

Dissertation Title

Dealing expressive language impairment with stammering speakers: a socio-psychological perspective

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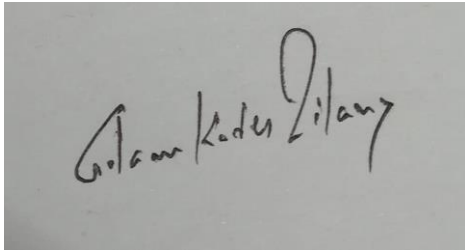
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A black and white photograph of a handwritten signature in cursive script, which reads "Golam Kader Zilany". The signature is written on a light-colored, slightly textured surface.

(Supervisor Name) Golam Kader Zilany

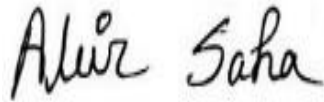
Designation

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.



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Dedication (optional)

I dedicate this paper to all the individuals dealing with expressive language impairment stammering in our society.

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Abstract:

Any sort of speech or talk in interaction occurs as a natural speech encounter which is structured and is frequently shaped by several linguistic cues and markers. However, within this structured discourse there are layers of linguistics, paralinguistic or even nonlinguistic elements which are denoted as interdiscursive one. Now, according to several researchers, this very natural flow of discourse is often seen to be distorted or disoriented due to some cognitive, physical, linguistic impairments such as the case of expressive language impairment stammering which results into severe amount of cognitive burden which people don't hold a normalized attitude to look into. This paper is a socio-psychological study based on short time frame of observation upon two selected respondents dealing with stammering, specifically development and psychogenic language impairment. The subjects I have choosen are a National University student of Sherpur district situated in Mymensingh facing developmental stammering and another one is a University graduate living in city facing psychogenic stammering. The subjects are however facing severe communicating issues in a normalized societal context deeply rooted in their prior trauma which again highlights of issues of anxiety, nervousness aligning with the empirical use of language. However, the conceptual framework follows some theoretical models and approaches like language socialization, ethnomethodology, communicative theory, psychoanalytic approach, notion of self-concept, identity, belonging and so on and theoretical underpinnings and the testimony of the subject is thoughtfully framed meticulously within this theoretical framework which constitute the affective factors of stammering in both personal and pedagogic setting. A set of open and close ended questionnaire is made for the subjects based on stammering, traumatic socio-communicative issues to determine the very gravity of this sort of impairment and the position of the stammerer. The data is taken through a chunk of general conversation with the subject and further recorded and transcribed which the subject has already provided the permission and is analyzed following the model of transcription convention of Jefferson model and implementing IPA (Interpretive Phenomenological Analysis) and later is justified by a speech therapist. It is expected that this study will benefit the community dealing with stammering to some extent by making people aware of stammering and themselves of-course.

Introduction:

Any discourse isn't only a discourse but an integrated and interrelated system including utterances, context, adjacency pair, intonation, gestures and most significantly, the fluidity of the talk in interaction. If the natural order or flow of speech system is somehow disoriented, it often might result into a significant amount of cognitive burden on the interlocutor as said before in the abstract section. Like in the case of stammering, the fluency disrupts, the imbalances in the prosodic contour is visible, the adjacency pair disrupts and such most of the people don't take this communicative flow warmly and that's why the stammers do have a tendency to conventionalize the speech flow resulting from the existing ideal societal framework through the implementation of repairs. We all know that how the speeches are generally produced like through muscle movements involving breathing and the operation of the articulators, the tongue, lips, throat, alveolar ridge, teeth and so on. Now, the very speech production system works in a very organized way like before talking the vocal folds must come together, then air stored in lungs is released slowly and such the air passing through the vocal folds creates a sense of vibration and the voice is produced. The articulators and suprasegmental organs kind of modifies the direction of speech, like the nasal sound produced by the nose and likewise the labial, bi-labial, dental etc. are produced. Now, three very common types of stammering are quite salient like the developmental, neurogenic and psychogenic stammering. The developmental stammering is something that the children have while they still are learning speech and learning skills which is genetically curated. The neurogenic one occurs after a stroke or any sort of brain injuries since brain fails to coordinate with the other features responsible for speaking because of the very gap between the signals of the muscles. And the psychogenic stammering is characterized by severe "emotional trauma with thought process or logical reasoning"(Sattar & Sultana, 2015, p.48).

However, it is a very generic fact that people encountered with stammering are also likely to use some sort of linguistic or non-linguistic cues and markers for the messages to be conveyed properly and by studying those. The interrelation between sociological markers like anxiety, stress, trauma etc. can nicely be done. Language impairment usually comes in the shape of either receptive or expressive or mixed condition or impairment where the receptive one states the condition of being unable to the act of comprehension and the expressive one comes in the form of inability to express idea, thoughts, speech etc. Stammering usually comes in the form or under the umbrella term

expressive language impairment and can be regarded as a very common speech disorder in which the flow of speech is disrupted or hindered by some involuntary patterns of repetitions and prolongations of sounds, syllables, frequency in extension of sounds, interjections, splitting up words, silent blanks, indirect speech, words, or phrases as well as significant amount of silent pauses out of consciousness and most often while uttering some syllables don't make any sounds at all. Again, the concept of stammering is not just confined within the periphery of a fluency problem seen in speech but "uncontrolled interruptions during speech, psychological situation going along with not fluent speech, shaping personal attributes" etc. are some common characteristics or byproduct of it (GÖKDAĞ & SARI,2015,p.3). Additionally, Fışıloğlu and Ungan (1992) have firmly proclaimed that ,”having too much uneasiness in the phase of planning of speech and production” along with the “audible and silent repetition of words and sounds in the flow of speech and extension of words and sounds” blended with distress, fear, excitement ,anger these emotions hold the idea of stammering perfectly.(GÖKDAĞ & SARI,2015,p.3) Studies have firmly proclaimed that stammering highly “affects all age groups of people mostly the children between the age group of 2 and 5, when their language & speech is developing” (Sattar & Sultana, 2015, p.49).Additionally, approximately 5% of all the children stammer for some period in their life and there have been scientific implications of boys being stammered twice as likely to girls. Technically, the number of boy stammers is 3 to 4 times more than the number of girls and about adults, they hold the percentage of only 1% of being stammered. Again, in the domain of CA, conversation analysis, linguistic repair is the process by which an interlocutor recognizes a speech disorder and repeats it with some sort of corrections. Here, the most significant concern or query could be how in a societal context they frequently use linguistic repair and does it actually work? Repair provides a locally managed, interactionally organized, “procedural architecture through which participants preserve intersubjective understanding” and any sort of adjustments in the domain of speech impairment in order to correct or adjust speech or expression is a repairment (Fox, 2012).Analyzing the existing and prior background of the subjects is quite very significant to determine the very gravity and root cause of speech issues, like if there were any sort of traumatic experiences they have faced throughout which has shaped the very linguistic system, also a psychoanalytical approach towards the mental model is highly preferred. In most cases, studies have demonstrated that, the subjects do have severe traumatic experiences which shapes their linguistic and thought process. Again, stammering comes under the key issue communicative

disorder which unfortunately in our country there are no significant amount of studies on and there are no such organizations for the treatment purpose except CRP the Center for Rehabilitations of the Paralyzed. In both personal and pedagogic contexts, students suffer immensely in order to form an effective flow of communication and since the pedagogic context has a lot to do with it, there should be more and more studies on it.

Again, stammering comes under the key issue communicative disorder which unfortunately in our country there are no significant amount of studies on and people with this sort of impairment gets seriously affected in everyday life, like being ostracized, being bullied etc. but again there are people who take this stammering issue very naturally and interact with stammered people with proper empathy and compassion. People belonging to different social groups in the periphery of society do have a fallacy of misinterpreting the notion of empathy and compassion, people are tend to ostracize the stammers, being very rude with them and they are recurrently judged based on the linguistic features .However, this very sociological loophole creates an identity gap which again questions on their belonging. I was more interested in conducting this sort of study because of personal experience of interacting the subject previously, by listening his life experience and speech pattern (See Data Sample 01) .I intended to write at least a paper which will acknowledge the very seemingly puny issues that a stammer faces in his/her routine life, so that people be a bit conscious while judging others, people be a bit empathetic and compassionate and stop the shameful acts like bullying, body shaming and so on. This paper ultimately be focusing on the remedy of such speakers by taking the help of professional speech therapist so that again the sufferers and the surrounding people can connect and thus the succession of the paper will be accomplished.

Problem Statement:

Our society has a stigmatized norm to validate things and ascribe those as “normal” from its biased and judgmental lens in which the people encountered with a speech disorder are neglected, in severe case being ostracized and so on .It seems as if the intellect is questioned through the fluency of speech action. It is high time people should acknowledge the underlying reasons like childhood trauma ,anxiety in terms of scientific values to treat people equally in a societal communicative setting and build susceptibility towards it. **From the literature review the problem identified is that people do have a stigmatized attitude towards the stammerers in a normal communicative setting.**

Literature Review

Behind the very philosophical aura of discourse there are integrated and interrelated systems including utterances, context, adjacency pair, intonation, gestures and most significantly, the fluidity of the talk in interaction. If the natural order or flow of speech system is somehow disoriented, it often might result into a significant amount of cognitive burden over the interlocutor which is typically known as speech or language impairment. Some very common speech impairments include acquired stuttering, apraxia of speech, dysarthria, foreign-accent syndrome, functional speech disorders, motor speech disorders, psychogenic speech disorders and so on. Language impairment usually comes in the shape of either receptive or expressive or mixed condition or impairments where the receptive one states the condition of being unable to the act of comprehension and the expressive one comes in the form of inability to express idea, thoughts, speech etc. Stammering or stuttering usually comes in the form or under the umbrella term expressive language impairment and can be regarded as a very common speech disorder in which the flow of speech is disrupted or hindered by some involuntary patterns of repetitions and prolongations of sounds, syllables, words, or phrases as well as significant amount of silent pauses out of consciousness and most often while uttering some syllables don't make any sounds at all.

The term "stammering" resides at the very periphery of divergent contextual boundaries which in general triggers a certain speech behavior typically unconventional in type. The very texture or orientation of the speech action in general is characterized by hesitation, prolongation of utterance, repetitions of speech, pauses and so on which in a whole resemble the collective-collaborative experience of a certain community dating back to the early Egyptians, as shown by hieroglyphics and the ancient Greeks were certainly familiar with this condition. Again, this very stereotyped deformity "stammering" results into a systematic conflicting socio-cultural phenomena immensely shaped by the detailed interrelated factors of the surroundings. In the very general sense, the very setting of a specialized context in which a specialized speech action takes place is a utopian notion of a societal operation since the society has its own way to validate and establish ideas, actions,

philosophies and having a societal justice of those. However, stammering in this case is regarded as a unique condition which is beyond Normalcy the society has already established or trying to. Now, the social organization or system is often driven by some very common forms of norms, ethics and is not an “aggregate of persons with certain formal characteristics in common” (Eriksen, 2011,p. 18). However, whenever the language in its developmental stage gets hindered by any internal or external factors like genetic issue, trauma, brain injuries etc. ,it creates a condition associating with comprehension and usage of the language which is jargonized as speech impairment which is again segregated into two different branches receptive and expressive domains .In expressive language impairment, the person has difficulty sharing thoughts, ideas, and feelings which is prominent in the cases of stammering. Language disorder however is closely associated to emotional or behavioral characteristics in both children and adolescents along with the fact that “children with articulation disorders have anxiety levels that correspond with the level of severity of their articulation disorder” (Prizant, 1990, p.12). It is however an established fact that approximately 70 million people worldwide are stutterers holding the numerical value of one in every hundred. Since language skills play a critical role in social interaction, it seems likely that children with language difficulties would be at particular risk for social failure (Bishop and Leonard,p.100).Language development is closely associated with personality development since what and how a person talks reveals a lot about the original “self” except any sort of impairments. Stammering is however not confined in any sort of age frame since the “adults who stammer have a long-established communication problem that affects their daily activities and has often led them to seek speech and language therapy or other interventions”, although the adults have a higher edge of extra-language knowledge, experience of the surroundings, preconceived knowledge and longtime practice of communication than a child (Hayhow, 2002, p.02). Since there have been some empirical implications that “although stammering is classified as a disorder that is typically first diagnosed in childhood ,it is found in all age-group (American Psychiatric Association,1994) .

