

CHAPTER ONE

INTRODUCTION

1.1 General Background

There are thousands languages around the world. According to Sthapit (2000) "language is a means of communication." The language may be written, spoken or strategic. It differs from community to community according to socio cultural background of each ethnic group. Each and every community or country uses their languages locally or nationally for their official or non-official purposes. In international levels there are English, French, Spanish and Chinese languages. But English is one of the international languages which covers the most part of the world. It means many people all over the world use English as an international language/as a second or foreign language. Furthermore, English language has also a diplomatic use for the international and multilateral agencies. English is one of the six official languages in United Nations (UN).

Crystal (1990:130) writes, "over two thirds of the world's scientists write in English. Three quarters of the world mail is written in English." Kohloi (1978:135) writes, "English is the mother tongue of 250 millions people in the world. The countries where English is native language are United Kingdom, the United States of America, Canada and Australia. Nearly 100 millions people speak English as a second or foreign language."

Sthapit et al. (1994:85) write "one in every seven human beings can speak English. More than half of the world's books and three quarters of international mails are in English." To quote French (1963:30), "anyone who can read English can keep in touch with the whole world without

leaving his own home." He further says, "a young person starting a carrier with a knowledge of English holds a key which will open many jobs. So, English can also be viewed as a way to get a better job or to improve social standing to solve economic problem." He adds " the importance of English language in the present day world of science, technology, commerce, business and trade need not to be over emphasized."

A research carried out by DOE (2004:135), claims that "school and classrooms are the main focuses of educational endeavors. The classroom is the heart and the school is the nucleus of the education system. All educational efforts are focused towards bringing a shift from the system level reforms to school level reforms. If the school changes, the system will be changed. The destiny of the nation is shaped in the classroom where the interaction between the teacher and his/her students impacts upon the life of students and determines the way forward."

Private school also have main role to develop English language in Nepal. As International Education Forum Monthly (Vol.4 No: 3: 2005), says, " the first private school is Tribhuvan Adarsha Vidhyalaya which was established on September 23, 1951 in Pharping by Satyanarayan Bahadur Shrestha, the father of private school." But formally private schools are helping to develop the English language after the change in law in 2037 B.S. Since then English is taught as a compulsory subject in all schools

The first college in Nepal, Tribhuvan Chandra College, established on 12 September 1919, (27 Bhadra, 1975 B.S.) has a vital role to spread English language in this country. The college adopted English language for higher education.

After that many schools were established throughout the kingdom during the later part of the Rana regime, which further enhanced the

popularity of English in Nepal. Then School Leaving Certificate Examination (SLC) board was established in 1990.

A report of District development profile of Nepal (2005) has mentioned that there are 5039 secondary schools in Nepal and 587177 students have been enrolled for the secondary level.

Accordingly there are 63 community schools and 107 institutional schools in Kaski district. There are no actual data of disabled students who are enrolled in secondary school but the DEO Kaski's disability scholarship data shows that there are 202 disabled children studying in secondary school in Kaski district.

1.2 Historical Background of ELT in Nepal

The origin of the English Language Teaching (ELT) goes back to the Prime Minister Janga Bahadur Rana (the founder of Rana regime), who thought the importance of English language in different levels of school and universities. After he had conducting a tour in England, he established the first school at the ground floor of Thapathali Durbar in 1910. It was the first initiation of ELT in Nepal.

Then after, other Rana prime ministers also incorporated the English language in different academic fields. Prime Minister Chandra Samsheer established the Tri-Chandra College in 1975 B.S.

With the establishment of democracy in 2007 B.S., Nepal National Education Commission (NNEC) was formed in 2010 B.S., meanwhile along with the establishment of Tribhuvan University (T. U.) in 2013 B.S., the education system in Nepal was formally established in each and every faculties. Similarly the National Education System Plan (NESP, 2028 B.S.) strongly prioritized and developed a curriculum of English language teaching and learning in education faculty, literature learning in

faculty of humanities and social sciences and as a compulsory subject in all schools and other faculties of universities as well.

1.3 Different Approaches of Disability

UNICEF (2004), report has mentioned that differently able children can also read and write. Different approaches contributed to explore the capacity of disabled people to read and write English language in normal school. Those approaches are as below:

1.3.1 Charity Based (CB) Approach

This approach was followed before World War II (1945). Before 1945, disability was thought to be the cause of sin and God punishment. So people thought them to provide a charity-based service i.e. supporting some food, clothes, and residents to them. So, it was called Charity Based (CB) approach.

