

## Exploring the contribution of a school to develop the language of disabled person

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### ABSTRACT

**Keywords:** Language of disabled person, language learning, autism, language and communication

The purpose of this work is to develop an understanding of the language learning process of the disabled person. The significant role of an educational institution for language learning skills and communication skills is addressed based on a questionnaire survey. Children without Autism start learning a language from the very first day of their birth. But children with disabilities find it challenging to learn a language. Language learning is not impossible for disabled people if they get support from their families and get a supportive environment. The study demonstrated the language learning of disabled people in Bangladesh. This study also determines the learners' interest in language learning, the parent's & society's attitude towards learners, and the limitation of disabled learners' education. The scope also covers the context to find out some recommendations for the disabled learner. The researcher has collected data by nonparticipant observation and questionnaire survey. The analysis of data represents the present rate of disabled language learners. The result shows that the learners are much conscious about language learning and communication skill. The teachers are very much concerned about their learners. Besides, they give a chance to the learners to show their extracurricular activities. The outcome addressed that the educational institution provided a satisfactory platform for the learners however the facilities are needed to be improved.

### Introduction

Language learning is a must to live in a society. The society maintains and manages its communication through language. But the people with disabilities lack this communicative power. They could not show their feelings or express their ideas by using language correctly. However, our government has initiated many programs and projects for ensuring the facilities of disabled people. Noman and Anisuzzaman (2011) say in their paper that the person who has long-term impairments like physical, mental, and intellectual; is a disabled person. The children with disabilities are left out of education due to a lack of facilities and awareness. So, the parents, teachers, and other concerned authorities should train the education of exceptional children. Their research found that there is not enough teacher in the school of disabled person.

They also found that children with disabilities face some limitations in education.

Most students with learning disabilities experience significant problems learning to read (Kavale and Reece, 1992). Students with disabilities could not realize their flaws. They could never understand that they should actively monitor the comprehension and reread the confusing passage. Wilson and Wong (1984) say that students with learning disabilities can sort confusing sentences into coherent clusters around subtopics. Still, with the instruction, they learn to constitute an organized paragraph. Cain (1996) finds that the students with learning disabilities have less knowledge of the structure of a story than the children on comprehension skills. They also have some drawbacks with vocabulary. The reports offer a natural transition from oral to written language given to children in their early grades (Westby 1985). In recent years, Nguyen and Ngo (2021) demonstrated the use of the internet for self-study, while Tran (2021) discussed the effectiveness of social networks as a source of language education. Some studies raise concerns about the language learning of disabled persons. McCracken (2021) discussed the autistic identity and its impact on the context of language learning. Bishop (2009) illustrated the specific language impairment for disabled persons. Tenebaum et al. (2014) investigated the relations between attention to word learning, understanding of the newly learned word, and measures of language ability among autistic children. Frith and Happe (1994) demonstrated the context of language and communications for persons with autistic disorder. These studies motivated the current research to incorporate the survey and perform the questionnaire on disabled children.

It has already been mentioned that the schools of disabled people in Bangladesh are not satisfactory. The disabled person did not get proper facilities in their schools as there is a lack of educators. There are also some other problems with facilities such as not enough accommodation, not enough instruments, issues with electricity, etc. In a developing country like Bangladesh, education is essential for the development of the country. But the system of education is not arranged correctly. This demonstrates the need to conduct a study based on a questionnaire survey from an autistic school that can address some important aspects of the language learning skills of disabled students. The reason for choosing an autistic school is because autism is also regarded as a type of disability. A detailed study of autism can be found in Kanner (1943). The most important aspects include and language learning skills and communication skills as well.

Language has its effectiveness in our daily lives, whoever the user is. Language is used by the people of every caste, creed, and region of the earth. Language has its variety, but every human being is subject to learning a language. The word "disability" means the limitations of movements, activities, and beliefs. So if a disabled person tries to remove these limitations at first, they need to develop their communication ability, language learning. A disabled person can understand their feelings by gesture or posture, but it is impossible to understand the complete sense without language. This study aims to develop an understanding regarding the contribution of a school that can help the students to learn language efficiently. The study is performed considering a questionnaire survey of an autistic school from the students. The questionnaire survey is conducted in an Autistic school of Cumilla City, and a survey is incorporated for the sake of this study. The goal of this work will address two possible research

questions: whether the language learning process is sufficient among the students after studying in an autistic school; whether the communication skills are developed among the students after learning in an autistic school. The survey results demonstrate that the schooling process is successful in developing the language skills and communication skills among the students.