Perhaps the most negative social consequence which begin at the very early period for children who stammer, consisting of being judged or treated negatively by their non-stammering peers. However, to some extent, it establishes the fact that the children with stammering may be “more susceptible to bullying” (Langevin & Hagler, 2004) and face severe difficulties in terms of establishing friendships with peers or any sort of social bonds than others. In this regard studies

have demonstrated that “positive peer relationships are an important influence on cognitive, social and language growth” and bullying in this regard is a potential restraint in “psychosocial-emotional development” (Langevin et al.,1998,p.03).Bullying is a very common threat found in the backdrop history of a stammering participant according to socio-psychological studies and the notion of psychosocial-emotional development is again closely tied with stammering since due to prior trauma this location is often tend not to be flourished. The matter of regret is that people on a very surface level judge others based on the parameter of flawless fluency of language but not the underlying emotion, idea or philosophical chunks residing at the deep level. Now, there is a thing named as “normal” or “to be normal” which is categorically prescribed by some societal criterions. The society only accept those who fits in terms of its so called standard or standardized parameters. And in most cases, people tend to ostracize others, avoid communicating people with stammering or stuttering issues and more often gets annoyed while talking to them and the severe effect is to abusing them verbally which in the very long term creates a traumatic situation for them and the aftereffect is more than severe. Studies have showed and justified the previous argument thoughtfully by dropping the notion of “powerful barriers ingrained with negative social attitudes towards dysfluency” ironically glorifying the notion of self-limitation” which is quite dominant in our society (Baily et al.,2014,p.03).

As previously mentioned, the negative social consequences begin early for children who stammer having some physical complexities like increased anxiety at the moment of stammering including “greater heart rate variability” followed by “greater respiration changes” while reading aloud (Craig and Tran, 2006). This is quite a generalized fact that adolescence is the period characterized by rapid and complex physical, social, emotional, and cognitive changes through development and evolution and during this particular developmental stage, adolescents are encountered with issues of “creating a separate entity”, reinforcing friendships with peers, gradually becoming liberal in decision making and so on. However, these agenda of locations gradually build the layers of linguistic, social needs and expectations both from the “self” and the surroundings which mostly in every cases of stammering collapse. The young people who experience speech, language, and communicative needs are at “greater risk of developing emotional, social, and behavioral difficulties” illustrating the relationship dynamics in general (Durkin, Conti-Ramsden, etal.,2017,p.39).Empirically, human psyche filters people based on their needs, choices and necessities but in terms of a traditional setting the previous argument is diametrically true. People

who stammer, generally break the adjacency pair which hampers the natural flow of a conversation in which interlocutor lags behind, use repetitive drills, the prolongation of sounds, utterances, definite prosodic contour are salient and significantly, pauses which not only break the rhythm and fluidity of speech encounter but also provide a token of disapproval. This agenda of disapproval creates a loop within the sense of belonging of the individuals and finally shapes the identity within a societal periphery. The demeanor of communicative stress ultimately attempt to be an emotional one “originating at a sociocultural level and is symbolically expressed through the attitudes toward and usages of language” (Ralston, 1981, p. 9). Again, the transition of communicative essence to emotional one is very psycholinguistically symbolic. Again, this very socially accredited deformity “stammering” gradually results into a systematic conflicting socio-cultural phenomena which shapes the attitudinal actions of the both speech parties towards the language. Individuals whose speech flow is dysfunctional are often regarded as stigmatized since their speech texture differs from the idealized communicative norm. Now, studies have found that in the Asian and Western countries there are seemingly divergent perceptions and attitudes towards the forms and functions of stammering since “crucial miscommunications” can result from “cultural variations between speech partners” (Harun et al., 2020, p. 504). In general, the issues of cultural differences might acknowledge and contribute to different aspects and attitudes toward stammering.

The Public Opinion Survey of Human Attributes POSHA firmly demonstrates the

“public attitudes have been shown to be more positive like less stigmatizing and ostracizing in Western cultures, especially in the parts of Northern America, Western Europe, Australia than in other parts of the world (Harun et al., 2020, p. 504).

Behind the very orientation of stammering, the environment and relationship dynamics play a significant role since studies have showed that in the situations the “first-born are not able to meet the high level of expectations from parents or the primary caregiver” and are being “rebuked and punished mentally as well as physically”, which results into fear, anxiety and low self-esteem (Singh, 2015, p. 18). This very psychological condition again creates the sense of vulnerability within children towards social situations and works as a potential agent behind stammering and personality issues (Singh, 2015, p. 18). If parents are regarded to be the ultimate

source of trust, confidence, respect they should have the aura of susceptibility towards the psychological attitudes and behavioral actions. Again, studies have emphasized that the parents are more likely to “penalize their first-born for getting poor grades as compared to later-born” (Hao, Hotz & Jin, 2008). The variables of mistreatment, malpractice of attitudinal norms, and discouragement coming from the care giver builds psychologically agitated walls within the children, becoming resistant gradually. Now, with the notion of speech dysfunction comes the interrelation of identity which aligns with the fact of “how individuals define and locate themselves in contexts” which however is an ongoing performance to perform (Butler, 2013, p.1113). Again, building identity guides the process in which people pay attention to contexts, acknowledge the social gaps and the undertaken actions in which the setting of self-doubt and conflict reside. In general, the people encountered with stammering undergo a severe amount of identity crisis and very naturally lose the track of sense of belonging within a social group. However, the orientation of the “stigmatization of stammering is often enacted during shared speech encounters” residing within the shared social space (Van Riper, 1987). Now, the stigmatized identity created in the shared social space is a byproduct of highly judgmental social infringement and shaped immensely by the mode of “social interaction, shared meaning, mutual understanding, and the coordination of human conduct” (Goodwin & Heritage, 2015, p. 283). Now, apart from the most conventional notion that any speech situation embraces the sustainable and neutralized ingredients which hold the very framework, the non and paralinguistic cues and markers dominate in those structures since they don’t blindly follow the natural order. Again, according to Schegloff, in most conventional conversation decorum while dysfunction occurs it results into “overlap” or “simultaneous talk”, and ultimately an “interruption”, not promoting the common sense practice (Schegloff, 2015, p. 02). This overlapping not only just creates a certain amount of cognitive complexity but also disorganized the very structure of a talk since although apparently, any sort of speech in social dimension doesn’t seem to follow a structural layer but it is. Conversation is highly structured and in some cases for certain context or mood of conversation the structure is predefined and the speech exchange system as well is very much empirically grounded and carries the symbolic normative feature which in the case of stammering consists of prolongation, repeated drills, hesitation etc. However, stammering although is projected in negative connotation by the standardized social groups but the perspective could have been addressed as a singularity of phenomena and unique one.

From the language acquisition perspective, much neuroscientific research evidence have firmly supported the theory that within individuals who stammer the right hemisphere directly overlaps with left-hemisphere of speech production. It is again a generalized fact that stammering being an expressive disorder affects fluency and can also severely affect second language acquisition directly by the same fluency issues as well as indirectly by the “anxiety, anger, and frustration”, indicating the very underlying gravity of a stammering speech situation (Alasiri ,p. 03). With the notion of frustration, anger comes the deeply rooted underlying cause “bullying” which psychologically refers to the conscious action of pressurize someone verbally and physically to some extent through the implementation of teasing, taunting, shaming and so on. Although, stammering is merely a speech fluency disorder and it has not been proven to affect cognition but of-course it may affect the pedagogical performance to some degree. And it is quite evident according to a study by Craig, A., Blumgart, E., & Tran, Y. (2009) that “stammering will negatively impact vitality, and social, emotional and mental functioning of people ”, and the impact of stuttering on their quality of life is quite notable (5). Having concordance with psychogenic stuttering, Craig, (2000) explains that most views regarding stammering in the 20th century claim that psychological factors such as, divergent emotional problems and anxiety were the cause of stuttering, as the latter was believed to be the principle causes although there was no concrete evidence to support this claim. Furthermore, Craig (2000) has also added that children who stammer are not found to be more anxious than children that do not stutter. Nevertheless, some research studies in this regard again suggest the use of antianxiety drugs such as, alprazolam, citalopram, and clomipramine to reduce the severity of stammering .Stammering affects the personal and pedagogical domains simultaneously which Blomgren, (2013) clearly indicates that “stuttering impacts the daily life of people who stutter in a major way making them vulnerable to feel frustration, anger, embarrassment”, and also the shame of having not being able to express themselves as quickly and efficiently as their colleagues ,friends and classmates. Also, Boyle, (2013) reached a conclusion on the stigma associated with stuttering that speech pathologists can recognize the presence of “self-stigma” within their adult clients who suffer from stammering. So, it is quite reasonable to assume that the anxiety reflected in children and adult behavior who stammers is merely triggered by these negative emotional drives. About anxiety, there are mainly two types have been acknowledged, the state and trait anxiety which

simply can be put it like “people getting anxious in every other situation” and the dynamics of state anxiety holds the notion of a psychological state in which “nervousness, feeling of apprehension, physiological conditions such as increased heart rate” etc. reside (Pappamihel, 2002, p. 330). Riasati (2011) have dropped the notions that the trait anxiety is something more responsible behind the learning of the target language. that the trait anxiety is more likely to be perpetual but “state anxiety can be minimized” only if people become accustomed to the particular situations which makes them anxious”(908).

Again, along with the concept of anxiety comes the notion of performance which although some individuals can adjust but is more likely to underperform in classroom settings because of being very susceptible to “self-image”. Since, may be as part of their prior knowledge domain or experience which have shaped this sort of habitual trait that if they themselves anyhow are encountered with the negative feedbacks, they would be more disinterested, demotivated and demoralized. Within the pedagogical arena of applied linguistics the term repair resides at the very periphery of self and other’s correction meticulously influenced by the speaking-listening performance within social talk. The stammers are recurrently seen to adjust their speech patterns, intonation with repetitive drills, pauses with to some extent neutralizes the speech action and tries to legitimize the speech behavior in a normalized context. This use of repairment also embodies the shape of non and paralinguistic speech action, especially for stammers ranging from frequent nodding to eye contact, face gestures and so on and a bit different from a standardized situation . Now, it is frequently observed by the narration of Van Daijk that society and cognition shape one and other by the means of respective discourse which highly glorifies the fact that our mental model is shaped by the dysfunctional talk type.

