

**Dismantling Barriers: Inclusive Education Strategies for Language-Delayed
Students in Bangladeshi Government Primary Schools**



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Students in Bangladeshi Government Primary Schools**

A Thesis Submitted to
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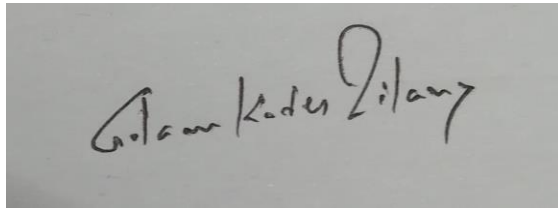
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BA in English

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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 rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Golam Kader Zilany".

Golam Kader Zilany

Senior Lecturer

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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.

A handwritten signature in black ink that reads "Fariha". The script is cursive and fluid, with the 'F' being particularly large and stylized.

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Dedication

First, I want to express my gratitude to the Almighty for helping me finish my academic journey and allowing me to complete this thesis.

This thesis is dedicated to my parents, who have always been my source of strength and unwavering support. In particular, my mother pushed me to finish my thesis despite my setbacks. During data collection, I encountered numerous difficulties. With her assistance, I gathered the information and completed my thesis.

I would also like to dedicate this thesis to my sisters and nephews. Their playful activities have motivated me to complete it.

Once more, I would like to dedicate this thesis to children who faced challenges in their academic pursuits due to physical disabilities but who continued to pursue their education and never gave up.

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Abstract

This case study explores teachers' perceptions of inclusive education in a government primary school in Dhaka, specifically for language-delayed children. Focusing on opportunities and barriers, the study examines how inclusive practices, such as differentiation, individualization, and collaboration, support students with developmental delays. Studies show that limited training, lack of resources, and insufficient support staff are major barriers to inclusive education. For example, Boer et al. (2011) and Ling, S. (2020) emphasize the need for clear frameworks, professional collaboration, and access to assistive resources. In Bangladesh, Siddik et al. (2020) highlighted the need for qualified teachers to understand and address learners' diverse needs through individualized strategies. Furthermore, Ahmmed et al. (2012) highlight that school support, including peer and administrative cooperation, parental involvement, and resource availability, positively influences teachers' attitudes toward inclusive education. On the other hand, Malak et al. (2012) argue that emphasizing the importance of inclusive education may not be successful unless the ground realities are ready—for instance, the pedagogical literacies of teachers. Uncovering these challenges is crucial, especially to ensure that inclusive education policies transfer into effective classroom strategies. Hence, this case study research might help uncover contextual challenges and potentials teachers must face while teaching language-delayed students. This study aims to identify practical recommendations for policymakers, school administrators, and educators to foster inclusive environments that align with students' diverse learning needs.

Keywords: Inclusive Education, Language Developmental Delays Students, Inclusive Teaching Practices, Comprehensive Theoretical Approaches, Inclusive Teaching Policy.

Chapter 1: Introduction

Inclusive education has become a global phenomenon in educational research, which means that various learners must be accommodated in mainstream schools. This method is in line with international commitments. For example, the United Nations (UN) Sustainable Development Goals (SDGs) argue that they are mainly about equitable and inclusive quality education for all (UNESCO, 2015). Inclusion is a moral practice and has practical importance for students with language delays, as it can improve their cognitive, social, and emotional development.

Language delays, often identified as learners facing difficulties acquiring language skills rather than peers, can noticeably restrain students' ability to participate in normal classroom activities. In Bangladesh, the challenges are critical and surrounded by systematic issues like oversized classrooms, inadequate teacher training, and insufficient resources (Ahmmed et al., 2012; Malak et al., 2012). These barriers shorten the opportunities for language-delayed learners to pursue their learning goals socially and academically in government primary schools.

Inclusive education offers a transformative framework to address these challenges by adapting teaching methods and curricula to meet the diverse needs of all learners. Central to this framework are pedagogical approaches like the Universal Design for Learning (UDL) and the Zone of Proximal Development (ZPD), which emphasize flexibility, scaffolded learning, and student-centered strategies (Meyer et al., 2014; Vygotsky, 1978). These practices have a huge theoretical benefit. However, their practical implementations in Bangladeshi schools' face challenges, including insufficient infrastructure and cultural criticism about disabilities and language impairments.

This chapter provides a foundation for exploring the barriers and opportunities associated with inclusive education for language-delayed students in Bangladesh. Moreover, it seeks to enhance the discourse on improving equitable learning environments by considering existing literature and diverse findings. The other part of this chapter includes the research problems, objectives, research questions, scope, and significance to show a critical gap in educational policy and practice.

1.1) Background of the study

Inclusive education for children with language delays and disabilities offers opportunities and challenges. While inclusion aims to provide integrated learning experiences within mainstream classrooms (Silliman et al., 1999), its implementation can sometimes lead to unintended outcomes. For instance, in Kazakhstan, progress toward inclusive education is hampered by outdated terminology that reinforces stereotypes about diversity (Makoelle, 2020). In Peru, efforts to create “inclusive” classrooms have unintentionally isolated deaf youth from exposure to sign language, forcing them to rely on rudimentary home sign systems (Goico, 2019). Early intervention, including speech and sensory integration therapies, is critical for addressing speech delays in children (Sunanik, 2013). Achieving successful inclusion relies on collaboration among educators, speech-language pathologists, and families (Silliman et al., 1999). However, sustaining educational innovations like inclusive practices requires adaptability and strong partnerships in the classroom to effectively connect research with real-world implementation (Silliman et al., 1999).

However, the implementation of inclusive language teaching in government primary schools has the potential to shift these misconceptions among both parents and children. Despite

its potential benefits, inclusive language teaching remains largely unexplored in Bangladesh, with many primary school teachers and parents yet to fully embrace its importance. Research by Denise et al. (2019) highlights the alarming statistic that nearly 17.5 million children in the Southeast Pacific region, with one-third facing physical disabilities, are not receiving adequate primary education. Malak et al. (2013) emphasized that Bangladeshi schools face barriers to implementing IE because of a lack of positive attitudes and professional development towards IE.

This research will also focus on Vygotsky's Zone of Proximal Development (ZPD), Scaffolding, and Universal Design of Learning (UDL) to find systems that will be supportive of language-delayed children (Ling, S. 2020). In Bangladeshi government primary schools, practical Inclusive Education strategies are very rare to implement. So, how the school teacher thinks about it and what their attitude towards inclusive education through differentiation, individualization, and collaboration will be the main motive.

1.2) Research Problem

Inclusive education is still an unfamiliar concept in Bangladesh, and implementing it in government primary schools presents significant challenges. Societal attitudes, systemic barriers, and a lack of focus on practical strategies hinder full implementation. These issues create substantial difficulties for schools and teachers, particularly when working with children with language delays. According to research, teachers frequently display unique attitudes and behaviors toward language-delayed students. Miscommunication between teachers and students who may struggle with expressive language further compounds the issue (Özyurt & Eliküçük, 2018; APA, 2013). In addition, Bangladeshi government primary school teachers face various pedagogical difficulties, such as a lack of readiness brought on by a lack of resources and

opportunities for professional development. Putting important frameworks like Universal Design for Learning (UDL) and Vygotsky's Zone of Proximal Development (ZPD) into practice is still difficult. Language-delayed students thus frequently do not fully benefit from inclusive teaching strategies, especially individualization, differentiation, and collaboration (Meyer et al., 2014; Vygotsky, 1978). The development of policy measures that can effectively support teachers and research into inclusive, practical teaching strategies are urgently needed to address these issues. By tackling these challenges, it is possible to create a more inclusive educational environment, enabling all learners to reach their full potential.

