

# CHAPTER ONE

## INTRODUCTION

The present study is on **English Language Learning Strategies of Visually Impaired Learners in an Integrated Classroom**. This chapter incorporates the background of the study, research problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

Language learning is the learning of the language aspects and skills of language. To develop the linguistic competence and performance it is necessary to learn language. Almost all the countries have adopted and given priority to English language in their education, trade, technology, entertainment and other aspects of social life as English is an international language. Different scholars have expressed varieties of thoughts towards English showing its importance. In today's world, the global spread of English is "unprecedented and unparalleled" (Seidlhofer, 2011).

Learning strategies are methods taken by students to enhance and achieve their own learning. Strategies are especially important for language learning because they are tools for developing language competence and achieving language learning. According to Chamot (1987), "learning strategies are techniques, approaches, deliberate actions that student take into account in order to facilitate the learning". Learning strategies are the strategies which contribute to enhance language learning. They differ from learners to learners. They are the learners' individual way of learning which determines pace and rate to their success in learning. Learning strategies are used by the students to help them understand information and solve problems. Learners make specific action, behavior or techniques while learning the second language (Oxford, 1999).

Learning strategies make students active and focus on solving the problems they face in learning and acquiring any subject or language.

Appropriate strategies result in encouraging English proficiency and greater self-confidence. The main idea of learning strategies is to engage between action and skills for understanding, storing, and remembering new information. The term learning strategies is widely agreed by any expert to refer to techniques, behavior, action, thought process, problem solving or study skill employed by target language learners to make language learning easier, faster, more self-directed, more effective and more transferable to a new situation and enable language learners to be more independent, Autonomous, lifelong learning. Learning strategies mean learner efforts to do with language proficiency attainment.

Learners are of different types and according to their need, age group, friends, learning environment, they adopt or acquire different learning strategies. In the learning process, learners learn the language differently. Learning style and strategies are one of the most important factors of language teaching and learning (Joshi, 2014, p.20).

Cohen (1998) defined, learning strategies as those processes which may enhance the learning and use of L2, through storage, retention, recall, hypothesis making and testing. There are various tricks and methods through which language learner can learn a new language and enhance their proficiency of learning.

Language learning strategies refer to the strategies used by the learner in dealing with the target language (Keshavarz, 1994). The learners apply various types of strategies and techniques to learn a new language. Since learners are already acquainted with the first language and these languages being second language, they have to apply various strategies and techniques so that they can read, write and use the second language properly.

Oxford (1990) identified the second language learning strategies in six categories namely: cognitive, metacognitive, memory, compensatory, affective and social strategies. Cognitive strategies are practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. Metacognitive strategies include three strategy sets: centering your learning, arranging and planning your learning, and evaluating your learning. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. Compensatory strategies is the way that language learners guess the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words. Affective strategies are identified on learner’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Social strategies are identified as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. Social strategies help the learner work with others and understand the western culture as well as the language.

In Nepal, English language is taught as a foreign and second language. English has gained increased status due to globalization and is considered as an international language. In learning English as a second language or foreign language, there are two determinant factors initiating the success of second language learning. The factors include external factors and internal factors. External factors include physicals and social environment or demographic variables, cultural setting, formal teaching and the like. The internal factors, on the other hand, embody learner physical condition, attitude toward second language, motivation, intelligence, learning styles, learning strategies and others. Of the internal factors, learning strategies are believed to be a determinant factor for the success of second or foreign language teaching and learning on the grounds that learning strategies are concerned with practical

and operational efforts of how to handle the task. Added to the learning strategies establish learner autonomous learning that is applicable to deal with any task that they face. Learning strategies are very important for second language learners as learning strategies empower learners to activate their own leaning management.

Visually impaired learners are special types of learners, they need special help to learn any kinds of language. Since an individual with a hearing loss or a visual-impairment may stand minority in a classroom, teachers in some contexts might ignore them mostly in disbelief that these learners are likely to reach remarkable success. However, contrary to expectations, visually impaired learners may bring other strengths to their learning process and prove the opposite. Being visually impaired does not mean being unsuccessful language learners (Bauaran, 2012.) In this context, this research aims to explore English language learning strategies of visually impaired learners in integrated classroom setting. To attain the objectives of this research, data were based on visually impaired students who have been learning English for many years in integrated classroom setting of Kathmandu district.

## **1.2 Statement of the Problem**

For learning a new language a learner must have different types of strategies to learn. It is required for the development of the language both fluently and accurately. To have the knowledge of any language a learner needs to adopt or be equipped with different types of strategies. Because of learners' differences and their physical and mental difficulties children are being deprived of education. In his study, Korir (2015) stated that learners with visual impairment do face a number of challenges for instance, the administrators viewing them as a burden to school and many times they do not meet their needs like providing them the necessary learning materials even though they pay fees. Taking learners diversity into the mindset, we all especially educational institutions have to consider about creating English language learning environment

inclusive in integrated classroom. It is not their faults to be differently able. But it's our fault if we discriminate, dominate and behave differently to differently able students. We should respect their differently abled capacity and encourage them to bring in successful language learning environment. It can be difficult for sighted people to think about how a visually impaired student manage to study in a classroom that is, in integrated classroom with other sighted students. This research therefore, explored English language learning strategies of visually impaired learners in an integrated classroom setting

So, I am interested on this topic because of the self-teaching experience that I have with visually impaired learners learning English as a foreign language in integrated classroom setting. The beginning of my days of teaching into the lives of visually impaired students have been so appealing that I wonder seeing them in same classroom and I was confused to select the teaching methods, techniques and materials in that kinds of classroom. I wondered the way they were learning there in integrated classroom because I do have mindset of visually impaired learners need special types of support/ treatment in English language learning, they should be taught in different ways than that of other sighted students be taught But visually impaired learners were learning in integrated classroom with same teachers, methods, techniques and with other sighted students. Because of these abovementioned reason I am putting myself into the mainstream development of their physical, emotional, motivational and linguistic study. After all I built my research title “English language learning strategies of visually impaired learners in Integrated Classroom setting” to explore the strategies of English language learning in an integrated classroom setting.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- ) To explore and analyze English language learning strategies of visually impaired learners in integrated classroom.

) To suggest some pedagogical implications based on the findings.

#### **1.4 Research Questions**

The research questions of this study to fulfill the objectives of the study were as stated below:

- a. What are the different strategies used by visually impaired learners while learning English language in an integrated classroom?
- b. What are the strategies that visually impaired learners mostly adopt in learning English language in an integrated classroom?
- c. What are the difficulties of visually impaired learners while adopting English language learning strategies in an integrated classroom?

#### **1.5 Significance of the Study**

This research aims to contribute for the visually impaired learners for their best attempt to learn successfully, teachers for treating such students, adopting appropriate teaching learning activities, techniques, methods, and parents for guiding their children, and educational institute for adopting appropriate curriculum, curriculum designers for developing appropriate curriculum to visually impaired learners. Finally, this study might be base for further researcher who wants to explore more ideas regarding visually impaired learners English language learning strategies in integrated classroom.

#### **1.6 Delimitations of the Study**

This study had the following limitations:

- ) This study was taken place in Laboratory Secondary school of Kathmandu district.
- ) The data were collected from three visually impaired learners.
- ) In-depth interview and participant observation were adopted as data collection tools.

) It had three months' time to complete the whole study.

## **1.7 Operational Definition of Key Terms**

The specific definition of key words which are closely related to the nature of this study are as follows:

**Visually impaired learners:** Here, visually impaired learners refers to those learners who are with low eye sight, vision, functionally blind and completely disable in eyesight.

**Learning strategies:** The term learning strategies in the study refers to the attempts, ways, techniques and activities used by visually impaired learners while learning English language.

**Inclusive classroom:** In this study, inclusive classroom means the setting or the environment in which visually impaired learners learns, participate involve in the way that other sighted students do without any discrimination.

**Integrated classroom:** Here, integrated classroom means teaching visually impaired students along with other different kinds of students using similar kinds of teaching methods, technique by the same teacher.

**Support:** Support in this study means help or scaffold provided to visually impaired learners by their classmates, friends, parents and teachers.

**Difficulties:** Difficulties here mean the challenges faces by visually impaired learners while learning English language in integrated classroom.

**Differently abled learners:** Disabled or handicapped learners that emphasizes disabilities quite capable of accomplishing particular task or performing a particular function in a manner that is different from the learners without disability.

**Motivational activities:** In this study, the term has been used to refer to the activities used by visually impaired learners learning English language in integrated classroom.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes review of related theoretical and empirical literatures, their implications on this study and conceptual framework of the whole study.

#### **2.1 Review of Related Theoretical Literature**

Review of theoretical literature is very important part in the research. It is important for clarifying the concept of deep study to the research. The main aim of reviewing the previous research and other related literature is to explore what has already been done and studied before on the area. Literature review also helps in finding out the research gap. This section is the review of previous studies and activities related on English language learning strategies of visually impaired learners.

This section includes English Language Teaching and Learning: In the History of Nepal, Current Practices of English Language Teaching and Learning in Nepal, Learning Strategies, Features of Learning Strategies, Taxonomy of Language Learning Strategies, Importance of Language Learning Strategies in Language Learning and Teaching, Visually Impaired Learners, Categories of Visual Impairments, educational provisions of visually impaired learners in Nepal and social model of Oliver for visually impaired learners. They are presented below:

##### **2.1.1 Current Practices of English Language Teaching and Learning in Nepal**

Nepal is multilingual diverse country. National census report of 2011 AD has mentioned that Nepal accommodates amazing cultural and linguistic diversity. There are more than 123 languages spoken as mother tongue and English has got the status of foreign language. It is hard to find out a particular speech

community as such that uses English for day to day communication. The status of English language in education sector is given high priority. English language is taught in public schools of Nepal from grade one as a compulsory subject. It means that English is accepted as a compulsory subject in the curriculum of Nepal starting from grade one to grade twelve. It is also taught as a compulsory subject up to the bachelor level in different universities of our country Nepal.

At present, English language curriculum in school and higher level has undergone regular updating and improvement in Nepal as compared to that of the past, with the main aim to develop communicative competence in the learners rather than linguistic competence alone. According to Bhattra (2006), “large numbers of book, journals and periodicals are produced in English. Many Nepal literary texts- stories, novels and poems have been translated into English for wider readership (p.2).” mainly people in Nepal are studying English for academic purpose, occupational purpose and economic purpose.

To sum up, the use of English has extended by leaps and bounds. English language institutes, English medium schools and colleges are mushrooming. Cyber culture has fascinated the younger generation immensely and therefore, the use of English has considerably grown up. In Nepal, speaking in English adds to one’s status. Yet, English is taught as a foreign language, its high demands and use have made it a second language. Today, English is not only a subject taught in academic institutions but also it is used as a medium of instruction, means of communication between students and teachers and language of training, seminars and conference. All these have ultimately led to a craze among Nepalese to learn and speak English.

### **2.1.2 Learning Strategies**

Learning strategies as one of significant factors in English language teaching and learning are concerned with learner effort to achieve a success for English language learning or other tasks. Therefore, English language learners should be familiar with part of learning strategies and make use of them as a device to

attain the target language concerned. In other words, English language learners should know the nature of the learning strategies. Learning strategies are the activity adopted by the learner while learning a new language. Learners make specific actions, behaviors or techniques while learning the second language (Oxford, 1999). Every learners has his/her own type of learning strategy. According to Hedge (2008, p. 18), “A global learners is believed to prefer learning through global exposure, while an analytical learner likes to analyze elements in details”.

Language learning style and strategies are among the main factors that help determine how well a students learn a second or foreign language. A foreign language is a language studied in the environment where it is not the primary language for daily interaction. A foreign language is studied for the purpose of being competent in that language.

Language learning strategies are defined as, “specific actions ,steps or techniques – such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella & Oxford, 1992, p.63). Weinstein and Mayer (1983, p. 135) defined learning strategies broadly as, “behaviors and thoughts that a learners engage during learning which are intended to influence the learners encoding process”. Later, Mayer (1988, p. 11) more specifically defined language learning strategies as, “behaviors of a learners that are indented to influence how the learner processes information.” These early definitions from the educational literature reflect the roots of language learning strategies. Language is acquired through learning process. Human being process information and learning involves such information processing according to the age, motivation, techniques applied, surroundings and capacity of the learner.

There are numbers of factors affecting process as a numbers of errors are committed by the second language learners while learning a new language.

While learning a second language a learners is guided, motivated and obstructed by numbers of factors. Learning strategies are special tricks /ways learners adopt for learning a language. It may vary from person to person. Though strategies are related to L2 task, the strategies themselves are not language factors in learning. A good language learners select the language learning strategies that help them to do better in learning second language.