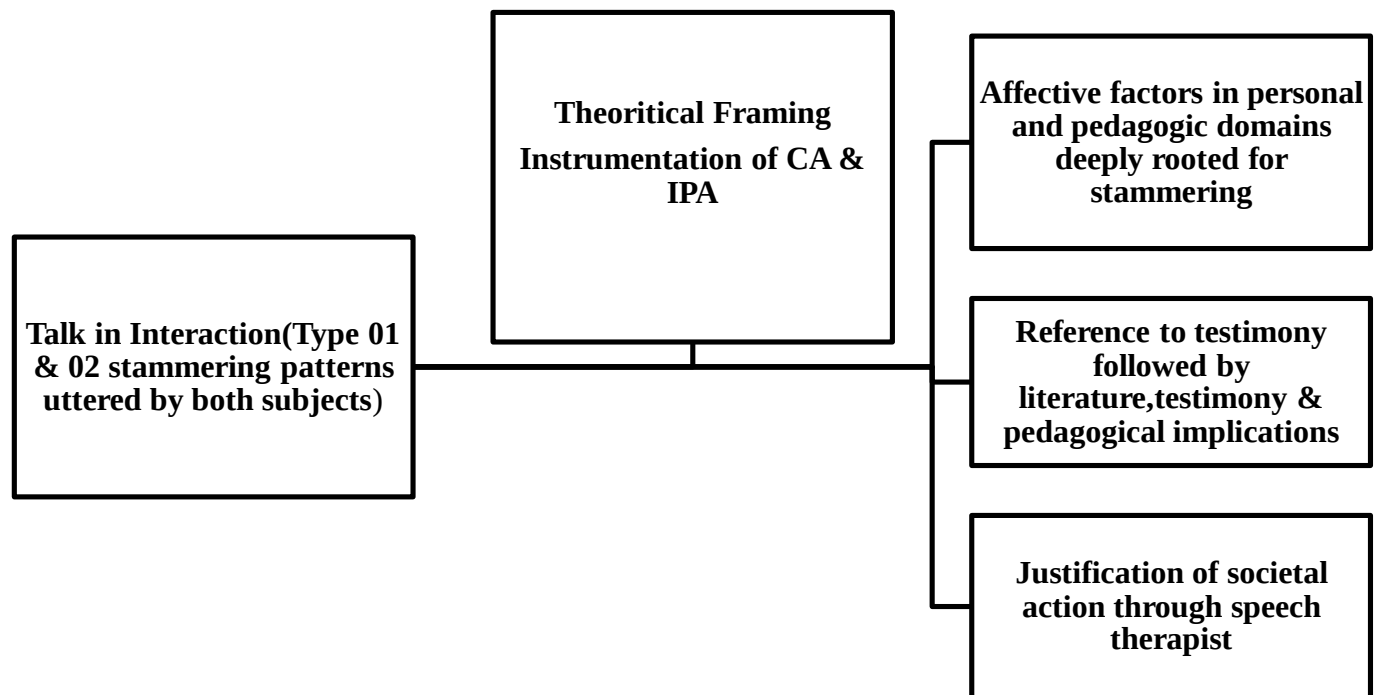
Now, about the respective decorum of legislation regarding stammering or any sort of speech or other disabilities, it is a matter of great relief that Bangladesh among164 is the country that is tied up with the United Nations Convention on the Rights of Persons with Disabilities (CRPD) on May 9, 2007. However, as per this law,

“Disability means by any cause or reason or way a person’s permanent or long-term physical, mental, intellectual, sensual destruction or also raises awareness on disability issues nationally, regionally and internationally with an abled person and so on”.

This law works to project equal behavior, rights to a PWD and regarding this, “Persons with Disabilities Rights and Protection Act” 2013 was passed in Parliament on October 9, 2013. Now, about the very typical forms of remedies of stammering discussed in several scientific journals and the testimonies of the therapist and the patients, stammering is probably best treated by a combination of speech and language therapy and psychotherapy. Furthermore, studies have suggested that antipsychotic medication can highly promote the domain of remedy. Very interestingly, one contemporary and most vital research finding is that when people sing they do not stammer which suggests that “stammering may occur more when there is ambiguity in what to say and when to say it” (Hayhow & Cray, 2001, p. 16). In addition, since life experiences shape the action of stammering, being still vulnerable to definite situations and recurrently facing those might result into a failure of previous therapy. Additionally, changes in lifestyle may make stammering more or less important, for instance, proper sleep, proper food cycle, speaking slowly, practicing utterance etc. are the very traditional remedies of stammering at home. Additionally, hypnotherapy, psychotherapy, acupuncture are also some very common forms of therapies taken by the stammers which no-doubt requires a holistic approach.

Research Questions:

1. What are the underlying reasons behind developmental and psychogenic stammering?
2. What are the social-psychological issues the stammerer face?
3. What should be the ideal approaches towards the stammerers?
4. What could be the possible remedies of developmental and psychogenic stammering?

Conceptual Framework:

Methodology:

Instrumenting the correct methodology is a must for the very conceptual development of a research work which includes several drills like interview, surveys, and questionnaire and so on. However, my research model is solely a qualitative approach instrumenting the drills of conducting several interviews with the subject and speech therapist in different timeframes, instilling an open and close ended questionnaire.

The interview with the subject 01 lasted in the time frame of approximately 20 minutes of three days while sharing his personal experiences with stammering. And with the subject 02, it lasted for around 1 hour of two days while sharing the background history of her speech impairment in a physical setting. Again, the interview with the speech therapist lasted for approximately 30 minutes in a physical setting.

Background of the Subjects:

I have very thoughtfully chosen two different types of subjects depending on gender, geographical background, pedagogical values, lifestyle and most significantly their origin and type of stammering issue. The very first subject is a male of 20 years residing at Sherpur district of Mymensingh division studying in the Government College of that district of second year of Higher Secondary level. He is encountered with stammering from the very childhood and such speech action is not a byproduct of any sort of trauma but however, it is quite salient that the variables like bullying, anxiety, nervousness etc. have shaped the speech action immensely and terribly. However, it is also to be mentioned that this problem of the subject is not inherent and is regarded as developmental stammering. He had some sort of physical deformities like lack of proper nutrition from the very early childhood and also has got issues with height, weight and significantly with the throat and tongue, like from the very childhood whenever he tried to speak he could not speak maintaining a proper flow diametrically and because of not taking any sort of therapy or expert advice earlier he is just habituated with this speech encounter now.

The second subject I have chosen is a female University graduate of approximate 28 years, residing in Dhaka city. She is encountered with stammering at the tertiary period but the very foundation of her speech dysfunction lies in her personal traumatic experiences, like after the death of her mother she did not speak that much with anyone and that experience triggered her immensely. However, she is not a regular stammerer but stammers due to situations and experiences. Like she might stammer in the situations of explaining something, feeling instant gratification, confessing something, not being able to project the thoughts or emotions to someone, during code switching and so on. However, in recent times she is undergoing a counseling session not with the speech problem but with the traumatic experiences which might aid in lessening the communicative issues.

Sample of data:

I have taken data from two different types of subjects. The very first chunks of data is derived from a stammer who stammers from the very early childhood and the type 02 stammer is more of a situational stammer who stammers due to some special situations like out of nervousness, confusion ,trauma and so on. Here, the data sample 01 and 02 are derived from the type 01 stammer which is by born and the sample 03 is derived from the type two stammer who is situational. Again, here the sample 01 of data is derived over a telephonic conversation, 4.33 minutes

Here, “A” is me the researcher and “B” is the subject dealing with stammering. Although the data is taken for almost 5 minutes here it is presented in a very brief manner.

Context	Talk in interaction	Stammering agent
This telephonic conversation is based on the pedagogic theme of the subject	A: Hello, kire Hello, hey there	
	B:Hello, Aaadab bhai Hello, Aaadab brother, ye ess brother	(Stress followed by fragmentation)
	A:Ki obostha tor? Kmn achis? How are you doing? How are you?	
	B: Bha bhalo achi bhai. Tu tu tumi bhalo aso bhai?	(Fragmented speech)

	I I I am doing good brother Ho how are you doing?	
	A: Eitoh achi, Basar sobai bhalo? I am doing well. How's everyone at home?	
	B: Hooooo bh hai ase motamoti. Yessss bro ther, they are so so	(Prolongation followed by silence)
	A: Tarpore ki obostha tor bol? Then, tell me what are you up to?	
	B: Ta ta ta , tarpore arki, college toh bo-bo-bondho o o o nek din hoilo	(Silence, fragmented speech followed by rising intonation)

	What then, the college is shut for a longer period	
	A: Hmm, Kobe j situation Yes, when will the situation	
	B: Aaa soo le Ac tua lly	(Overlapped speech)
	A:Hae, asole ki? Kichu bolbi? Yes actually? Do you want to say something?	
	B: Nnah bhai? bolo tummi No brother, you were saying something	(Stress)
	A: Nah, boltesilam, kobe j situation normal hobe k jane bol.	

	No, I mean, When will the situation be normalized, no one knows!	
	B: Aaaa sholei Exactt ly!	(Repetition and fragmented speech)
	A: Hmm, toh poralekha kmn choltese tor? Regular study kortesis toh naki? So, how's your studies going? You are studying on a daily basis, right?	
	B: AAAAr (porashuna, khhhhbbb e khar rap obostha bhai Donn't say about it, it's not going well at all bhai	(Repetition with rising intonation followed by a falling intonation, Stress)
	A: Sun, college khola thak ar bondho regular study korte hobe tor. Samne bhalo kichu korte hobe, eta mathay rakhis.	

	Listen, whether the college is open or not, you have to study on a daily basis, keep this in your mind. You have to do very well in future, always remember this.	
	B: Bh hai aaasole mm Mathai ase sobbkichu, kintu oo nek (Fragmented speech) din dh oira college nai ar private o nai, ttai oonek ggap poira gese, aakhon ki chui bbuujhtasi na ki kormu, bh hai kichu ekta bu uddhi dawBro ther ac tually, I do remember everything, but it's been soo long the college is shut and also the tutions are off, that's why there have been a huge gap. Noow I don't understand what to do? Bro ther give me some idea	(Prolongation ,fragmented speech)
	A:Sun, onekdin routine e baire achis tai emon mone hocche, syllabus dekhe ekpash theke pora shuru kor, parle	

	Accounting, English eighar tutions manage kor. Listen, you have are out of daily routine for a longer period that's why you are thinking like this ,start studying following the very syllabus at a stretch from one side. If you can afford taking tutions of Accounting, English.	
	B: Bh hai, sho bai pora shona koirā aagay gese. Aaaami e mone hoy pii ee chai asi. Bro ther, every ne is ahead of me. I guess, I am the only one lagging behind	(Stress and fragmentation)
	A: Areah na pagol. Sobar e same obostha. Pandemic situation ta emon e. But ei situation kei kaje lagaite hobe. Basic develop kor ar ekdik theke start kor. Mathay rakhbi j tui sobar theke agay	

	achis ar tor competition sobar sathe na, age tor sathe. Eta bujhis. It's not like that at all. Everyone is in the same situation. The pandemic situation is like this. But you have to make the best out of this situation. Start developing your basics and start from a side of the materials. Keep this on mind that you are ahead of everyone and you are your competition, keep this in mind	
	B:Ho bhai, thiik e koiso bh hai. So...mossa nai. Sh uru kormu poo ra routine koir ager moto. Yes brother, you are right. Noo problem.I will start studying following a routine just like before	(Falling intonation)
	A: Good. Tahole	

	Good, then	
	B: Bhhaii, Brother	(Stress, faster talk)
	A: Hae, bol Yes, tell me	
	B: Naah nah kichu nab h aa No no, nothing at all	
	A:Hahaha. Hahahaha	
	B: Hasssho ka bh hai. Why are you laughing, brother?	(Stress, taking space)
	A:Nan, emni, shon, bhalo kore porashona kor tahole ,thik ache? No, just casually, listen, study hard then, okay?	

