

CHAPTER ONE

INTRODUCTION

1.1. General Background

Visually impaired are those who cannot see the physical world with their eyes. They lack their eyesight by birth or due to different causes that occur after the birth. The eyes are the most important sense of organ which gives us sensation of sight. Census Bureau of Nepal (2011) classified the visually impaired into following types:

Sightless: A sightless person is such who cannot see the fingers after the use of medicines, surgical treatments and glasses and cannot read the letters in the first line (3/60) of Snellen chart (eye test chart: a chart for vision testing on which are printed rows of letters and numbers in decreasing size from top to bottom) from the distance of 10 fit.

Low Vision: A low vision person is such who cannot see the fingers after the use of medicines, surgical treatments and glasses and cannot read the letters in the fourth line (6/18) of Snellen chart from the distance of 20 fit.

Visually impaired children cannot see the physical world; so they are deprived of various opportunities. They think that they are taken as the burden on society and treated negatively. Visually impaired cannot see the objects but according to the child right, they also have right to read and write. Therefore, we should not ignore them as they are visually impaired and cannot do anything. If they get opportunity, they can do as normal people can do. In fact, blindness is not a social problem; the real problem lies in the attitude of people. Visually impaired may face lots of difficulty in their day-to-day activities because of their loss of vision. They need support, encouragement and proper guidance for the betterment of their life.

1.1.1. Need for Language Learning

Language is the means of communication which helps us to express our chaotic ideas in a systematic order. It is one of the unique properties of human society which separates the human being from other animals. Human beings use language in their daily life as to share ideas, transmit cultures, religion, norms and values so as to preserve the social properties. By the use of language we can express our thoughts, feelings and emotions. Without language we cannot exchange our ideas and opinions with each other. Language is a universal phenomenon. People can fulfill their basic needs by means of language and the visually impaired persons are not exception.

Normal children naturally acquire first language exposed to them by birth. But they fail to acquire second language as did in the acquisition of the first language. They need extra training or classes to learn languages other than the first language. There are two schools of thoughts behind this, viz. behaviorist and mentalist. According to the behaviorist school of thought, mind of a child at the time of birth is tabula-rasa (blank sheet of a paper) where the child writes line by line whatever the language he or she is exposed to. The mentalist school of thought claims that human mind is not blank, but equipped with especial language acquisition device (LAD). The language exposure activates the LAD and it records the language systems exposed to it. Once the language systems are written in the blank sheets or activated the LAD, they will not take the other language systems naturally. They need much of exposures for learning any language after they have acquired their first language.

This is the time of globalization. People are dreaming of 'the world village'. The concept of multilingualism and multiculturalism is spreading all over the world. This provision outdated the monolingual concepts. So the multilingual societies are increasing day by day.

Learning language does not mean only knowing about language of other community or place but also knowing the various properties of that society for

example, socio-cultural properties, socio-economic status, ethno-linguistic paradigms, educational opportunities, employment opportunities and other. Language helps us to develop emotional attachments in the speech community. Knowledge of language relates with the advancement of technology, telecommunication and cyber culture. All these motives of language show the need of language learning.

1.1.2. English Language Learning by the Visually Impaired Children

Learning a foreign language is an important factor for everybody, particularly if the mother tongue is not very widespread, and given the demands for communication skills in modern society. Language learning is even more important for visually impaired people, in order to reduce the gap caused by lack of sight or by severe visual impairment. Visual impairment affects every sphere of human life, both as an individual and as a member of a community. Visual impairment affects all domains of human activities, including communication, mobility and human relationships. This is still truer in our society, dominated by image and speed. Mastering a foreign language, in particular English thus becomes a sort of “bridge” by means of which the visually impaired person can access different cultures and different opportunities in the domain of social contacts.

In the case of the visually impaired person, words have a much greater importance than for sighted people, because speech is the only mode of communication for human relationships. Body language, movies, communication with images, all have to be translated into spoken or written words in order to be grasped also by the visually impaired. At present only a small minority of visually impaired people are proficient in Braille reading. This is due to the fact that the majority of them suffer from loss of sight when they are young, or adult, that is too late in order to master the Braille reading method, which is based on the sense of touch.

Learning a foreign language in the traditional way, that is by combining spoken and written words, becomes very difficult or impossible, owing to the fact that the individual can no longer rely on his ability to manipulate written words (reading/writing). The introduction of IT technology based on synthetic voices is a true breakthrough for the VI with regards to accessing information. Consequently, IT has opened innovative perspectives not only for new job opportunities but for leisure (travelling, reading, e-commerce, etc.) as well. However, learning a language implies complex mental activities that require a constant interaction between students and teachers. When the learning activity includes IT, the interaction with the machine becomes much more difficult for the visually impaired who are bound to a linear mode of access to information [slide]. Learning tools based on iconic materials (images, pictures, animations) are not suitable for VI persons.

Language mastery, especially for blind persons who cannot rely on visual cues, proves to be a real highway for communication, emancipation and mobility. In a globalised internet world, the knowledge of English is especially imperative and provides new personal and vocational chances not only for young blind learners.

1.1.3. Problems of the Visually Impaired Students

Generally, language learning refers to the learning four language skills viz. listening, speaking, reading and writing respectively. When a learner can use all the four language skills properly in his or her communication fluently, at that time his or her language learning is said to be successful. When we involve in conversation, we are bound to listen as well as speak. Sometimes we read the written books, articles and mails and get information and sometimes we transfer and record information in the orthographic form by writing in the electronic media or in note papers. The language skills, listening and reading are also called receptive skills and speaking and writing are called productive skills by nature. We receive (decode) information by listening other's speech and also reading the softcopy or hardcopy text. And we convey (encode) the

message by speaking in live and writing in orthographic form. These all language skills are equally important for a language learner, so that all language skills should be taught interactively in the classroom.

There are many problems faced by the visually impaired students while learning the English language. Visually impaired person can listen the speech and learn language for communication. They cannot read the normal written letter and write in the paper except in the Braille. Generally visually impaired students are good listeners. They listen well and learn language. This is only one means to learn language for them. But, sometimes visually impaired person can also have problem in hearing. It brings great problem for the visually impaired persons. The graphical properties cannot be represented in speech. Phonemic symbols, gestures and visual representations are hardly represented in speech.

Speaking is the mostly used language skill in communication. This skill helps to encode the message. Thoughts and feelings of a speaker are conveyed to other by speaking. The visually impaired students cannot read the orthographic form of language. They only can read the Braille script which is not possible always. Enough books and other reading materials are not found in Braille still now. Writing is the difficult language skill for the visually impaired learner. They cannot write in normal paper except in the Braille. Computer could be applied for writing for some extent but is not possible and accessible for all the visually impaired students.

In school level, the Braille text cannot address the visual materials. The visually impaired persons need the description of the pictures which are in the normal books. In school level exam there is box puzzles, graph, pie-chart, jumbling words etc. in the question paper which is very difficult to solve orally. Similarly in the higher classes, the examinee should take examination with the help of assistant writer.

1.1.4. Inclusive Education

According to the Convention on the Rights of the Child, all children have the right to education that helps them develop to their full potential, and that provides them access to the skills for making informed decisions and living and working with dignity. This is all the more important for children with disabilities; gaining these basic skills can increase their confidence and resilience, enable them to take charge of their lives, and empower them to participate in society and claim their rights. Article 28 stresses that the right to education must be achieved “on the basis of equal opportunity”. The Committee on the Rights of the Child has elaborated on what this means for children with disabilities (Kodgkin and Newell, 1998):

All children, no matter how seriously disabled they are; are entitled to education that maximizes their potential...Moreover, the education of disabled children should be provided “in a manner conducive to the child’s achieving the fullest possible social integration”... which means that disabled children should, wherever possible, be educated in mainstream schools alongside children without disabilities. (p. 377)

There are a number of practical reasons for working towards inclusive education for children with disabilities. Children who are perceived as “different” are often excluded from the social world of local communities. Their inclusion in regular schools challenges this tendency and can help to changing local attitudes and practices, so that a community becomes a place where difference is respected and valued. Segregating children in non-formal education or special education programmes, on the other hand, sustains inequalities and discrimination, and often means that children attend school further away from their home community.

Including children with disabilities in mainstream schools increases their opportunities to learn through interaction with others. All children learn from other fellows and through the experiences gained in the various environments

of their lives. This is just as true for children with disabilities, but is often forgotten. Indeed, their slow development, or their quality of being “different”, is often mistakenly blamed on their disabilities rather than on the restrictions they experience as a result of their disabilities.