1.3.2 Institution Based Rehabilitation (IBR) Approach

This approach arised when thousands of people got injured and impaired in World War II. Then many countries formed the policies to serve them putting into the certain colonies or hostels or institutions. All the facilities were provided to them in their concern places. So it was called as Institution Based Rehabilitation (IBR) approach.

1.3.3 Community Based Rehabilitation (CBR) Approach

This approach was started when the International Day of the Disabled People (IDDP) was celebrated in 1981 as the UN convention in Salamanca declared it. This approach emerged according to the need and rights of the disabled people as compared with normal people. This approach suggested that the rehabilitation of the disabled people has to manage their all the activities in home based as well as community

environment based locally. So it was called Community Based Rehabilitation (CBR) approach.

1.4 Definition of Disability

According to Nepal Government Gazette (2005:35), "the disability is caused by the problems of physical organs and system due to which he or she cannot participate in his or her daily living activities as well as social, cultural, physical and communicational system of the society." The disability may happen because of different unknown causes or negligence before, during or after the birth.

According to National CBR national Network, the definition of disabled person defined as "a person who can not carryout her/his daily living activities as performed by normal people".

The quarterly news bulletin *Darpan*, Vol. 10 (2008:6) published by CBRS Pokhara has defined the disability as "the physical , mental or sensoric permanent impairment".

So, it can be said that if a person is permanently impaired in any organs of his/her body and cannot carryout his/her daily living activities without support he or she is called a disabled person.

1.4.1 Types of Disability

There are seven types of disability defined by World Health Organization (WHO), which are as below:

- **Physical disability:** Because of the impairment or deformities of sensory nerves, muscles, joints or bones if people cannot perform their daily living activities, it is called physical disability. For example polio, cerebral palsy, amputation, leprosy, muscular dystrophy, spinal cord injury, club feet, Rickets and Lilliputians come under physical disabilities.

- **Vision related disability:** Because of vision related problem if a person cannot see the size, space and colors, it is called the visionary disability. Vision disability has also been categorized in two categories, i.e. complete blindness and low vision.
- **Hearing related disability:** Because of deformity or impairments of hearing organs, if people cannot hear or cannot discriminate the sound or cannot understand other's speech by sound / voice, it is called the deafness. The deafness has two categories these are – deafness and hard of hearing.
- **Vision and hearing related disability:** If the person has both deafness and blindness it is called the deaf blinded disability.
- **Speech and vocal disability:** Because of impairment or deformities in speech or vocal organs, if a person cannot produce the speech sound properly, it is called the speech and vocal disability. For example no clear sound, no consequences of sound, repeating of sound and letters, etc. are examples of speech and vocal disabilities.
- **Mental disability:** Because of the deformity in brain or consciousness problem if a person can not understand remember, count, speak communicative language, perform the activities according to age group, it is called intellectual or mental disability. It has three subtypes viz. mental retardation, mental illness and autism.
- **Multiple disabilities:** As mentioned above if a person has two or more disabilities then it is called the multiple disabilities.

According to the pace of the time and situation, every disabled child wants to go to the normal school for their formal education or to

improve the knowledge and skills as their potentials. But before joining the normal school, they may need the special devices like; crutches, special chair, special shoes, wheel chairs, white cane, abacus, hearing aids etc. So, they should be provided with those materials as preconditions for their education.

1.5 Definition of Attitude

Ellis (1988:196) defines attitude as "learning process, sets of beliefs about such factor as the target language, culture, their own culture and, in the case of classroom learning, of their teacher and the learning tasks they are given. They influence language learning in number of ways."

According to the Encyclopedia of Education (Vol. 1: 1971), "attitude refers to how we think, feel about the act towards our fellow human beings and how they think, feel about, and act toward us."

Hornby (2005:85), defines attitude as "the way that you think and feel about somebody or something; the way that you behave towards somebody/something that show how you feel and think." Marlene, Lynn and Carol (1987: 12) define attitude as "behavior is the result of many complex favors feelings engendered by precious experiences, assessment of the expectations of others, anticipation of the consequences of a particular act of the people."

The following is the summary of definitions of attitude as mentioned above:

- a. Attitude is related to learning.
- b. Attitude affects the motivation to learn a language.
- c. Attitude is related to person.
- d. We do have attitude towards the objects and its activities.

- e. A person's activities give the hints of his or her attitude towards the other one and it may hinder learning.

When an individual shows his/her feelings or impression, his or her attitude is reflected there. Attitude is an intuitive feeling of human beings.