### **2.1.3 Features of Learning Strategies**

Language learning strategies are learners generated: they are steps or actions taken by the language learners. Some general features of learning strategies, suggested by Ellis (1994, p. 532) tells us that learners are generally aware of the strategies they use and can identify what it consist of. Strategies refer to both general approaches and specific actions or techniques used to learn L2. Likewise strategies are problem oriented; the learners employ strategies to overcome particular learning problems. Some strategies are behavioral while others are mental. Thus some strategies are directly observable whereas others are not. Strategies contribute indirectly to learning by providing learners with data about the L2. Strategies involve linguistic and non- linguistic behaviour.

Being base on the above features given by Ellis (1994), a language learning strategies are mostly learner generated. The learner takes steps to make their language more proficient and effective. Different strategies helps learner to develop their language competence. They apply varieties of skills like listening, speaking, reading and writing to be acquainted with the target language. The different types of language learning strategies are visible in the behaviors, techniques or may be unseen on their thoughts or mental process, so that they can be effective in learning a new ;language. Learners apply these strategies in order to be successful in the target language. According to learners' ability, that is the individual differences of the learners, the effectiveness of the strategy depends. Learning strategies involve internal mental actions but they may involve physical actions as well.

## **2.1.4 Taxonomy of Language Learning Strategies**

Language Learning Strategies have been classified by many scholars (Wenden and Rubin, 1987, O'Malley et al, 1985, Oxford, 1990, Stern, 1992, Ellis, 1994 etc.). However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. In what follows, Rubin's (1987), Oxford's (1990), O'Malley's (1985), and Stern's (1992) taxonomies of language learning strategies are handled.

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are:

- I. Learning Strategies
- II. Communication Strategies
- III. Social Strategies

### **I.) Learning Strategies**

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- a) Cognitive Learning Strategies
- b) Metacognitive Learning Strategies

#### **a) Cognitive Learning Strategies**

They refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- a) Clarification / Verification
- b) Guessing / Inductive Inferencing
- c) Deductive Reasoning
- d) Practice
- e) Memorization
- f) Monitoring

## **b) Metacognitive Learning Strategies**

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

## **II) Communication Strategies**

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

## **III) Social Strategies**

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987).

Oxford's (1990) Classification of Language Learning Strategies. Oxford (1990) saw the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divided language learning strategies into two main classes, direct and indirect, which are further

subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.

O'Malley's (1985) Classification of Language Learning Strategies. O'Malley et al. (1985), divided language learning strategies into three main sub categories:

- a) Metacognitive Strategies
- b) Cognitive Strategies
- c) Socio affective Strategies

#### **a) Metacognitive Strategies**

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

#### **b) Cognitive Strategies**

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

### **c) Socio affective Strategies**

As to the socio affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio affective strategies (Brown 1987).

According to Stern (1992), there are five main language learning strategies. These are as follows:

- a) Management and Planning Strategies
- b) Cognitive Strategies
- c) Communicative - Experiential Strategies
- d) Interpersonal Strategies
- e) Affective Strategies

### **a) Management and Planning Strategies**

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must: decide what commitment to make to language learning, set himself reasonable goals, decide on an appropriate methodology, select appropriate resources, and monitor progress, Evaluate his achievement in the light of previously determined goals and expectations.

### **b) Cognitive Strategies**

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- ) Clarification / Verification
- ) Guessing / Inductive Inferencing
- ) Deductive Reasoning
- ) Practice

) Memorization

) Monitoring

### **c) Communicative - Experiential Strategies**

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication.

### **d) Interpersonal Strategies**

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture.

### **e) Affective Strategies**

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise.

## **2.1.5 Importance of Language Learning Strategies in Language Learning and Teaching**

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language

learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

According to Fedderhold (1997), “The language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Developing skills in three areas, such as metacognitive, cognitive, and socio affective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning”. Lessard (1997) stated that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies. As Oxford (1990) stated language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning

strategies can be considered to be the appreciated characteristics of a good language teacher. Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success. So, learning strategies play vital role in successful language learning.

### **2.1.6 Visually Impaired Learners**

Following the spirit of the World Declaration on Education for All (1990), the Salamanca Statement (1994), the World Education Forum (2000) and the United Nations Convention on the Rights of Persons with Disabilities (2006), Nepal started addressing the issue of the inclusion of persons with disabilities in education and training (Regmi, 2017). Mangal's (2007) definition for visually-impairment in educational settings may provide a departure point for the discussion. As he mentions, "Educational definition of visual-impairment emphasizes relationship between vision and learning and shows difficulties, and deficiencies exhibited in the children, which make them different from children with normal vision to the extent of attention, requiring special education provision." While learner differences and dominant intelligence types of learners can make an enormous effect in an ordinary class environment, it is not surprising to imagine how demanding it could be from the point of view of teachers when there is a visually-impaired learner in their class. Whereas all teachers are expected to tailor their teaching to serve the needs of different learner styles, teaching a visually impaired learners in a regular classroom may stand out as a "challenge" for a teacher with no experience of teaching or perhaps even no previous social contact with such

individuals. The evidence shows that we all learn through multiple senses, even though we often are only aware of using one or two of our senses in specific situations, and even though we sometimes prefer to emphasize the value of one or two senses in specific learning contexts (Gardner, 1993).

Most learners depend on their visual and auditory senses when studying a foreign language. The role of the visual and audio materials in foreign language teaching is apparent; however, when a learner fails to use one or both of their senses, they are likely to replace it with another sense, which the teacher is to notice and address to it to achieve a successful teaching process. Understanding the importance of multisensory and multiple intelligence learning processes is vital to helping learners with visual limitations to improve their opportunities for learning (Kashdan & Barnes, 2002).

Discovering their strong sides is crucial in facilitating their English as a foreign language learning experience as a teacher. Yet, it is undeniable that the majority of the teachers is not informed about the needs of VILs and gain experience through practice during their first experience. These fully sighted people are generally not familiar with the equivalent competencies and resources required by blind and visually-impaired newcomers (Kashdan & Barnes, 2002). Thus, they do not vary the tasks and activities in a way to meet the needs of visually impaired learners and these learners fail to make the most of their learning experience.

Government of Nepal has realized and granted equal rights to all kinds of citizens in education, it means visually impaired learners are also not being deprived from main stream education. To bring them into main stream education, many government schools have been running with different scholarship programs and services for visually impaired learners. The citizens with disabilities shall have the right to get free higher education in accordance with law. The visually impaired citizens shall have the right to get free education through braille script in accordance with law (Constitution of Nepal

2072) in this context, this research aims to explore the condition and their experience of visually impaired students learning in common classroom in private school where the services are not provided by government rather visually impaired learners are struggling to learn in inclusive classroom by their self-effort

### **2.1.7 Categories of Visual Impairments**

Categories of visually impairments reflect more than just visual acuity.

Students' ability to use vision, as well as how much they use other senses for learning, are aspects of each category (Bishop, 1996;Turnbull, Shank, Smith & Leal, 2002). The terms low vision, functionally blind, and blind are often used to describe and categorize levels of vision. Each category is considered in terms of the degree of acuity and its implications for students' learning.

**Low Vision:** Generally, students with low vision are able to learn using their visual sense; however, they may need to have print magnified, contrast enhanced, or type font or size changed (Turnbull et al., 2002). Students in this category characteristically work more slowly and experience difficulty working with details (Colenbrander in Barraga & Erin, 1992).

**Functional Blindness:** People with functional blindness typically use a combination of modalities to function within their surroundings (Turnbull et al., 2002). Students in this category generally read and write using Braille. Some functionally blind individuals have sufficient vision to allow them to move around the classroom safely. Others, however, may require considerable accommodations to do so.

**Blindness.** Near blindness and total blindness are included in this category. Near blindness occurs when visual acuity is reduced so greatly that learning takes place using data from other senses most of the time (Colenbrander in Barraga & Erin, 1992). Students with total blindness receive no stimuli from their visual channel. They depend entirely on input from other senses.

### **2.1.8 Educational Provisions for Visually Impaired Learners in Nepal**

Visually impaired learners are special type of learners. They need special help and support for learning. Constitution of Nepal (2015) has granted different rights and responsibilities for citizens of our country Nepal. So, it should not separate the rights and responsibilities of visually impaired learners. Similarly, Educational Act (2028) Educational Rules (2002) National Curriculum Framework mentioned about the policies for visually impaired students. Regarding to this study Constitution of Nepal (2015) Educational

Acts (2028), Educational Rules (2002), National Curriculum Framework (2007) with amendments (2014) have been the foundations of this research. So, these policies have been reviewed accordingly. Education Act (2028) states that “special education” means special types of education to be given to blind, deaf, dumb or the children who are physically or mentally disable. Similarly in section 39:6a, on the operation of special education, informal education and distance education and other provisions is written that the operation of special education shall be as good as general education. Similarly, in sub section (3) it is written that notwithstanding anything in sub section (3), different curriculum, textbook and instructional learning and evaluation system including visually impaired children shall be managed. The school shall be required to implement the curriculum and textbook as approved by government of Nepal.

This showed that visually impaired children should not be deprived from main stream education. According to Education Rules, (2002) chapter-8 inserted in 3<sup>rd</sup> amendment in section 47 is mentioned that special provision may be made in the examination for the incapable persons including visually impaired one. Provisions may be made to attempt the questions in examinations in a symbolic language which s/he may understand. It is also mentioned in chapter 11, rules no.60 that special education may be provided to blind and other handicapped children. Rules number 63 talks about if any organization desires to conduct special education, an application shall be filled in special education council for

approval. It depicts that there should be different examination system and any institution can provide special education with the approval of special education council. As granted by Nepal Constitution (2015), in right to equality it is mentioned that all citizens shall be equal before law. No person shall be deprived the equal protection of law. No discrimination shall be made in the application of general laws on grounds of physical condition of health including others. In rights relating to education, it is mentioned that including others the citizens with disabilities shall have the right to get free higher education in accordance with law. The visually impaired citizens shall have the right to get free education through brail script in accordance with law. Constitution has also granted rights for visually impaired children's' education. Similarly, National Curriculum Framework for School Education in Nepal (2063) with amendments (2014), in its sub topic inclusive curricular approach mentioned that the nation has to make special provision for disable citizens including others. The prime goal of inclusive education is to bring the children deprived of education due to various reasons into the main stream of education system in course of preparing this framework various stake holders including disability also analyzed the school level curriculum and present their reports. The reports prepared by these stakeholders and the report of thematic workshops indicated that the existing curriculum does not adequately address the need of disable people. For the all-round development of children it is necessary to avoid the state of being deprived of education, to eliminate drop outs and to make education child centered. Keeping the above mentioned facts in mind, other targeted groups including children with disability have to give special priority. The curriculum should focus on the issues like how to make the curriculum inclusive, how to make school child-centered and child friendly, how to provide equal opportunity to all children irrespective of their capabilities and how to bring them into the main stream of education (general education). It is also stated that the process of evaluation is still traditional one. Various innovative works have been done but it is challenging to implement the intended curriculum because of various reasons like no or less supervision

or follow up system of stakeholders, because of lack of training to disable teachers, lack of continuous assessment system, traditional teaching learning strategies. The sub title Inclusive approach in curriculum development mentioned that the curriculum design will follow the principle of inclusion. Education should address including the children with disability and others. It should also adequately address human rights and peace education. Curriculum will gradually be implemented by making it inclusive. In so doing need based curriculum will be developed by giving special attention to special need children, making school calendar flexible, teaching as per the interest of children, localizing the curriculum. It is also mentioned that inclusive instructional materials shall be made, developed for the inclusive environment for effective curriculum development and implementation.

### **2.1.9 Social Model of Oliver for Visually Impaired Learners**

The ongoing study will be guided by social model of Oliver (2013). The model is based on the view that the disability problem is located outside the individual with disability. It looked beyond a person's impairment at all the relevant factors that affect their ability to be a full and equal participant in society. Oliver showed the need for disability to be addressed at every level and that everyday things should not be a barrier or even a special accommodation. People with disabilities have the right to enjoy the same childhood as their non-disabled siblings and friends such as to attend the local mainstream school, to use public services among others just as everyone else. In line with hurdles learners with visual impairment face, Oliver's social model contained the following aspects which includes; attitude, materials, trained teachers financial support and attention. The subsequent paragraphs therefore, try to explain how involving attitude, materials, trained teachers and financial support can be used in identifying hurdles that affect learners with visual impairment in an inclusive school.

