

**PROBLEMS AND PERCEPTIONS OF VISUALLY
IMPAIRED STUDENTS IN LEARNING OF THE
ENGLISH LANGUAGE**

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

Submitted by
Rajan Dhital

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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T.U. Regd. No.: 9-1-21-231-2002
Second Year Examination
Roll No.: 280695/067

Date of Approval of the
Thesis Proposal: 16th March, 2012
Date of Submission: 13/09/2012

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Rajan Dhital has prepared this thesis entitled **Problems and Perceptions of Visually Impaired Students in Learning of the English Language** under my guidance and supervision.

I recommend the thesis for acceptance.

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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: 11 September 2012

Rajan Dhital

DEDICATION

**DEDICATED
TO
MY GURUS AND PARENTS**

ACKNOWLEDGEMENTS

First of all I would like to express my deep and sincere gratitude to my thesis supervisor, **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education, Tribhuvan University for providing me the opportunity to conduct this study. I am indebted to **Dr. Anjana Bhattarai**, Reader, Department of English Education, for her invaluable academic advice. I am equally indebted to all the Professors, Readers, Lecturers and Assistant Teachers of Department of English Education, Tribhuvan University for their academic suggestions.

I would like to record my gratefulness to **Mr. Lakpa Sherpa**, Head Teacher; **Miss Sita Gyawali**, Resource Teacher; **Mr. Hom Prasad Ghimire**, Subject Teacher and all the visually impaired students of Laboratory Higher Secondary School, Kirtipur; **Mrs. Nanu Baba Dawadi**, Head Teacher, **Mrs. Bidhya Baidya**, Resource Teacher; **Mr. Birendra Khadka**, Subject Teacher and the visually impaired students of Namuna Machhindra Higher Secondary School, Lagankhel, Lalitpur and **Mrs. Bidhya Laxmi Chitrakar**, Head Teacher; **Mrs. Purna Sundari Shrestha**, Resource Teacher; **Mr. Raj Bahadur Shrestha**, Subject Teacher and the visually impaired students of visually impaired students of Adarsha Laiku Higher Secondary School, Naya Thimi, Bhaktapur.

I am grateful to those authors and scholars whose works have been cited in this thesis. I am thankful to my academic companions and coordinators **Mr. Prem Chandra Kulung**, **Mr. Thanda Singh Wambule** and **Mr. Buddhi Bahadur Wambule** for their cooperation in this research work.

My head always bows to all my family members who have provided me with firm foundation and positive inspiration for my study. Without their help my study would have been paralyzed.

Rajan Dhital

ABSTRACT

The present thesis entitled “Problems and Perceptions of Visually Impaired Students in Learning of the English Language” is a qualitative research. This study aimed to identify the problems and perceptions of the visually impaired students in learning of the English language and to identify the ways to solve these problems. This research has been accomplished on the basis of the collected data from the three Head Masters, three Resource Teachers, three English Teachers and twelve Visually Impaired Students of the Kathmandu valley. This study concluded that visually impaired students have been facing many problems in the English language learning, such as mobility problem, attitudinal problem, economic problem, technological problem and administrative problem etc. For the betterment of the visually impaired students in learning of the English language, all should develop positive attitude towards them and especial opportunity should be provided to those who are visually impaired.

This research work contains four chapters. The first chapter deals with general background of the study, literature review, objectives and significance of the study. The second chapter deals with the methodology adopted while doing this research work. Similarly, the third chapter deals with analysis and interpretation of the collected data. And in the last chapter (chapter four), the findings and recommendations of the study have been followed by references and appendices.

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ABBREVIATIONS AND SYMBOLS

C	curricular
CDC	Curriculum Development Center
ET	English teacher
ELT	English language teaching
HM	head master
IQ	intelligence quotient
LAD	language acquisition device
RT	resource teacher
Ss	students
VI	visually impaired