	B: Thiik ache bhai Okay brother	(Stress)
	A: Okay, Thak tahole, pore kotha hobe Okay then, I will talk to you later	
	B:Aaccha bhai, adab. Okay brother, Adab	(None)
	A: Adab.Bhalo thak. Adab, stay good	

Data Sample 03 from subject 02:

This an authentic format of data derived from the setting of a very genuine conversation with the subject 02.During the conversation an audio recorder is kept playing since the research had a

speculation of the subject will be stammering out of the situation. However, this conversation is very thoughtfully filtered upon the very necessity of this research paper.

Here, the interlocutor “A” is the researcher and “B” is the subject dealing with psychogenic stammering.

Context	Talk in interaction	Subtle Stammering agents
The conversation has taken place based on personal life history of the subject.	A: Ei, tumi ektu aage jeta bolla eitar upor Jodi ami amr perspective boli, you know, I feel like everyone is somehow anyway is insecure, people are vulnerable deep down inside whether the admit it or not, what do you think?	
	B:Ami Jodi nijer insecurity niye boli, I feel like (Pause), Ahhh..., Iiii feel like, ami jototuku dicchi tototuku pabo na, Iii meaaaann, Iii dunno , the other person will not be able to understand, U dunno, amr sobsomoy mone hoy j, I find someone I can be with ,believe me for goud for something better.	(Pause, filler, prolongation, distortion of speech)

	A:Aha, I see. Come cheer up. It happens with every other people. Cheer up. Listen, life and more specifically God has his own way of bestowing blessing to us. Sometimes you will feel like it's all a void, and it is , the illusion is all over and you know what once a friend said "Existing is exhausting"	
	B: Yeah. Sooo right. You know Iiii really thought once there was nothing good in my life, Iiii mean, I don't have family, friends, a, you know like, which will, zzzzhhuh my just my which will never go away, I don't hve this and been through a lot since chilshood, but yeah may be this is end, ami jotodin bachbo toy to ashbe,	(Distortion of words)
	A:Do you think you deserve better from life? Why? Tell me the efforts with life or surroundings, people	

	B:Of-course, yeah but, but I see that kichu toh paite hobe, I didn't choose this misery, this misery happens, maybe it's the karma drop this all. What did I do so wrong?	None
	A: You never choosed the misery, and it is not Karma either. Look hard times make people stronger, I low it is a cliché, but than again. Accha, tell me Do you believe, you could ever fall in love again?	
	B: Noo..Idunno why, but I don't think so, I mean, oooiii jjj	(Distortion of words, prolongation)

	A:I understand. You don't have tell me the details. Like your expression says it all.	
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Thematic Review of dataset:

“ছোট থেইকা আ মারে ম ম মটু এএএএএ তো তো তোটলা, তোটলু কইয়া খেপায় সবাই
ভাই আ মার সবচেয়ে ক কষ্ট লাগে। নতুন কা কারো সা থে ক ক থা কইতে ল ল লজ্জা লাগে। নি
নি জের বওন্ধু বান্ধব ও মজা নেয়। নি জেরে য খু উবই একা একা লাগে মা আঝে মাঝে বা বা সা
থে ইকা বকে তোটলানো র ক ক কথা তু ল্লেই”

Subject	Theme	Linguistic implication
01	Teasing through imitation ,name calling, pseudonyms	ম ম মটু এএএএএ তো তো তোটলা, তোটলু
01	Triggering jargons with imitation	তোটলা, তোটলু
01	Fear of speaking	নতুন কা কারো সা থে ক ক থা কইতে ল ল লজ্জা লাগে
01	Bullying	নি নি জের বওন্ধু বান্ধব ও মজা নেয়
01	Social alienation	নি যে রে খু উব একা একা লাগে মা আঝে মাঝে
01	Lack of family support	বা বা সা থে ইকা বকে তোটলানো র ক ক কথা তু ল্লে

Theoretical Framework:

The empirical use of language in a social communicative frame is quite salient and often tend to be shaped by several underlying agents. Those agents have been thoroughly highlighted and specifically beautified by the vivid locations of thought process. In the very general sense, the Pragmatic application of communication can be associated under communicative theory which implies the very way of arranging and systematically managing the communicative events along the associated agents like the emotional essence of commitment, which works as the potential force behind a speech event. However, in the case of a stammering speaker associating both developmental and psychogenic, the surrounding speech event is often tend to be influenced by the distorted speech and such speech encounter in general can be visualized as a very fragile or vulnerable event in which the emotional essences are not prominent because of the overpowering speech pattern. Because of the disorganization of speech events underlying talk in interaction, the question is thrown over the concept of identity. And in this context of “identity” CTI, the communication theory of identity sees this notion as an experience which is very thoughtfully layered, sequentially arranged, is dynamic and relative and can be conceptualized through the oral and behavioral formats. Identity or unit of identity is the wholeness of an individual’s belief system, personality trait and specifically the fragment of an individual’s self-concept derived from the prior social membership. Now, this very idea of membership is closely tied with the notion of social belonging in which the members are considered as potential resources to invest their experience, emotional intelligence and what not but within the periphery of a certain prior conditions and of-course in the case of a stammering speech situation the idea of member resource is quite obsolete. It is a very natural tendency or ritual to be culturally and socially assimilated with the members of a particular group like the common drills could be engaging through collaborative experiences, transcending collective memories which are often salient through the very transitions and detailing of speech encounter .Now, again according to CTI, we hold not an ensemble identity but a “multiple shifting one” which is formed surrounding the social groups. Now, in accordance with the multiple layers of identity, it has firmly been proclaimed that one’s identity formation and the performative action of managing it, is a continuous process of communication with the very “self” and “others” which also signifies the idea of managing the very communicative aura within the personality and in the case of a stammering speaker the identity management process perhaps is the most challenging and irksome assignment since he/she

recurrently has to adjust the communicative markers, self-correct and finally justify themselves. Through the act of interaction, identity is highly enacted depending on that particular speech event or one's ability to handle that particular speech event, which in a sense is not static but potent enough, relative. With this notion, it can be implied that the orientation of identity and communication is in a reciprocal alignment. Now, with a speech situation very socio-psychologically speaking, the notions of self-image and concept are very thoughtfully ingrained through which people strive to define or justify themselves within the periphery of a social phenomenon.

Again, the notion of expressive language impairment stammering can be depicted under the umbrella theory ethnomethodology which determines the fact how members of the society interact with each other and form a respective social order which is a self-evident fact that the stammers automatically are forced to be at the very bottom of the social order. Again, as Rawls (2011) beautifully states Ethnomethodology as a "thoroughly empirical enterprise devoted to the discovery of social order and intelligibility" which can be witnessed as typical uniform repetitive social phenomena (121). Additionally, how "reasoning and activities are organized" within a "definite culture and identifiable events and resources" is again a prime concern of ethnomethodology which validates the fact that the group of people encountered with stammering lack mutual investment of intelligibility of those activities. (Heap, 1984). Again, the practice of common sense and variables like race, culture, education or socio-economic status, personality etc. highly dominate the idea of being valid in standardized fashion of social activities. How an event is organized and appear to the members of a society to organize events and how several events are culturally organized by members or becoming potential members of a society are again imperative layers of ethnomethodology. Relevance theory in this case is something that can also be taken into consideration which describes people's tendency to point out words or cues for the hearer to be taken as crucial and sometimes remarkable which kind of resembles the act of emotional investment like the act of bestowing humanistic approach of communicative models since many don't have that much patience to conduct a proper communicative action with stammerers. The interlocutor is typically tend to convey much more information than needed with their utterances again automatically justify those utterances as imperative and relevant to that context which is no doubt the demand of the context as well in the case of stammering speech action.

Again, while aligning in a specific context by the means of turn taking and utterance people can infer about the future discourse by the means of prior societal knowledge and relevant experience and exhibit a quick justification towards .It again establishes the fact that people in a regular rapport with stammerers can also predict the gestures, meaning of pauses, line brakes, intonation and so on. Additionally, the theoretical model of Language socialization describes how people are socialized within the definite set of norms of their respective culture through the use of language, signifying the very importance of the pragmatics of language and the overpowering effect on underlying human cognition, emotion and philosophy. Individuals acquire knowledge and practice and thus potentially use in a language community although for the stammerers this knowledge is apparently is of no use since according to the societal standard if people can't interact better, they are automatically regarded as the very potential illiterate. It again provides a sense of belonging to them by socialization through language since acting as a member of a society people are again driven by the wordplay of others and automatically influenced by the linguistic features .People by sharing language, share emotions which revolves in a repetitive pattern and is a part of collective intelligence. Now, the interchangeably concepts language and communication, according to Karl Marx, set in the unity of social relations and social character of language and communication are considered to be the social marker of relationship dynamics. Again, the role of communication and work or production is another significant perspective of Marx's segregation of communicative models which can always be attached to the concept of a stammering situation in this sense of availability and sustainability of work done. Now, from the psychoanalytic perspective, it can be deduced that "a person's behavior can be evaluated relating to the previous life experiences or traumas" which is very much salient in the case of a stammering speaker like the behavior they hold is a blend of anxiety, hesitation, self-doubt with a judgmental attire. The interrelation between the mind and language is quite valid since according to the Lacanian concept of the "unconscious is structured like a language" and through the philosophy of the structure of the psyche, or the philosophy of the identity of the human subject, it is the "dialectic of rational and irrational which corresponds to the dialectic of conscious and unconscious thoughts" (Hendrix, 2019, p.3).

Now, according to psychoanalytical perspective, "stammering is the result of some 'psychic trauma' specifically, the "memory which is repressed" and this very essence of repression dominates the conscious over time (Boag, 2006, p.74).It concept of "repressed memory" could

be put it like the byproduct of severe trauma, repression of early childhood or in any prior experience time-frame. Psychoanalytic studies have explained and justified the underlying reasons of stammering with some types of “unconscious neurotic needs, significantly, “psycho-sexual obsessions lying behind thus symptoms (GÖKDAĞ,2015,p.6).For this, addressing the baby’s special psychological needs like oral and anal erotism, trust, aggressiveness, self-assertion are necessary and stammering is the way of “pleasing the needs of oral and anal erotic needs and it is an expression of suppression” which also acknowledges the “unconscious need of suppressing the speech” (GÖKDAĞ,2015,p.6).Freeman and Ushijima (1978) asserted that stammering emerges from the “coordination problems and tension of the assistant organs in larynx”(GÖKDAĞ, 2015, p.6).There have been a subtle hypothesis regarding the physical dimension of stammering is that “individuals use these assistant organs in larynx in a wrong way and with the problems in larynx and oral structures stammering may occur”. (GÖKDAĞ, 2015, p.7)

According to the bio-chemical and physiological theories, in speaking disorders, the neuromuscular synchronization is necessary for normal speech pattern and “psychological tension of speaking including anxiety and emotions” are thought to affect stammering. (GÖKDAĞ,2015, p.8).Samuel Orton and Lee Travis presented Again, according to Neuro-physiological model related to reasons of stammering it results from an individual’s “insufficient cerebral dominance” or uncompleted flocculus dominance. According to the Cerebral Dominance theory, it has been asserted that “speech mechanism should regulate nerve pulses derived from right and left hemisphere of the brain in order to carry out speech simultaneously”, so this bears the “necessity of the dominance of each hemisphere over each other” (GÖKDAĞ, 2015,p.6).In stutterers, it is observed that this dominance is not mature enough. Now, according to the learning and conditioning theoretical perspective “stammering is explained with Behaviorism, learning, motivation, stimulus and reinforcement are highlighted and is accepted as a “learned behavior”. When a child’s speech disorders of fluency are “remarked by the individuals around, stammering is strongly reinforced” (Cangi, M. 2008). Similarly, according to Communication Failure Theory, stammering occurs, if the child experiences immense fear and the essence of being unsuccessful while trying to speak. According to Diagnosogenic-Semantogenic theory developed by Wendell