1.3) Research Objectives

To identify the institutional, social, and educational barriers faced by students with language delays in Bangladeshi government primary school classrooms, examine existing teaching practices in mainstream settings, explore effective inclusive teaching methods, and propose actionable steps to create a more accommodating educational environment where children with special needs can successfully integrate.

1.4) Research Question

- 1) What are the barriers faced by language delay students in Bangladeshi government primary schools?
- 2) How can inclusive teaching practices be implemented to support language delay students' integration?

1.5) Significance of the study

This study addresses a complex gap in understanding how inclusive education can help language-delayed students in government primary schools in Dhaka, Bangladesh. By identifying

teachers' attitudes and experiences, the research has found systematic, pedagogical, and sociocultural issues that restrain an effective, inclusive classroom setting for these students. It highlights critical challenges, such as seating arrangements, teacher training, and inadequate resources, that connect with global and local research on inclusive education.

Additionally, this study focuses more on the practical implementation of inclusive teaching strategies, especially differentiation, individualization, and collaboration, which show how teachers become adaptive within limited resources. The increased literature addresses more context for further connection of inclusive education in a limited-resource environment.

The findings will show the five main themes studied by systematic thematic analysis while maintaining six steps of rules. Qualitative research, especially interviews, tries to show teachers' perceptions, ideas, and suggestions about inclusive education and discuss further changes in school policy for language-delayed students.

1.6) Limitations of the study

This study focuses on deep insights into the barriers and implementation of an inclusive teaching system, while several limitations are also present.

1. This data collection was based on a single case study focused only on one government primary school in Dhaka. However, in-depth analyses are present; the findings do not relate to diverse learning needs for regional Bangladeshi schools, especially in rural areas.
2. Because of limited time, the research was only based on teacher perceptions. Only interviews of teachers and their experiences, ideas, and suggestions were collected. It cannot include full experiences and observations, including parents', students', classroom

observations, school observations, or administrators' perceptions. The analysis could have been more comprehensive if these perceptions had been present.

3. The study also has very limited time. For this reason, more depth of data collection and analysis is absent. If there had been time, a more detailed understanding of barriers and the long-term effectiveness of implemented strategies could have been shown more visually.
4. The study focuses on implementing inclusive education and identifying barriers, opportunities, and challenges within the existing resources. However, the proposed recommendations were not financially or logistically feasible. If the research continues in the future, it can focus on the cost of inclusive education interventions in Bangladesh.
5. The research explores barriers to implementing inclusive education for language-delayed students. However, no in-person communication with physically disabled or language-delayed students and their experiences with inclusive education was conducted.

Chapter 2 Literature Review

This literature review examines different journal articles, focusing on how children with language and speech delay students can adapt through Inclusive Education (IE) in government primary school settings. Across the reviewed articles, common themes such as inclusive education for language and speech delay students, Inclusive teaching practices such as differentiation, individualization, and collaboration; Comprehensive theoretical approaches such as Universal Design for Learning (UDL), Zone of Proximal Development (ZPD), inclusive teaching policy are emphasized as crucial components of IE for language. Speech-delayed children in government primary school education.

2.1) Principles of Inclusive Education

Inclusive education addresses all learners' diverse needs by increasing participation and reducing exclusion in educational settings (Sandkull, 2005). It involves transforming educational systems to respond to learner diversity rather than simply integrating students with disabilities into mainstream classrooms (Sandkull, 2005; Voltz et al., 2001). The concept has evolved from human rights declarations and disability rights movements, gaining significant momentum in the late 20th century (Foreman, 2018). Key principles of inclusive education include creating supportive learning environments, adapting content and strategies, and focusing on more than just the physical placement of students with disabilities (Voltz et al., 2001; Ziyaev, 2022). While inclusive education is now widely accepted as a pedagogical and policy principle, its implementation has been challenging, with ongoing debates about instructional approaches and educational settings for students with disabilities (Foreman, 2018).

Universal Design for Learning (UDL) can be the main framework for inclusive education. One of the researchers, Meyer et al. (2014), explained that UDL has that power

because it provides all three inclusivity in learning: multiple means of representation, action, and engagement. Students who face language barriers get help with visual aids, interactive group activities, and other communication systems that mainly boost their understanding and participation in learning. Moreover, collaboration among all parents, teachers, and students shows the great importance of inclusive education.

2.1.1) Equity Over Equality

These two terms are mainly the foundation of Inclusive education. Equity emphasizes individuality and mentions individual needs. It tries to fulfill each student's necessities and provide the same opportunities that are accessible to everyone. Scholars like Slee (2011) argue that if all students do not get the opportunity to be treated uniformly, then the diversity challenge in the classroom will not be achieved successfully. He also discusses some approaches, such as visual aids and extra assessment support, and how they fit way more than a one-size-fits-all model that tries to create a unique environment for all learners in the classroom.

2.1.2) Universal Design for Learning (UDL)

Meyer et al. (2014) discuss the importance of the Universal Design of Learning (UDL), which is more suitable for providing Inclusive Education in the classroom for language-delayed students. According to him, three main principles are:

- 1) Representation:** This method focuses on learners' needs in the classroom, including audio, visual, and all interaction activity tools.
- 2) Expression:** This student's knowledge will be expanded to be more presentable and creative on various tasks.
- 3) Engagement:** Students' motivation increases in all ways, whether cultural or social.

2.1.3) Individualized Support and Differentiation

Tomilson (2014) talks about the rejection of inclusive education uniformly, especially uniformly, for instructional methods; rather, it focuses on clear practices suitable for all types of students, including language-delayed students. At the same time, differentiation teaching comes from customizing practice for teaching practices, materials, and assignments that go perfectly with a successful learner's needs and challenges. Some researchers support individualized instruction for students with language disabilities and promote better academic outcomes (Florian, 2014).

2.1.4) Addressing Barriers to Learning

Barriers that limit participation play a critical part in inclusive education. Mitchell (2014) describes the barriers to inclusive education. For example, he emphasizes physical, social, or instructional barriers, as school systems often fail to provide enough support for language delays or students with disabilities. Inclusive education needs some system, such as changes in curriculum and infrastructure, and a strategic program to develop an accessible and fresh learning environment for the students. For example, students with language delays will have an extra or special classroom and timings for better understanding.

2.1.5) Collaboration Among Stakeholders

Inclusive education has always been about collaboration among teachers, parents, school administrators, policyholders, external specialists, and others. For some researchers, it is a collective effort that requires input and shared responsibility from all stakeholders (Friend & Cook, 2017). Students with language delays can benefit greatly as their progress will be shared

and reviewed by everyone concerned for their children. Teachers and therapists can create a new curriculum for students to learn better.