## **Attitude**

The social model of disability focuses on people's attitudes towards disability and recognizes that attitudes towards disability can present barriers for disabled people in the same way the physical environment can (Oliver, 2013). For instance, at a school level the attitudes that can be a barrier to a learner with visual impairment are; not involving learners with visual impairment in a lesson, for example learners may not give chance to ask questions. The other attitude is that of a teacher who may not prepare the work in braille for a learner with visual impairment especially for a learner who is totally blind. The teacher may also not prepare the work in large print for the learners who are partially sighted. Another attitude is that a teacher can prefer the learner with visual impairment to learn from fellow learners who are not visually impaired. Another form of attitude is where for example, the teacher may not use individual teaching when handling a learner with visual impairment believing that the learner with visual impairment will consume more time allocated for other learners who are not visually impaired. The teacher may also behave in such a way that the work for a pupil may not be evaluated for instance, the pupil's work may not be marked, checked and may not give extra work if the learner is not doing well. The other attitude is where pupils may laugh at learners with visual impairment when they are answering or asking questions during academic exercises. Learners with visual impairment may be rejected during group work activities and sometime learners who are not visually impaired may not give helping hand to learners who are visually impaired especially when they move from one class to another. The pupils with sight may not even read for pupils with visual impairment if the teacher has given the work in printed materials. These are the attitudinal barriers that may come from the teachers and pupils toward learners with visual impairment and which can affect them academically.

## **Materials**

Learners who are visually impaired in order to strengthen their academic learning, modified learning materials need to be provided to them and if not they face difficulties academically (Oliver, 2013). In a classroom situation if the learners who are totally blind are provided with ink print material they will face difficulties to access academic information, write classroom exercise, they will need to depend on others who are not visually impaired to read for them. In the case of learners who are partially sighted they may require large print and if not, they may face difficulties academically. In order to meet learners with visual impairment unique needs, learners must be provided with modified materials such as braille books and other raised material such as raised maps, graphs and charts and large print materials as well as specialized equipment such as thermal form for printing braille material and Perkins bailer which is used for writing brailled material. The learners will also need software technologies such as software synthesizer for the computer to enable the access of information from the computer. For example learners with visual impairment can use a screen reader such as Job Access with Speed (JAWS). Access to technology has enormous potential for supporting learners with visual impairment across different ages and abilities. In addition assistive technology, such as audio-visual devices or software, allows learners to work at their own pace and with the right training, often independently. For example, Technology to be a success, it requires the right device, training and time. When this is achieved, students can take control of part of their learning journey improving not only their academic progress, but also their self-confidence in learning sphere and the wider life. If materials are modified as per discussion, learners with visual impairment may not face difficulties in accessing academic information but if materials are not modified they may face difficulties.

## **Trained Teachers**

According to the social model, it is believed that there must be adequate personnel preparation programs to train staff to provide specialized services which address the unique academic and nonacademic curriculum needs of students with visual impairment (Oliver, 2013). If learner with visual impairment are not taught by teachers who are trained in the field of special education particularly visual impairment they face academic problems. Learners with visual impairment academic needs in the areas of academic subjects will not be addressed because the teacher will not have the skill on how to handle a learner with visual impairment such as preparation of work into braille form, individual teaching, and modification of curriculum, modification of teaching and learning materials. The learners with visual impairment will not acquire academic concepts and skills fully such as reading and writing skills. They may also acquire inadequate knowledge in all academic subjects. These are the academic difficulties which learner with visual impairment may face if they are not taught by a specially trained teacher in the teaching of learners with visual impairment.

## **Financial Support**

The social model is on the understanding that the issue of inadequate funding to schools to a great extent hinders academic performance of learners with visual impairment in an inclusive school (Oliver, 2013). For instance, inadequate funding may result in, unsuitable infrastructure, inadequate learning resources, inadequate trained teachers in special education. Another aspect which this model looks at is economic barriers. According to Oliver (2013), Economic barrier such as poverty and unemployment contribute greatly to exclusion of children from accessing education. In line with the above statement, most parents of children with disabilities are unemployed and poor in that they struggle to feed and clothe them, meaning paying school fees is a luxury to them. In this case, learners with visual impairment are also affected in

their academic work in that they have inadequate materials provided by their parents to help them perform well academically. All in all if there is lack of financial support it can affect learners with visual impairment in-terms of academic performance.

This social model was related with the research work. This is because the social model focuses on attitude, materials trained teachers and financial support which worked as a framework for the study English language learning strategies of visually impaired learners.

## **2.2 Review of Empirical Literature**

There were several studies carried out in the field of English language learning strategies. Here, this section attempts to review the literature especially related to visually impaired learners and English language learning strategies. Some of the articles and researches have been reviewed considering them as related literature.

Ferrell (2006) conducted a research titled “Evidence-based Practices for Students with Visual Disabilities” examined forty years of peer-reviewed research in literacy and 50 years of research in mathematics were systematically analyzed to determine the evidence supporting instructional pedagogy for students with visual disabilities. Review teams identified 30 intervention studies that utilized an appropriate comparison group. Although some studies had large effect sizes, none of the qualifying studies had been replicated. The analysis failed to establish the highest standard of evidence recommended by the What Works Consortium, but does suggest several promising practices that should be subjected to further study.

Likewise, Chaudhary (2009) carried out a research on “Learning Strategies Used by the Class Toppers”. Her purpose was to find out the learning strategies used by class toppers of higher education to learn English language.

She used a set of questionnaire as her tool and thirty students were randomly selected as a sample population. She found that meta-cognitive strategies were used by the class toppers of the higher education to a great extent in comparison to cognitive and socio-affective strategies.

Similarly, Gautam (2011) carried out a research entitled “Learning Strategies Used by English Students at Higher Secondary Level”. The main objectives of his study were to identify and classify the learning strategies used by the students of higher secondary and to suggest some pedagogical implications. To fulfill her objectives, she selected 80 students as the respondent using simple random method from different four colleges of Palpa district. She used a set of questionnaire as a tool for data collection. She found that the student revised the learnt units, guess important questions and memorized them and solved old questions and read their own notes.

In a same way, Bishop and Rhind (2011) studied on “Barriers and Enablers for Visually Impaired Students at a UK Higher Education Institution” explored the factors which represent barriers and enablers to participation in Higher Education for students who are visually impaired. Semi-structured interviews were conducted with nine visually impaired students who were studying at a Higher Education Institution in the United Kingdom. Interpretative Phenomenological Analysis revealed four higher-order themes: the student’s attitude (i.e. self-identity, positive aspects of being visually impaired, engagement with support), institutional provision (i.e. campus navigability, central services support, and school-level support), external support (i.e. travelling to and from campus, external financial support) and others’ attitudes (i.e. parental attitudes, staff attitudes). These findings are discussed with reference to how institutions may enhance the experience of not only visually impaired, but all Higher Education students.

Likewise, Joshi (2012) conducted a research study on “Learning Strategies Adopted by the Introvert Learners in the English Classroom”. His main purposes were to find out the learning strategies adopted by the introvert learners in English classroom and to identify their educational status in and outside the classroom. He selected 40 students of class eleven and 10 teacher from plus two school of Kathmandu district through the use of purposive non random sampling procedures. He used a set of questionnaire and observation as tools for data collection. He found that students preferred to learn new things by reading books, not being participated in extracurricular activities regularly and introvert learners wanted to sit in the front benches. They used dictionary for new words and pronunciation.

In a similar vein, Lamichhane (2013) carried out the research entitled “Disability and Barriers to Education: Evidence from Nepal” employed both quantitative and qualitative method to analyze the barrier using unique data collected from survey and in-depth interviews. It was found that some barriers were impairment-specific, while some were faced commonly irrespective of the type of impairments. People with visual and hearing impairments faced the inadequacy of support systems in schools, whereas participants with physical impairments mainly faced difficulties caused by physical barriers, such as inaccessible buildings and the lack of safe, accessible roads. Additionally, the barriers faced in common by the participants were financial barriers, resulting from parents' poverty; and barriers resulting from parental attitude, social stigma and lack of awareness. Results suggest that awareness of disability issues at all levels is the first step toward implementing strategies and policies to combat other problems like poverty and the lack of resources. Only with a more comprehensive understanding can effective policies to eliminate these barriers be developed.

In a same manner, Bhandari (2016) conducted a research entitled “Strategies Adopted by Grade Six Students in Learning English in Community School.” The main aim of the study was to find out the strategies adopted by grade six students in learning English in order to be familiar with new words, to learn grammatical items, to comprehend the text, to develop listening skill, speaking skill, writing skill and reading skill. The samples of the study were 50 students of class six of the community school. Sample was taken through random sampling procedure. The design used in this research was survey and data collection tools were open and close ended questionnaire. From his study, he found out that the majority of students adopted strategies of translation, guessing meaning, asking friends and using new words in writing. He also found that students like to learn grammar inductively, majority of the student never participated in the speech or debate contest conducted inside or outside the schools, majority of student always tried to understand the text with the teachers loud reading explanation.

Likewise, Shah (2017) studied on “Motivational Techniques Used to Teach English for Differently Abled Learners”. The objectives of the study were to explore the motivational techniques used to teach English for differently abled learners, to find out the challenges faced by the teachers while creating motivation in ELT classroom for differently abled learners and to suggest some pedagogical implications to enhance teaching learning process. Survey design was used to collect data for the study. Research tools were classroom observation with diary and questionnaire. Findings were derived based on the observation, close ended questions and open ended questions. It found that EFL teachers used respond, audio and video, language games, group works, singing and dancing, contextual teaching and storytelling techniques to motivate differently abled learners. They faced challenges of classroom participation, individual feedback, teaching aids, inappropriate environment to motivate the differently abled children. They also faced the challenges of infrastructure and

classroom management. Greetings, revision, telling jokes, singing, language games, recalls, respond, behavior modification, natural resources and dispelling techniques were used to motivate differently abled learners. Similarly EFL teachers faced challenges of teaching aids, individual feedback, and classroom participation to motivate differently abled learners.

Another research by Lamichhane (2017) on the title “Teaching Students with Visual Impairments in an Inclusive Educational Setting: A Case From Nepal” using the data set from teachers and students and utilizing both qualitative and quantitative techniques for analysis, it discusses teaching style considerations in Nepal’s mainstream schools for students with visual impairments. Results of the econometric analysis show that teachers’ years of schooling, teaching experience, and using blackboard were positively correlated to teaching style adjustment, whereas negative correlation of their age indicated that younger teachers are more likely to adjust their teaching styles for disabled students. Additionally, in the descriptive analysis of particular teaching style considerations implemented by teachers, explaining more; more interactions; simultaneously reading out while writing on the board; and placing students with visual impairments in the front bench with other academically sound students were reported as some of the basic pedagogical adjustments made in the classroom. Providing disability-specific training programs for teachers and making arrangements of sufficient educational materials and support provisions are suggested as some of the implications towards improving teaching in mainstream classroom through which quality, equality, and inclusion in education could be achieved.

Another study carried out by Maureen and Curtis (2019) entitled “Experience of Students with Visual Impairments in Canadian Higher Education” presents a study of the higher education experiences of students with visual impairments in Canada. Students with visual impairments and the staff members of disability programs were surveyed and interviewed regarding the students’ experiences in entering higher education and completing their higher education

requirements. Although the reported graduation rates were high, the students took more than four years to complete their studies. They thought that heavy reading requirements, work in groups, and an inability to participate in some activities were barriers to their full participation in higher education. The findings demonstrate that barriers exist that have a negative impact on the higher education experience of students with visual impairments. Students with visual impairments have challenges that require unique preparation for higher education.