Johnson stammering is again defined as a problem of “perception and attitude not a failure in one’s speech”. The very shift of conscious through the stammered speech occurs through the societal reactions to the repetition and hesitance in speech. Johnson (1959) has explained this situation in a more specific way that, “the problem of stuttering generally starts with mother’s realizing her child’s speech not fluent and proper” (GÖKDAĞ,2015,p.9).Now Diagnosogenic Theory developed by Wendell Johnson in 1930 related to stammering explains the reasons of it as parent’s misinterpreted approaches of seeing speech disorder and fluency. (Bloodstein and Ratner, 2008). Based on the theory of classical conditioning theory presented by Wolpe (1950), it is proposed that “stammering occurs as a result of the conflict between willingness to speak and restraining from speaking” .However, some individuals do act like stammers in the heat of a moment, in the moment of nervousness or in a similar incident that kind of triggered or traumatized them long back. According to the words of Dr. Alfred Appelt, the foremost speech therapist of the Adlerian school, stammering is a barricade in which the “overloaded psyche’ erects in order to protect itself against further trials of strength”, denoting the particular phenomena when normal people stammer through excitement or uncertainty. Now, from the sociolinguistic perspective of speech acts, the locutionary, illocutionary, perlocutionary speech acts locutionary act is the production of meaningful utterances and expressions which leads to illocutionary act, the intention of producing meaningful expression which causes the performance of perlocutionary act, which is the effect of the locutionary and illocutionary act like behavior. Now, these pragmatic implications gets highly affected through the distortion of speech patterns. And most significantly, the underlying emotional sphere gets affected. For instance, if a stammerer individual is invited to attend a ceremony which he/she will have to reply in a polite manner that he/she will have a possibility to attend if there are no prior engagements. And if he/she makes irregular speech actions, the very commissive act gets distorted.

Again, from the sociological perspective, social constructivism is something that directly indicates the human development and construction of knowledge domain through interaction with others. And from the pedagogical perspective Vygotsky has firmly proclaimed that the learning contents are transcended by means of language and are comprehended by potential interaction and experience, which provides a self-evident fact of glorifying the communicative

intent .In the scenario of a stammering speaker, such interaction and communicative intent is not full-fledged and is considered as a way of making meanings.

Data Analysis:

Both of the subjects have shared their personal experiences with stammering deeply rooted in the very childhood and the relevance of both the internal and external factors that has highly shaped this sort of speech dysfunction. After the careful observation of the data structure and the live experience of the subjects, two significant analytical methods IPA and Jeffersonian model of transcription convention is implemented while doing the analysis.

Here, some of the speech model of the subject 01 have been coded with Jefferson transcription model with the aim to look into more details of speech actions. The empirical application of CA (Conversation Analysis) have been blended here to distinguish between the normal conversation flow and stammered speech along with the features like pause, line breaks and so on.

Symbols	Identity
::: ::	Prolongation
(.5)	Pause
(.)	Interval
=	Replying without any pauses
< >	Refers to taking space

><	Refers to faster talk
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Chunks of dataset along with CA markers:

1. Hello, Aaa :::dab:: brother, ye ess **(0.5)** brother
2. I I I am doing good bro :::ther:::Ho how are you doing
3. Hoo:::oo::o(.) **(Prolongation)** bh hai ase motamoti.
4. [Aaa soo le **(Overlapped speech)**
- 5.>Bhhaii,<**(Stress, faster talk)**
- 6.<Hasssho> **(Stress, taking space)**ka bh hai.
7. =Ta ta ta, **(Silence)** tarpore arki, college toh bo-bo-bondho **(Rising intonation)** o o o nek din hoilo **(Fragmented speech)**
8. Aaaa :::shte, aaa:::shte kotha koi
9. **↑** khub bb e baje **(Sudden rising volume in the pitch)**
10. So...mossa **(Fragmented speech)** hoy me-la.

The above fragmented chunks of dataset have been derived from the conversation of subject 01. It has been arranged in a fragmented way since the very features of Conversation Analysis are prominent here and among all other features the above features are salient within my dataset. Here, the first utterance “Aaa :::dab::” has got an unnatural prolongation and another utterance ye ess (0.5) within the line while complementing the previous utterance is providing contradictory feature which is a pause of 5 seconds than the first one. Again, in the second utterance “bro :::ther::” also provides the implications of a prolonged speech. Additionally, in the third one, Hoo:: oo::o(.) is

providing two features simultaneously which is a brief interval and of-course a prolongation. Again, the fourth utterance. [Aaa soo le provides the implication of a overlapped speech. Interestingly, the fifth and the sixth utterances are polar opposites since the first one .>Bhhaii,< refers to a faster talk blended with a significant amount of stress, and the second one.<Hasssho> is characterized by taking significant amount of space along with stress. Again, bo-bo-bondho (Rising intonation) and “o o o nek” these utterance provides the features of Fragmented speech. Now, the utterance “khub bbe” provides the implication of a sudden rise of volume in the pitch. So, the features like prolongation in a surface level may tend to be a quite natural speech action which naturally occurs in the time of confusion or situations like someone is hiding something, but here depending on the time and speech texture it is unnatural. Again, the concept of taking pauses is also a natural speech action but depending on the time frame, it is not natural. Also, the empirical application of overlapped speech is quite unconventional in the setting of the subject. Interestingly, the faster pitch of talks blended with stress is not something quite conventional and vice versa.

Making meaning of speech impairment symptoms along with the researcher’s notes of subject 01.

Original Transcript	Exploratory comments
Why do you think you have speech issues? By the grace of the holy GOD I thought I was quite doing well throughout my adulthood. I think the misery had befallen upon me due to some misdeeds at past. It was when once I had a conscious over my speech flow that it is abnormal	Holds spiritual belief immensely. Attributes holding orthodox traits, on surface level the belief system is highly shaped by the religious markers.

What might have caused this problem? I believe the negative Karma has caused this problem. You know in our religion, when according to the reincarnation perspective, if you do terrible wrong in your past ,you will have pay for this in this present life which I think has happened with me since in my family or surroundings no one is a stammer	Attributes mythological stimuli to rationalize the illness. Judges the concept of self –illness in contrast with the surrounding. Have an unscientific lens of seeing things.
Why didn't you take professionals help before? It's my family that didn't take any steps, rather told me to live up with it, that it's fine	Attributes opinionated family dynamics ,the subject is dominated by the family

Making meaning of speech impairment symptoms along with the researcher's notes of subject 02.

Original Transcript	Exploratory Comments
Why do you think you have speech issues? You know, I diametrically rely on the negative karma but I also hold the notion of not having harm if anyone doesn't cause to others. Physically I was doing good ,I is the very socialization ,anxiety, trauma and nervousness that has created this situation	Holds contradictory values like simultaneously the notion of negative Karma and the rational interpretation of social actions. Is aware of the original causes like socialization, anxiety, trauma etc.
What might have caused this problem? I think it's the lack of socialization during the early childhood and severe traumatic experiences starting from the early childhood to till date.	Is rational enough to acknowledge the very root cause of the problem.
Why didn't you take professionals help before? I never thought I need to. And one thing is that, I strongly believe after the demise of my mother this speech issue has occurred. So,	Holds herself accountable for the death of her mother.

whether it's a blessing or a curse, I wanted to hold it with me.	
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Developing Emergent Themes of both subject 01 & 02

Subject	Emerging Themes
01	Sees illness as supernatural entity
02	Attributing illness to personal guilt
01	Rationalizes illness in unscientific way of self-legalization
02	Holds contradictory exploratory models & notion and is perplexed between logic & emotion
01	Dominated by family
02	Holds a trait of holding things

Clustered Themes for both subjects:

Accumulation of negative Karma.

Conceptualizing illness through mythological implications.

☐ Attributing illness to supernatural forces

Using Hinduism conceptualizations to explain illness

☐ Illness attributed to stress, anxiety, nervousness

Illness attributed to exhaustion

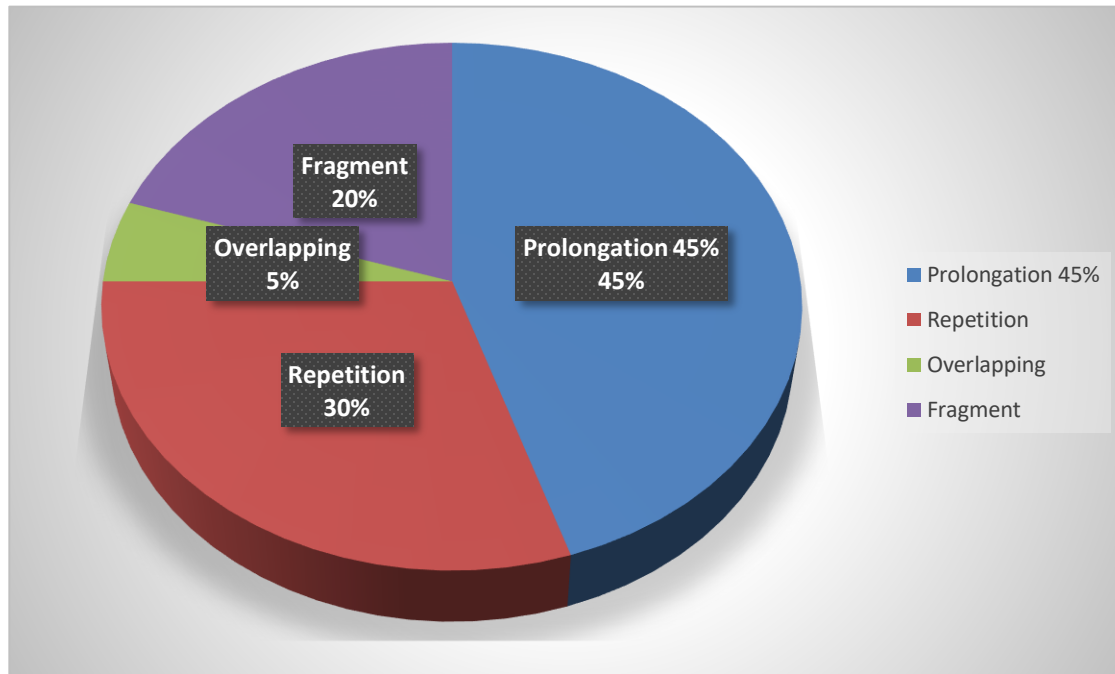
Holding conflicting explanatory models

Findings:

After setting up a subtle analytical lens behind the speech patterns, the response towards the open and close ended questionnaires of the subjects and through the data analysis method, there have been divergent vivid observations and concrete findings regarding the subjects. First of all, regarding the very first subject, who is a by born stammer has got speech dysfunctions like repetition and fragmented speech followed by rising intonation and pauses. In his case, the very common linguistic mechanism “filter” “Repair” works in a way the interlocutor intends to reflect a fragment of his self-concept or esteem through it. Again, there is a significant amount of synergy between the non or paralinguistic gestures projected by the subject and the sociological marker ,for example the gravity of “anxiety” projected by the subject is a reflection of the prior trauma and is highly illustrated by several cues like the movement of eyebrows, movement of head brows, the position of eyes and so on. Now, significantly, the subject 01 operates linguistic repairment immensely in both cases of speaking to a n unknown or known but the sphere of conscious is quite significant in the context of speaking to a unknown. Through the implementation of linguistic repair the subject is tend to transcend a fragment of his conscious through it. It’s like very thoughtfully curated talk with frequent repairments and in such cases he/she force the self-correct or repairment process , like forcefully instrumenting several drills like talking slowly, adjust breathing and so on in the unknown setting of conversation. Whenever, speech gets impaired, more often the very connection between the cognitive schema and speech production is often tend to see hazarded, although this notion is highly regarded as the orthodox concept. However, in the case of expressing greeting like “Adab” the subject isnot tend to stammer and most significantly, in the time of a serious topic, for instance regarding study, the subject is tend to use repetitive drills and stress simultaneously as frequent repairments.