2.1.6) Flexibility and Adaptability

According to Ainscow (2005), one main purpose of inclusive education is to create flexible and adaptable learning environments for all students, including those with language delays. A vague classroom curriculum cannot provide diversity in classroom settings. Even teachers often use interactive language tools and educational technology that advances speech-to-text communication and makes the learning environment more adaptable and flexible for the students.

Inclusive education (IE) has emerged as a key priority in Bangladesh's primary education system, reflecting commitments to international declarations and policies (Naher et al., 2020; Ahmmed, 2015). The government has introduced legislation and initiatives such as the PEDP and TQI-SEP to advance IE (Malak et al., 2013). However, a significant gap persists between policy and practice in Bangladeshi schools (Ahmmed, 2015; Naher et al., 2020). Challenges include a limited understanding of IE principles among educators and insufficient opportunities for professional development (Malak et al., 2013). According to Ahmmed et al. (2012), the success of IE depends on teachers' attitudes, which could be institutional support, their past teaching experience with language-delay students, or their interaction with them. While policies are well-designed, effective implementation requires enhanced support and strong execution to address barriers and ensure IE is successfully integrated into primary schools in Bangladesh (Naher et al., 2020).

2.2) Studies Related to Inclusive Education

Inclusive education implementation has recently been on-topic and has received important attention. Researchers have found this topic interesting for their research, especially inclusive teaching practices and teaching development, which are at the top of the research Van Mieghem et al. (2018) have mentioned. Much of Turkey's research has concentrated on attitudes and perceptions, emphasizing the need for more theoretical and experimental studies to deepen understanding (Sari et al., 2020).

A review of the IE literature indicates that many studies target specific groups of learners, underscoring the necessity for broader, more inclusive approaches that encompass all students (Messiou, 2017). Qian and Rong (2023) illustrate that IE promoted many benefits schools are missing, such as equal learning opportunities, challenges, inadequate infrastructure, lack of resources, and teacher training. Future research should adopt collaborative and transformative approaches to advance IE practices and address existing gaps in knowledge (Messiou, 2017; Van Mieghem et al., 2018).

Inclusive education (IE) has recently gained significant attention in Bangladesh, with the government introducing policies and ratifying international agreements to promote its adoption (Naher et al., 2020). Despite these efforts, research highlights a disconnect between policy and practice in primary schools (Naher et al., 2020; Malak et al., 2013). Teachers' attitudes toward IE are shaped by factors such as the level of support they perceive from their schools, prior success in working with students with disabilities, and their interactions with disabled learners (Ahmmed et al., 2012).

Pre-service teachers often express negative attitudes toward integrating students with language delays in the mainstream classroom. Malak (2013) describes that teachers are often bound to misconceptions about language-delayed learners, and sometimes, this could be because of their limited knowledge of IE and the vague curriculum requirements. The Primary Education Development Program (PEDP) and the Teaching Quality Improvement in Secondary Education Project (TQI-SEP) have discussed these problems.

Research on inclusive education (IE) consistently underscores its transformative potential while acknowledging the contextual challenges. According to Lindner et al. (2020), differentiated classrooms can play a huge role in creating diversity in the classroom. Their findings showed that teaching strategies mostly supporting scaffolding and individualized feedback can improve learning outcomes for language-delayed students.

Another researcher, Boer et al. (2011), identified collaborative teaching practices in inclusive classroom settings as a key issue. Their research suggested that peer learning and teacher training about inclusive education improve language-delayed student engagement and social interaction in the classroom. Like this, Ling S. (2020) discusses the same possibility and importance of inclusive teaching practices in the classroom.

In the Bangladeshi context, Malak et al. (2012) mainly discussed the challenges of implementing inclusive education in primary schools with limited learning resources. They searched for the main obstacles: small classrooms with many students, unstable school policy, and insufficient teacher training or development spending. It shows that Bangladeshi school policy requires a stable policy framework and active management to support inclusive education practices.

2.3) Challenges Faced by Students with Language Delays in Traditional Schooling

Mainstream schools, especially primary education classrooms, have never been flexible in providing education for students with language delays because the curriculum system is uniform. These vague approaches impact language-delay students and their social and emotional well-being, and there is also a lack of adequate support systems (Chow et al., 2020). Ling, S. (2020) emphasized that those students who suffer in the classroom situation also suffer with maintaining their academic performance due to limited classroom participation and failure to maintain friendly relationships with their peers. Moreover, Dockrell & Lindsay (2001) added that because of their poor performance, a knowledge gap was created among those students, and teachers failed to improve that gap after a certain time.

Though the school system also failed to maintain a proper balance between teachers and students, a lack of teacher training and inadequate infrastructure came together at that time. Ustinova (2024) emphasizes that for mainstream education to integrate inclusive practices and support students with language learning disabilities, schools must implement well-structured strategies focused on individualized and differentiated learning. Addressing the importance of teacher training, Sharma and Rangarajan (2019) advocate for comprehensive programs that develop effective lesson plans, innovative instructional methods, and diverse pedagogical approaches to drive meaningful improvements in primary education.

Such barriers are not unique and are mirrored in the Bangladeshi context. Government primary schools in Bangladesh face global educational challenges, but societal pressures often compel them to manage these issues. Research by Malak et al. (2012) reveals that language-delayed students in Bangladesh often encounter difficulties in multilingual classrooms, where students come from various linguistic backgrounds. These challenges impact their reading,

writing, verbal communication, and classroom performance. They attribute these issues to the diversity of dialects spoken by students. Javed et al. (2020) highlight that because of these challenges, the school system needs to improve school policies, focus on more interactive approaches and teacher training, and make a strong bond among teachers, parents, and stakeholders.

Although the Education Policy 2010 advocates for inclusive education, its implementation has been inconsistent, leaving significant gaps. While the Bangladeshi government has committed to achieving the Sustainable Development Goals (SDGs), the prioritization of inclusive education remains low, and socio-economic disparities pose significant barriers.

2.4) The Role of Inclusive Education in Addressing Language-Delay Challenges

According to Jardinez & Natividad (2024), inclusive education is progressive and cannot be done simultaneously. Its main motive is to ensure a comfortable learning environment for all learners, including students with language delays. It has a goal, but the road map is not easy. It has to face a significant number of barriers. For example, a lack of teacher training, limited resources, and a limited educational environment fail to accommodate language-delay students. In addition, negative attitudes towards IE, inadequate awareness, and false statements about inclusive education also create resistance to implementing inclusive education towards stakeholders. (Kawser et al., 2016; Ambia & Rahman, 2021). Other challenges involve insufficient infrastructure, limited support services, and deep-rooted biases against diverse learners (Sarker & Unzum, 2023).

Inclusive education remains a difficult goal in Bangladesh, even with policy commitments aligned with international declarations. Addressing these issues demands enhanced policy frameworks, improved resource allocation, and comprehensive teacher training focused on inclusive practices. Community-driven awareness initiatives and better accessibility in schools are also critical. Achieving an inclusive primary education system requires collaboration between national, local, and school (Sarker & Unzum, 2023).