## Methodology

The methodology of this study contains several steps that include sampling, survey, data collection procedure, and research question. The steps are briefly described in this article.

### *Sampling*

Sampling is the statistical procedure related to the selection of the individual observation and helps make statistical inferences about the population. In sampling, the data is collected from the group by comments. The primary data has been collected from an Autistic school in Cumilla city. This is Buddhi Protibondhi and Autistic School, and the participants are chosen randomly from the school. The number of students is 10. Before the survey, it is assured to the participants that the researcher will use the data for the research purpose only, and the researcher will maintain privacy strictly. The researcher used nonparticipant observation, survey, and discussion with the students as an instrument for collecting data. In a nonparticipant observation, the researcher must observe the subject of their study.

### *Survey*

The researcher has used a survey study to extract specific language learning data of disabled persons through a questionnaire. The collection of data is one of the best methods. A survey is a detailed analysis of gathering information through a questionnaire or observation. The participants can quickly answer the questions within a brief period.

### *Data collection procedure and research questions*

The researcher used two data collection procedures - primary data collection and secondary data collection procedure. In the primary data collection procedure, the researcher has collected her data from the school mentioned above of Autism. For collecting data, the researcher asked some questions to the participants for the questionnaire. All these questions were multiple-choice questions, and the participants gave their answers in "yes," "sometimes," and "no." The researcher has collected data from books, journals, articles, the internet, previous work, etc. The survey sought to answer the following survey questions:

1. Do you know the alphabet?
2. Do you know how to write a sentence?
3. Do you know how to say a sentence correctly?
4. Can you read a story/ passage?
5. Can you say the name seeing a picture?
6. Do you know how to use pronouns?
7. Do you know to count numbers?
8. Do you know how to greet?
9. Are you interested in language learning?

10. Do you know your family members?

Among the survey questions, the first seven questions are elected for defining the language skills, and the last three questions are defined for communication skills.

## Results/Findings and discussion

### *Data collection*

Figure 4.1 depicts that all the learners know the alphabet. In this regard, the basis of a language is clear to disabled learners. So, if the learners try, they can learn the language quickly. The chart shows that 100% of learners know the alphabet. From the above chart, it is found that the learners understand the basics of the language, which will help them learn further. In Figure 4.2, it is demonstrated that only 40% of learners write a sentence. From this chart, it has been found that 40% of learners say that they can write a sentence, whereas 60% of learners are unable to write a sentence. From this chart, the students, if tried then they will learn to write a complete sentence. Whereas in Figure 4.3, it is mentioned that 80% of Learners can speak a sentence without any grammatical error. This rate is very much surprising for a disabled person. In response to the third question, it has been found that 80% of disabled learners can say a sentence without any mistake, and only 20% of learners are unable to say a sentence. As most disabled learners are capable of uttering a complete sentence, it is a good sign for the disabled person that they make themselves able to share their thoughts and feelings. At the same in Figure 4.4, it is depicted that only 40% of learners can read a story. But they show much interest in the picture. In this chart, the researcher has found that only 40% of learners can read a report.

On the other hand, 60% of learners cannot read a story. From this chart, disabled learners should increase their reading capability. From figure 4.5, 90% of learners know the name of a picture. As they have a child-like attitude and are immature, they feel very excited whenever asked about any image. They like to draw and color on a picture. According to Hendricks (2015), in the case of learning a language, "drawing activity helps the student remember vocabulary." The graph represents that 90% of disabled learners can understand a picture, and they can say the name of a picture, whereas only 10% of disabled learners cannot understand an image. This picture helps the learners to learn vocabulary quickly. In Figure 4.6, the demonstration shows that 80% of disabling learners can use a pronoun.