### **2.3 Implications of the Reviewed Literature**

Through the intensive study of the aforementioned and other related literature, I found out the fact that previous studies in international level mostly focused on the study of visually impaired learners of higher education they lack school level study of visually impairments which is the foundation level of learners. So, I am aiming to study English language learning strategies of visually impaired learners in integrated classroom. In the context of Nepal, most of the study focused on optical needs, disabilities and mainstream vocational trainings. Few studies have been carried out on English Language learning strategies of visually impaired students in integrated classroom. Two research work by Kamal Lamichhane entitled disability and barriers to education: evidence from Nepal (2013) and “Teaching students with visual impairments in an inclusive educational setting” (2017) have great implication on my study. These two research work helped me to form the title of my study. The previous study of Kamal Lamichhane also help me to specify the objectives of my study. And second one of his research work helped me to frame the design of my study. After all, these study mostly focused on disability and barriers on education but I have realized that visually impaired learners not only have English language learning difficulties and barriers in learning in integrated classroom but also they can have adopted different kinds of learning strategies while learning English language in integrated classroom. I found these studies mostly focusing on teachers teaching style and their positive and negative

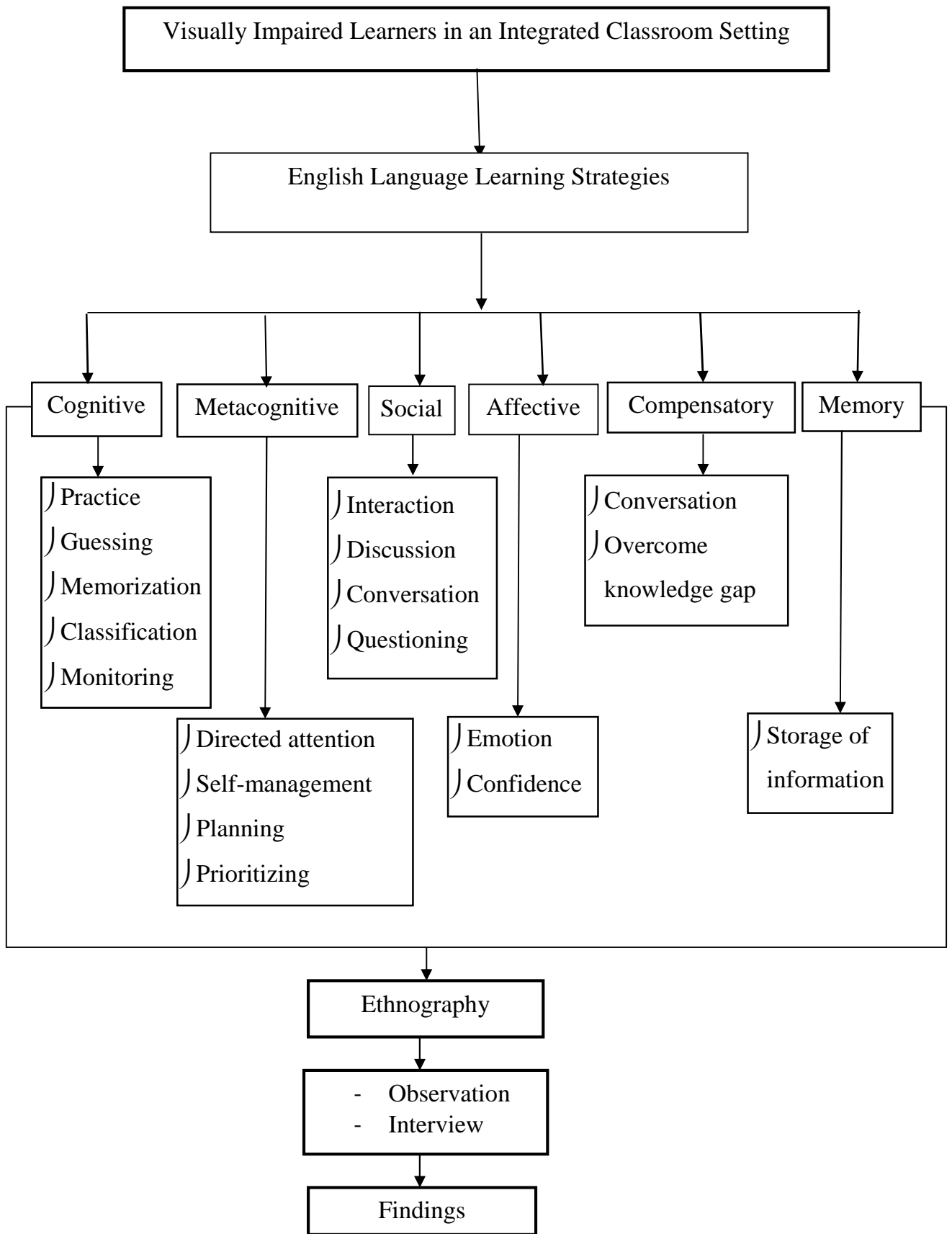
correlation in Nepal's mainstream school for visually impaired learners. Here, I have realized the essence of visually impaired learners' English language learning strategies in integrated classroom using ethnographic research design to extract their Lived experienced.

After reviewing all these research works, I developed a concept on English language learning strategies of visually impaired learners in integrated classroom setting adopting qualitative research design. Gautam (2011) view on learning strategies is the most sticking argument to me. Similarly, views of Baúaran (2012), Joshi (2012), British council (2014), Bhandari (2016), have played very important role on my study. Moreover, all reviewed study have direct and indirect implication in my study.

## **2.4 Developing Conceptual Framework**

Conceptual framework is the representation of the theories to understand the research work. It is a visual representation that explains the main things to be studied in a research. The main function of the conceptual framework is to show the relationship among the various concepts and variables of the study. It is also called the pathway or roadmap of research. The conceptual framework of this study is presented diagrammatically as follows:





## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Methodology refers to overall plan for conducting a research work. In this chapter I have discussed the design and method of the study, population of the study, sample and sampling procedure/strategy, data collection strategies and techniques, data collection procedures, data analysis procedure and ethical considerations.

#### **3.1 Design and Method of the Study**

An ethnographic research under qualitative research design was adopted. Ethnography is the in depth study of naturally occurring behavior within a culture of social group. It is qualitative research in which the researcher systematically gather, analyze and present data through observation, interview and other primary and secondary sources. Ethnography is derived from anthropology. It is a qualitative research where researcher observe and interact with participants in their real-life environment. Ethnographic design are used for describing, analyzing and interpretation with a culture-sharing group having shared patterns of behavior, beliefs and language that develop over time. Ethnography is in-depth involvement in an environment to describe naturally occurring behavior. The approach used to collect data in ethnographic study includes the observation of the culture/ environment for weeks/months, interact and involve in interview with the member of the same culture sharing group and analyze documents and artifacts.

Cohen, Manion and Morrison (2011), defined ethnographic design as the elicit verbal, aural, observational, tactile, gustatory and olfactory information from a range of sources including, amongst others, audio, films, documents and pictures and that it draws strongly on direct experience and meanings.

Ethnography involves the study of cultural characteristics of a group in real world rather than laboratory setting. Similarly, Hammersley and Atkinson

(1983, cited in Cohen et al. 2011) defined the main methods for data collection in naturalistic enquiry are: participant observation, interviews and conversation, documents and field notes, account notes and memos. As Gay, Mills, and Airasian, (2011) mentioned, ethnographic research consists of the features like:

- a) Subjects are researched in a natural setting, rather than a laboratory.
- b) The research demands close face to face interaction within the researcher and the participants.
- c) Provides an accurate reflection of perspectives and behavior.
- d) Data are mostly collected from fieldwork experiences.
- e) It uses multiple methods of data collection like interview, observation, reviewing artefacts and visual materials.
- f) Data analysis process involves explicit interpretation of the meaning and functions of human actions. Interpretations happen within the context or group and are presented in the description of themes.
- g) Researchers ought to be reflective about their impact on the site and the cultural group.
- h) Offers interpretations of people's actions and behaviors that should be unearthed through investigation of what people do and their reasons behind doing it.

Singleton and straits (2005) identified the following stages while conducting research in the field of ethnography:

- a) Problem formulation.
- b) Selecting a research setting.
- c) Gaining access.
- d) Presenting oneself.
- e) Gathering and recording information.

Roper and Shapirs (2000) suggested the following strategies for ethnographic analysis:

- a) Coding for descriptive levels.
- b) Sorting for patterns.
- c) Identifying outliers.
- d) Generalizing construct and theories
- e) Memoing (memos) with reflective remarks.

On the basis of these characteristics and processes I have used observation and focus group discussion with visually impaired students in integrated school as data collection tools. Photographs of their activities have been taken to make data authentic to the study.

### **3.2 Population, Sample and Sampling Strategy**

The population of my research study were visually impaired students who are learning English language in integrated classroom of Kathmandu district. Three visually impaired students learning English language in an integrated classroom Kathmandu district were the sample of the study. As mentioned by Baillie (1995), Roper and Shapira (2000), Hammersley and Atkinson (2007), in ethnography, participants are purposively or judgmentally selected on their roles, knowledge, insights, willingness and ability to discuss their experience, the participants of this study were also selected purposively. Convenient sampling strategy were used to collect data of this study.

### **3.3 Research Tools and Techniques**

There are three modes of data collection in ethnography: observation, interviewing and archival research (Angrosino, 2007). So, the research tools and techniques of the study were participant observation and in-depth interview. By using these above mentioned tools and techniques, required data were collected for this study.

### **3.4 Sources of Data Collection**

Both primary and secondary sources of data were used to fulfill the objectives of the study. Three visually impaired students, observation guidelines and the information given in interviews were the primary sources of data and related documents, books and articles were the secondary sources of data for this study that helped to provide valuable ideas and techniques to collect, analyze and interpret the data on the basis of the nature of the research study.

### **3.5 Data Collection Procedures**

In order to attain the objectives of the study, the data collection procedure of the study was field based procedures. At first, I explored the problem for collecting data according to the nature of my research objectives. Then I visited to the school and took permission from the concerned authority (head teacher and coordinator) of the school and built good rapport with them by telling the objectives of my research in humble way. As a teacher of the same school I visited and observed the activities of participants regularly. At the same time I note down the activities of visually impaired learners during the observation phase inside and outside the classroom while the participants were participating in extra-curricular activities too by using observation guidelines. After that I also conducted in-depth interview for recognizing their own feelings, thoughts and voices of learning English language in integrated classroom. For that I mentioned the objectives of my research and assured the reason I was there with them for discussion. By assuring that they were feeling comfort to discuss in the research issue I started to discuss with them on the topic. I also shared their activities that I have seen and got during teaching learning process and outside the classroom in other extracurricular activities. Because of my sharing they also started to discuss in the issue very excitedly. I used mobile phone to record the interview and tried to make the research authentic. Finally I extended my thanks to the participants, teachers and school administration for their kind operation. After collecting the data, I transcribed the data in written

form and built the themes to analyze and interpret the data and traces out some findings and conclusions.

### **3.6 Data Analysis and Interpretation Procedures**

I coded the data and built the major themes and analyzed the data through thematic, explanatory and narrative analysis procedures as the ethnographic research required to do. I used verbatim to keep data authentic and alive in the study. Finally I generated findings and traced out the conclusions and prepared the study.

### **3.7 Ethical Considerations**

As it is the most essential and important part to consider the ethical aspects, the participants were informed every information and plan about the study and the data collection time and place were determined on the basis of their approval. No activities were done to harm the participants' reputation, physical, mental and psychological aspects. Similarly, as participants wished, the secrecy of the information was maintained I.e. ethical consideration was maintaining by using the pseudonyms of the participants. The collected data, findings and conclusion were presented honestly and systematically with no reduplication. The collected data and findings weren't used for other purposes. The plagiarism was avoided by showing citations and references. Moreover, every steps of the research was conducted under the guidance of supervisors from Central Department of English Education, Tribhuvan University, Kirtipur Kathmandu and final approval was provided by guidance committee.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

This chapter deals with the analysis and interpretation of the data collected from observation and in depth interviews. The data collected through the research tools were analyzed and interpreted descriptively and thematically in a narrative way. The data obtained through ethnographic interview and participant observation were first transcribed then coded to build different themes and sub themes then have been analyzed and interpreted descriptively and narratively. On the basis of collected data, the results were discussed in terms of English language learning strategies of visually impaired learners.

#### **4.1 Analysis of the Data and Interpretation of the Results**

This section is mainly concerned with analysis and interpretation of the raw data gained through in depth interviews and participant observations. The information obtained by the participants were analyzed and interpreted to explore English language learning strategies of visually impaired learners. Participant observation tool helped me to observe the real condition of visually impaired learners' strategies to learn English language in integrated classroom setting. The data were obtained by using interview and observation guidelines. The recorded data were transcribed into written form and then subsequently thermalized. The obtained data were analyzed and interpreted under different themes.

##### **4.1.1 Strategies Practiced by Visually Impaired Learners in Learning English Language**

In this section, I have analyzed and interpreted the data that I observed during participant observation and in-depth interviews. By using these tools, I tried to bring practical data of the research by joining with their live practices and took individual opinion of visually impaired learners' English language learning

strategies in integrated classroom setting. Data collected through observation and ethnographic interview have been analyzed descriptively and narratively under different themes.