Teaching attitudes greatly impact the creation of inclusive education in the classroom. Some researchers, like Jardinez and Natividad (2024), have emphasized its importance. A student's linguistic and cognitive needs must be considered when implementing inclusive education. Moreover, they talked about some effective approaches, like group activities that maintain a mixed method, the usage of visual aids, and one-on-one support for students who struggle to communicate socially with everyone. Even so, Bangladeshi Government Primary Schools never maintain inclusivity in the classroom because of the challenges of overcrowded classrooms, lack of resources, and inadequate teacher training.

By solving those challenges, a developing country like Bangladesh can easily achieve inclusive education in Government Primary Schools with help from the Government, and inclusive education can also be implemented in the primary schools. Jardinez & Natividad (2024) highlight the potential of social constructivism theory and the Universal Design for Learning to address the challenges faced by inclusive education. Preservice teacher training and adopting diverse teaching techniques can further contribute to this effort. Despite these obstacles, inclusive education strives to accomplish a healthy learning environment that will provide all the facilities with language-delayed students and create importance to creating an equitable education system.

2.5) Potential Challenges in Implementing Inclusive Education

Developing countries always face challenges in implementing inclusive education. From those challenges, obstacles like insufficient government support, inadequate infrastructure, insufficient funding, and societal attitudes toward language delay students are common (Rasaq Sijuola & Jelena Davidova, 2022). Educators struggle to identify diverse learning needs, adapt curricula, and access appropriate instructional materials (Pearl, 2024). Systemic barriers like rigid curriculum frameworks and standardized testing hinder individualized support (Bindhani & Gopinath, 2024). In South Africa, overcrowding, insufficient teacher training, and lack of knowledge and skills among educators contribute to feelings of inadequacy in inclusive classrooms (Adu, 2021). Despite these challenges, successful inclusive education initiatives prioritize stakeholder collaboration, flexible curriculum design, and specialized support services (Bindhani & Gopinath, 2024). Pearl (2024) states that those obstacles can be solved sometimes, but for this reason, some methods that include the policy of resource collection will be an impactful, inclusive classroom for all types of learners (Pearl 2024).

This inadequacy stems from gaps in pre-service and in-service training programs, leaving teachers unprepared to adopt inclusive pedagogies like Universal Design for Learning (Meyer, Rose, & Gordon, 2014). Traditional lecture-based teaching methods in Bangladesh remain prevalent, further complicating efforts to cater to diverse learners (Malak et al., 2012).

Technological challenges have always been crucial, especially resources and flexible technological tools. Boer et al. (2011) identified schools' potential problems, but they failed to support them. These limitations are mainly found in schools where funding is extremely poor needs, and infrastructural systems cannot be met. Siddik et al. (2020) describe the consequences

of these limitations where the main survivor becomes language students for their learning, and limited teacher training creates a huge gap.

Societal taboos and misconceptions about inclusive education and language delay can take it further. In Bangladesh, many social communities believe that students with language delays or disruptive behavior are not qualified enough to study with other normal children in mainstream schools (Ahmmed, Sharma, & Deppeler, 2012). These activities are cultural, and this mindset is sometimes the main reason why people in Bangladesh do not want to talk about or show less interest in improving inclusive education in Bangladesh schools. Sometimes, the activity becomes weak towards these improvements. Malak et al. (2012) stated that even though some Bangladeshi primary schools are making policies. However, they do not want to spend that much on funding, which creates more problems because some people think putting their money will be worth it. The main challenge overcome is the main goal. Improving teacher training, providing enough funding, and organizing awareness events are mandatory to create an inclusive setting. Collaboration among everyone also comes here, which is a key principle to improve these challenges (Boer et al., 2011).

2.6) Research Gap

The existing research paper identifies various barriers, opportunities, and challenges everyone would face to implement inclusive education. These problems are especially faced by those who need it the most: students with language delays. Some Bangladeshi researchers discussed this, stating that government primary schools mostly face the issues. Firstly, one of the barriers could be implementing IE in the government primary schools. According to Ahmmed et al. (2012), teacher training is lacking. The research on how they will handle language-delay students is very limited in this part. Malak et al. described that instead of focusing on more

positive and negative attitudes towards inclusion, the researchers found that the school only focuses on general attitudes and neglects the big opportunity they are missing out on diverse learner's needs. Malak et al. (2012) also mentioned infrastructure deficiencies where large classroom sizes, insufficient resources, and vague curriculum cause barriers to implementing IE. The policy practice gap present, especially PEDP and TQI-SEP at the government primary school, is inconsistent, and the monitoring system and evaluation process lacks it, as Naher et al. (2020) mentioned. Javed et al. (2020) describe the barriers to social and linguistic diversity, where multilingual classrooms create more trouble for language-delayed learners as they struggle with curriculum content and social interaction. Next, opportunities were found in the review, as Ling S. (2020) mentioned, for collaboration among teachers, parents, school administrators, and peers. Meyer et al. (2014) identified the huge importance of Universal Design for Learning (UDL) and added a very poor investigation on Bangladesh for implementing IE. Moreover, Florian (2014) addressed culturally relevant pedagogy like differentiation and individualized learning. However, Bangladeshi schools lack these teaching strategies and fail to create diverse learning environments in the classroom. Finally, the challenges identified in the paper by Malak et al. (2012) addressed the teacher workload and how the curriculum model will be. Then, Slee (2011) identified limited research on language-delayed student-specific issues that failed to create inclusive classroom education. He also addressed the assessment and evaluation gap in the inclusive classroom for language-delayed students. These gaps are highly talked about, and there is a need for proper research for Bangladeshi government primary schools.

Chapter 3: Research Methodology

This chapter will discuss this research's methodology and data collection and how the researcher has collected and analyzed it. It will also answer the research questions and connect with the literature review and data analysis. This research's methodology will be qualitative. This chapter has several sections, including research design, data collection procedure, participants, ethical considerations, and data analysis.

3.1 Research Design

The research methodology adopted for this study is qualitative. It aims to identify inclusive education practices that mention the challenges of students with language delays in government primary schools in Dhaka. The data collection system was interviewed to identify in-depth knowledge of how schools' practice inclusive education and how much the teachers practice it. So, the researcher interviewed three teachers from one of the government primary schools in Mohammadpur, Dhaka, where the teachers shared their experience with teaching systems with language-delay students and the policy and implementation of inclusive education.

3.2 Data Collection Procedure and Instruments

The research cannot follow multiple methods because of the limited time required. However, it follows qualitative descriptive research. The research was done by conducting interviews in the government primary school, and seven questions were conducted. Also, it was a semi-structured interview with the main motive to collect in-depth interviews about teachers' experiences and the challenges they faced in the classroom. It was a purposive sampling method, and the interviews were taken individually with different teachers to gain more knowledge about barriers and challenges to teaching language-delayed delay students through inclusive teaching

practices. The interview process was in-person, and different teachers took the schedule at their convenience, with the interview time limit of 25-30 minutes. Moreover, the in-person interviews were recorded and later transcribed for data analysis.

3.3 Participants of the Study

The participants in this research include three teachers named Rayyan, Taher, and Farzaad from government primary schools. The names that were written completely maintained ethical rules; hence, the researcher used the pseudonyms of the teachers. The teachers participated in the interview individually and shared insights on inclusive education policies, their personal experiences, and the challenges and barriers they face when working with language-delayed students in the school. Three primary school teachers teach subjects including general knowledge, English, and science.