Using pronouns in a sentence is essential to communicate with others. Communication is necessary for a disabled person to live in a society. It helps them to live freely and quickly get along well with others. From this chart, it has been found that 80% of disabled learners know the use of pronouns, and the rate of learners who do not see the use of the pronoun is 20% which is not very low than the knowing learners. Using pronouns in a sentence is very important, and the rate shows that disabled learners are very much interested in language learning. Figure 4.7 depicts that 100% of learners can count numbers. Counting numbers is also a part of communication; it helps the autistic person to identify objects. The chart shows that 100% of learners can count the number, and no learner cannot count the number. It is very much surprising that disabled learners are showing their interest in learning.

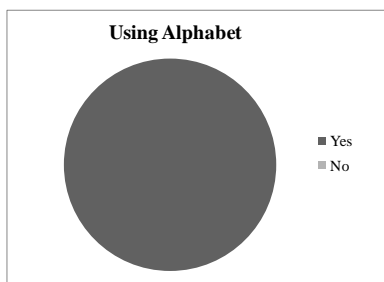


Fig. 4.1 Alphabet usage capability

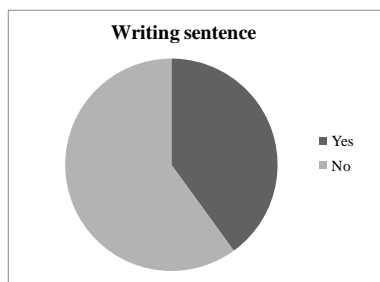


Fig. 4.2 Sentence writing capability

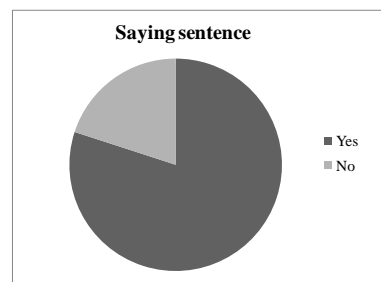


Fig. 4.3 Saying sentence capability

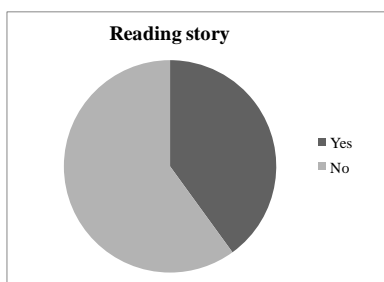


Fig. 4.4 Reading capability

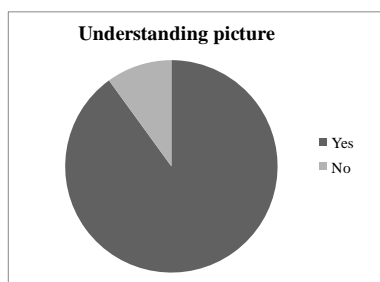


Fig. 4.5 Understanding picture

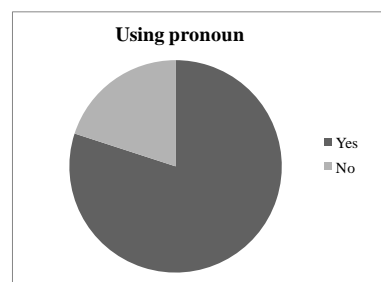


Fig. 4.6 Using pronoun capability.