#### **4.1.1.1 Learning Strategies Applied by Visually Impaired Learners for Developing English Speaking Skill**

Many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening and then practicing. Listening is the foundation of speaking (Null, 2017). As he mentioned, learners have to listen properly to speak fluently and confidently. Some learners use to imitate the speakers of English whereas some practice to speak in English with their friends and teachers. Participating in different kinds of programs and competitions enhance English speaking skill. While observing visually impaired learners' strategies on developing English speaking skills. I found them as follows:

In this regard, I found Chameli as stated below:

*When English teacher was teaching in classroom Chameli was listening to her teacher very attentively. She was listening her teacher by shaking her head as if she was understanding about whatever teacher have taught there. At the end of the poem when her teacher concluded it, she asked a question to her teacher. "Sir, how is our mind just like a meadow, sir? Her teacher replied that because we can develop many creative and productive things in our mind as we can grow different kinds of plants in meadow. The next one day of her observation, I found her standing in front of huge assembly of her school for morning assembly presentation. I found her as the speaker of her presentation on the title "preserve environment and enjoy with freshness" her speech was so powerful that all the students and teacher in the assembly were listening very silently and attentively. She presented very confidently*

*without any hesitation. She have good level of fluency and accuracy too. Finally principal of the school appreciated for her flawless speech.*

Similarly, Prajwal was in the following condition during the observation:

*As English teacher was teaching in classroom Prajwal was listening attentively to his teacher. Sometimes he looked he was saying something while teacher was teaching. As I noticed that he was imitating his teacher's style of speaking English. He often discussed in English with his friends. As he said in interview that he was a captain of visually impaired students, he used to guide other visually impaired students in school. Every day of my observation I found that he was guiding other visually impaired students by holding his hands to the next. Likewise, other visually impaired students were holding their shoulders each other to move forward in prajwal's guidelines. At that time he was instructing to his friends saying "come this way, come slowly and carefully!" As he was the captain of visually impaired section, he used to take problems of them in visually impaired section that helps him to speak in front of other.*

Likewise, here is an example of the activities performed by Shishir during his observation:

*As I observed Shishir, I found him discussing more in English with his sighted friends in classroom and outside the classroom. He was an entertainer. Most of the days of my observation to him, I found telling jokes in his classroom and entertaining other. Teachers also want him to present in front of other students in classroom to motivate students in learning. While working in computer in his lab practical classes he use to imitate sentence by sentence which is produced by the computer that is for visually impaired learners. E.g. hardware is the part of computer for which we can touch and feel. As he had said in interview, he was good player of judo and cricket. I observed him playing cricket with his*

*visually impaired friends. They had cricket ball with sound on it. They were able to find the ball because of its sound. He was enhancing English speaking skill while playing with his friends too.*

Analyzing the above data it is concluded that visually impaired learners develop their English speaking through metacognitive learning strategies. As stated by Rubin (1987), metacognitive strategies are used to oversee, regulate or self- direct learning. They involve various process as planning, prioritizing, setting goals and self-management, visually impaired learners learn English by preparing and presenting in front of assembly, Performing different kinds of role and responsibilities and dealing with friends, teachers and in any kinds of problems . As depicted through the observation of participants, the use of English language while playing with friends, entertaining other in classroom by telling jokes, imitating teachers' English speaking style help visually impaired learners to develop their English speaking skill. Here, it can be said that visually impaired use social strategies to develop their English language speaking skill. Linking this with the view of Rubin and Wenden (1987), social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving and using of language.

#### **4.1.1.2 Availability of Learning Resources and Materials and the Strategies to Use them in Learning**

A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. Learning materials and resources are an integral component in any classroom. It facilities learners to improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or burden by presenting

information in a new and exciting way. It helps to make learning interesting, engaging, more effective, authentic and alive. Large print books, braille code, audio (recorded lesson), braille textbooks and handouts, page magnifiers are some of the materials of visually impaired learners. During the observation to visually impaired learners I found them in the following real condition:

Being based on this, Shishir was found in the following conditions:

*Teacher, without saying anything entered into the classroom when sighted students saw him and stood up to greet, Shishir also stood up after listening his friends saying “good morning maam!” when teacher checked for text book , every sighted students were found having their textbook opened whereas Shishir was sitting innocently without textbook. Though he didn’t have textbook, teacher said nothing to him while checking whether every students were with their textbook or not. He just took out slate, stylus and photocopy paper to note important points of the lesson. He listened very attentively to the teacher explaining the text.*

In a same way, I observed Chameli with the following activities:

*When teacher entered into the classroom everyone including Chameli with her friend’s support stood up and said, “Good afternoon sir!” Teacher: “Thank you sit down!” Students including Chameli sat down and she took out the braille book very carefully from her bag. She asked page number with her friend sitting next to her and opened the lesson. When teacher asked students to read the text, she put her fingers on the raised dots of braille books and read the text. When teacher was reading in between the lines of the text, she kept her fingers on the raised dots of braille book and got the things that the teacher was teaching about.*

Likewise, here is an example of Prajwal performing English language learning activities in following ways:

*I found Prajwal at blind section sitting in front of computer and typing on it. Some practical days of his lab classes, he was instructed by the teacher of blind section whereas on other remaining days he was working in computer by himself. As I observed, he was able to type in computer and shut it down without the help of other.*

The above data depicts that teaching and learning process become effective when we are able to choose the appropriate materials and resources of it. By just using materials in classroom does not mean we are gaining the objective of teaching and learning activities whereas it should be relevant to the subject matter to be taught. Not only that but materials and resources should be also according to the level, interest and more importantly need of the learners. This mean that learners' differences as visually impaired learners are in integrated classroom should be taken into consideration while using learning materials and resources in the classroom. The above data shows that visually impaired learners were learning English with few materials than the sighted learners. Visually impaired learners even didn't have enough braille books to read as sighted learners in classroom, they manage it by sharing few braille books with each other. Similarly, through the participant observation it is found that braille books, slate, stylus and A4 size photocopy papers are their necessary daily used materials as textbook, whiteboard, marker and duster are for sighted learners. Computer technology have been their effective resources of learning English language.

In this regard, Participants expressed their own views at the time of ethnographic interview. Which is presented as below:

In this sense, Chameli expressed her opinions in this way:

*I use braille book though it is very rarely available. If is available also we all need to share each other. At home, using of mobile phones and laptop makes my learning easier and effective. I consult with friends and teacher if I miss any classes. Though teacher use graphics and charts as teaching materials, we cannot see them anymore. If teacher explain about them then only we can understand.*

Likewise, Shishir stated as given in the excerpt below:

*While teaching at classroom we cannot see any materials but when teacher explain it we use to listen very carefully and understand about the materials. At home to develop English language learning, I often listen English movies, songs and comedies. In school there are some computers in visually impaired section. At the time of computer lap practice class twice a week, we practice there.*

In similar vein, Prajwal opined like this:

*I use braille books to read and slate and stylus to write. Every visually impaired learners have these writing materials whereas braille books are not enough. We cannot read the text when we want in braille but most of the visually impaired learners live in hostel and in our morning and evening classes we share our braille each other and discuss each other. I am with low vision not totally blind so sometimes I use magnifier and read but it takes time. We also ask for our sighted friends to read the text and we have to listen very carefully when teacher explain about the materials.*

After analyzing the opinions and overviewing the observation, it can be said that though visually impaired learners are learning with insufficient materials in school, they learn English through audio films, songs and comedies at home. Teaching materials such as pictures charts and graphics used by teachers are worthless if teachers do not explain about them while demonstrating, as

visually impaired learners cannot see them. They just learn by listening the explanation of materials. Such thing should be taken into consideration in integrated classroom. Though they do not have enough braille books to read for everyone, they share each other and learn. While sharing braille books they also share their ideas whatever they have known otherwise they use to ask their sighted friends and teachers for help in learning from textbooks. Modern computer technologies have been the effective materials to learn English language for visually impaired learners. In this regard, Stern (1992) stated that management and planning strategies are related with the learner's intention to direct his/ her own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must: decide what commitment to make to language learning, set themselves reasonable goals, decide on an appropriate methodology, select appropriate resources and monitor progress, evaluate his achievement in the light of previously determined goals and expectations. Being based on this, visually impaired learners use management and planning strategies to learn English language in integrated classroom setting.

#### **4.1.1.3 Strategies to Cope with Teaching Methods and Techniques of Teachers in Integrated Classroom**

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching techniques mean classroom implication of such theories, principles, and pedagogy and also management strategies. Techniques is related to the skill of teaching in classroom. The effectiveness of teaching and learning activities depend the selection of appropriate teaching techniques. Because of learners' differences in classroom, teacher may face difficulties in teaching as a result students lack understanding the text. So use of different kinds of teaching methods and techniques should be taken into consideration while teaching in integrated classroom.

On this basis, visually impaired learners responded as below:

Here is an example of an excerpt from Chameli:

*As we, visually impaired learners are studying in an integrated classroom, the methods and technique used by teacher for us and sighted students are same. We learn best when teacher explains and elaborates the subject matter more in details than just they demonstrate. To listen to the teacher more clearly and ask them in difficulties, first bench is always preferable to me.*

In this concern, Shishir was with the following opinions:

*Methods and techniques of teacher are same and we feel equal when they ask questions for us, but some teachers do not ask questions for and even they do not punish us like sighted students thinking that we are blind. At that time I use to feel I am different from other students i.e. I am disable. “arulai haanchha vane haamlai ni hanos kya! Tyo bela haamlai saman, haami pani aru jastai hau bhanne feel hunchha!”*

Being based on this, Prajwal argued as stated below:

*We have been taught by visually impaired teacher to read in braille and to write in slate using photocopy papers with the help of stylus on the starting days of school. Now we are able to read and write using braille, slate, stylus and photocopy papers. So in integrated classroom, teaching methods and techniques of teacher are same. For this we feel equal but in some cases we are unable to understand the subject matter. Especially visually impaired students are managed to sit in first bench because of which we can listen our teacher properly and can ask questions in difficulties.*

At the time of observation, I found visually impaired students are sitting in front bench of the classroom. When they were sitting in first bench, they were

not being disturb by their friends who were called side talkers. Sitting in first bench helped them to ask questions to their teachers and concentrate themselves in learning. When teacher was teaching in the classroom I didn't find visually impaired learners unnecessarily talking. I find visually impaired learners asking genuine questions whereas some sighted students were busy to make silly questions to their teacher. It shows that visually impaired learners are sincere and dedicated learners.

After analyzing the above data it can be concluded that there is not any different teaching methods and techniques used by teachers to visually impaired and sighted learners. As in integrated classroom setting, teaching methods and techniques of teachers are same. As they responded they learn better through explanation and elaboration than demonstration technique. They learn best through what they listen. They can enjoy with the feelings of equality when teachers behave them as sighted students otherwise if teachers excuse them in their mistakes and weakness, they feel that they are disable that is why they are being differently behaved and they feel discriminated. In integrated classroom sitting in first bench listening attentively to teacher and asking questions in difficulties with their teachers and sighted friends are the strategies to learn English language in integrated classroom. According O' Malley's (1985), "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies." So, being based on this, it can be concluded that visually impaired learners use cognitive strategies to learn English language in integrated classroom setting.

#### **4.1.1.4 Strategies Applied by Visually Impaired Learners in Doing Classwork**

Classwork is the written or oral work done in a classroom by students with the help of teacher. Classwork involves students on their work where teacher can identify the learning problems of students. As a part of their job, teacher needs to prepare engaging lessons and understand the needs of learners. Here, I observed the strategies of visually impaired learners in doing their classwork to develop English language in classroom.

Being concerned on this, Shishir was found in the following ways during his observation:

*The teacher entered into the classroom and after greeting the students, he gave the classwork to write the question answer of the poem taught on previous day. After being instructed by teacher to do classwork, Shishir took out the slate, stylus and photocopy paper from his bag. He told his sighted friend to come and sit with him on a same seat. His friend was also doing the work. Shishir asked his friend to tell the questions written in the textbook. His friend in accordance with doing his work, told the questions of the textbook and wrote answer by himself. After completing the classwork, teacher started checking the Work by going to the places of students. Shishir did not show his work. As he have said in interview, he went to the visually impaired section and submit the paper (writing in braille) for translating it into written script.*

In similar vein, Prajwal was in the following condition in his observation:

*After getting the instruction by the teacher, Prajwal took out his materials (slate, stylus, and photocopy paper with page magnifier) as he said in interview that he was with low vision not totally blind, he used magnifier to view the exercise in large print. With the help of magnifier to read the questions of textbook he was doing classwork. When he said*

*he was doing classwork very slowly, he asked questions to his teacher and solved answer by himself. He went to visually impaired section to translate his braille writing into the written script.*

Like Shishir and Prajwal in their observation, Chameli was performing the following activities:

*She did her classwork with the help of slate, stylus and photocopy papers. She took help from her friends to read out the exercise and solved herself. She also went to blind section with her sighted friend and submitted her paper to be translated.*

Visually impaired learners in ethnographic interview also said that whatever they use to do as classwork, they need to go for visually impaired section to translate the classwork braille into written script. Subject teacher could get their paper only after some days from translation section. They further added that sometimes their classwork remained unchecked. They said, “Our work is to do classwork and submit it to translate in visually impaired section but sometimes we didn’t get our paper back after checking it as sighted learners get their copies in time.”