Inclusive education also tends to be the most effective use of resources. But it requires the provision of flexible and individualised education – a challenge in under-resourced countries. Various types of disability demand different provisions: the use of sign language, wheelchair accessibility, and new teaching skills. Children with disabilities may need extra rest and special care, as well as carefully targeted academic inputs. Multiple barriers must be identified, not only barriers to physical access; schools must be supported in reducing these barriers and serving all children without discrimination. This approach has implications for all students. Inclusive education is child-centred, learner-friendly, relevant, participatory and empowering. But this often entails a radical change in values and practices, and calls for commitment on all levels.

Government policy has to be supportive, and its strategies must be practically applicable. The involvement and dedication of parents, communities and local organizations is also crucial for the effective implementation of government and school efforts.

1.1.5. Inclusive Education in Nepal

Inclusive education in Nepal is very much a work in progress. Government directives clearly state that the ultimate objective is to include children with disabilities in mainstream formal education. District Education Committees can support schools to start inclusive education programmes, and growing numbers of “resource classes” to prepare those who are intellectually disabled, blind or deaf are established within mainstream schools, following a gradual process of inclusion. In increasing numbers of regular schools in Nepal, children with disabilities are being included, proving that this is possible with common sense, a positive attitude and some training for teachers. Special needs education is also being implemented by the government in the majority of districts at

primary level for children with mild and moderate intellectual disability, and for those who are blind or deaf, and support is given to NGOs for setting up special schools. But there is little systematic attention to mainstreaming children with moderate disabilities, and government programmes fail completely to provide any education for children who are severely disabled – those with multiple disabilities, or severe physical or intellectual disabilities. Assistance in general fails to go to those who need it most. Children with severe disabilities have a right to education – but education in these cases must be broadly interpreted by government to cover the range of supports that are most likely to improve their quality of life and function.

A large proportion of the services actually available for children with disabilities is dependent on the NGO sector, which currently has organizations operating in all five regions of Nepal. There is little coordination among these organizations, however, and they are not distributed according to need. In six districts, no organizations operate; in districts where services are available, they frequently do not cover all areas. Coordination is essential to ensure attention to all locations relative to need. One component of the broader NGO effort is the work of Save the Children Norway (SCNN), one of very few international NGOs in Nepal working for the rights of children with disabilities.

1.1.6. Factors Affecting the English Language Learning

There are a lot of factors that effect on success or failure in English language learning. If we analyse such factors, the teaching and learning English will be extremely easy. Some of the factors are as follows:

Motivation: - It is an internal factor, which encourages someone to preserve a learning intention. "Motivation is a term which occurs in discussion of second language than first language learning" (Wilkins, 1972, p.180). Motivation attracts the person to learn English language.

Environment: - To do something, environment should be good. In learning English language, environment is the most important factor. The environment

refers to the surrounding including the location of playground, school building near the road, near the factory, near the forest, more traffic, waste materials, management of garden, office room, toilets, etc. which may affect the student's need, interest, and level of learning.

Method: - The method is a vital tool for teaching and learning activities of English language course. The same thing can be taught by using different methods. If the method is not appropriate, the learning may be boring as well as the learner can be demotivated.

Success: - Success or failure can play a vital role in English language learning. If the course or teaching learning activities are carried out effectively and successfully then the learning would be effective. If the students are unsuccessful, if the teaching learning activities are not effective, the students would be unsuccessful. The influence of success or failure affects to the teaching-learning programme.

Attitude: - Attitude is one of the most important factors in English language learning. According to Wilkins (1972, p. 184), "attitudes are likely to be closely related to the response for learning. Simply speaking, it refers to the way of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place. It can be positive or negative."

Behaviour: - Behaviour is the action or set of activities preferred by somebody towards something. It is an action. The action, gesture, nonverbal communication (strategic activities) shows the persons behaviours. Behaviour could also be one of the measuring tools for learning English language attitude.

1. 2. Review of Related Literature

The literature review in a research study shares the reader with the result of other studies that are closely related to the study being reported. There is not carried out any research study in the topic of problems perceived by the visually impaired students in the learning of the English language in this Department. Therefore, the researcher has taken some research studies conducted by the students of Tribhuvan University and Kathmandu University as the literature review of the study.

Ghimire (1997) conducted a study on “Teachers Attitudes toward the integration of visually impaired students in Mathematics in Nepalese Normal Schools”. This study intended to compare the variables like sex, length of experience, training and some category variables like rural and urban, integrated and non-integrated schools. The research concluded that:

- a. School characteristics such are as management and location of the school do not differ significantly in teacher’s attitude toward the integration of visually impaired students in normal schools.
- b. Teacher working in general and private schools do not differ significantly in their attitudes toward integration of visually impaired students in general school.
- c. There is no significant difference in the attitude of teacher working in primary /lower /secondary schools and secondary/higher schools toward the integration of visually impaired students.
- d. Male and Female teacher do not differ significantly in their attitudes toward integration of visually impaired students.

Subedi (2001) conducted a study on “The Effectiveness of Mathematics Teacher Attitudes toward the Visually Impaired/ Blind Students’ achievements in integrated schools”. This study included twenty six teachers (untrained, trained and specially trained) of nice integrated schools and their thirty students in Bagmati, Gandaki & Dhawalagiri zones. He concluded that the specially

trained teachers held significantly better attitude towards the visually impaired student than that of un-trained teachers.

Aryal (2011) has carried out a research study on “Learning Geometry by Visually Impaired Children in High School”. The researcher aimed to find out the problems and opportunities of visually impaired children and investigate the appropriate teaching methodology for teaching visually impaired students. The study shows that teaching visually impaired children in school is a very challenging job and needs special skills and materials. A special trained teacher is needed to teach them and to care for themselves and instruct them in basic school subjects. A teacher should have the right kind of knowledge, competencies and skills to deal with such children. The person who is differently able should be treated as differently. In the case of education, which focuses on the differently able children, is said to be special education. The research work focused on special education for visually impaired students who are studying in secondary level school. The study further suggests the following conditions for effective education for the visually impaired students:

- a. Teacher’s activity, perception and practice in class should be positive, in favour of visually impaired children.
- b. Visually impaired student's practical learning activity should be factual and trustworthiness.
- c. Materials should be available and its use should be reflected in favour of visually impaired students.
- d. School administration should properly handle the problems raised in school.

1.3. Objectives of the Study

The objectives of the study were as follow:

- a. To identify the problems and perceptions of the visually impaired students in learning English.
- b. To identify the ways to solve the problems in learning English.
- c. To suggest some pedagogical implications.

1.4. Significance of the Study

This thesis is concerned with how visually impaired students are learning of the English language, what major problems they face in learning of the English language and how these problems can be solved properly. This study has a greater importance in the field of visually impaired person's education.

Similarly, it can be a milestone for creating negotiable environment for visually impaired students in the learning of the English language. It will be equally useful for the syllabus designers, the textbook writers, the teachers, the scholars, and linguists as well to teach and guide visually impaired children in a proper way. The research on 'problems and perceptions of visually impaired students in learning of the English language' is yet to be accomplished. Thus, it may be important research work in the Department of English Education, Tribhuvan University.

CHAPTER TWO

METHODOLOGY

To accomplish the specific goals set out for this study, the following methodology has been adopted:

2.1. Sources of Data

The required information which were related to this study were collected on the basis of both the primary and the secondary sources of data.

2.1.1. Primary Sources of Data

The primary sources of data were the students, the teachers and the head-teachers of the secondary level schools.

2.1.2. Secondary Sources of Data

The secondary sources of data for this research work were books, and journals etc. namely, Wilkins (1972), Werner (1988), Newell (1998) and Harmer (2007).

2.2. Population of the Study

The populations of the study were the Head Masters, the Resource Teachers, the English Teachers and the visually impaired students of:

- Namuna Machhindra Higher Secondary Boarding School, Lagankhel, Lalitpur.
- Laboratory Higher Secondary Boarding School, Kirtipur, Kathmandu and
- Adarsa Laiku Secondary School, Thimi, Bhaktapur.

2.3. Sampling Procedures

The researcher selected the sample population using non-random judgmental sampling procedure. Three Head Masters, three Resource Teachers, three English Teachers and twelve Visually Impaired Students were selected from the specified schools.

2.4. Tools for Data Collection

The semi-structured interviews were conducted to collect primary data. For that the researcher employed the interview schedule.

2.5. Process of Data Collection

For this research the researcher visited specified schools to collect the primary data. The semi-structured interviews were taken in three phases:

- a. Interview with the head teachers,
- b. Interview with the subject or resource teachers and
- c. Interview with the students.

The following procedures were followed while conducting interview:

- The researcher met the school administrations and told the purpose of his visit.
- The researcher established affinity with the students, teachers and head teacher in the school.
- The researcher explained the research objectives to them.
- The researcher took the required information from informants by interviewing them according to the interview schedule.
- Responses were recorded in audio format.