3.4 Ethical Consideration

The researcher has maintained all ethical concerns. For this, before taking the interview, the researcher has a written consent form approved by the supervisor where the researcher mentions that the interviews will only be used for academic purposes and would be voluntary participation. They can withdraw anytime, and their anonymity will be respected. Even before recording the interview, there was also a choice of whether they were comfortable with recording.

3.5 Data Analysis

The data analysis of this research will be followed by systematic thematic analysis. Thematic analysis is nothing but a detailed analysis of qualitative data. It is systematic because it follows a structured method where each part is connected to previous data, resulting in a broad-

comprehensive understanding of the data (Naeem et al., 2023). This research followed this method, where the researcher first transcribed the data, which was the interview done at the Government Primary School in Dhaka. Some relatable quotes or statements connected to the research question have been selected in this part. Next, the researcher created a group and extracted some keywords from them. After determining the keywords, the researcher created codes represented by the theme. That theme is discussed in the findings part. The data analysis of this research mainly aims to identify the barriers, challenges, and opportunities through inclusive teaching strategies for language-delayed students in primary school. Then, the discussion and analysis were conducted by analyzing the connection between the literature review, research gap, and findings. Below is the entire outcome of the data analysis process.

Chapter 4: Findings

4.1) Facilities and Support for Language-Delayed Students

The data that emerged from the interviews shows that school teaching and learning methods to support language-delay students are not developed, keeping the needs of language-delay students in mind. One of the interviewees, Rayyan, said, “I always make them sit in the front row so they can see the board clearly and stay focused. Class captains also help them with reading and writing tasks.” These changes in the classroom play an important role in improving students' academic performance. If the students face problems after this kind of adjustment in the classroom, Rayyan stated, “I try to apply a one-to-one help system after class.” Another teacher, Taher, shared a similar opinion: “If they don’t understand during the lesson, I work with them individually after class. Sometimes, parents also help by continuing this support at home.” He added, “Even though it will take time. Eventually, group activities and getting support from the peers will gradually improve the student's performance in the classroom.” Communicating with parents and teachers becomes a collaborative approach, which makes the system a holistic approach where language-delayed students' issues can be addressed.

4.2) Inclusivity in the School Environment

The data gathered from the interviews shows that the school environment plays some role in improving inclusive education for language-delayed students. The main problem is caused by overcrowding in classrooms. One of the interviewees, Farzaad, said, “With so many students in one class, it’s difficult to focus on those who need extra help. There just isn’t enough time.” Sometimes, classroom infrastructure limitations overshadow these difficulties. Even teachers discuss the lack of classroom resources such as teaching materials, visual materials, and interaction tools. Another teacher, Taher, shared a similar opinion: “The traditional methods we

use—where the teacher talks and students listen—don’t work for these children. But we don’t have the tools to do things differently.”

Farzaad also asserted, “Even so, the teachers do not get systematic support from the school, preventing them from employing proper instruction in the classroom. The school policies are not sufficiently structured and well-suited for language-delay students. He also said, “Despite trying, the unclear policies are a big obstacle to implementing inclusive education in the classroom.”

4.3) Limitations in Policy and Institutional Obstacles

The data gathered from the interviews shows that school policies are not developed keeping the needs of language-delay students' requirements in mind. Institutional policies face a huge obstacle in addressing the needs of language-delayed students, as they play the main role most of the time. Even one of the teachers, Rayyan, stated, “There are some institutional problems present. For example, this school has a lottery-based admission system. For this reason, I cannot understand every individual’s shortcomings, as I cannot judge the students based on their writing ability and fail to take the viva. It is an ‘uncontrollable variable’ because the classroom management and instructions sometimes become difficult to understand.” School policies try to show that they support inclusivity in the classroom. Another teacher, Farzaad, shared a similar opinion: “We do not follow official guidelines. We try whatever is the most suitable decision for us. And sometimes it becomes frustrating for me to teach language-delayed students.” Therefore, there seems to be a gap among the teachers who follow their methods rather than a systematic framework.

Rayyan also expressed that the main problem was class sizes. He said, “Class sizes have been extended after the COVID-19 pandemic, which he and the teachers believe have greatly

contributed to creating problems for inclusive education for language-delayed students in the classroom.” The findings show that inclusive education is all about adapting to the environment. However, because of its systematic inflexibility, it becomes impossible to implement.

4.4) Adaptation and Pedagogical Techniques

The data that emerged from the interviews shows that school pedagogical techniques and adaptations are not developed, keeping the needs of language-delay students' requirements in mind. Even though there are systemic barriers present, the teachers have tried their best to overcome those challenges, and they have come up with new practices for those language-delayed students that are full of improvement with adaptability and resourcefulness in the school and classroom. Taher asserted, “I put more effort into visual aids because it was one of the main elements of my teaching style. He also said, “When I teach them general knowledge in the classroom, when it is the time of teaching the country’s name, I carry a world map image with me and teach them from that image for better understanding of that topic.”.

Most teachers mentioned collaborative learning, where they again used various teaching techniques. As Rayyan stated, “We use mixed-ability group activities in the classroom. For example, if there are 60 students, we will create 10 groups, with every group comprising six members. I intend to put normal and language-delayed or disruptive students together among those six. So that whenever they require something, they can instantly get help from their peers.” Moreover, Rayyan and Taher believe it will also encourage them.

The teachers also discussed individualized strategies. Farzaad noted, “Some students try to reach out to him after class. He tries to schedule a time after class to solve the students' problems. However, time limits and oversized classrooms make it difficult to create individualized learning approaches for the language-delayed students in the classroom.

4.5) Social and Behavioral Difficulties

The data gathered from the interviews shows that difficulties in social and behavioral learning are not developed, keeping the language-delay students' requirements in mind. Teaching language-delayed students in the classroom has always been challenging for teachers, especially with peer collaboration and classroom activities. Taher points out, “We, as a teacher, believe that group activities in the classroom will improve language-delayed students' participation and communication skills more vividly.”

Taher and Farzaad notice that disruptive and language-delayed students share the same situational problems: less participation and disengagement with classroom activities. This behavior makes the classroom more uncomfortable for the language-delayed students. Rayyan said, “Teachers try to engage the students more in the classroom by giving them repetitive tasks. He added that if the disruption of the students becomes intolerable, he gives them repetitive tasks so that they will become bored and try to improve their behavior in the classroom. However, teachers sometimes feel this activity is more reactive.”

Rayyan also stated, “Training programs that could help me and my colleagues cope with an inclusive education system for language-delayed students. This training will mostly focus on improving students' social connections, highlighting attention-related difficulties, and managing those students with disruptive behavior.” Similarly, another teacher, Taher, explained, “Pairing up with classmates sometimes can be helpful, but most of the time, students feel lost or disengaged.” The absence of systematic support restrains coping for peer collaboration and teacher-guided interventions for language-delayed students.