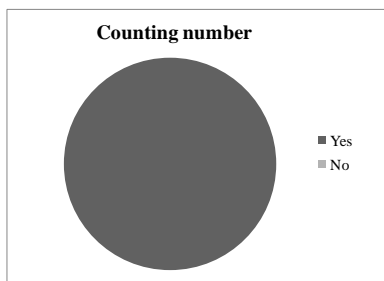


Fig. 4.7 Counting number capability

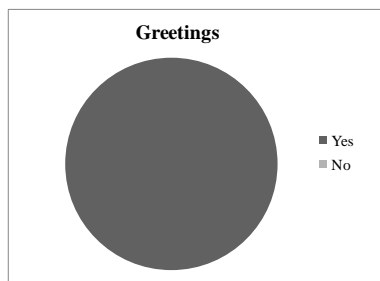


Fig. 4.8 Showing greetings capability

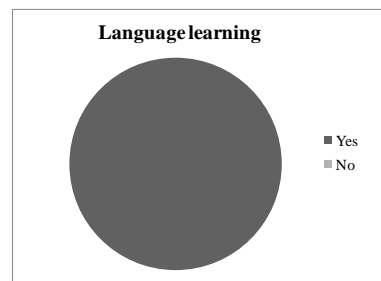


Fig. 4.9 Language learning capability

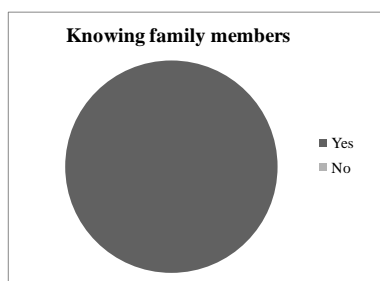


Fig. 4.10 capability of knowing family members

Figure 4.8 demonstrates that 100% of learners know how to greet others. Greeting helps to initiate a conversation with others. And it is perfect for the disabled person to understand how to welcome anyone. It also helps to understand the age as older and younger. They give 'Salam' to the elders and their teachers and say 'hello' to their mates. Education is the basic need of a person. From this chart, the researcher has found that 100% of learners can greet others. Greetings are necessary for communication, and the learners show their interest in contact with others by welcoming them. In Figure 4.9, 100% of learners are interested in language learning and education. Education is essential to living with dignity for the disabled person. It also helps to develop their psychology. In response to the ninth question, it has been found that 100% of students are interested in language learning the rate of learners who are not interested in language learning is 0%. It has been found that the disabled person is very much eager to learn a language as it is the only way to share feelings and show emotions. In Figure 4.10, it is depicted that 100% of learners know their family members. To recognize the person who is their near and dear ones is very necessary for disabled people. It helps them to live away from a stranger who may cause harm to them. This chart shows that 100% of disabled learners know their family members. It is essential for disabled people to know their kith and kin to live in a society, i.

#### *Findings and Discussion in Terms of Research questions*

1. Findings of the study show that the teachers use many kinds of instruments for the language learning of their disabled students.

These are puzzle sets, drawing books, blackboards, charts, and many other objects.

Students learn language by using these instruments according to their capabilities. The students also get the chance to choose their learning instruments according to their will. (Q.1 Section-1.5)

2. The parents give their support to the disabled children for language learning. They bring their children from afar and sit beside them until they get used to an unknown environment. Some parents try months after months to teach their children holding a pencil, sitting on the bench, learning a word.

But some different parents did not give proper attention to their disabled children's language learning. They did not bring them to school regularly, did not help them do their homework, and did not give enough time to their disabled children. For these reasons, the children lose their interest in language learning. (Q.2 section-1.5)

3. The teachers are well trained in the language learning of disabled children. They employ many strategies in a regular classroom to teach language to their disabled students.

They sit beside the students and give them classwork one by one according to the students' capability. They give time to their students to play for their recreation. Moreover, the teachers give homework to the students, which helps them learn the language more quickly. The teachers also use drawing books, textbooks, charts, blackboards to teach vocabulary. They rebuke them for their faults and appreciate them in their good things. ( Q.3 Section 1.5)

4. The students get a chance to show their extra curriculum activities. They get an opportunity to participate in many kinds of competitions, like- art, essay, and Olympic Games.

Two of their students took part in the Olympic Games and won a bronze medal from this same school. These kinds of extra-curriculum activities help disabled students to learn a language more quickly. As they face many obligations and restrictions from society, these kinds of competition help them make their position in society. (Q.4 Section 1.5)

## Conclusions

This study explores the language learning process of the disabled person and the present situation of Bangladeshi learners. This study also addresses how a learning process in school can improve the language learning process and communication skills. In the current context of Bangladesh, the process of language learning is under development. But the authority tried their best to develop the process of language learning of the disabled person. However, this study found evidence that the learners are trying harder to learn a language, and teachers also give their best to teach the learners. The researcher has found that the learners are very much conscious about their language learning. All the learners are not the same in their ability, so it is needed to make them feel comfortable in their learning area. The current works identified that the student is obtaining sufficient skills in terms of language and communication.

The researcher has faced some limitations while conducting the research. The researcher does not get enough time to complete her research. For time constraints, the researcher could not take more data from a larger population—moreover, time hindrances the researcher to gather more information and interpret the results timely. The researcher has faced limitations of financial budget in which good research is dependent.

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## Biodata

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