2.5. Limitations of the Study

The limitations of the study were as follows:

- This study was limited to three schools around the Kathmandu valley. They are Namuna Machhindra Higher Secondary School, Lalitpur; Laboratory Higher Secondary Boarding School, Kirtipur; Adarsa Laiku Secondary School, Thimi, Bhaktapur.
- This study was based on the minimum five visually impaired students of secondary level, English language teachers, class teachers, and headmasters of those schools.
- This study focused on the problems which visually impaired students face in the English language classes.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

The objectives of this study were to identify the problems and perceptions of visually impaired students in learning of the English language, to identify the ways to solve the problems and to suggest some pedagogical implications. To collect the primary data the researcher visited three schools in Kathmandu Valley where blind students are studying viz. Laboratory Higher Secondary School, Kirtipur, Kathmandu; Namuna Machhindra Higher Secondary School, Lagankhel, Lalitpur and Adarsha Laiku Higher Secondary School, Naya Thimi, Bhaktapur. The researcher had interviewed with the Head Masters, the English Teachers, the Resource Teachers and the Visually Impaired Students of the sampled schools. The researcher had analysed and interpreted the collected data descriptively so as to meet the objectives of the study.

3.1. Views of the Head Masters and the Resource Teachers

3.1.1. Differences: Visually Impaired and Normal Students

The researcher asked the head masters (HMs) and the resource teachers (RTs) whether they found differences between the visually impaired students and normal students. In response to the question, the head masters reported that the visually impaired students could not see the visual materials but could feel the things by touching physically and gain maximum knowledge through listening and touching whereas the normal students could see the visual materials and learn better through audio-visual materials. Likewise they viewed that the visually impaired students need special treatment for the English language learning. Moreover, the normal students could see the activities that the teacher did in the classroom and the learners could easily participate in the learning activities but the visually impaired students could not see such activities. They added that the visually impaired students were stronger in listening skill than normal students. The resource teachers differentiated between the sighted and sightless students as the sighted students could see visual materials

and classroom activities whereas the sightless students could not see the physical world so that they required audio materials, Braille texts etc. to learn the English language.

3.1.2. Appropriateness of the Secondary Level English Curriculum

In response to the question about the appropriateness of the current secondary level English curriculum, the head masters and the resource teachers reported that the secondary level English curriculum is not fully visually impaired students friendly. And they advocated that the Curriculum Development Center should develop visually impaired students friendly curriculums which can make the learners easy to learn the English language.

3.1.3. Availability of the Electronic Materials and Library

The researcher asked the question about the availability of the electronic materials like audio players, voice recorders, iPod, tablet, computer etc. for the visually impaired students in school. They answered that they had no any such electronic materials except old cassette players. In the question of the availability of the visually impaired student friendly library, they reported that they had no such an advanced library; but they replied that they had a small library for the visually impaired students where they kept books in Braille Script.

3.1.4. Extracurricular Activities

The head masters and the resource teachers told the researcher that the extracurricular activities like, quiz contest, debate, speech completion and spelling contest etc. were conducted in the school for the visually impaired students and also told that the visually impaired students were actively participated in the extracurricular activities. They found that the performances of the visually impaired students in the extra-curricular activities were very good in most of the activities. Moreover, a resource teacher gave an example that there was one visually challenged student (girl) in her school in grade nine.

That girl was excellent in every aspects, who wrote poems, stories, sang songs and composed music, too. In the question about the problems faced while conducting extracurricular activities, HM-B told that the visually challenged students were unable to take part in all types of extracurricular activities so that they got the least chance for the participation. Similarly, RT-C reported that the teachers and the students faced problems while conducting outdoor extracurricular activities like football, volleyball, running etc. The head masters and the resource teachers reported that the visually impaired students could not participate in all extracurricular activities because of their sight problem.

3.1.5. Assessment System of Nepal

In the experience of the HMs and the RTs, the assessment system of Nepal was not the visually impaired student friendly. It was mostly based on written or paper-pencil test. But the visually challenged students were unable to write the answer themselves in the paper, so they were obliged to request other junior to assist in the examination. Therefore, such kind of evaluation system could not assess and evaluate the student's English language proficiency. They further added that it was not inclusive assessment system to assess the visually impaired students' linguistic proficiency, so that the assessment system of Nepal had to be modified. They recommended continuous assessment system for the visually impaired students' proper evaluation.

3.1.6. Recommendations

For the visually challenged students' better education, HMs and RTs recommended that at first the attitude towards the visually challenged children should be changed; the English Curriculum should be visually impaired student friendly; the government should take positive attention about the development of the visually impaired students and the special opportunities should be provided for their capacity building. Similarly, they said that the evaluation system and the teaching learning process should be appropriate to the visually impaired students. The active participation of the students also should

be in the English language learning process. Finally, HMs and RTs suggested that the English teachers should be provided the trainings about the use of the Braille texts and in-service trainings about the inclusive education. Such things can bring some improvements in the education of the visually impaired students.

3.2. Views of the English Language Teachers

3.2.1. Perception and Satisfaction

The English language teachers said that the visually impaired students were good in the English language learning than other normal students in secondary level. They could catch the linguistic elements, vocabularies and semantic features comparatively faster than the normal students. The English language teachers reported that they were satisfied in teaching of the English language to the visually impaired students, however there were many problems faced by the visually impaired students as well as the teachers.

3.2.2. Portfolio

Generally, English teachers were found to be ignorant in the development of the student's portfolio while teaching the English language. ET-A reported that although he knew about the importance of portfolio, he only prepared terminal examination results as portfolio which was not enough for the students' capacity building of the English language. ET-B found to be ignorant in the development of the portfolio as he said he did not develop it regularly. Without developing appropriate portfolio of the students, teachers cannot penetrate the students' problems properly and that negatively affect in the students' English language learning process. Integrated class should be cooperative, interactive and collaborative. One should help and cooperate with another student while learning of the English language in the blind section. But it is not always possible. As ET-A shared his experience that it was a bit difficult job to teach the visually challenged children, because sometimes peer members might be passive, and might not be co-operative and helpful to other students. Such

kinds of situation could be affective factor in the learning of the English language.

3.2.3. Classroom Environment

Classroom environment and classroom setting also play an important role in effective learning of the English language. ETs said that the effective learning of the English language could be possible in the well ventilated classroom with the appropriate desks and benches and in the interactive environment. If the classroom is messy without good desks-benches, congested and crowded, then that kind of classroom hinders the learning possibility of the English language.

3.2.4. Motivation Factor

The motivation is also one of the important influencing factors in the learning of the English language. ET-A told that the inspiration could be the source of motivation. Corporal and physical punishment could bring negative motivation in the learning of the English language. ETs believed that counselling and guidance were the major points in teaching learning process. Encouragement positively motivates the learners in teaching learning process. ET-B added "Sometimes we make fun, sing songs, brainstorm and do interesting activities so as to motivate learners in the classroom". If the learners are negatively treated while learning of the English language, this can be the negative motivation to the learners and the students may fail to learn the English language. So, visually impaired students should be positively motivated in learning the learning of the English language.

3.2.5. Extracurricular Activities

Extracurricular activity is also an important aspect in the English language learning. Extracurricular activities can enhance the hidden capacities of the learners which can be supportive in the learning of the English language. ETs suggested that the activities like quiz contest, debate, speech competition, spelling contest, IQ test and singing completion were visually challenged

students friendly extracurricular activities, they could directly be beneficial in developing learners' language skills. If the visually impaired students were deprived from such activities, they could not learn the English language properly.

3.2.6. Teaching Methods

The teaching methodologies employed in the teaching-learning activities also play an important role in the learning of the English language. In the experience of the ET-C, the Grammar Translation (GT) method of language teaching was an out-dated method in language teaching so that it was not appropriate methodology for the teaching of the English language. He further said that the English language should be taught interactively using communicative methods. ET-A experienced that the demonstration method was difficult to apply in the blind section, so that discussion method, lecturer method, question-answer method and sometimes paper presentation method had to be applied in the ELT classes. ET-B suggested to the researcher to employ the mixed type of ELT methodologies in the teaching-learning process of the English language.

3.2.7. Teaching Strategies

ELT strategies applied in the language class play an important role in the learning of the English language. In the experience of the ETs listening-speaking, narration, peer teaching, communicative and interactive activities would be more fruitful strategies in English language class. Questionnaire, explanation, discussion method, audio-lingual method would also be applicable in the inclusive class. They believed that reward and punishment would play vital role in the learning of the English language. Reward would encourage the visually challenged students in the English language learning. But sometimes, negative rewards might cause harassment in the students, so reward and punishment should be employed according to the students' psychological aspects. ETs said that the secondary level English language curriculum was not

appropriate to the visually impaired student. Pictures, graphs and other illustrations were not appropriate for them. They reported that the special types of textbooks should be developed for the visually challenged students so that they could learn, practice and know the English language easily.