Data collected through observation and ethnographic interview shows that the strategies applied by visually impaired learners while doing classwork were by asking with teacher, collaborating with their sighted friends in group and pair work. Regarding the above data visually impaired learners had to submit their classwork to the visually impaired section then only their papers were transferred to their subject teacher for checking them. It was time consuming task to do and get their classwork back after checking. So they prefer oral classwork than written.

After analyzing the above data it can be found that visually impaired learners use socio affective strategies to do their classwork. As mentioned by Brown (1987), socio-affective strategies are related with social- mediating activity and

transacting with others. Cooperation and question for clarification are the main socio affective strategies. In this regard, it can be said that visually impaired learners use socio affective learning strategies while doing classwork.

#### **4.1.1.5 Strategies of Doing Homework Applied by Visually Impaired Learners**

Homework is school work that is given at school to do at home. Homework is usually given to students by the teachers. It is a practical work which helps students revise on what they learned that day. Homework also helps students to remember what they learned. Homework is important to reinforce of what is learnt in the classroom. Homework teaches a child to be responsible towards his or her work. In response to the question, the types of strategies that visually impaired learners mostly used for doing their homework, they replied as follows:

Here is an example of an excerpt from Chameli in her interview:

*I do my everyday homework with the help of google search and different kinds of websites. I also take help of my parents at home, hostel teacher at hostel. If I don't know to do then the next day when teacher tells the answer at that time, I use to listen and write.*

In similar vein, Shishir responded in this way:

*I do my homework by discussing with my classmates in morning and evening classes. If my friends also don't know then we ask for our hostel teacher and do the homework. I cover my homework by asking for my sighted friend's copy and photocopy it with the help of hostel teacher when I be absent.*

With this concern, Prajwal stated as extracted below:

*I do my homework with the help of senior brothers and sisters living in same hostel. I also take help of hostel teacher. Sometime when teacher*

*writes homework on board, I ask help with friends and they use to note homework in my diary.*

The above narratives articulates that that visually impaired learners are able to do their homework with the help of their friends in hostel class. Morning and evening classes taken in hostel have made their learning and doing homework easier. As visually impaired lived in hostel they took help from senior visually impaired learners. While doing homework they asked to hostel teacher and do their homework. They photocopy the homework of sighted students and cover the exercise if they were absent in their regular class. Chameli parents were educated so she also took help from them. Use of google search have made easier in doing homework for visually impaired learners.

Through the participant observation i found that visually impaired learners submitting their homework to visually impaired section for translating it.

Here is an example from the observation of Chameli:

*When teacher asked students to show their homework. Chameli replied, "I have submitted it to blind section for translation sir! Teacher then said nothing to her.*

In this regard, Shishir was found as stated below:

*When teacher asked for Shishir he showed his homework in photocopy paper writing in braille. Here, teacher didn't check his homework he just wanted to know whether Shishir have done homework or not.*

Similarly, here is an example of Prajwal that I found him in his observation:

*In his observation regarding to this, teacher have already checked their homework and captain was distributing copies of sighted students. Teacher said to look their copies and find out their mistakes. In a same time, Prajwal did not get his homework back to him.*

The above data from the observation reveals that visually impaired learners do not get their homework checked back in the same time that sighted learners get. Their homework need to be translated from blind section then only transferred to subject teachers to check. Here, the problem is that when they do not get their homework checked back to them, they are not informed of their mistakes to be corrected in time. As a result that may affect them in their successful language learning.

After analyzing the data both from observation and ethnographic interviews, it is found that visually impaired learners have got problems regarding the homework checked and get it back as it need to be translated from blind section and transferred to the subject teachers to be checked. While not getting their homework checked back to them in time, they use cognitive and socio affective strategies to do their homework. They just take the oral feedback if teachers provide them in classroom otherwise written feedback need to be translated and it is again time consuming task for visually impaired learners. Linking this with Oxford (1990), Cognitive strategies are the mental strategies learners use to make sense of their learning. So, it is concluded that visually impaired learners use cognitive and socio affective strategies while doing their homework.

#### **4.1.2 Beliefs that Help Develop English Language of Visually Impaired Learners**

Language learning strategies, being specific actions, behaviors, tactics, or techniques, facilitate the learning of the target language by the language learner. All language learners, needless to say, use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners. Here, in this section I have

discussed about motivating factors of visually impaired learners, strategies of visually impaired learners in learning new vocabularies and English language learning difficulties.

#### **4.1.2.1 Motivating Factors of English Language Learning for Visually Impaired Learners**

Motivation is an affecting factor for learning. It is an inspiration through which a person is ready to do something. According to Harmer (2007), “Motivation is a kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.” The cause of behaviors also indicates the motivation. Successful learners are those who are motivated towards their learning. A highly motivated individual will enjoy learning language, want to learn the language and strive to learn the language. An integratively oriented learners would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation and be more likely to expend more effort in learning the language (Gardner, 1985). During the ethnographic interview of the research, participants expressed in this way:

With this concern, Chameli expressed her views as in the following ways:

*There are mainly three things that motivate me and visually impaired learners to learn English language. They include firstly, because it is an international language and it is internationally accepted. “haamile English language jaanenau bhane haami kahi bikna sakdainau”. Secondly, as English is a linguistic subject matter, it is easier to understand by listening it than the pictures and graphics. Thirdly, we can't see but can think deeply and create literature. Through literature we can express our feelings and emotions we can also listen of others feeling through literature. As English is an international language, if we*

*can create literature in English then we can be recognized throughout the world. We can also understand the world through English literature.*

Similarly, Shishir was with the following opinions:

*My motivation towards English language is because it is an international language. Through English language we can be connected with the world seen outside. English language helps us to find job in foreign country. As we can't see it is very difficult to find job in Nepal.*

In this concerned, Prajwal argued as extracted below:

*For visually impaired people English is necessary to find out the location. Through English language we can join in international communication, can comfortably communicate with tourist and help them too.*

Because of their intensive listening while teaching in classroom and speaking in English though their sighted friends speaking in Nepali language showed that they are highly motivated in learning English language. As they said in interview to connect with the world running today, they are motivated towards English language.

On the basis of above data, it can be said that visually impaired learners are highly motivated towards English language. As English is an international language, visually impaired learners think that through this language they can be internationally connected. The motive towards English language for visually impaired learners is for job opportunity in foreign country as it is difficult for them to find job opportunity in Nepal. English language is needed to visually impaired learners to find out the location that they want to go. English language facilitate visually impaired learners to communicate with the people of international, they called with tourist. As Chameli expressed in her interview that visually impaired learners are differently motivated than sighted learners towards English language. They are mainly motivated towards English

language because of three things. They include: English as an international language, English as a matter of linguistic study and English as a matter of creating worldwide literature. English as a matter of linguistic study helps visually impaired learners to understand any kinds of subject matter better than the picture, graphic and chart. They can't see pictures, graphics and charts but they can listen and get the linguistic matter. Knowing English language helps visually impaired learners understand and create English literature. As participant opined in interview they cannot see anymore but they can think deeply which can help them express their feelings, emotions and art through literature. As they have knowledge of English language, they can understand the world through English literature and they can also create literature in English language which can help them recognized throughout the world as sighted people. As English is an international language, they can be connected with the world running today. Data also reveals that English language is only the means to be internationally connected and be recognized for visually impaired learners.

After analyzing the above data, it can be concluded that visually impaired learners used compensation strategies for English language learning. In this vein, Oxford (1990) stated "Compensation strategies help learner to overcome knowledge gaps to continue the communication." So, to overcome knowledge gaps of English language, they use compensation strategies.

#### **4.1.2.2 Strategies Used by Visually Impaired Learners in Learning New Vocabulary**

Vocabulary is a set of familiar word within a person's language. Acquiring an extensive vocabulary is one of the largest challenge in learning a foreign language. Making students aware of new words they encounter and motivating students to learn and use the "new words" are of considerable value in foreign language teaching and learning setting (Grabe, 2009, p.279). The improvement in vocabulary learning improves all area of communication: listening, speaking

reading and writing. Teaching and learning vocabulary is one of the aspects of English language learning. It is important because if the students have large number of vocabulary items, they can learn language properly. At the time of ethnographic interview participants argued in this way:

In this sense, Chameli was with the following expression:

*When I listen and get new vocabulary in classroom, I immediately ask to teacher and sometimes ask and discuss with friends. At home I use mobile dictionary to know the meaning of new and difficult vocabulary. Word of the day in mobile dictionary also helps me to learn new vocabulary.*

In a same way, here is an example of an excerpt from Prajwal:

*Braille dictionary is not available in school. So to I use to ask my subject teacher, hostel teacher and ask my sighted friends and other seniors at hostel. Sighted friends have English dictionary so I use to ask them to search in dictionary and find the meaning.*

On this basis, Shishir argued as stated below:

*Our teacher use to tell us to bring new and difficult vocabulary of the lesson a day before he use to teach it. I find out the difficult words reading in braille. We visually impaired students sit together in our morning and evening classes, at that time we use to discuss about new and difficult words. Our senior brothers and sister, hostel teacher help us to find out the meaning of new words. When teacher asks for other in the classroom, by listening them also I can learn new words of English.*

While in the observation, I found that visually impaired learners were asking the new vocabularies like: melancholy, omnipotent, messy, mysterious to their teacher. Teacher asked other students if they have known the meaning of those

words. After getting meaning of some words, teacher defined those words and made students clear.

The above data showed that the strategies of visually impaired learners in learning new and difficult vocabularies of English language were listening teachers defining the words, discussing with friends and seniors in extra classes. The use of “word of the day” in mobile phone made visually impaired learners easy to learn new vocabularies of English language. They also learn new vocabulary of English with the help of their seniors in hostel. Finding out new words from braille books and consulting with their friends and teacher were the best strategies of learning new vocabularies of English for visually impaired learners.

#### **4.1.2.3 English Language Learning Difficulties of Visually Impaired Learners**

Learning a foreign language is not easy. Learning English as a foreign language is even less easy. Particularly if you are learning English outside of an English-speaking country like our country Nepal, face a lot of challenges because English is not the native language of our country. Just as there are problems faced in learning English as foreign language, so there are challenges in learning English as second language. One of the challenges that English learners face in learning process is cultural differences that often render the learners to feel disturbed; a group of learners master sufficient number of vocabularies, in good command of comprehension. They are, however, unable to understand various expressions and sentences due to cultural differences (Abdullah, 2015). Different students can have different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. Difficulties of learning a second or foreign language vary from one learner to another, a difference shaped by the ability each learner handles. (NAE education policy and practice department, 2007) Here, I wanted to explore English

language learning difficult and challenges of visually impaired learners. During ethnographic interview participants expressed as follows:

In this regard, Chameli argued in this way:

*Learning is live when we can touch and feel. Learners learn better when they see, touch and feel the object then they just listen. When we touch and study in braille at that time we can realize and understand more than just we listen. The challenge is we don't have books, dictionaries accessible in braille that why we cannot feel and learn better as we wish.*

*In a same way, Shishir stated as in the following way:*

*As we can't see, to identify color is difficult for us. I use to ask questions a lot sometimes when I ask to teacher and friends at that time they don't response me. It is because they might have gone away from me before I ask questions. Sometimes I feel odd to ask questions thinking that they might be irritated with me."*

*Likewise, Prajwal had the following arguments on this basis:*

*Learning grammar rules and creating accurate sentence is difficult for me. Sometimes Friends do not tell us our homework that is written on board. At that time we have to remain silence without writing anything.*

While observing visually impaired learners I found that they were difficultly getting into their classes. As they have told in interview, they felt difficulties when teacher without saying anything wrote classwork and homework on board. They just were listening to their teacher and friends when teacher use the sentence like, look at the board and read. Read the first paragraph of your books. Look at the picture and explain. Sometimes they were asking to their friends and teacher about the things that is written on board whereas they were also just listening their friends and teacher talking about.