Figure 1: Keywords and Codes Derived from Thematic Analysis

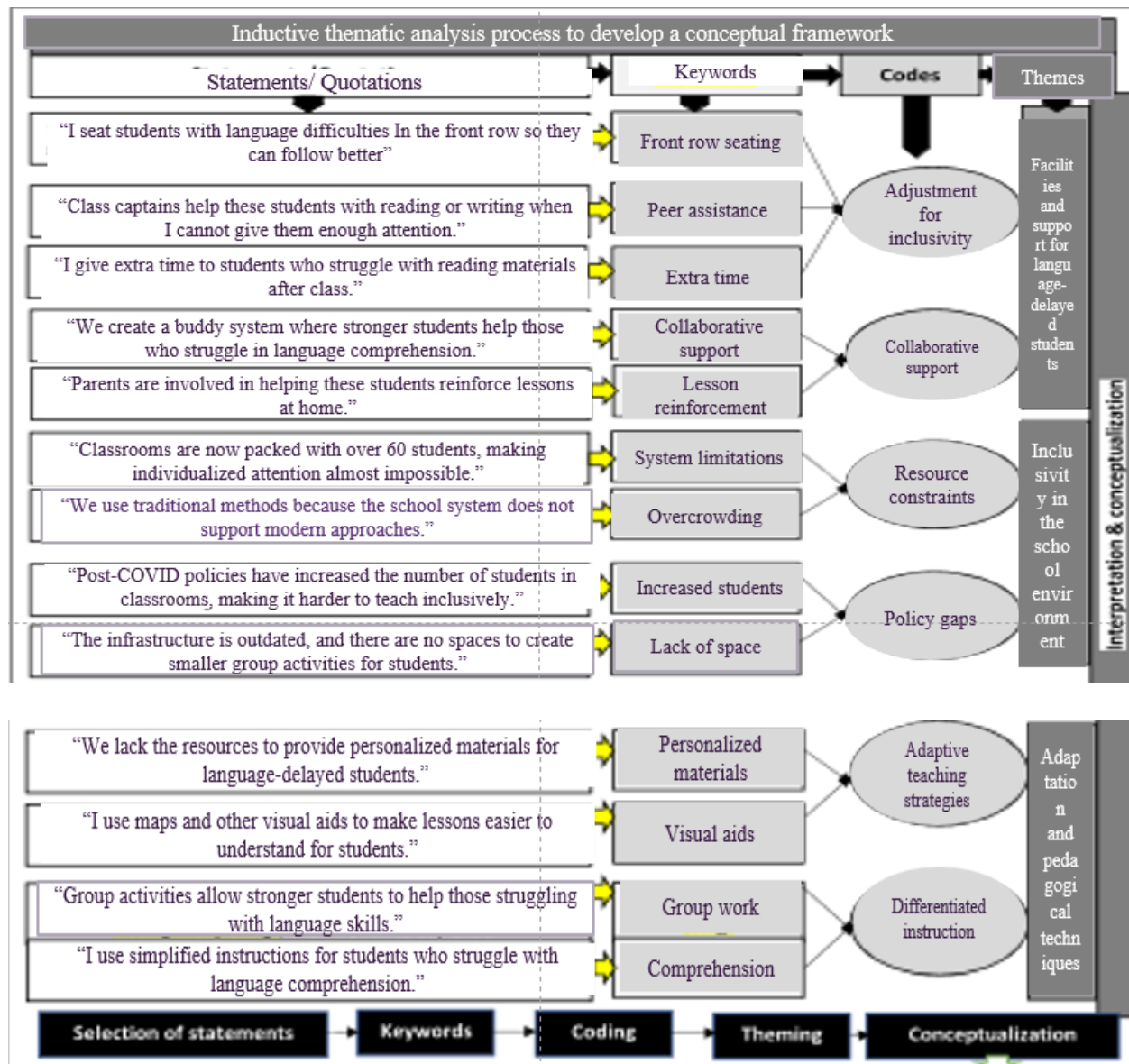


Figure 1 visually highlights the systematic thematic analysis process for creating three themes. In this figure, the keywords were first collected from the interview transcription, then the codes were derived from them. Here, transcript quotations are shown. Each code shows the main aspect of thematic analysis, and five primary themes are formed. These themes show the systematic and pedagogical aspects of implementing inclusive education for language-delayed students.

Chapter 5: Discussion and Analysis

This chapter will discuss and analyze the five themes derived from the findings. Then, connecting with the literature review, combine the gaps and results and answer the research questions accordingly. It will also follow a conceptual model that is systematic barriers, pedagogical strategies, and school dynamics affecting language-delayed students and a theoretical framework Universal Design for Learning and Vygotsky's Zone of Proximal Development (ZPD) to strengthen the analysis by connecting the literature reviews' similarities, differences, and unique parts.

5.1) Exploring Facilities and Support for Language-Delayed Students

The findings of this theme show that the teachers have applied different strategies to support language-delayed students, including seating arrangements, helping with peers, and providing one-to-one help. Some teachers stated that if they somehow identified that students had language-delayed or understanding issues, they put those students in front of the classroom. The class captain also helped that weak student. The teachers believe that these kinds of changes can improve the class participation of the language-delayed students. Regarding the one-to-one help, the teachers have always been supportive in helping the students individually. However, the classroom circumstance was not so favorable to them. The teachers have also been cooperative with the parents. Parents regularly take teacher feedback and guide their children according to the home. They believe this is how a collaborative approach is present among the teachers and parents, which will improve the language-delayed students' academic performance.

About this collaboration between parents and teachers, Özyurt & Eliküçük (2018) have already stated that it will improve the inclusivity in the classroom environment. However, this

approach goes against the conceptual framework of systematic support because these practices are informal and depend on the individual teacher's responses as they do it whenever it suits them.

Again, the findings also talked about classroom peer support and class captain support for language-delayed students, which is unique in the Bangladeshi context. Moreover, according to some researchers, this approach could be extended, but it underlines the mechanisms that require institutions that can provide stable support to them. Limitations of resources can create a lack of a specialized support system. Teachers also report to administrators about these issues, and they always need to improve the inclusive classroom, but there are limited resources and funding (Hridi et al., 2021).

This research can be aligned with global research, highlighting the importance of structured support systems in implementing inclusive education in the classroom. Yao et al. (2023) emphasized peer-assisted learning, saying that students with learning difficulties can greatly get support from their peers, and communicating with peers will gradually improve their academic and emotional development. Again, institutionalized support is absent for language-delayed students. For this reason, a gap has been shown here where policy requires immediate changes. Aside from the peer support system, the findings also show practical demonstration, which is unique but cannot be implemented because of limited resources.

The theoretical framework of these findings aligns with the scaffolding of Vygotsky's Zone of Proximal Development (ZPD). Peer support helps the students complete their tasks because sometimes language-delayed students cannot understand any topic independently, but peers can easily help them and go forward. However, the systematic support in this system is limited, which can hinder the importance of this method. Similarly, insufficient resources

contradict UDL principles, which mainly go for multiple means of engagement and representation for the learners' diverse learning.