3.2.8. Teaching Materials

Teaching material is also an important aspect in effective language teaching-learning process. Inappropriate use of teaching material can be harmful in the teaching-learning process of the English language. ET-A said that the English teachers had to apply different type of teaching materials in the language class according to the nature of the course. Lack of use of the teaching materials in the teaching-learning process could make the course difficult to understand for the visually impaired students. Current problem in Nepalese ELT is lack of use of appropriate teaching materials. As ET-B said that he used ELT materials very rarely in the English language class because of his overloading responsibilities. He did not have time to prepare such materials. ET-C said that she used only audio-materials while teaching English language and did not use other materials any more. That kind of ignorance and negligence are also the vital problems in Nepalese ELT. The ETs reported that audio materials were more comfortable ELT materials in the blind section.

3.2.9. Interaction in the ELT Class

The democratic, interactive, cooperative and student centred language classes motivate the learners in learning of the English language and enhance the learner's language capacity. But the over authoritative, teacher centered, non-interactive and non-participatory language classes do not motivate the visually impaired students in the English language learning. ETs suggested that the English teachers were needed to be helpful, cooperative, commanding and respectful in accordance with the situation. Language is learned for communication, so that the maximum participation of the students in the teaching-learning process of the English language should be ensured.

3.2.10. Integrated ELT Class

Integrated or inclusive class is newly developed concept in the ELT process where students from different social, cultural and geographical background sit together and learn everything cooperating with each other. There is no any special education only for the visually challenged students in Nepal, so that integrated/inclusive education has been running in Nepal for all the students. As the ETs said that they were running integrated class (one active partner and one visually challenged student) in their school where the visually impaired students and the normal students were learning the English language. In that integrated class the teacher facilitates the learners first and other active partners (normal students) help the visually challenged students to explain whatever the teacher teaches in the classroom. In the experience of the ETs the visually impaired students could not learn the English language effectively if they were kept apart from the normal students. The integrated class provides opportunity for the interaction and that enhances the learner's English language competency. But, if the students in the integrated class are not cooperative and helpful, then the visually impaired students will face many challenges.

3.2.11. Language Skills

According to the ETs, comparatively, visually impaired students had fewer problems in listening skill. However, they were failed to make perception of spelling by listening; they had few lapses in listening; otherwise it was far better than other language skills. But enough listening materials were not available for the visually impaired students. ETs believed that speaking skill was also not a difficult language skill for the visually impaired students. But they sometimes might face difficulty in pronunciation. Similarly, they told the researcher that visually impaired students had been facing problems in developing reading skill because they could not read the normal texts but they could read the Braille texts. They added that the Braille texts were not available as much as the normal texts. According to the ET-A, the visually impaired students could not write in the normal paper or board; they had to have especial

Braille machine. They had to have an assistant writer in the examination also; so that they were passivised in developing writing skill. Similarly, ET-B added that they were thought to be unable to write as the normal students and the visually impaired students were also found to be neglected by the English teacher in developing writing skill. The Braille text was thought to be difficult, time consuming and burden, so that they had been facing great problem to develop writing skill. ET-C said that if the Braille texts were made available, they could have easily developed writing skill. And he further added that the visually impaired students could write as the normal students in the Braille.

3.2.12. Suggestions

ET-A said "To make ELT effective and comfortable for the visually impaired students, active participation of the students should be in the language classroom." Similarly, ET-B said that teachers had to have especial skills for teaching visually impaired student. He thought that it would have been better if the visually impaired students were taught in separate section/class. ET-C purposed that teachers should use different types of technologies in ELT class to make it more effective and comfortable for the visually impaired students. The ETs concluded that the visually impaired students were 'differently able' personalities. They could learn everything as the normal students if they were given opportunities. They further said "Let's not them stay aloof only providing sympathy. The sympathy does not give them entire life. Provide them chance to fight with the real world, and then they will survive themselves with dignity." They perceived the visually impaired students as fertile for everything, only they had to get opportunity. So they should be provided especial opportunity in every sector.

3.3. Views of the Visually Impaired Students

3.3.1. Importance of English and Nepalese ELT

The students (Ss) believed that that English was a useful language. They said that without knowledge of the English language, they could not think of their education. They expected cooperative, helpful and friendly behaviour from their friends. They said that most of their friends were helpful and cooperative to them. Their friends help them by reading whatever the teacher wrote on the board and they copy that easily in the Braille. If the English language class is not cooperative and interactive the visually impaired students cannot learn the English language properly. The students said that they desired interactive, communicative, discussion, listening-speaking and peer teaching methods for better learning of the English language. Indeed, in Nepalese context, mostly English language classes are teacher centred and less interactive. Moreover, they said that the English language teachers hardly used communicative methods while teaching of the English language; they mostly used teacher centred methods.

3.3.2. Problems in ELT

The visually impaired students have been facing many problems in the learning of the English language. As the S-A said that he had many problems in the learning of the English language, especially in the use of sound symbols, dictionary, textbooks etc. The students reported that they felt difficult to develop reading and writing skills because of their visual impairment, unavailability of the Braille texts and the human resources. They cannot see the visual materials like bar graphs, pie charts, pictures and other illustrations, so they sometimes fail to make proper perception about the subject matter.

3.3.3. Use of ELT Materials

According to the students, the English teachers rarely used the teaching materials while teaching the English language. Only in some cases,

they used listening material like cassette player for listening speaking activities. The students said that the English teachers did not use the multimedia projector in the English language teaching learning activities. Without teaching materials the English language class cannot be effective.

3.3.4. Problems in Language Skills

The students accepted that they had fewer problems in listening and speaking than reading and writing language skills. They could not write in the normal paper in examination; they were obliged to hire an assistant writer that demotivated them to develop their writing skill. They could not read the normal text so that they were needed to have the Braille texts and the audio materials but were not easily available in the school and market.

3.3.5. Needs of the Visually Impaired Students in ELT

The students told the researcher that to make their English language learning easier and comprehensive the teacher, school, parents and peer should be cooperative, helpful, and friendly with positive attitude towards the visually impaired students. The S-C added that they could not read and write the normal texts, so they should have provided special opportunity for learning the English language. According to the students, the teachers were ignorant in giving daily language homework and they occasionally checked and updated the English language homework. Such type of ignorance negatively affects in learning of the English language. Many visually impaired children are deprived from the education because of their economic problem. As the students said that they were not getting full scholarship for their study in the school. This demotivates for their education and they may be obliged to dropout from the school very soon.

3.4. Other Major Problems Perceived by the Visually Impaired Students

3.4.1. Attitudinal Problems

Generally, people show different negative reactions to have visually impaired children. These were shock, denial, anger and sadness. The stigma held by the society about the causes of blindness influenced people to feel guilty and disgraced. This may be one of the causes for parents and others to develop negative attitude towards their visually impaired children.

The beliefs held by people about the causes of their children's blindness varies from real cause to sin, evil eye, curse, misdeed in previous life by people and misfortune. The types of treatment sought by parents to get cure for their children varies from modern medical center to traditional healer, witchcraft, prayer, and holy water. Some parents believed that their visually impaired children have less learning potential, unable to accomplish household chores, and unable to play like sighted. Those people who are in better educational level have positive perception about their blind children and play positive role in the overall personality development of their children.

Such kinds of beliefs or attitudes bring problems for visually impaired students in foreign or second language learning. Psychologically, parents think that their visually impaired children cannot learn foreign language as other normal children do and they do not provide chance to learn other language. Parents take their visually impaired children as a burden not as an active person who can learn anything else.

3.4.2. Economic Problems

Economic factor is one of the main fundamental needs for the visually impaired student's education. Every parent invests money for their normal children's education but they ignore to invest for visually impaired children. They look for scholarship even to admit in school, too. As S-A1 said "I got admitted in grade one when I was 12 years old after getting scholarship." Generally a child

should get admitted in school before 5 years of his or her age but visually impaired children are ignorant to have got admitted in schools of Nepal.

It is a big question that why parents are ignorant to invest for their visually impaired children's education? To illustrate HM-B's statement "People are getting to be more money minded. They think that investing in the visually impaired children's education is just the waste of money, so they want to keep their children at home without providing chance to go to school.... no matter, they give good food." To think 'waste of money' in the investment of visually impaired student's education is a big crime, because all human beings have equal right to fulfil their basic needs, equal chance for all opportunities, equal right to practise and prosper in the society.