Ethnographic interview with the visually impaired learners and classroom observations in their English classes provided some insights to the research on the difficulties faced by visually impaired learners in involving English class. These difficulties could be put into two different categories: difficulties coming from the visually impaired learners themselves and difficulties coming from the learning environment including difficulties from the lecturer of teacher, friends, materials and the facilities. It also showed that learning grammar is difficult for them. Identifying colors is challenging for them. Books, dictionaries and resources are not accessible in braille. So visually impaired learners were facing difficulties and challenging in English language learning. External difficulties come from other elements instead of the students themselves. Some elements of the learning environment also cause difficulties to the blind students in learning English. These elements include the lecturer, friends, material and facilities. There are some difficulties related to the lecturer such as: the strategy that teacher choose to use in their classroom sometimes affect the visually impaired learners' motivation, the types of activities that lecturer choose to use in their classroom sometimes negatively affect the visually impaired learners' participation, and lecturer's ability to create conducive learning environment also contributes to the successful of teaching and learning process. There are some difficulties related to their fully sighted friends, such as they cannot describe and explain materials, are hesitate to help visually impaired learners and make noise in the classroom.

Analyzing the above data, it can be said that visually impaired learners used socio affective strategies to overcome English language learning difficulties. As to the socio affective strategies, Brown (1997) stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio affective strategies for visually impaired learners.

## CHAPTER FIVE

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the findings and conclusions of the research on the basis of the collected data. It also consists of recommendations in policy, practice and further research level on the basis of the findings of the study.

#### 5.1 Findings

On the basis of the analysis and interpretation of the collected data, following findings on strategies applied by visually impaired learners in learning English language at integrated classroom have been outlined.

##### 5.1.1 Findings Based on Practice

After analyzing and interpreting the data, the following findings based on practice have been outlined:

- ) Data from both observation and interview revealed that explanation and elaboration are the best teaching techniques than demonstration for visually impaired learners.
- ) Similarly, the further data showed that as visually impaired learners were learning in integrated classroom, they were being exposed with the same teaching methods and techniques of teachers that are used for sighted learners. In this regard, visually impaired learners used cognitive and social learning strategies.
- ) Similarly, the data also explored that visually impaired learners develop their English speaking skill through metacognitive and social strategies of learning.
- ) In a same way, both data from ethnographic interviews and participant observations depicted that visually impaired learners even didn't have enough braille text books and other learning materials to learn, they

manage it by sharing few braille books having with them each other, by consulting with their sighted friends and teachers.

- ) In similar vein, the narratives of visually impaired learners revealed that the Use of computer technologies and mobile phone have made English language learning easier for them.
- ) The data further showed that visually impaired learners use socio affective and social strategies to do their classwork. They consult with their teachers, collaborate with sighted friends in group and in pair to do their classwork.
- ) Regarding the data of homework, it is found that homework done by visually impaired learners needed to be translated in blind section then only it is checked by their subject teachers. Because of this time consuming process they are not getting feedback over their homework to correct their mistakes in time, as a result that had affected in their successful language learning.
- ) Similarly, the data further explored that visually impaired learners use cognitive learning strategies to get the feedback of their homework. As they did not get their homework checked back in time, they took oral feedback when teachers talked about their and other students' homework. While doing their homework they take extra classes, search in google and websites with the help of seniors at home to be successful English language learners.

### **5.1.2 Findings Based on Beliefs**

Being based on the data related to beliefs of English language learning strategies of visually impaired learners at integrated classroom, the following findings have been traced out:

- ) The data from ethnographic interview revealed that Pictures, charts and graphics do not make any sense unless they are explained to visually impaired learners.

- ) The data analyzed showed that English as an international language, for job opportunity, English as a linguistic study, English as a means to understand and create worldly literature as the main motives of visually impaired learners towards English language.
- ) In a same way, the data explored that visually impaired learners are highly motivated towards English language. As they cannot see, English as a linguistic study helps them to understand any subject matter better than any pictures and graphics.
- ) Similarly, the data also showed that English as matter of literature helps visually impaired learners understand and create worldly accepted literature. Through the means of which they can be connected and recognized throughout the world as sighted people.
- ) Similarly, the data regarding insufficient learning materials explored that visually impaired learners use management and planning strategies to learn English language. Though they do not have braille dictionary, they use mobile phone for electronic dictionary to consult new and difficult vocabularies at home. They also learn English language through listening to English songs, films and comedies.
- ) There were some internal and external difficulties and challenges faced by visually impaired learners.
- ) Internal difficult come from visually impaired learners themselves which were related to visually impaired learners' sight conditions and their learning strategies.
- ) Finally, external difficulties come from the learning environment including difficulties from the teaching technique of teachers, friends, materials and facilities in integrated classroom.

## 5.2 Conclusions

The present study is a qualitative research conducted to find out the strategies applied by visually impaired learners in learning English language in an integrated classroom. I selected three visually impaired learners learning English language in an integrated classroom setting of Kathmandu district. This research is based on ethnographic research design. Participant observation and in-depth interview of visually impaired learners were used as the research tools for obtaining authentic and reliable data. Thirty days of visually impaired learners' strategies of learning English language in an integrated classroom setting were observed based upon participant observation guidelines. Learners' perception and their experiences were gathered by conducting in-depth interview being based on interview guidelines focusing on the strategies that visually impaired learners applied in learning English language in an integrated classroom setting.

Visually impaired are being deprived of learning because of their visual condition. Some institutions even do not want to admit such visually impaired learners thinking that they have to take risk of such learners and they do need special care and treat in school. However, government of Nepal has declared equal rights of education to every citizens. There are some public schools running only for visually impaired learners but integrated schools are rarely found to provide English language learning opportunities to visually impaired learners along with sighted learners. So, it's very difficult for visually impaired learners to be adjusted in school and learn there. Learning condition of visually impaired learners is so miserable that they are learning English language with insufficient learning materials, teachers teaching techniques in an integrated classroom setting might not always be visually impaired learners friendly, lack of administrative and sighted friends' support, others misbehavior in school. Such activities are still being practice in our country Nepal.

Based on the findings, it can be concluded that visually impaired learners are highly motivated towards English language learning. Learners develop their English speaking skill through participating in different kinds of programs and competitions held in schools like taking part in debate and speech competition, speaking English with teachers and friends while dealing in any kinds of problems and subject matter. Visually impaired learners learn English best through English films, songs and comedies. Use of modern computer technologies have made English language learning easier for visually impaired learners. In case of difficulties in learning English language, visually impaired learners seek help from their teachers, seniors and friends. They are found clearer to understand when their teachers explain and elaborate the subject matter than teachers demonstrate anything. As visually impaired learners are not able to see, listening attentively to teacher and consulting with their friends, seniors and teachers are their strategies to learn English language.

Moreover, visually impaired learners are applying different kinds of learning strategies. They include cognitive, metacognitive, social, socio affective, management and planning and compensation strategies for English language learning in an integrated classroom setting. Explanation and elaboration teaching techniques are effective than demonstration for visually impaired learners. Pictures, charts and graphics do not make any sense for visually impaired learners until they be explained. Teachers teaching in an integrated classroom setting have to consider about learners diversity and provide equal opportunities for every learners in classroom.

## **5.2 Recommendations**

On the basis of the findings of the study, I would like to recommend the following points of recommendations to be applicable in policy, practice and further research level.

### **5.3.1 Policy Related Recommendation**

In the field of education, various research based policies and strategies provide better results in any academic program. From the findings of the study, I would like to put following recommendations:

- ) One of the findings of the study showed that visually impaired learners were facing difficulties in learning English language due to insufficient learning resources and materials. Therefore, this need of learning materials and resources for visually impaired learners should be addressed from the policy level.
- ) During my observation, I found that an experienced and trained teachers can use different strategies to make visually impaired learners active. So from policy level teaching visually impaired learners at integrated classroom based training can be given to the teachers to teach visually impaired learners more effective at integrated classroom.

### **5.3.2 Practice Related Recommendation**

It is related to the actual implementation of the policies into classroom practices. After analyzing the findings of my study, I have drawn some recommendations related to practices which are as follows:

- ) One of the findings showed that as visually impaired learners did not have enough learning materials, they were found mostly depending on their teachers and friends. Therefore, teacher should create equal and peaceful learning environment in their classroom.
- ) Similarly, as the data showed that visually impaired learners were not getting their homework checked back in time as sighted learners, they also have got problems in getting feedback over their homework. As a result that may affect in their successful learning. Therefore, administration should address such problems of visually impaired

learners to translate braille work in time and give it back to visually impaired learners.

- ) Likewise, teachers should encourage visually impaired learners in learning as sighted students because of which they can successful English language learners.
- ) Similarly, while teaching in integrated classroom setting, teachers have to encourage and solve the problems of visually impaired learners. For that including other techniques in teaching, explanation and elaboration techniques should be taken into consideration while teaching visually impaired learners integratively in classroom.
- ) Teachers should provide equal time and pace for each and every learners in the classroom because of which visually impaired learners could feel they have equal rights and can actively participate in learning.
- ) In a similar vein, The activities such as; look at the board and do the activities are impossible and writing in braille is time consuming for visually impaired learners so, oral activities should be given to them in accordance with writing in braille activities.

### **5.3.3 Further Research Related Recommendation**

This is qualitative research based on ethnographic research design. The findings of this research may provide as valuable secondary resource materials for other researchers who have keen interest to carry out research in related field. This study mainly focused on strategies applied by visually impaired learners in learning English language at integrated classroom setting. Since my research was only limited to three visually impaired learners of same school of Kathmandu district however, it cannot be claimed that the findings of this study are applicable for all visually impaired learners of English language of Nepal. Therefore, further research can analyze the other aspects of English language learning which are not mentioned in this study. Some of the areas where further research can be conducted under this field are presented below:

- ) This study explored the English language learning strategies applied by visually impaired learners in integrated classroom. So, new research can be on the strategies used by teachers while teaching English language for visually impaired learners at integrated classroom.
- ) Similarly, differences in learning strategies of visually impaired learners and sighted learners can be studied comparatively.
- ) Likewise, the area of the study was limited only to Kathmandu district so further research can be carried out in other districts of Nepal.
- ) Finally, as the participants of this study were only three visually impaired learners and the tools were ethnographic interview and participant observation, further research can take focus group discussion as one of the tools of data collection to include common voice of five to seven visually impaired learners.

## APPENDIX-I

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **English Language Learning Strategies of Visually Impaired Learners in an Integrated Classroom** under the supervision of **Mr. Khem Raj Joshi**, Lecturer of the Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore English language learning strategies of visually impaired learners at integrated classroom. Ethnographic interview and participant observation will be the tools of my research. Please let me know if you agree to participate in it. Your participation will not only help me in my work but is would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

Researcher

**Roshani Banskota**

M.Ed. 4<sup>th</sup> semester

Tribhuvan University, Kirtipur, Kathmandu

Note:

- ) There will not be certain risk and discomfort associated with this research.
- ) The information you provide for the purpose of this research is confidential for interview.
- ) Interview will be recorded.
- ) I hope you will not leave yourself from process at any stage.

Signature.....

## APPENDIX-II

### Interview Guidelines

To achieve the objectives of the research three visually impaired students were involved in in-depth interview. The discussion was held under the following topic:

- ) Visually impaired learner's motivation in English language at integrated classroom.(factors that motivate them in English language learning)
- ) Visually Impaired Learners' struggle for learning English language.
- ) Visually impaired learners' strategies in English language learning.
- ) Visually impaired learners' satisfaction in learning English language.
- ) English language learning challenges.
- ) Strategies of doing homework and classwork.
- ) Strategies of speaking English language.
- ) English language Learning enablers and barrier in integrated classroom setting.
- ) Classroom Participation.
- ) Curricular activities for visually impaired learners.
- ) Extra-curricular activities for visually Impaired Learners.
- ) Experience of succession and failure.
- ) Support they are provided by administration, teachers, parents, peer.
- ) Others attitude towards them in learning English language.
- ) Availability of learning materials, sports to support English language learning.
- ) Teaching technique, methods, and materials they are exposed to.
- ) Roles and responsibilities they are performing in classroom or at school.
- ) Visually Impaired Learners' further expectation (want) to be provided to boost up their English language learning in integrated classroom.

## APPENDIX-III

### Participants' Observation Guidelines

This is the participants' observation form used at the time of data collection of my thesis entitled **English Language Learning Strategies of Visually Impaired Learners in an Integrated Classroom**. The following things was observed in regular school visits through the time of data collection for the study:

Name of the student:

Date of observation:

Name of the school:

Time observed:

<b>Items</b>	<b>Qualitative information(Thick Descriptions)</b>
Motivational activities in classroom.	
Seat arrangement for visually impaired students.	
Visually impaired students' participation in classroom.	
Discussion with peers(using English Language)	
Questions asked in difficulties	

Responding to teachers' question	
Teachers attention to visually impaired students	
Visually impaired section	
Visually impaired teacher	
Participation in extracurricular activities	
Learning materials they have with (braille or same book other students use)	
Submission of homework	
Feedback they are provided (both oral and written)	

Roles/responsibilities they are provided in classroom or in school (monitor etc.)	
Learning strategies they applied	
Enabler and barrier factors in English language learning	
Challenges they face in learning English language	
Other activities they performed in learning English language	
Teachers support	
Administrative support	
Struggle in learning	
Motivation they are provided	

Teaching techniques/ methods of teachers	
---	--

List the striking things that you get/learn from the observation

.....