5.2) Evaluating Inclusivity in the School Environment

These findings again discuss the overcrowded classrooms in schools, which is one of the major barriers to implementing inclusive education in the classroom. Moreover, teachers have also discussed time limitations, which mean they do not get enough time to teach everything, and the large number of students in the classroom makes the study environment more difficult for both teachers and learners. There is also a lack of enough learning resources for proper inclusive education in the classroom. One interviewee, Taher, asserted, "The traditional methods we use—where the teacher talks and students listen—don't work for these children. But we don't have the tools to do things differently." The teachers have also shared the disadvantages of using traditional teaching methods. By applying these strategies, they are not getting an updated teaching system for the language-delayed students. Thus, it hinders the implementation of inclusivity in the classroom. Bangladeshi government school teachers especially believe that whatever curriculum is present, there is a mismatch in implementing inclusive education.

These findings agree with Malak et al. (2013), who explained that the insufficient infrastructural system and the student-teacher ratio create difficult barriers to implementing inclusive education in schools. Moreover, Yao et al. (2023) argue that inclusive education always requires systematic investment and pedagogical changes to fulfill the needs of students with language delays. Bangladeshi traditional teaching methods require more flexible and adaptable environments, of which global research has already given more importance. Teachers maintain classrooms with limited and insufficient resources, and for this, Ahmmed et al. (2012) stress that comprehensive professional development programs are critical for enabling teachers to manage

diverse classrooms. Teachers sometimes also depend on trial-and-error methods because they do not get enough information or ideas for proper classroom management implantation about inclusive education. It shows the systematic gap in the conceptual framework.

The findings also emphasized that the theoretical framework of Universal Design for Learning's (UDL) rules and principles and their practical implementation in Bangladeshi classrooms are disconnected. These backings prevent the implementation of the main principle, which is multiple means of representation and engagement. Additionally, the oversized classroom is another barrier to implementing the scaffolding system of Vygotsky's Zone of Proximal Development (ZPD), and teachers are restrained from giving individualized instruction in the classroom.

5.3) Understanding Policy Constraints and Institutional Barriers

This analysis will show systematic policy obstacles, such as the government's resistance to implementing inclusive education, primarily for language-delayed students. School policies need urgent reformation because of a lack of resource limitations. These findings show that the conceptual framework will be more focused and aligned with the literature review and theoretical framework by addressing barriers. Teachers have mainly talked about the institutional problem, where the lack of carelessness from the institution makes it difficult for the faculty to become familiar with inclusive education. Most of the time, the teachers cannot understand the student's cognitive level. In this lack, teachers sometimes fail to understand the normal and language-delayed students and are confused about providing the right curriculum. Some teachers even mentioned school policy, showing they are with the teachers about inclusive education. However, deep down, they have not-so-positive attitudes among the administrators. In that case, teachers must follow their rules to guide language-delayed students, as they are not getting

official guidelines from the school. Some teachers also mentioned the overcrowded classrooms, and after the COVID-19 pandemic, the imbalance between teachers and students increased. Shortage of classrooms has always been there. Because of oversized classrooms it has restricted the teachers' ability to provide individualized learning materials for language-delayed students.

The findings of this study also align with the literature review of this paper, which shows that whatever problem Bangladeshi government primary schools face, the same problems have been faced worldwide. First, the administrative system of the school has also been mentioned in Sharma and Rangarajan's (2019) papers, where they have clearly shown that because of a lack of support from the school administration in developing countries, teachers are the most sufferers, and Bangladesh is one of the developing countries. It goes with the lottery-based system of the school, where systematic inflexibility is present, and the lack of an adaptive framework worsens the situation. Second, another researcher, Malak et al. (2013), said that student-teacher ratios in the classroom created a lack of scarce environment in the classroom, which clearly showed that after COVID-19, Bangladeshi schools are facing these problems. One of the interviewees, Rayyan, stated, "Because of the oversized classroom, they cannot provide extra help to language-delayed students in the classroom." Finally, Denise et al. (2019) also discuss that because of limited funding and resources from the government, schools are not so interested in implementing inclusive education in the classroom. He said resources played a critical role, like visual aids, supportive technologies, and adaptable learning environments. The teachers talked about the importance but ignored the importance of resource needs. Nahar et al. (2020) pointed out the gap where inclusive education policy lacks implementation. Teachers need to go through academic frustration as the school administrative policy does not guide them, and this issue has

led to a huge problem for language students' learning systems as the proper framework here is not applied to the curriculum.

The systematic barriers found in the findings are aligned with the framework, such as Universal Design for Learning (UDL), which supports changes in school policy. UDL's main principles, such as providing multiple means of engagement and representation, directly contradict the findings of the lack of resources and overcrowded classrooms (Ling, S. 2020). Here, issues like technological visual and interactive tools have a huge restriction for the teachers to use in the classroom. If the government cannot take proper steps, then school administrators hardly consider these implementation types. Another framework, Zone of Proximal Development (ZPD), shows that limited adaptability happens because of schools' so-called systems requiring scaffolding or individual learners' needs (Vygotsky, 1978). Not coordinating properly with each other hinders the effectiveness of continuing inclusive practices, and teachers feel discouraged from continuing this kind of practice in the future as they are not getting enough support from the institution.

Figure 2: Comparison between findings and literature review

Theme	Similarities (with Literature)	Differences (from Literature)	Unique Points (Context-Specific)
Facilities and Support for Language-Delayed Students	Classroom adjustments align with home-school collaboration (Denise et al., 2019)	Lack of systemic support in a resource-limited context	Class captains and peers are the main support systems
Inclusivity in the School Environment	Resource gaps and overcrowding hinder inclusivity (Malak et al., 2013)	Traditional teaching methods, despite policy discussions in the literature	Post-COVID overcrowding and insufficient infrastructure in primary schools
Policy Constraints and Institutional Barriers	The need for flexible frameworks is emphasized in the literature (Sharma & Rangarajan, 2019)	The lottery systems are not mentioned in global research	Teachers' argument for targeted policies in the Bangladeshi context
Adaptation and Pedagogical Techniques	Differentiated instruction reflects UDL principles (Ling, 2020)	Overcrowding restricts individualized strategies	Innovative use of materials like maps to enhance engagement
Social and Behavioral Challenges	Behavioral issues linked to frustration (Ahsan, M. T., 2006)	Teachers rely on school measures, unlike global best practices	Emphasis on peer collaboration to reduce social barriers and build confidence

Figure 2 visually represents the connection between the findings and the literature review. It shows the areas of the literature review with similarities, differences, and unique contributions to all the themes. This figure shows how the contextualized summary and a clear discussion on inclusive education emphasize the challenges and changes observed in the Bangladeshi context. It summarizes the interpretation and gaps between the existing literature and findings. These comparison figures can be used in the broader discussion of this topic.

5.4) Analyzing Adaptation and Pedagogical Techniques

Pedagogical techniques are not so developed in Bangladesh for language-delayed students. However, the teacher tried to apply creative pedagogical strategies in the classroom, such as visual aids, simplified instruction, and group activities. These pedagogical techniques showed that teachers never gave up on creative teaching strategies whenever they came up with new ideas. As one of the teachers, Taher, said, “I put more effort into visual aids because it was one of the main elements of my teaching style.” The teachers put systematic strategies as per subject; teachers use ideas differently according to their subjects. Moreover, teachers also discussed collaborative learning, where most teachers focused on group activities. Mixed-ability groups are teachers' favorite tasks from those group activities as they can use all types of students in a single classroom. This system was also helpful for large or overcrowded classrooms. Teachers can control any situation by instantly giving them tasks in the classroom. The need for systematic reform in a school is a must. Even though the teachers are trying their best to adjust to the class, the lack of support from the institution makes it difficult for them to adapt.