Visually impaired children cannot read and write normal texts and cannot see and interpret visual world. They need Braille scripts and texts which are difficult for normal students and teachers. They need audio materials while learning language. They need audio recorder to save the spontaneous speech of the teacher or any other. These materials are not easily affordable for the visually impaired students. They need to spend much money to afford these modern materials. If the visually impaired students do not have money then they cannot afford such materials. It brings problem in their education. Many visually impaired children are out of education system because of economic problem in Nepal.

3.4.3. Administrative Problems

Administrative problem is also one of the vital problems in the visually impaired student's education. Most of the school administrations and organizations are not the visually impaired students friendly. Every administrator shows his/her sympathy to the visually impaired students but ignore to provide opportunities to participate in many spheres.

In school, the extracurricular activities are conducted mostly for the normal students except some activities. Visually impaired students are given chance to

take part only in quiz contest, spelling contest, debate and music competition. They are thought to be inappropriate to participate in physical action oriented completions like volleyball, basketball, football, high jump, long jump, short ball, short foot etc. which is deficit for their personality development. This is false perception of administration towards visually impaired students. RT-B said that 'visually impaired children are differently able personalities who can do everything as much as normal children do but they should be treated differently. If they are given chance to take part in every extra-curricular activities this brings positive psychological and personality motives and helps in English language learning. They can play football, volleyball or any other games but especial management should be for them, for example, in the developed countries it is produced balls with sound so that they recognize the sound and play the ball easily.'

The administrators do not have special vision for the visually impaired student's education. They include both normal and visually impaired students in the same classroom with the same subject matter and the same teaching materials. As ET-B said "I teach all the students with the same methods and techniques in the integrated class. I do not apply special strategy only for visually impaired students."

There are only two visually impaired student friendly libraries in Nepal in Sanothimi Education Campus, Sanothimi, Bhaktapur and Prithvi Narayan Multiple Campus, Pokhara, Kaski where all the materials are found in audio format. There is not available visually impaired children friendly library in schools. So that visually impaired children are obliged to be limited in restricted areas.

3.4.4. Technological Problems

Scientific technologies may be another remedy of the visually impaired children's Education. Application of technologies in English language learning makes a learner easy to achieve their educational goal. Different joysticks, audio players, mobiles, iPods, tablets, text readers and computers can be applied effectively in English language learning. However, problem comes in their affordability and operation.

Those technological instruments are expensive and need special skill to operate, so that visually impaired students have been facing problems in their education. S-A4 said "If we have mobile, iPods, or other technological materials it would be helpful to our education but they are too expensive; I have no such materials." If those technologies are made available to all the visually impaired students they would feel easy to achieve their education. S-B6 "I cannot operate computer and other technologies well." In other words, even though they are provided these technologies they cannot use it for their education. It shows they need especial training for operating these technologies. Some of the technologies are available in Nepalese market, but some of the technologies and software are not available. Another problem is that some of the teachers have no skill of operating these materials and they are ignorant to learn to operate such materials. They also need especial training to operate these.

3.4.5. Mobility Problems

Mobility problem is one of the main problems of the visually impaired children's education. Visually challenged children cannot see the physical world so that they face a big problem to go from one place to another place. They need a guide to go from one place to next new place which is not possible every time. When they walk themselves, there would be maximum possibility of accident. Only the help of 'White Cane' is not sufficient for them because sometimes this cannot show the real state of the situation and fall in dangerous accident.

While walking along the road and crossing the road they cannot see the speed of the vehicles and if the driver is careless there will be the maximum possibility of accident. When the way or road is zigzag, hilly or mountain region the visually impaired people would face very big mobility problem. They need a guide every time. The stiff, muddy, pit and dip way bring great trouble in to the visually impaired people's journey. These problems badly affect the education of visually impaired children.

Because of mobility problem the parents do not want to send their visually challenged children far from their home for their education. Generally parents choose to keep their children near to them rather than sending far for education, so that the visually challenged children of remote area are not getting education because of their visual impairment.

3.4.6. Listening Problems

Listening skill is the receptive language skill. It is an important language skill; lack of this skill results language impairment in human life. ET-B said "The visually impaired children are said to be good listeners. They are good in listening skill." Most of the language skills are gained through listening. ET-A added that the visually impaired student's ear is so active. They decode the vocal sounds and generalize information very clearly. They listen teacher's lecture better than normal students.

The problem in listening skill perceived by the visually impaired children is seen in information transmission. Students said that they listen well but they cannot note down it in the spontaneous speech which they need in future. They can forget important information that they need in future.

3.4.7. Speaking Problems

Speaking is the productive language skill. This is an important language skill to express our ideas to others. Speaking skill enables us to transmit/encode information. RT-B said "The visually impaired students have pronunciation

problem because there is no phonemic symbols in the Braille script. Especially they feel difficult to pronounce diphthongs." The visually impaired children get fewer reading materials than other normal students because they cannot read the normal books so that they sometimes lack the content to speak.

Visually impaired students have to face very few speaking problems. Most of such children can speak as fluently as normal children. But they do not express the gesture and physical expressions while speaking which may be essential in some case. They cannot see other's gestures and physical expression of other speakers which may bring some misunderstanding in communication.

3.4.7. Reading Problems

Reading skill is the receptive language skill. Visually impaired children have to face a big challenge to develop reading skill. According to RT-C "The visually impaired children cannot read the normal texts because of their visual impairment. There is not found enough reading materials in the Braille script."

Generally visually impaired children of Nepal are passive readers; they are obliged to be dependent on others to have got read the texts. Visually impaired students said "Our friends are so cooperative. They help us by reading the textbooks and texts in the board." If other students read the text for visually impaired children then how their reading skill gets improved. There is not found enough Braille texts to read; so that they do not practise reading skill any more. While reading Braille text it is rather time consuming, too.

3.4.8. Writing Problems

Orthographic text is called written text. Writing skill is the productive language skill. This skill is important in keeping the information for future or spreading the message in the wider space. Visually impaired students have been facing vital problem to develop writing skill. They cannot write like a normal student in paper using pen. They need the Braille to write. S-A4 said "We cannot write

in paper like normal student. We write in Braille script, but our teachers do not understand whatever we write in."

The teachers in schools are not trained about the Braille script. The post of resource teacher in school is limited to one or two. Only such limited resource teachers are not enough for the assistance of the increasing visually impaired students. S-B5 said "We do not get our homework checked in time. It takes long time to translate our Braille texts to normal text." It shows that the communication between teacher and visually impaired student is made difficult because of variation in script.

The visually impaired students have to hire assistant writer for examination from class eight. This is very much problematic for them. The assistant writer cannot write as much as the student him/herself. Sometimes they do not get assistant teacher and they have to hire paying certain fee. This brings great problem in their performance.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, the findings of the study have been summarised systematically on the basis of the analysis and interpretation of the primary data. The problems perceived by the visually impaired students in English language learning and some recommendations have been suggested in this chapter.

4.1. Finding of the Study

Visually impaired children have been facing many problems in every field because of their visual impairment. They are unknown about visual world. Among many others, they have been facing problem in English language learning. In this research work the problems perceived by the visually impaired students in English language learning are presented on the basis of analysis and interpretation of the primary data.

-) Visually impaired children are perceived as a matter of disgrace in Nepalese society. This causes to feel humiliation or inferiority complex to the visually impaired children and which results negative motivation in English language learning.
-) Parents are ignorant to invest for the visually impaired children's education. They think that investing in the education of the visually impaired children is waste of money. They expect for scholarship or other's help for education. This shows that visually impaired children's education is taken as secondary; so that many visually impaired children are left far from the formal education.
-) Because of economic problem visually impaired children cannot buy even basic materials like audio players, Braille typewriter, Braille paper and others for learning language.
-) There is not found especial curriculum and evaluation system for the visually impaired students. Therefore they are obliged to study the same

course and face the same evaluation system with normal students. This kind of system pulls them back from their education.

-) Visually impaired students need to adopt other more technologies while learning language. But they are costly so that all the visually impaired students cannot afford them.
-) Visually impaired children have been facing mobility problem so that this directly affects in their education. They cannot go from one place to another place like normal children. They need an assistant for guiding them but this is not possible every time and everywhere.
-) Visually impaired students learn maximum things by listening. They cannot remember all information for long time only by listening at a time.
-) Visually impaired students face pronunciation problem because the Braille lacks phonemic symbols.
-) Visually impaired students cannot read normal text because of visual impairment. They need Braille texts to read but there is not found enough Braille texts. So that the visually impaired students are very much passive in reading skill.
-) Visually impaired students cannot write in normal paper using pen like normal children. Writing in Braille is time consuming and all the teachers do not understand the Braille text so they face very big problem in developing writing skill.
-) There is not available visually impaired student friendly library in schools of Nepal. So that there is lack of language materials.
-) Generally, the teachers do not use teaching materials while teaching language. This makes learners difficult to know the use of language.
-) Mostly, the teachers use traditional method (grammar translation method) while teaching language. This makes the learners know about the language rather than use of language.
-) Generally, teachers do not prepare student's portfolio. So that student's achievement is also unknown to them well.