.....

.....

.....

.....

.....

Observed by.....

## APPENDIX- IV

The interview was conducted to collect the viable insights for the research work entitled **English Language Learning Strategies of Visually Impaired Learners in an Integrated Classroom** under the guidance and supervision of **Mr. Khem Raj Joshi**, Lecturer of the Department of English Education, T.U., Kirtipur, Kathmandu, Nepal.

### Interview Transcription no. 1

**Researcher:** Hello, good morning!

**Respondent:** Good morning madam!

**Researcher:** Are you fine?

**Respondent:** Yes, madam!

**Researcher:** Okay, Thank you for providing me the time for interview. I am Roshani Banskota. To conduct a research study of M.Ed., I am with you here to collect the data of my research study. I want you to interview about English language learning strategies of visually impaired learners in integrated classroom. If you agree, I want to record the interview in my mobile phone. Your response will be used only for my thesis study. I ensure you that your name will not be mentioned as the respondent and feel free to talk to me.

**Respondent:** Sure madam!

**Researcher:** Could you please tell me, the factors that motivate you to learn English language in integrated classroom?

**Respondent:** Yes madam! Especially there are three points that motivate me towards English language learning. They include firstly, English as an international language, we can be accepted internationally if we have English language competencies. Secondly, as it is linguistic matter, it is easy for visually impaired learners to understand any kinds of matter that the graphics, picture and symbols. Thirdly, most of the visually impaired learners are interested in literature. Though we can't see we can think deeply and create literature. English language is only the means that help to spread our thoughts, feelings and emotions throughout the world as it is spoken all over the world. Then we can also be recognized throughout the world as sighted people.

**Researcher:** what are the strategies you used to apply to develop your English speaking skill?

**Respondent:** I do it by participating in different kinds of program like debate competitions, speech contest, discussing with friends in English, asking questions to teachers etc.

**Researcher:** What are the strategies you use while doing your classwork?

**Respondent:** Asking friends to read out the questions, asking for teacher in difficult questions, discussing in group like that.

**Researcher:** How do you do your homework?

**Respondent:** Google search, with the help of teacher of extra class, discussing with sighted and visually impaired friends in hostel.

**Researcher:** How do you learn new and difficult English vocabulary?

**Respondent:** Reading braille books, asking to teacher in school. At home I use “word of the day” of mobile dictionary and learn one new word in a day.

**Researcher:** How is your participation in classroom? Do you participate in classroom activities or just listen to other?

**Respondent:** As I have interest in English language learning, I used to participate in classroom activities. Because of lack of confidence some sighted students even ask questions to teachers but I have a habit of asking questions and do the activities whatever is instructed by teacher. I feel comfort to ask question in English to teachers.

**Researcher:** What are the teaching techniques used by teacher? Do visually impaired learners get special treatment by teachers?

**Respondent:** As we are in integrated classroom, teaching methods and techniques are same. We understand more when teacher explains and elaborate than demonstrate any charts, pictures and graphics.

**Researcher:** What are the learning resources and materials you use while learning English language?

**Respondent:** Braille books, stylus, slate, photocopy paper. Though braille books are rarely available, we all need to share each other to read. Computer lab is also in our access.

**Researcher:** What are your English language learning challenges and difficulties?

**Respondent:** Learning is live when we touch and feel, when we touch and feel in braille and any objects at that time we realize the objects and we understand more than what we listen. This is the challenge of visually impaired learners that we can't identify the objects sometimes.eg Identifying color is impossible for us. Difficulties are no books, dictionaries are accessible in braille that is why we can't learn as we want. If we have such materials we can also do better than sighted learners.

**Researcher:** What are the ways to face these difficulties and challenges?

**Respondent:** First prioritize should be for English, novels, books dictionaries, reference books should be available in braille. Availability of such resources and materials means we are out of English language learning challenges.

**Researcher:** Thank you for the interview. Keep on touch.

**Respondent:** My pleasure madam!

## APPENDIX- V

### Interview Transcription no. 2

**Researcher:** Hello! I am Roshani Banskota. I am doing research (research) on the topic “English Language Learning Strategies of visually impaired learners in integrated classroom” for the partial fulfillment of M.Ed. in English from Tribhuvan University, Kirtipur Kathmandu. For this research work, I need some data and I hope you would provide me. So, I am with you here for interview.

**Respondent:** Thank you madam!

Researcher: Would you please tell me, why are you interested to learn English language?

**Respondent:** It is an international language. We can have better job opportunity. We visually impaired learners could not find job easily but if we have English language competencies, it will be easier to find job in abroad.

**Researcher:** Could you please tell me how are you developing your English language speaking skill?

**Respondent:** At first when I come to this school I had to remain silence because I didn't have English language speaking skill. Comparatively I was senior in age than other students in my class because of being differently able I had study gap for 5 years. So, small kids used to tease over my broken English. Suzina madam encourage me to speak in English. It had been very difficult for me that no any friends used to tell the homework. I had to request for many but they use to make fun on my request. They said they used to feel bore with me because of I was different than them i.e. I am visually impaired and was difficult to enjoy with them. Finally I realized that I have to entertain other to make friends and take help from them. I started telling jokes with my broken English to them then gradually they became near friends to me they also started supporting me on my study and nowadays I can easily speak, talk and discuss with them in English language.

**Researcher:** Oh! It means you have faced many problems to adjust with your friends and speak in English language. Okay, then how do you do your classwork?

**Respondent:** I use to do my classwork with the help of my friends and teacher. I use to ask them to read for the exercises or questions and then I use to do in pair and in group.

**Researcher:** Likewise, how do you do your homework?

**Respondent:** I use to do my homework with the help of senior brother and sister of hostel and extra class teacher helps us to do our homework. We visually impaired students sit in same place and discuss each other about homework and do. In our difficulties we can take help from sighted friends in hostel and do whatever they use to tell us. In school, we have to go for blind section to translate and again have to submit to subject teacher. Its time consuming for us.

**Researcher:** How do you learn new and difficult English vocabulary?

**Respondent:** Our teacher use to tell us to bring new and difficult vocabulary of the lesson a day before he use to teach it. I find out the difficult words reading in braille. We visually impaired students sit together in our morning and evening classes, at that time we use to discuss about new and difficult words. Our senior brothers and sister, hostel teacher help us to find out the meaning of new words. When teacher asks for other in the classroom, by listening them also I can learn new words of English.

**Researcher:** Okay, what teaching techniques does your English teacher apply while teaching in integrated classroom? And are you satisfied with that?

**Respondent:** Methods and techniques of teacher are same in integrated classroom. We feel equal when they ask questions for us, but some teachers do not ask questions for and even they do not punish us like sighted students thinking that we are blind. At that time I use to feel I am different from other students i.e. I am disable. "*arulai haanchha vane haamlai ni hanos kya! Tyo bela haamlai saman, haami pani aru jastai hau bhanne feel hunchha!*" We,

visually impaired learners learn best when teacher explains, elaborates and defines the subject matter.

**Researcher:** Wow! What materials do you use to enhance your English language learning?

**Respondent:** While teaching at classroom we cannot see any materials but when teacher explain it we use to listen very carefully and understand about the materials. I have some braille books to read, stylus, and slate and photocopy paper to write. At home to develop English language learning, I often listen English movies, songs and comedies. In school there are some computers in visually impaired section. At the time of computer lap practice class twice a week, we practice there. We have facilities of computer in school.

**Researcher:** Well, what difficulties are you facing while learning English language now?

**Respondent:** As we can't see, to identify color is difficult for us. I use to ask questions a lot sometimes when I ask to teacher and friends at that time they don't response me. It is because they might have gone away from me before I ask questions. Sometimes I feel odd to ask questions thinking that they might be irritated with me."

**Researcher:** How do you think, those difficult be solved? What are the ways to tackle those difficulties?

**Respondent:** There should be enough learning materials for us like, braille, dictionaries in braille. (With English and Nepali combination)

**Researcher:** Okay, it was nice talking to you. Study well, wish you have a bright future ahead!

**Respondent:** Okay, Thank you madam!

## APPENDIX- VI

### Interview Transcription no. 3

**Researcher:** Hello, how are you?

**Respondent:** I am fine madam!

**Researcher:** Okay, thank you for providing me the time for interview. I am Roshani Banskota. To conduct a research study of M.Ed., I am with you here to collect the data of my research study. I want you to interview about English language learning strategies of visually impaired learners in integrated classroom. If you agree, I want to record the interview in my mobile phone. Your response will be used only for my thesis study. I ensure you that your name will not be mentioned as the respondent and feel free to talk to me.

**Respondent:** Okay, madam!

**Researcher:** Could you please tell me, the factors that motivate you to learn English language in integrated classroom?

**Respondent:** For visually impaired people English is necessary to find out the location. Through English language we can join in international communication, can comfortably communicate with tourist and help them too. These are the reasons that I am motivated towards English language.

**Researcher:** Could you please tell me how are you developing your English language speaking skill?

**Respondent:** First, I use to listen carefully to teachers then, sometimes I use to repeat the sentence of teacher for correct pronunciation. I use to speak in English with my friends. Ask questions with teacher in English language. As I am the captain of visually impaired students of our school, I use to instruct other friends and juniors in English at that time I can copy the way that teachers' instructing to other in assembly and in school area. And I can also get

some ideas from the captain of sighted students. To conclude it, I am developing my English language speaking skill by performing different kinds of roles and responsibilities in school and dealing with the administration over the problems of visually impaired learners.

**Researcher:** What are the strategies you use while doing your classwork?

**Respondent:** Asking friends to read out the questions, asking for teacher in difficult questions, discussing in group like that. But the problem is sometimes friends do not tell us about what to do at that time I use to ask my teacher.

**Researcher:** Similarly, how do you do your homework?

**Respondent:** I do my homework with the help of senior brothers and sisters living in same hostel. I also take help of hostel teacher. Sometime when teacher writes homework on board, I ask help with friends and they use to note homework in my diary. If I be absent sometimes, I use to photocopy the exercises of my sighted friends and ask to read it for my hostel friend and cover the missing exercises.

**Researcher:** Well, how do you learn new and difficult English vocabulary?

**Respondent:** Braille dictionary is not available in school. So to I use to ask my subject teacher, hostel teacher and ask my sighted friends and other seniors at hostel. Sighted friends have English dictionary so I use to ask them to search in dictionary and find the meaning.

**Researcher:** Okay, what teaching techniques does your English teacher apply while teaching in integrated classroom? And are you satisfied with that?

**Respondent:** We have been taught by visually impaired teacher to read in braille and to write in slate using photocopy papers with the help of stylus on the starting days of school. Now we are able to read and write using braille, slate, stylus and photocopy papers. So in integrated classroom, teaching methods and techniques of teacher are same. For this we feel equal but in some cases we are unable to understand the subject matter. Especially visually

impaired students are managed to sit in first bench because of which we can listen our teacher properly and can ask questions in difficulties.

**Researcher:** Wow! What materials do you use to enhance your English language learning?

**Respondent:** Specially, I use braille books which are not enough in school. So, we share each other to read the text. Slate, stylus and photocopy paper are the materials to write. Braille books are not enough then when we go to visually impaired section to ask for braille books at that time they told me that your seniors have studied without books. At least you have some books to read and why are you always asking for books always that we are trying to manage it! They use to say so. We feel irritated at that time! At home and hostel, I sometimes use mobile phone on Saturday and we have computers in our school too. We practice there once a week.

**Researcher:** Well, what are your English language learning challenges and difficulties?

**Respondent:** Learning grammar rules and creating accurate sentence is difficult for me. Sometimes Friends do not tell us our homework that is written on board. At that time we have to remain silence without writing anything.

**Researcher:** How do you think, learning difficulties be solved? What are the ways to tackle those difficulties?

**Respondent:** Technology friendly materials should be available, English language learning resources such as braille dictionaries should be accessible. I, myself have to be active in learning in English language.

**Researcher:** Thank you very much for providing your valuable time to me. Wish your bright future ahead!

**Respondent:** Thank you madam!