

ENGLISH LANGUAGE LEARNING STRATEGIES OF VISUALLY IMPAIRED LEARNERS IN AN INTEGRATED CLASSROOM

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Roshani Banskota**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu Nepal**

2019

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Roshani Banskota** has prepared this thesis entitled **English Language Learning Strategies of Visually Impaired Learners in Integrated Classroom** under my guidance and supervision.

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DEDICATION

To

My Parents

Who sacrifice their whole life to lead me where I am today

And

Teachers

Who made me able to drop this dedication.

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any University.

Date: 20-12-2019

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Roshani Banskota

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ABSTRACT

The research entitled **English Language Learning Strategies of Visually Impaired Learners in an Integrated Classroom** was an attempt to explore English language learning strategies of visually impaired learners in integrated classroom. I followed an ethnographic research design. To meet the objective of the study, I selected three visually impaired learners as sample from one of the integrated school of Kathmandu district, using purposive non-random sampling procedure. Classroom observation and ethnographic interview guidelines were used as tools for primary data collection. The observed classes of the selected learners and their interviews were recorded to obtain information. The collected data were transcribed and then analyzed and interpreted thematically and narratively. Visually impaired learners used different kinds of learning strategies. They include cognitive, metacognitive, social, socio-affective, management and planning and compensation strategies for English language learning at integrated classroom.

The present study consists of five chapters. Each chapter is divided into different headings and sub-headings. The first chapter deals with the introduction part of the study which consists of background of the study, statement of the problem, objectives of the study, delimitations of the study and operational definition of key terms. The second chapter consists of review of related theoretical and empirical literature and conceptual framework. The third chapter consists of the methods and procedures of the study. It includes the design of the study, population, sample, sampling strategy, sources of data, research tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. The fourth chapter includes the analysis and interpretation of the data. Finally the fifth chapter presents findings, conclusions and recommendations related to policy, practice and further research. References and appendices are also included at the last part of this thesis.

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LIST OF SYMBOLS & ABBREVIATIONS

EFL	English as Foreign Language
ELT	English Language Teaching
L2	Second Language
T.U.	Tribhuvan University
B.Ed.	Bachelors of Education
M.Ed.	Masters of Education
et.al	More than two Writers
etc	Etcetera
VILs	Visually Impaired Learners
Info	Information