-) The extracurricular activities for the visually impaired students are given less priority; this can affect in their education.

4.2. Recommendations for Pedagogical Implications

Visually impaired children are differently able people who can do everything if they are provided opportunity to learn. They do not see the physical world visually but they can feel the depth of the world very clearly. For the betterment of the visually impaired students' education the following recommendations have been suggested:

-) The feelings of shock, denial, anger and sadness towards the visually impaired children is totally wrong belief. They do not have eye sight but they are rich in listening, speaking and other skills. They can do all things as much as a normal child can do. So the positive attitude towards the visually impaired children should be developed in the society.
-) Parents should not be ignorant to invest for the visually impaired children's education. They should give equal priority for the education of their normal as well as visually impaired children. This can be beneficial to bring all the children to the light of the education.
-) Visually impaired children cannot read the normal texts and write in the normal paper. They should be provided other more materials like Braille typewriter, Braille paper, audio recorder, audio player and other new technologies for learning language.
-) Present education system of Nepal is not visually impaired student friendly. There should be especial curriculum and assessment system for the visually impaired students. This creates visually impaired children's positive motivation towards education.
-) Visually impaired children have been facing mobility problem so that this affect in their education. For that they should be provided mobility training.
-) Visually impaired students learn maximum things by listening. For future revision of the lecture they need to have audio recorder.

-) Visually impaired students face pronunciation problem because the Braille lacks phonemic symbols so that they should be provided opportunity for intensive pronunciation practice as well as Braille scripts should be invented for phonemic symbol.
-) Visually impaired students cannot read normal text because of visual impairment. They need Braille texts to read. Therefore enough textbooks in Braille text should be developed. Important books, newspapers, journals and publications should be published in Braille texts.
-) For writing skill the visually impaired children should be given training of Braille script and they should be provided practical exercises to write in the Braille texts. The subject teachers should also be given Braille script training which makes easy in English language teaching learning activity.
-) There should be established visually impaired student's friendly library where audio materials and Braille texts should be available.
-) The teachers should use visually impaired friendly teaching materials while teaching language. This makes learners easy to use the language.
-) Interactive, participatory and student centered teaching methods should be used while teaching visually impaired students.
-) Generally, teachers should prepare student's portfolio which helps the teachers easy to assess students and know the student's English language efficiency.
-) The extracurricular activities should be conducted for the visually impaired students, too. This enhances student's skills.

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APPENDIX A

Interview with the Head Masters and Resource Teachers

Q. What are the main differences between visually impaired students and normal in language learning process?

HM-B: Some differences: In management of the VI ss, we must be sensitive to such types of students.

HM-C: So many differences:

Normal	VI students
Can see	can't see
Catch/Learn by watching	learn by hearing
Less strong in listening	have so strong listening power

Q. English language curriculum of Nepal is visually impaired students friendly or not?

HM-B: Not 100 percent, I think it is about 75 percent - we have to revise the curriculum, we must create especial type of curriculum. But in case of other types of subjects like math, science.... we have complained many times about SLC questions due to the VI children cannot answer many questions due to figure, geometric figure; so it's very difficult in science, math, social study rather than English language.

HM-C: Yea, but not fully VI students friendly.

Q. What about the availability of electronic materials like audio players, voice recorders, iPod, tablet, computer etc. for the visually impaired students in your school?

HM-B: We have not access of electronic devices, just we have cassette player, and we use them sometimes. So, this is main problem of community school.

HM-C: This is a government school; that's why there is no such types of facilities.

Q. Is there availability of library in your school for the visually impaired students? If yes, what kinds of library resources are available?

HM-B: We have some books. I mean a small library for the visually impaired students. in Braille...

HM-C: No... no. There is no library for these students.

Q. What are the extra-curricular activities you conduct for the visually impaired students in your school?

HM-B: We give them chance to take part in the extra-curricular activities like arts, music, quiz contest and other especial games etc. as far as possible. They performance is very good in most of the activities. We have one visually challenged child... girl... in class nine (Ashma Aryal). She is topper of class eight. She is very excellent in every aspect. She writes poems, other stories and she sings well; she can compose music, too.

HM-C: We have been giving them the opportunities to participate in some extra-curricular activities at our school.

RT-C: We conduct some visually impaired student's friendly extra-curricular activities like dance, singing, chess, debate etc.

Q. What are the problems faced in conducting extracurricular activities in your school?

HM-B: Visually challenged students cannot take part in every extracurricular activity so it is difficult to manage all types of extracurricular activities for them.

RT-C: We are facing some problems in conducting extracurricular activities in my school – in conducting outdoor activities like football, volleyball, running etc. For the solution of these problems some correction is required.

Q. Do they participate actively in the curricular and extracurricular activities?

HM-B: Yes. They participate actively.

HM-C: Generally they participate actively in all the activities but they should be visually impaired student's friendly.

RT-C: Yes, they participate.

Q. What should we do for their skill and capacity development?

HM-B: I am conducting this programme (Blind Session) since 2067 B.S. It shows that I have not spent long period of time in this field. So, I have not more ideas about it because I am also learning about it

HM-C: We have to do many things for the visually impaired student's education from policy level to grassroots level. At first attitude towards them should be changed, curriculum should be visually impaired student friendly and the government should take positive attention about the development of them.

RT-C: Special opportunities should be provided for their capacity building.

Q. Is the assessment system of Nepal visually impaired student friendly or not?

If not which evaluation system would be applicable?

HM-B: The assessment system of Nepal is not visually impaired student friendly. I think continuous assessment system is most perfect and very good for them but not paper pencil test. Paper pencil test is not appropriate for all the students... But especially for visually challenged children, continuous assessment system introduces their behavioral change, their knowledge, their skills and others like regularity, punctuality.

HM-C: I think it is not so good because, in ten class, writer is available for them, they do not write from Braille scripts. That's why the writer writes for them also (answers may be of the writers themselves but not from the VI students).

RT-C: The assessment system in Nepal is not good at all. To make Nepalese assessment system visually impaired student friendly, the continuous assessment system need to be employed.

RT-B: We have been running integrated class (visually impaired students and normal students). The evaluation system in Nepal is based on written examination. Visually impaired students cannot write the answer themselves so they have to request other junior to assist in the examination. It is not good assessment system at all. It is not inclusive assessment system, so that the assessment system of Nepal should be changed.

Q. Do you have any more to say about the problems faced by the visually impaired children?

HM-B: The visually impaired students are facing so many problems in their education. Such educational problems should be minimized by providing especial opportunities and facilities by the government and other sectors.

HM-C: Yea. I want to cooperate with those students, I want to give suggestions to them. One my student, Kamal Lamichhane ... now he is at Japan... so if the students want to do... they can do. I want to say that students must have to learn, must have to be disciplined that's way they can do anything.

RT-C: I want to suggest the curriculum developers to develop visually impaired students friendly curriculum. Evaluation system and teaching learning process should be appropriate to the visually impaired students. The active participation of the students should be in the learning process.

RT-B: I am not an English teacher; even though as a resource teacher I talk with general teachers. Sometimes they arise some problems in teaching language and we do discuss about how to teach the subject matter - when there is visual material, symbolic problem etc. In Nepal we do not have especial symbol for phonemic and phonetic symbols in Braille. We do not have English dictionary in Braille. It is necessary to be phonemic symbols in Braille from very beginning, and should be taught about the use of dictionary, pronunciation practice etc. The teachers should be given chance to participate in seminar, integration programmes and trainings etc. about the integrated education.

Interview with the English Teachers

Q. How long have you been teaching English language? Are you satisfied in teaching visually impaired children?

ET-A: I have been teaching English language for five years. Yes, I am satisfied in teaching visually impaired children. I am very much pleased to teach them.

ET-B: I have been teaching English language since 2046 V.S. Yes, up to now I am satisfied in teaching such class. If not then I would not be in teaching profession. I hope I will never be out of this area. I will be always in the teaching or educational field.

ET-C: I have been teaching English for 18 years. Actually, in teaching sector there are a lot of problems. Although, satisfaction is another part but we have to be honest in our duty.

Q. Do you develop portfolio while teaching? If you develop, what benefits you get?

ET-A: Yes, I prepare portfolio of individual. Especially, the terminal examinations, unit tests etc. are usually conducted in our school. Here final result is prepared on the basis of these tests. Exactly portfolio is beneficial for the teachers in the sense that how they progress in the learning sector in which part they are lacking. These should be categorised and what procedures should be done. These are easy to identify if we prepare portfolio.