In the case of the second subject, the instrumentation of repairment isnot that much prevalent rather the subject is tend to neutralize the act of situational stammering, like she doesn’t have an extra effort to make the speech audible or at least the very effort is not that much salient. She has got an essence of liberty while talking to people. For example, the words she uttered while being in a conversation “zzzhhhuhh” etc. provide some generic ideas regarding her attitude towards the dysfunctional speech. Again, it is quite salient within her speech pattern the linguistic elements like filler and prolongation have been found. And most significantly the prosodic contour is more

or less the same while speaking. Now, about the facial gestures, whenever the subject was asked questions regarding any of her past experiences within the authentic frame of a conversation she had projected some definite set of gestures like the eye brows, head brows, eyes, silence for approximately 5-6 seconds and these non and paralinguistic features provide ample evidences of being encountered with anxiety. Moreover, her act of stammering is also prevalent in silent ways like she was unable to talk for quite a few seconds but deep down inside in her conscious or head he was trying, only the modulation process took a longer time frame. Another salient feature is that whenever in terrible speech situation reflected back to the prior traumatic experience like the demise of her mother, she tends to have a very strong emotional outburst along with speech impairment which is crying. It is to be mentioned that this subject is undergoing a psychotherapy under a clinical psychologist since in recent times she is facing terrible psychological issues regarding her prior experience. She is continuing doing yoga, playing musical instruments for relaxation purposes. It is also to be mentioned that both of the subjects while uttering their names don't stammer at all, perhaps a chunk of conscious words behind it. Interestingly, this subject was also encountered with dyslexia and that caused nervousness and fueled the act of stammering. Whenever back in her childhood, she couldn't read or write in contrast with others, she made up a situation coated with anxiety and fear and which influenced the act of stammering.



The above pie chart shows the very percentage of the stammering markers of the subject 01 along with

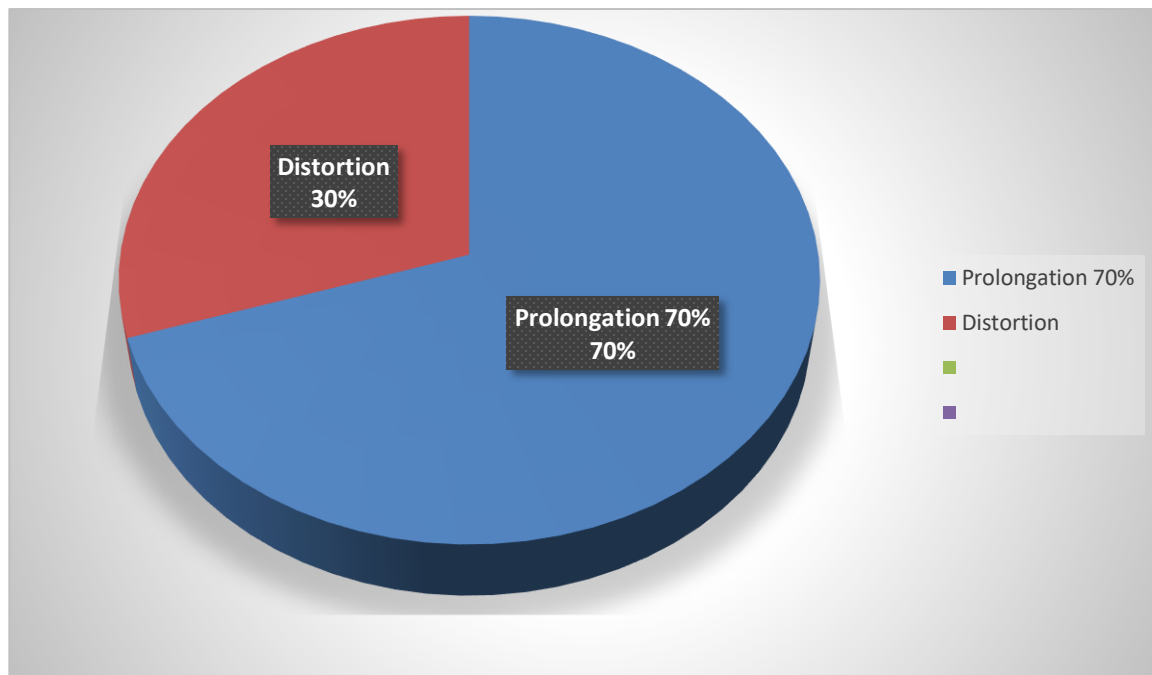
Prolongation of 45%,

Repetitive drills 30%

Overlapping 5%

Fragmented speech 20%

The calculation has followed a very basic mathematical implication, by dividing each of the portions by the total numbers or points of stammering speech situation which is 60 the percentage is made. Here, one salient thing is that some stammering markers are quite juxtaposed with each other and they are kind of mixed, for instance, prolongation with a significant amount of pause , rising intonation followed by repetitive drills and so on. The prosodic contour is already been mentioned in the data sample section like rising, falling intonation, taking pauses and so on.



The above pie chart again provides the breakdown of the stammering markers. And very interestingly, only two of the significant features are salient within the dataset in the form of an authentic conversation.

Prolongation 70%

Manipulation/Distortion of utterance 30%

Here, the total stammering points are 10, and dividing the each of the segments by the total number, the percentage is made. This dataset is quite different from the previous of subject 01, since here,

the repetitive drills, overlapped speeches, fragmented speeches are not salient and additionally two unique features, filler and distortion is visible. Also, about the prosodic contour there aren't such differences found, except the fact while the subject was uttering the manipulated words or utterances, she was using rising intonation and was so quick.

The following table consists of the responses of the subjects towards the close ended questionnaire:

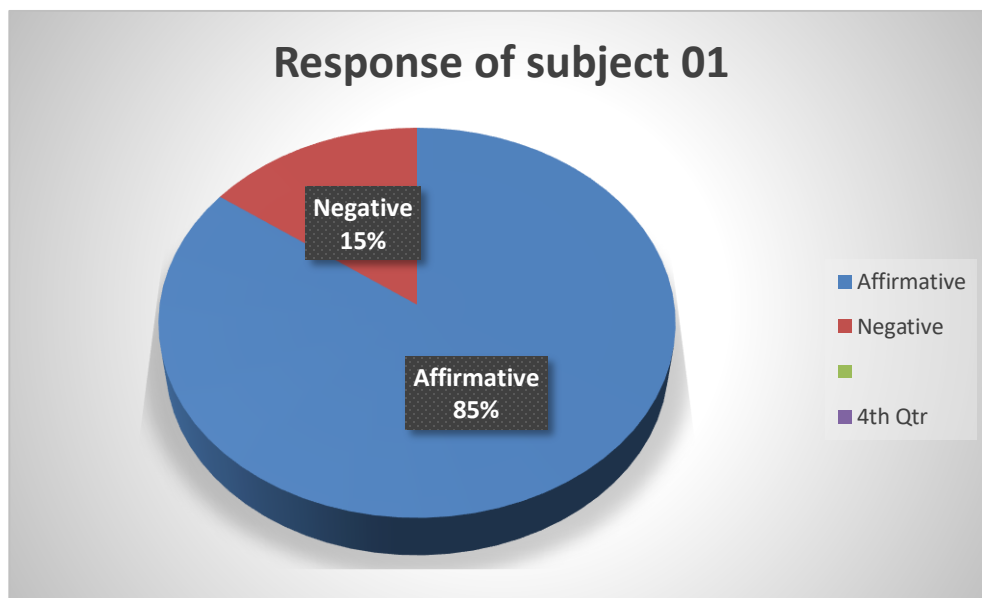
Question	Subject	Response
Have you ever taken any sort of therapy or medical aid?	01	Negative
	02	Affirmative
Have you ever got bullied in personal and academic arena?	01	Affirmative
	02	Affirmative
Are your family members supportive to you?	01	Affirmative
	02	Affirmative
How many friends do you have?	01	Around 3
	02	Around 5

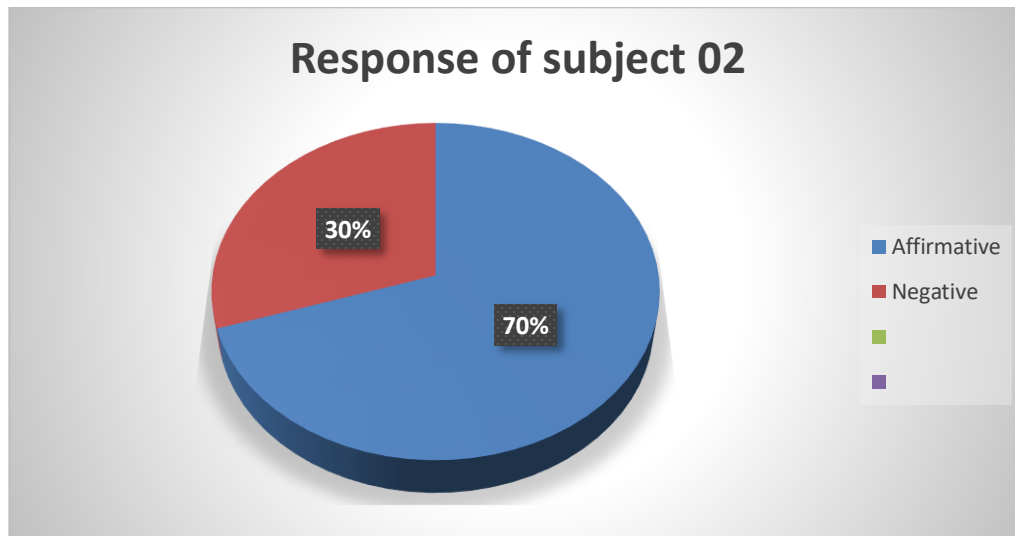
Are/were your teachers quite supportive to you?	01	Affirmative
	02	Negative
Do you ever feel of being not fitting in the society?	01	Affirmative
	02	Affirmative
Do strangers mock you because of your speech pattern?	01	Affirmative
	02	Negative
Do you have anyone in your life who is not okay with your speech problem apart from family?	01	Negative
	02	Affirmative
Do people question on your intellect because of your speech flow?	01	Affirmative
	02	Negative

Do people gets irritated while talking to you?	01	Affirmative
	02	Negative
Do you feel disinterested while interacting?	01	Affirmative
	02	Negative
Is there any good memories while stammering?	01	Affirmative
	02	Affirmative
Do you get jealous of others fluency?	01	Affirmative
	02	Negative
Do you have any major physical disabilities?	01	Affirmative
	02	Affirmative
Are you afraid of people?	01	Affirmative
	02	Affirmative
Are you introvert, extrovert or ambivert?	01	Introvert

	02	Extrovert
Do you have dyslexia?	01	Negative
	02	Affirmative
Do you get anxious, nervous on daily basis?	01	Affirmative
	02	Affirmative
Do you feel any abnormal action while being anxious or nervous?	01	Affirmative
	02	Affirmative
Have you ever been in love?	01	Affirmative
	02	Affirmative
Do you think apart from your language issues, you are confident in life?	01	Affirmative
	02	Affirmative
Do you have any sort of phobia?	01	Affirmative

	02	Affirmative
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The subject 01 has got 85% edge of affirmative and 15% of negative responses and the subject 02 has got 70% edge of affirmative and 30% of negative responses of the questionnaire.

