self-reliance
“I need to repeat lessons; it’s time-consuming.”	Extra workload and time pressure
“Yes, I use peer support.”	Use of peer support strategies
“Lack of resources affects the organization of	Resource shortage affects instruction

class activities.”	
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Participant 3

Table: 5

Meaningful Unit of Text	Initial Code
“Shadow teachers and visual aids.”	Supportive teaching strategies
“BEd helped me.”	Positive impact of training
“We don’t have resource rooms.”	Absence of resource support
“If the shadow teacher is absent, class becomes difficult.”	Dependence on support staff
“ADHD students need one-to-one attention.”	Challenge managing special needs
“We have sound systems and flexible seating.”	Partial infrastructure accessibility
“I use peer support very often.”	Frequent use of peer collaboration
“No major barriers faced.”	Smooth peer cooperation

Participant 4

Table: 6

Meaningful Unit of Text	Initial Code
“I feel somewhat confident but face challenges due to lack of resources.”	Partial confidence due to limited support
“Use visual aids, group work, peer support, and simplify lessons.”	Inclusive strategies for engagement
“Need practical training and assistive technologies.”	Need for hands-on training
“Lack of focused training on disability inclusion.”	Training gaps in inclusion
“Know about UDL and give students choices.”	Partial understanding of UDL
“No Braille books or screen readers.”	Lack of assistive technology
“Ramps available but classrooms unevenly accessible.”	Uneven physical accessibility
“No resource room.”	Lack of institutional support structure

“Shortage of resources limits support.”	Resource shortage
“Visually impaired students couldn’t join the picture activity.”	Exclusion due to lack of materials
“Peer support sometimes fails due to low motivation.”	Peer support inconsistency

Participant 5

Table: 7

Meaningful Unit of Text	Initial Code
“Working in an inclusive school is positive.”	Institutional commitment to inclusion
“It’s often difficult to adapt to English lessons.”	Difficulty adapting lessons
“Adopting curriculum, using assistive devices, peer sensitization.”	Multiple inclusive strategies
“Lack of understanding of inclusion in the country.”	National-level gap in awareness
“Know UDL and use local examples, visual aids, and role play.”	Practical application of UDL principles
“No assistive technologies.”	Absence of assistive tools
“Physical space is student friendly.”	Supportive learning environment
“Without materials and skilled teachers, inclusion is not possible.”	Need for both resources and training

“Students with reading difficulties and limited vocabulary.”	Language learning barriers
“Lack of skilled teachers and a positive mindset.”	Attitudinal and skill barriers

List of Codes and Emerging Themes

Table: 8

Broader Theme	Related Codes
1. Teacher Preparation and Training Gaps and Confidence in Inclusive English Teaching	Lack of practical training, limited UDL awareness, need for hands-on workshops, theoretical nature of programs and teacher empathy, and willingness to adapt
2. Challenges in Resources and Support System	Lack of assistive technologies, uneven accessibility, no resource rooms, material shortages
3. Effects of limitations on Inclusive Teaching	group work, shadow teachers, peer support, lesson simplification
4. Peer and Institutional Support	Peer collaboration, lack of structured support systems, teacher self-reliance
5. Implementation of UDL	Unaware of the knowledge of UDL, usage of multiple means of representation, action and expression
6. Gap Between Policy and Practice	Non-adherence to NEP, lack of monitoring,

	inclusion as aspiration rather than practice
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