ET-B: Yes, we sometimes make portfolio. Actually not for myself standing; but for my career building I got benefit.

ET-C: We make portfolio of students' achievements which can be useful later.

Q. Mention any five things that you like and dislike in your classroom?

ET-A: I like: It is a social work, get pleasure in teaching, learning while teaching visually challenged students, learned how to cooperate in the society, and knew the Braille script. I do not like: Sometimes, it is a bit difficult job to teach visually challenged children because sometimes friends

may be passive, and may not be co-operative and helpful; problem in demonstrating figures; phonemic and phonetic symbols can't be taught.

ET-B: Actually, I do not have five things that I dislike; I like everything. But while teaching, students tell me that they don't have book, paper etc. because of their poverty.... these I don't like. I encourage the students to submit their homework anyway. If they do not have book, I provide them project work. I ask them to read newspaper so that they can learn language.

ET-C: I don't like disturbed class, undisciplined students. I like cooperation; helpful environment; participation of students in teaching learning process; good infrastructure etc.

Q. What kind of environment are you providing to the students for effective learning?

ET-A: Exactly, children are getting all kinds of facilities in cool environment for their effective education.

ET-B: For the visually impaired students we have inclusive education; so we have to teach in the same class to all kinds of students. I am too happy that normal students help to visually impaired students in learning. All students are cooperative to them. The normal students help them to go to their home; help by reading the text loudly then they response the question whatever I ask.

ET-C: We are providing communicative and interactive environment.

Q. How do you motivate your students in English language learning?

ET-A: We believe that inspiration is the source of motivation. We do not believe in corporal and physical punishment. Counselling and guidance are the major points in teaching learning process and we ask them their problem times and again. We always encourage them in learning and participating in extracurricular activities.

ET-B: For motivation sometimes we make fun in the classroom; sometimes I sing or ask to sing songs and other activities are done in my school.

ET-C: I motivate the students in English language learning by making fun, brainstorming and singing.

Q. What kinds of visually impaired children friendly extra-curricular (VIC) activities you conduct in your school?

ET-A: We conduct many visually impaired children friendly extra-curricular activities viz. quiz contest, debate, speech competition, spelling contest, IQ test and singing competition etc.

ET-B: We conduct quiz contest, debate, speech competition, spelling contest, IQ test and singing competition etc. especially in our school.

ET-C: We do not have especial extra-curricular activities for visually impaired students. We have common activities where both kinds of students participate, for example; quiz contest, debate, speech competition, spelling contest, IQ test and singing competition etc.

Q. Which method do you apply while teaching English language?

ET-A: Demonstration method is difficult to apply in the blind section. I especially apply discussion method, lecturer method, question-answer method and sometimes paper presentation method in the ELT class.

ET-B: Actually I can't name methods that I use while teaching language. I apply mixed type of ELT methodologies while teaching in the blind section.

ET-C: I follow mixed type of method - sometimes grammar translation method communicative method, interactive methods etc.

Q. What do you think about the role of teacher in ELT - authoritative or cooperative?

ET-A: According to the situation; it means sometimes authoritative and sometimes cooperative role.

ET-B: Teacher's role is to help, co-operate and motivate them in learning process.

Q. What kind of tone the teachers have in the class either commanding or respectful? Why?

ET-A: According to the situation a teacher should be commanding and respectful.

ET-B: While teaching we have to use tone of respect, and sometimes we have to command as well.

Q. What type of materials do you use while teaching language?

ET-A: We apply different type of materials according to the nature of the course.

ET-B: I use materials very rarely because we have many responsibilities, so that I do not get time to prepare such materials.

ET-C: I use mainly audio-materials while teaching language.

Q. What kind of materials makes English language class more comfortable? Why?

ET-A: It'd better be audio-visual materials in language teaching but visual materials are not fruitful in the blind section, so the daily used materials and audio materials can be more beneficial.

ET-B: Pictures, audio materials etc. are more comfortable materials in language teaching.

ET-C: Audio materials are more comfortable materials.

Q. Are all visually impaired students' friendly materials available? If not what could be done?

ET-A: It is really a good question. It is no problem in the case of audio-materials; but sometimes it is problematic to get VI friendly materials in Nepal because no more VI friendly materials are available. To overcome from this problem we have to raise voice for this from grass-root level to policy making level.

ET-B: Only audio material is available for them. To make available all kinds of materials we have to consult with concerned sectors.

ET-C: We have only audio-materials in our school for teaching language. It could be fruitful if we develop local based teaching materials.

Q. There are sighted as well as visually impaired students in your class. How could you teach them effectively?

ET-A: We are running integrated class (one active partner and one visually challenged student) in this school. We teach using different methods like discussion method, questionnaire method, and presentation method. First,

teacher facilitates them and other active partners help to explain whatever the teacher is teaching there, let's say demonstrating them something.

ET-B: Both of them need practice. In integrated class they all learn cooperatively by helping each other.

ET-C: Learning language cannot be effective if we teach normal and visually impaired students separately. Because the integrated class give opportunity for interaction and interaction enhances the language competency.

Q. What are your strategies to make English language class comfortable for visually impaired students?

ET-A: We are applying all types of strategies to make visually impaired students comfortable in English language learning. Among them, in listening-speaking method, we play or narrate story and ask question or ask to narrate the story again. They learn the things with active participation.

ET-B: For visually impaired students we have only one strategy that we make them participate in interaction (speaking) so as to develop language skill.

ET-C: We encourage students in active participation, cooperative learning and practical learning.

Q. What do you think about the role of reward and punishment in learning process? Do they help in teaching learning activities?

ET-A: Reward and punishment play vital role in language learning. Reward encourages in learning language and sometimes punishment cause harassment. So reward and punishment should be used according to the students' psychological aspects.

ET-B: Punishment hinders the learning but reward enhances the learning. So, reward should be provided to the students.

ET-C: Reward or appreciation is very much important than punishment in teaching learning process.

Q. Is the present curriculum visually impaired students friendly? If so how and if not why?

ET-A: Definitely not. The government has neglected this aspect in Nepal.

ET-B: Not at all. Pictures, graphs and other illustrations are not appropriate for the visually impaired students. For visually impaired students different kinds of textbooks should be developed so that they can learn, practice and know the things easily.

Q. Which methods are applicable in inclusive class?

ET-B: Questionnaire, discussion, interactive and peer teaching methods are applicable in the integrated class.

ET-B: GTM, explanation, communicative methods are applicable.

ET-C: Audio-lingual method, lecture method and interactive method are applicable in inclusive class.

Q. Do you create environment for peer teaching inside the classroom? If yes, what benefit did you get?

ET-A: We sometimes create environment for peer teaching in language class. They themselves practice in teaching learning process. They get chance to practise themselves. Teacher just gives guideline and learners learn themselves in peer group.

ET-B: Yes, I create environment for peer teaching, which is beneficial for language learning.

ET-C: Sometimes we give chance for peer teaching.

Q. Do you create the discussing environment to your visually impaired students? If yes, what benefit did you get?

ET-A: Yes, we do. They learn language effectively by discussing in the classroom.

ET-B: Yes, I provide environment for the discussion.

ET-C: Sometimes I provide discussing environment.

Q. In your opinion, how teaching English language will be effective and comfortable for the visually impaired students?

ET-A: To make ELT effective and comfortable for the VI students active participation of the students should be in the classroom.

ET-B: Teachers need to have especial skills for teaching them. I think it would be better if the visually impaired students are taught in separate section/class.

ET-C: To make effective ELT the teachers should use different types of technologies in ELT class.

Q. What are the problems that the visually impaired students face in developing listening skill?

ET-A: Comparatively, visually impaired students have fewer problems in listening skill. However they fail to make perception of spelling by listening.

ET-B: To develop listening skill is not difficult for visually impaired students. They have few lapses in listening; otherwise it is far better than other skills. Materials are not found enough.

ET-C: VI students are good in listening skill in comparison to other skills. Main problem in such students in listening skill is difficult to make right perception about the object by listening.

Q. What are the problems that VI students face in developing speaking skill?

ET-A: Speaking skill is also not a difficult language skill for VI students. But they sometimes may face problem in pronunciation.

ET-B: They have no problem in speaking.

ET-C: They can develop speaking skill easily.

Q. What are the problems that the visually impaired students face in developing reading skill?

ET-A: Visually impaired students cannot read the normal text written in the paper. They need Braille texts.

ET-B: Visually impaired students face a big problem in developing reading skill because they cannot read normal texts. They need especial Braille text to read, but which is not available as normal texts.

ET-C: They would not face the problem if the Braille text is available as normal texts.