Contradictory Statements of Rationalizing illness of subject 01

Trying to rationalize the onset of his illness, the subject 01 initially referred to the traditional Religious beliefs of the culture he represented:

I believe the negative Karma has caused this problem. You know, in our religion, when according to the reincarnation perspective, if you do terrible wrong in your past ,you will have pay for this in this present life which I think has happened with me since in my family or surroundings no one is a stammer.

Hinduism is not just a religion but is cumulative anthology of philosophical verses that immensely shapes an individual's belief system. People do have a cliché practice of brining the religious references towards the context of illness which many mark as being orthodox.

I was highly bullied from the very early childhood, like beginning from my school days. I was not in proper shape of my physical orientation, I was overweighed, was introvert and whenever people used to bully me for being bulky or complaining having no personality, I couldn't do anything for me, I could not take a stand for myself. I was in deep fear, self-doubt was there and gradually I became to fall in the very trap of inferiority complex. I believe, from this very point, I did not want to talk much with people, like with my family also .I became extremely

introvert for quite a long time and the most terrible thing I feel today is that, I kind of stopped talking for quite a long period out of the traumatic experience, that If I talk people will terribly bully me, they will try to hit me, make fun of my physical appearance ahead unknown people and what not.

Prior traumatic experience is perhaps the most significant agent behind any sort of psychological conditions and in the case of stammering it is more salient since it has been empirically proven. Those traumas gradually build a mental block piled up of negative experiences of people, judgmental verses, inferiority complex, low self-esteem and so on.

Testimony of Subject 02 regarding her prior trauma:

I lost my mother at a quite early age. From the very period I stopped talking for about 2 years. I was silent and numb. No one could make me talk much. Gradually I overcame this problem. But there still have been some implications over my speech pattern. Whenever I am in a situation in which I cannot express my feeling diametrically, I stammer, I believe stammering is a drill coded automatically to let people know that give me the space I want to express my emotions fully, I want to talk my hearts out and that particular moment dates me back to the moment of childhood I stopped talking, I feel like the headache for a moment, I feel like the clocks have been stopped and it's just me and the situation and the silence. Again, in the situations where I am feeling so nervous, I stammer, also whenever I am excited out of a positive situation I stammer and of-course due to the negative one I stammer. And most significantly, I stammer more in a negative situation rather than a positive one.

Testimony of situational contexts of stammering:

Subject 01

I feel like, whenever I am being confused regarding any topic or person, I stammer at that situation. Most significantly, in the situations if I had to hide things from anyone, I stammer more and that occurs quite psychologically that due to the stammering the person gets to know I might try to hide something. I also stammer whenever I face a huge crowd, like in the setting of a public speaking session, if I am the speaker or like if I tend to deliver any sort of academic or professional presentations ahead of people, I stammer a lot, a lot. But ironically, in the same setting of crowd, if I am to participate in any sort of debate, I don't stammer, the reason being, I believe in that particular moment of debating, I feel like having an overflow of emotions like in my case I feel like having substantial amount of rage within myself.

Subject 02

Whenever I feel like being rational I do not stammer but in the situations, I am being fragile, vulnerable like being extremely emotional, I stammer a lot. Again, whenever I used to code-switch, specially switching to Bangla from English I stammer a lot for quite a long time. In the very communicative setting of social media, I stammer in my head, like whenever I am up to write a text to anyone in any special scenarios like if I like someone, writing to my colleagues, boss, teacher, even family members, I stammer in my head. I feel like I am not able to reveal the actual words, like the vocabs blended with subtle emotions in most cases and I stammer in those situations like in the very moments whenever I am up to confess something to someone like of any guilt, or projecting emotions I stammer. Again, in the situations, I try to explain or logically justify my grounds, I stammer a lot.

Discussion relevant to findings:

Finding 01	Literature	Example	Discussion
Bullying & body shaming are the potential agents behind speech disorder	Bullying is a purposeful conscious desire to put people under stress, making people vulnerable, verbally and in severe cases physically and studies have showed that “adolescents who stutter may be at high risk for bullying due to their stuttering and/or a combination of their stuttering and low social status among peers” (Blood,2004,p.71) Studies have demonstrated that “positive peer relationships are an important influence on cognitive, social and	<i>“I was highly bullied from the very early childhood, like beginning from my school days. I was overweighed, introvert and whenever people used to bully me for being bulky or complaining having no personality. I was in deep fear, self-doubt was there and gradually I became to fall in the very trap of inferiority complex .I believe, from this very point, I did not want to talk much with people, like with my family also .I became extremely introvert for quite a long time” .</i>	This situation is similar with Blood (2004) & Langevin (1998), where both children and adolescents stammerers went through rigorous psychological attacks ,victimization by the bullies and social alienation. Such behavioral pattern bullying and body shaming usually follow a definite structure of physical, verbal abuse including mocking, taunting and teasing. The sociological dissection of bullying are the aspects of social alienation followed by intimidation There is a thin line between playful and hurtful teasing taking place in social setting ranging from schools to other domains and in the context

	language growth” and bullying in this regard is a potential restraint in “psychosocial-emotional development”. (Langevin et al.,1998,p.03)	“ম ম মটু” “এএএএএ তো তো তোতলা”,	of linguistic and psycho-emotional growth of the individuals it is toxic. Like the data “ম ম মটু” signifies the amount of socio-psychological stress of the subject and has turned into a triggering word. Behavioral psychology is relative and is dependent upon the feedback and communicative intent of others which is the very transition of linguistic setting towards more like a psycho-emotional one where stimulus is a potential element.
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Finding 02	Literature	Example	Discussion
	Using the Public Opinion Survey of Human Attributes POSHA , “public attitudes have been shown to be more positive like less stigmatizing and ostracizing in Western cultures, especially in the	<i>I wanted to talk my hearts out and that particular moment dates me back to the moment of childhood I stopped talking, I feel like the headache for a moment, I feel like</i>	This particular finding is deeply rooted in the studies of Bailey (2014), Harun (2020) & Riper (1987), where the people belonging to divergent social groups hold a malpractice of stigmatize,

Stigmatization of people and lack of feedbacks escalate stammering	parts of Northern America, Western Europe, Australia than in other parts of the world (Harun et al.,2020,p.504). However, the orientation of the “stigmatization of stammering is often enacted during shared speech encounters” residing within the shared social space (Riper, 1987). Studies have showed the “powerful barriers ingrained with negative social attitudes towards dysfluency” glorify the notion of self limitation” which is quite dominant in our society (Baily et al.,2014,p.03).	<i>the clocks have been stopped and it's just me and the situation and the silence. Again, in the situations where I am feeling so nervous,</i> I think it's the lack of socialization during the early childhood and severe traumatic experiences starting from the early childhood to till date. “নতুন কা কারো সা থে ক ক থা কইতে ল ল লজ্জা লাগে”	ostracize the stammerers in which the layers of mutual intellect works as a potential agent which nothing but ironically glorifies the self-limitation within the self. Shared cognition, group membership, the surrounding influences are the imperative reasons behind this. Here,the data “নতুন কা কারো সা থে ক ক থা কইতে ল ল লজ্জা লাগে” Carries ample amount of psycho-emotional aura which is nothing but the creation of the society's and people residing at the periphery's creation through self limitations.People have developed a mighty communicative hurdle and this idea of hurdle is also prevalent in the case of stammering speakers since being shaped by the surroundings,metaphorically the microscopic situations the mind gets piled up.
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Finding 03	Literature	Example	Discussion
Prior trauma, anxiety result into communicative fear and fuel speech disorder	According to Craig and Tran (2006) regarding stammering “communication fears have been shown to be significantly higher” specifically in children who stammer (64). Expressive language impairment is shaped “indirectly by the anxiety, anger, and frustration” that are usually associated with real life connotation. (Bloomgren,2013,p.) Stammering occurs, if the child experiences immense fear and the essence of being	<i>“I lost my mother at a quite early age. From the very period I stopped talking for about 2 years that one could make me talk much”.</i> <i>“In the situations, I am being fragile, vulnerable like being extremely emotional, I stammer a lot”.</i>	This particular situation has got relevance with Craig & Tran (2006), Bloomgren (2013) and Prizant (1990) which firmly shows the implications of trauma ,anxiety and nervousness being the vital underlying reasons of speech impairment. Such negative psychological drives attempt to build a layer of communicative fear in which the individuals are less likely to interact and hold a feeling of inferiority complex with the fears of people’s judgments. Again, they don’t intend to be triggered with the similar negative drives. The subject has proclaimed of stopped talking for almost two

	unsuccessful while trying to speak. “children with articulation disorders have anxiety levels that correspond with the level of severity of their articulation disorder” (Prizant, 1990, p.12).		years and in the situations of being vulnerable related to anxiety and prior trauma, she developed a communicative fear out of communicative stress.
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Finding 04	Literature	Example	Discussion
Identity crisis is prevalent in the case of stammerers	Additionally, the young people who experience speech, language, and communication needs are at “greater risk of developing emotional, social, and behavioral difficulties” illustrating the relationship dynamics in general (Durkin, Conti-Ramsden, et al., 2017, p.39).	<i>“I also stammer whenever I face a huge crowd”,</i> <i>“In the very communicative setting I stammer in my head, like whenever I am up to talk to someone in any special scenarios like if I like someone, writing to my colleagues, boss,</i>	This situation is similar with the studies of Ramsden (2017) ,Goodwin & Heritage (2015) where people with stammering issues were found to be nearly ex-communicated from the society in the sense they seemed unable to belong to any social groups and bear an individual identity. Since, identity is a performance and needs to justify in accordance

	Again, the stigmatized identity created in the shared social space is a byproduct of highly judgmental social infringement and shaped immensely by the mode of “social interaction, shared meaning, mutual understanding, and the coordination of human conduct” (Goodwin & Heritage, 2015, p. 283).	<i>teacher, even family members, I stammer in my head. I feel like I am not able to reveal the actual words, like the vocabs blended with subtle emotions”</i> “নি যে রে খু উব একা একা লাগে মা আঝে মাঝে”	with social contexts through effective communication which the stammerer lacked. Again, the non-stammers were tend to adapt a stigmatized identity in a mutual shared social space the question on intellect was seemed to be prominent.
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Finding 05	Literature	Example	Discussion
Lack of family support from surrounding is potential agent behind stammering	Behind the very orientation of stammering, the environment and relationship dynamics play a significant role	It’s my family that didn’t take any steps, rather told me to live up with it, that it’s fine	This situation has got relevance with the studies of Singh (2015) where the caregiver of respective children were tend to impose their high

	since studies have showed that in the situations the “first-born are not able to meet the high level of expectations from parents or the primary caregiver” and are being “rebuked and punished mentally as well as physically”, which results into fear, anxiety and low self-esteem(Singh,2015,p.18). This very psychological condition again creates the sense of vulnerability within children towards social situations and works as a potential agent behind stammering and personality issues(Singh,2015,p.18).	“বা বা সা থে ইকা বকে তোতলানো র ক ক কথা তু ল্লে”	expectations of unachieved desire specifically to the first borns. Now, it has got relevance with my study and the type of data since according to professionals the environment and relationship dynamics with family are significant variables behind the speech issues. The data sample “বা বা সা থে ইকা বকে তোতলানো র ক ক কথা তু ল্লে”is self explanatory in this regard and shows the gravity of the unsupportive approach to the subject.If parents are regarded to be the sustainable source of trust, confidence, respect they should have the essence of susceptibility towards the psychological attitudes and behavioral actions towards the children. Mistreatment and discouragement coming from the care giver and more specifically as studies have showed from the
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			father is very toxic and is the root cause of any sort of psychological issues within the children. There could be a possibility that as part of the prior knowledge domain or experience of the subjects which have shaped this sort of habitual trait that if they themselves anyhow are encountered with the negative feedbacks, they would be more demoralized and which will add no value to the issue of speech impairment.
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Finding 06	Literature	Example	Discussion
Stammering affects the pedagogical domain	predominantly shape the mental attitudinal affairs like confidence, attitude, self-esteem,	<i>I also stammer whenever I face a huge crowd, like in the setting of a public speaking</i>	This situation is closely tied with the study of Alasiri (2004) that stammering creates a pedagogical gap as part of the domains of classroom