The findings of this study align with those of Dworzynski et al. (2008), who mostly discussed the importance of early intervention and made new systematic strategies for language-delayed students to survive long-term academic challenges. Differentiated learning has also been discussed in this study, but it is contradicted as the rules do not follow or the principles remain. The lack of teacher training in the current school system has always shown the gap of systematic changes. Özyurt and Eliküçük (2018) mentioned the importance of teaching training. For teaching practices, critical roles are always present. Even there is a consistent lack that also limits the potential of flexible practices to implement inclusive education.

The findings show that collaborative support in the institution is a tool for inclusion, which aligns with Vygotsky's Zone of Proximal Development (ZPD). Systematic barriers, like overcrowded classrooms and insufficient resources, remove the potential for learning and misallocate UDL's vision of an equitable learning environment.

5.5) Addressing Social and Behavioral Challenges

Language-delayed students suffer from behavioral issues, especially disruptive behavior. When disruption is too much in the classroom, teachers are mostly faced with handling students. Inclusive techniques are especially important in that case. Teachers have also found out that at this time, students face frustration towards everything. They feel like they are far behind in everything, and when the problem is connected to their family, even students can sometimes think about suicidal thoughts. One of the faculty members, Farzaad, observed, "Some students struggle to connect socially with other students, and it's difficult for him to bring those students out of the shell." In that case, teachers believe that group activities can be the best activities to solve this kind of problem. Teachers also have noticed that disruptive and language-delayed students show disinterest in learning. Teachers tried to put more classwork activities to return to their attention. Some use their style. For example, giving them repetitive tasks. This kind of task is not approachable for all types of students. Because students have ADHD, it will be hard for them to focus their attention on a single thing. Moreover, the importance of teacher training is visually presented here. It shows that teachers are not trained and are not applying proper strategies to create a flexible learning environment for their students.

These findings correlate with Ahsan, M. T. (2006), where this paper shows frustration and disengagement create more challenges in the learning process for the students. It takes a lot of time to understand what is happening in the classroom, and that creates more challenges for the

teachers to teach in the classroom. On the other hand, Sharma & Rangarajan (2019) discuss isolation and global best practices as the best system to introduce positive reinforcement and emotional support to the students. Group activities will increase interaction and communication for the students with language-delay in the classroom activities. Again, Özyurt and Eliküçük (2018) pointed out that if the teacher-student relationship can become more positive, the teachers can interact with the language-delayed students more effectively. Students can become comfortable and share their problems with the teacher. It can reduce behavioral problems and improve classroom engagement.

With these findings, the main theoretical framework aligns with Vygotsky's Zone of Proximal Development (ZPD). Vygotsky's ZPD highlights social interaction of learning that improves peer interaction and reflects the inclusive classroom where the conceptual framework system limitations are visible. Teachers need professional training in behavioral management, which is neglected here, and because of this, students and teachers become sufferers. In this finding, peer collaboration is visible. However, without the support of Universal Design for Learning, it becomes impossible to implement inclusive education properly in the school environment.

Chapter 6: Conclusion and Future Recommendations

Conclusion:

This study discussed the barriers and opportunities for implementing inclusive education in government primary schools in Bangladesh. The findings, discussion, and analysis have been written through systematic thematic analysis, specially maintained by a 6-step thematic analysis. This framework identified three conceptual frameworks: systematic challenges, adaptive pedagogical approaches, and the socio-behavioral dynamics of inclusion, which were found by analyzing five critical main themes. The findings mainly discussed the teachers sharing their experiences and the school policy and restrictions. Some systematic barriers have been issued, such as large classrooms with limited classroom capacity, a lack of resources, and insufficient teacher training, which are the main obstacles to implementing inclusive education in the classroom.

Key insights from this research are that current practices are often creative but lack institutional support, which could be important for sustainable implementation. A reliance is present by using strategies like peer assistance, and the lack of teacher training underlines that a systematic change is needed to align with the theoretical framework of Vygotsky's Zone of Proximal Development (ZPD) and Universal Design for Learning (UDL). This alignment will help bridge the gap between school policy administration and ensure inclusive education for language-delayed students.

Future Recommendations:

1. Policymakers must show interest in funding inclusive education by highlighting critical needs, such as lessening class sizes, improving the infrastructure system, and providing supportive tools for language-delayed students. Policies must also allocate significant resources to improve the opportunities for inclusive education.
2. Teacher training programs need to be developed more. The main focus of this training is helping teachers gain skills to implement inclusive education without problems. During the training, teachers will learn strategies like differentiated learning, behavior management, and pedagogical techniques to improve their confidence and increase competition among educators.
3. The curriculum must be more flexible and adaptable for the learners and teachers. That includes adding visual aids, simple instruction, and collaborative learning to allow them to learn and engage the language-delayed students.
4. Relationships between parents and school need to be more welcoming. For this reason, schools can arrange more workshops and seminars to help everyone with inclusive education and behavior with language-delayed students.
5. Focus on more behavioral management and support language-delayed students' emotional situations. School mental health therapists and recruit staff with knowledge of dealing with language-delayed students and inclusive education can ensure a supportive learning environment for the students.

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Appendices

Note 1: Consent Form

Request for Permission to Conduct Teacher Interviews for Academic Research

Dear Sir,

My name is Jannatul Fariha Mim. I am a final-year student at the Department of English and Humanities at the University of Liberal Arts Bangladesh. I am doing my thesis under the guidance of Golam Kader Zilay, a Senior Lecturer.

My thesis, "Dismantling Barriers: Inclusive Education Strategies for Language-Delayed Students in Bangladeshi Government Primary Schools," explores the challenges teachers face and the strategies they employ to support students with language delays.

As part of this research, I request permission to conduct brief, voluntary interviews with three teachers from your school. These interviews will take approximately 25-30 minutes each, focusing on understanding their experiences and perspectives regarding inclusive education practices. I assure you that:

- Participation is voluntary, and teachers can withdraw at any time.
- All responses will be anonymized to maintain confidentiality.
- The data collected will be used solely for academic purposes.

I hope your school's participation will contribute to valuable research that can help improve inclusive education practices in Bangladesh.

I would provide any necessary documentation. Thank you for considering my request. I look forward to your response.

Sincerely,

Jannatul Fariha Mim

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Note 2

Interview Questions

- 1) What facilities are available for language-delayed students in your school?
- 2) Does the school environment support inclusivity for language-delayed students?
- 3) What challenges do you face as a teacher when implementing inclusive education for language-delayed students?
- 4) What kind of support or adjustments are provided in the classroom for language-delayed students?
- 5) How does the school's policy address challenges related to language-delayed students?
- 6) What are the main limitations of your school's policy, and what resources do you need?
- 7) Can language-delayed students perform well individually, or do they benefit more from peer collaboration and group activities?