Q. What are the problems that the visually impaired students face in developing writing skill?

ET-A: Visually impaired students cannot write and read the normal text; they need especial type of texts. They need not to write in the examination also; they get assistance writer so that they lack writing skill in the normal paper.

ET-B: Visually impaired students are thought to be unable to write as the normal student. The teacher neglect to teach writing skill to the VI students and Braille text is thought to be difficult and burden, so that they face great problem to develop writing skill.

ET-C: If we make available Braille text, they can easily develop writing skill. But we compare it with the normal text and say they cannot write as normal students. They can write as normal students in Braille, but there is no any script or symbol for the graphical and figurative shapes and Braille scripts need longer time to write, too.

Q. Do you have any tips remaining for the visually impaired students while learning language?

ET-A: Yes, visually impaired students are differently abled. They can learn everything if they are given opportunity. So let's not them stay aloof only providing sympathy. Only sympathy does not give them entire life. Give them chance to fight with the real world, and then they will survive themselves with dignity.

ET-B: They are fertile for everything, only they need opportunity. So they should be provided especial opportunity in every sector.

ET-C: Visually impaired students are not getting good opportunities in every sector. They should be provided all type of opportunity then they can do everything.

Interview with the Visually Impaired Students

Q. English is useful for daily life. Do you believe in this statement?

Ss-A: Yes, we believe that English is useful language.

Ss-B: Yes. We can learn nothing without knowledge of English.

SS-C: Yes, it is useful for our life.

Q. What kind of friend's behaviour you expect? Why?

Ss-A: We expect helpful and cooperative behaviour from our friends.

Ss-B: We expect friendly behaviour from our friends.

Ss-C: We expect helpful, friendly and equal behaviour relationship from our friends.

Q. Mention good things in your classroom?

Ss-A: Good things in our classroom are cooperative and helpful teachers and students, good management of classroom, proper management of desk and benches, availability of computer etc.

Ss-B: Good things in our class are: well managed classroom, and helpful and cooperative friends.

Ss-C: Our classroom is well ventilated with good desks and benches and teachers are cooperative to us.

Q. How many students in your class are cooperative to you?

Ss-A: All most all the students in our class are helpful in some extent. They help us reading whatever the teacher is writing on the board and we can copy that easily in the Braille.

Ss-B: All most all the students are helpful in our class.

Ss-C: All most all the friends are helpful and cooperative to us.

Q. What sort of teaching method do you desire for your better learning?

Ss-A: We desire interactive, communicative, listening-speaking and peer teaching methods for better learning.

Ss-B: We desire discussion method.

Ss-C: We desire Grammar translation method for our better learning.

Q. In your view what should be the role of the teacher, peer and parents in your education?

Ss-A: We think that the role of the teacher, peer and parents should be cooperative, helpful, inspiring and friendly in our education.

Ss-B: Their role should be helpful in our education.

Ss-C: They play vital role in our education. Their role should be helpful and inspiring.

Q. What sort of classroom environment you want while learning English?

Ss-A: We want communicative and interactive classroom environment while learning English.

Ss-B: Communicative and interactive environment.

Ss-C: We need peaceful and cooperative learning environment while learning English.

Q. Do you agree that English can be learned through the discussion and interaction?

Ss-A: Yes, we agree.

Ss-B: Yes.

Ss-C: Of course, we agree.

Q. Do you have any problems while learning English?

Ss-A: Yes, we have many problems while learning English such are sound symbols, use of dictionary, to learn writing and reading skills, spelling etc.

Ss-B: It is somehow problematic to learn English language because of visual impairment. We cannot read, write the normal texts, we cannot see the visual materials etc.

Ss-C: Generally, it is easier to learn English language than math and science. Though, we face big problem in reading and writing skills.

Q. Do your teachers use materials while teaching English?

Ss-A: Generally our teacher does not use such materials.

Ss-B: Yes, sometimes our teacher plays cassette players and we listen and answer the question.

Ss-C: Sometimes our teachers use teaching materials like cassette player for listening speaking and pronunciation practice etc.

Q. To make your English language learning easier, what should be done by your teacher, school, parents and peers?

Ss-A: To make our English language learning easier the teacher, school, parents and peer should be cooperative, helpful, friendly with positive attitude towards visually impaired children. And there should be English environments.

Ss-B: To make our English language learning easier we need help from them.

Ss-C: We cannot read and write the normal texts, so they should provide us special opportunity for learning English language.

Q. Does your teacher give you language homework?

Ss-A: Yes, usually they give homework.

Ss-B: Sometimes.

Ss-C: Not frequently but give sometimes.

Q. Are you getting any incentives from government and school administration?

Ss-A: Yes. We are getting some scholarship from government and school administration.

Ss-B: Yes. We are getting full and partial scholarship.

Ss-C: Not at all.

Q. What are the problems you are facing in English language learning: listening, speaking, reading and writing?

Ss-A: Generally we have fewer problems in listening and speaking than reading and writing. We cannot write in the normal paper and in our examination we get assistant writer, and we cannot read the normal text so that we need audio materials but are not easily available.

Ss-B: We cannot write and read the normal text. We need Braille text to read and Braille but are not available so we are facing problems.

Ss-C: Reading and writing is difficult for us.

APPENDIX B

English Braille and Contraction

A	=	6 1		a	=	1	
B	=	6 1 2		b	=	1 2	
C	=	6 1 4		c	=	1 4	
D	=	6 1 4 5		d	=	1 4 5	
E	=	6 1 5		e	=	1 5	
F	=	6 1 2 4		f	=	1 2 4	
G	=	6 1 2 4 5		g	=	1 2 4 5	
H	=	6 1 2 5		h	=	1 2 5	
I	=	6 2 4		i	=	2 4	
J	=	6 2 4 5		j	=	2 4 5	
K	=	6 1 3		k	=	1 3	
L	=	6 1 2 3	Capital Alphabet	l	=	1 2 3	Small Alphabet
M	=	6 1 3 4		m	=	1 3 4	
N	=	6 1 3 4 5		n	=	1 3 4 5	
O	=	6 1 3 5		o	=	1 3 5	
P	=	6 1 2 3 4		p	=	1 2 3 4	
Q	=	6 1 2 3 4 5		q	=	1 2 3 4 5	
R	=	6 1 2 3 5		r	=	1 2 3 5	
S	=	6 2 3 4		s	=	2 3 4	
T	=	6 2 3 4 5		t	=	2 3 4 5	
U	=	6 1 3 6		u	=	1 3 6	
V	=	6 1 2 3		v	=	1 2 3 6	
W	=	6 2 4 5 6		w	=	2 4 5 6	
X	=	6 1 3 4 6		x	=	1 3 4 6	
Y	=	6 1 3 4 5 6		y	=	1 3 4 5 6	
Z	=	6 1 3 5 6		z	=	1 3 5 6	

APPENDIX C

Lists of Respondents

Head Masters		
S.N.	Name	Name of School
1.	Mr. Lakpa Sherpa	Laboratory Higher Secondary School, Kirtipur, Kathmandu
2.	Mrs. Nanu Baba Dawadi	Namuna Machhindra Higher Secondary School, Lagankhel, Lalitpur
3.	Mrs. Bidhya Laxmi Chitrakar	Adarsha Laiku Higher Secondary School, NayaThimi, Bhaktapur

Resource Teachers		
S.N.	Name	Name of School
1.	Miss Sita Gyawali	Laboratory Higher Secondary School, Kirtipur, Kathmandu
2.	Mrs. Bidya Baidya	Namuna Machhindra Higher Secondary School, Lagankhel, Lalitpur
3.	Mrs. Purna Sundari Shrestha	Adarsha Laiku Higher Secondary School, NayaThimi, Bhaktapur

English Teachers		
S.N.	Name	Name of School
1.	Mr. Hom Prasad Ghimire	Laboratory Higher Secondary School, Kirtipur, Kathmandu
2.	Mr. Birendra Khadka	Namuna Machhindra Higher Secondary School, Lagankhel, Lalitpur
3.	Mr. Ram Bahadur Shrestha	Adarsha Laiku Higher Secondary School, Naya Thimi, Bhaktapur

Students		
S.N.	Name	Name of School
1.	Mohan Biswakarma	Laboratory Higher Secondary School, Kirtipur, Kathmandu
2.	Manoj Gautam	
3.	Abhisek Shahi	
4.	Sandhya Shrestha	
5.	Asish Karki	Namuna Machhindra Higher Secondary School, Lagankhel, Lalitpur
6.	Rejina Upreti	
7.	Ashma Aryal	
8.	Imran Ahmad	
9.	Irfan Ahmad	
10.	Rubi Ahmad	Adarsha Laiku Higher Secondary School, Naya Thimi, Bhaktapur
11.	Sushil Thapa Magar	
12.	Samikhsya Khanal	