	and classroom participation and engagement of the person”, indicating the very underlying gravity of a stammering speech situation (Alasiri ,pp 03) Again, along with the concept of anxiety comes the notion of performance which although some individuals can adjust but is more likely to underperform in classroom settings because of being very susceptible to “self image”	<i>session, if I am the speaker or like if I tend to deliver any sort of academic or professional presentations ahead of people, I stammer a lot</i>	participation, interaction with peers and teachers. Most likely, the psychological issues of self-confidence, self-esteem, positive feedbacks are responsible behind this like as the data shows <i>“If I am the speaker or like if I tend to deliver any sort of academic or professional presentations ahead of people, I stammer a lot”</i> which is self-explanatory that the judgmental attitudes of surroundings, the negative aura are the potential factors behind this sort of mental barrier. And again, from the SLA perspective studies have showed that the stammerers are less likely to learn L2. Another perspective apart from the previous ones is that in terms of code switching from the native to the target language the speech issue rises subsequently to a large proportion.
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Finding 07	Literature	Example	Discussion
Seeing illness as supernatural entity	No relevance at all	I believe the negative Karma has caused this problem. You know in our religion, when according to the reincarnation perspective, if you do terrible wrong in your past ,you will have pay for this in this present life which I think has happened with me since in my family or surroundings no one is a stammer	Among the stammerers often there seen to have a orthodox trait of legitimizing own speech issue which the subjects I have choosen have provided in the form of personal testimony. Although, there are not much evidence to this aspect of seeing stammering, but it is salient and as part of self-consolation may be as a pacifying agent it suits better. Also due to the lack of approaches towards remedy or scientific knowledge they merely use mythology to justify the gap. The aspect of negative karma, Hinduism were prevalent within my subjects.

Professional Perspective:

The expressive language impairment stammering can be cured through the professional help of a speech language pathologist (SPL) who is trained to test and treat “individuals with voice, speech, and language disorders”. (Sattar.,el al, 2015,p.45) The speech-language pathologist meticulously consider and acknowledge the associated variable regarding stammering, including the patient’s case history, contextual behaviors, and evaluation of the patients pragmatic ability and the impact of stammering on personal life. Doctors have confirmed through studies that “only 5%

Stammering is reduced through drugs” and the novel drug for stammering named “pagoclone” is now in use.

According to SLP’S the Parents are encouraged to-

1. Provide a friendly and more relaxing environment for the child and provide the child with many more speech situations and opportunities to speak.
2. Stop focusing on speech correctness frequently.
3. Listen to the speech pattern carefully and wait for the intended, rather not trying to complete it.
4. Create a space for the child so that he/she can openly share his/her issues.
5. Telling children to think before speak.
6. Interrupting and forcing child to speak in front of others in the name of encouragement.

As a researcher I had a visit to a potential audiologist and speech therapist to show the type of data, the background informations of the subjects and of-course the testimonies of them to reach to the very significant portion of the research work which is the remedy. However, the

audiologist I have spoken to is Abora Ishrat Sheikh and is holding the position of Audiologist & Speech Language Pathologist of “Alokito Shishu”, a treatment based centre. She has personally confirmed the findings as valid and is very common in the context of our country. While being asked regarding the underlying reasons behind the people’s stigmatized attitudes towards the stammerers, the therapist addressed the issues like cognitive superiority, predefined norms, orthodoxy, and mutual intelligibility of social groups and so on. However, when she was asked about the underlying reasons behind developmental and psychogenic stammering, she firmly addressed of two factors, trauma and anxiety. Again, she addressed of a set of ideal approaches towards the stammerers, like:

1. Building conscious towards their speech issue.
2. Make them comfortable in speech situations.
3. Avoid any sort of funny banter.
4. Being compassionate to them.
5. Seeing them as human beings but not “specialized human beings”.
6. Creating a margin of equality in terms of rights and behaviors.

However, the type of stammers they deal with encountered with cluttering, revisions, prolongations, sound repetitions, phrase repetitions, interjection and so on. Depending on the very data structure the audiologist have prescribed some drills for the subject 01 which are

1. Fluency shaping.
2. Alternation of speaking pattern
3. Making customized rhythmic pattern
5. Easy onset slow and soft contact of the articulators
6. Mechanical device for delayed auditory feedback
7. Relaxation

Fluency shaping or enhancement is a compilation of techniques like deep breathing, slowed speech rate, light articulatory contact and gentle initiations. Delayed Auditory Feedback (DAF), delaying the user's voice to his ears a fraction of a second (this delay is adjustable) and frequency shifting auditory feedback or Frequency. Now, easy onset or starts is the drill comprises of the relaxing muscles, easy start and let flowing some air ,forward air flowing ,smooth speech. Light contact of the articulators involve the light interaction of tongue, teeth and lips.

According to the speech therapist, for the by-born stammers the speech therapist usually continue the counseling session for both the client and the parents throughout the whole process. At first, the therapist needs to find out the very cause behind stammering of the client. There could be some environmental causes that may play active role for the client to stammer such as excessive speech interruption, sibling rivalry, lack of presence of parents, excessive pressure to talk and perform etc. These environmental manipulation need to be eliminated at the initial point. Then both parents/family member and the client need to participate in verbal interaction therapy where the speech therapist shapes their fluency according their level. After this the therapist instructs them to carry out their speech in non-clinical environment as well and follows other therapeutic approaches relaxation. Medication is needed to control if there is any hyper tendency present into that individual.

For the subject 02 the possible remedies could be

1. Relaxation
2. Dealing with the prior trauma
3. Fluency shaping
4. Self-practice

For the subject 02, the therapist advised two drills that is relaxation and secondly and most significantly to deal with the prior trauma. And the subject is taking psychotherapy that is also aiding in her speech issues.

In my sense about the pedagogical implications of stammering, several drills are to be implemented from the teacher's end, like

1. Implementing group speaking sessions.
2. Lionize the stammerer.
3. Connect with the stammerer through story telling.
4. Dropping narratives of successful peoples having speech issues.

Ethical Consideration:

Dealing with stammering, stuttering or working with anyone's personal data is regarded to be highly sensitive content. However, for maintaining proper research ethics, before conducting the research work I took permission from the two subjects along with the conditions that the names will not be revealed. For the subject 01, I beforehand took the permission of recording the telephone conversation. But in the case of the subject 02, since I had to derive a chunk of very authentic data, I didn't acknowledge her beforehand that the conversation will be recorded, otherwise the format of authentic data will be distorted since the subject then would have been put her very conscious within the conversation and such would have adjusted her speech pattern and gestures. There could also be a possibility that she wouldn't stammer at all in the fear this data will be used further. So, what I did is, after the recording session, I showed her the audio recording and took permission from her to use it as a potential source of data. Now, it is to be mentioned that the subjects helped me by providing mindful data throughout the research work because they are terribly encountered with speech issues and wish to get rid of it and if they can't, they wish others will be getting benefitted from this research.

Recommendations:

The following points the prescribed recommendations derived from the understanding after studying literatures and in empirical terms, after conducting this research.

01. The Neurogenic stammerer is quite hard to find, if researchers in Bangladeshi context can address such stammerer, the data is advised to collect in a way which doesn't trigger them.

02. The emotional sphere of the subjects should be given the top most priority like, in a speech situation if the subjects are reluctant to talk, or be emotional enough out of trauma, such situations should be addressed professionally.

03. Ethical considerations should be strictly followed, otherwise it will be an invasion of intellectual property.

04. There should be more and more studies on Bangladeshi perspective to help the stammers communicate in a normalized way, so that people acknowledge the facts behind stammering and be compassionate, collaborative, and susceptible to those.

Conclusion:

Whenever we people identify the issues of speech disorder as “stammering problem” or utter as a problem, this is actually a problem with us .Although the society has its own standards of judging people through the established practices of norms, but it doesn’t have the subtle lens to look into the backdrop. Society is justified with normative patterns of valuing or undervaluing individuals. It is the people residing at the societal periphery who are highly influenced by the “high social norms” or normalized practice which is not normal in any way. And that’s why building proper sense of empathy, compassion and susceptibility towards any individual especially someone who is dealing with stammering is quite imperative since there could be some worse backdrops of that individual like any traumatic experience, emotional or mental breakdown, anxiety, personality disorder etc. People need to get out of this societal stigma and deeds like bullying, verbal harassing should be treated as potential punishable offenses by the law. Additionally, it is the responsibility of the stammerer’s family to create a positive environment, stop putting extra layers of expectations, openly have a conversation regarding and mental issues and so on. And it is again the duty of the stammerer him/herself to acknowledge the potential remedies of this speech issue. We need to go beyond of this societal prejudices and build proper empathy and compassion to those who are suffering from speech disorder and motivate in a way they can leave the trauma, breakdowns etc. behind and confidently start a new and that’s why I expect my detailed research work will help by making people aware of stammering and possible remedies.

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Appendix 01:

The subject is asked some generic questions in both personal and pedagogic domains apart from the conversation which included queries like

Close ended questionnaire:

1. Have you ever taken any sort of therapy of medical aid?

A. Yes B. No

2. Have you ever got bullied in personal and academic arena?

A. Yes B. No

3. Are your family members supportive to you?

A. Yes b. No

4. How many friends do you have?

A.1/2 B. More than 2

5. Are/were your teachers quite supportive to you?

A. Yes B. No

7. Do you ever feel of being not fitting in the society?

A. Yes B. No C. More often D. Never

8. Do strangers mock you because of your speech pattern?

A. Yes B. No

9. Do you have anyone in your life who is not okay with your speech problem apart from family?

A. Yes B. No

10. Do people question on your intellect because of your speech flow?

A. Yes B. No

11. Do people gets irritated while talking to you?

A. Yes B. No

12. Do you feel disinterested while interacting?

A. Yes B .No

13.Is there any good memories while stammering?

A. Yes B. No

14. Do you get jealous of others fluency?

A. Yes B. No

15. Do you have any major physical disabilities?

A. Yes B.No

16. Are you afraid of people?

A. Yes B. No

17.Are you introvert, extrovert or ambivert?

A.Introvert B.Extrovert C.Ambivert

18.Do you have dyslexia?

A.Yes B. No

19.Do you get anxious, nervous on daily basis?

A.Yes B. No

20.Do you feel any abnormal action while being anxious or nervous?

A.Yes B. No

21.Have you ever been in love?

A.Yes B. No

22.Are you happy with yourself?

A.Yes No

23.Do you think apart from your language issues, you are confident in life?

A.Yes B. No

24.Do you have any phobia?

A.Yes B.No

Appendix 02:

A set of Open ended questions is asked to both of the subjects,

1. What scares you most? What are your insecurities about people?

2. What is your biggest fear in life?

3. Do you think you deserve better from life? Why? What are your efforts with life or surroundings and people?