1.5.1 Importance of Attitude in Language Learning

There are different views on the importance of attitude in language learning which may help to understand the importance of attitude of disabled students in language learning. Some of the views are mentioned in succeeding paragraphs.

Wilkins (1972: 184), emphasizes by saying that "the attitude is one of the most important factors in language learning."

According to Stern (1983: 376), "the importance of the attitude concerns people and community who speak the L₂ and it concerns language and language learning in general."

Marlene, Lynn and Carol (1987:13) mentioned the importance of attitude is "to measuring attitude is for program evaluation generally calls for assessment of attitude of individual or group of people e.g. students, teachers, employee, clients, consumers etc."

From the above notions, we can conclude that attitude is a vital factor for teaching and learning language. The study may be formal or informal but it should be considered as an important factor for communication and language learning.

1.5.2 Testing Attitudes

Testing is the judgment of something performed by others. The judgment should have the reliability and validity. Here, our concern is about the testing of attitude. The attitude cannot be understood without

any reference performed by someone towards some objects or situation. It may differ from situation-to-situation and time-to-time.

To measure other's attitude towards any object or action, we may need the attitudinal scales. To measure the intensity of the respondents' attitudes towards the various aspects of a situation or issues we need indicators as well. Thus, the researcher when ascertaining attitudes in the usual manner should construct the questions to tap respondents' attitude towards researcher's aspect separately or the researcher can fix the categorical or numerical scales. There are three major types of attitudinal scale. Which are as following:

I. Likert scale

This scale is based upon the assumption that each statement or item on the scale has equal "attitudinal value" "importance" or "weight" in terms of reflecting an attitude towards the issue in question. The main limitation of this scale is that the statements on a scale seldom have equal attitudinal value. In this scale, multiple options for respondents agreement are given and analyzed on the basis of mean. For example:

It is a good to learn English language for deaf and blind in normal classes.

SA	A	U	D	SD

Where, SA = Strongly agree, A = Agree
 U = Uncertain, D = Disagree
 SD = Strongly disagree

Number can also be sued in the above scale. For example SA = 1, A = 2, U = 3, D = 4 and SD = 5.

II. Thurstone Scale

The Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. Each statement with which respondent expressed agreement is given an attitudinal score equivalent to the 'attitudinal value' of the statement. For example:

It is good to learn English language for deaf and blind in separate classes.

- a. i. Yes ii. I don't know iii. No
- b. If so, please explain why?

III. Guttman Scale

This scale is one of the difficult scales to construct and use. In this scale multiple-choice options are given to respondents and are analyzed cumulatively on the basis of set scores. For example:

Which is better way of using language in school hour?

- a. Only English
- b. Only Nepali
- c. Both Nepali and English
- d. Different local languages

1.5.3 Need to Study Attitudes of Disabled Students in a Secondary Level

English is compulsory from class one to bachelors level. Nepal is multi-cultural country where people of many different religions tribes and castes live together. There are more than 101 castes in Nepal. So, it may influence on the learning of the English language. Similarly, people with disability are also the part of it. Disabled children are everywhere in the society. They are differently able person. They may need special needs or

devices to compete with normal people while learning English language. Thus, the researcher is very much interested in finding out whether the students with disabilities are satisfied with present curriculum, textbook, methods, environment, teacher's behavior, normal student's behavior in relation to their attitudes towards learning English language.

So the research on this field is required to study attitudes of disabled students in secondary level.

1.5.4 Factors Affecting 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:

- a. **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, 1972:180). Motivation attracts the person to learn English language.
- b. **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.
- c. **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.

- d. **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.
- e. **Attitude:** - Attitude is one of the most important factors in English language learning. According to Wilkins (1972:184), “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.”
- f. **Behavior:** - Behavior is the action or set of activities preferred by somebody towards something. It is an action. The action, gesture, nonverbal communication (strategic activities) show the persons behaviors. Behavior could also be one of the measuring tools for learning English language attitude.

1.6 Literature Reviews

Many research have been carried out on attitudes towards English language in the Department of English Education. Those researches focused on the attitude of different people and students. However no research has yet been carried out that focuses solely on the attitude altitude of disabled students studying in secondary level. The very near are reviewed below.

Spolsky (1969) studied on “Attitudinal Aspect of Second Language Learning.” He found the importance of attitude as one of the factors in

explaining degree of proficiency a student achieves in learning a second language.

Awasthi (1979) carried out a research entitled "A Study of Attitudes of Different Group of People towards the English Language in the Secondary Schools of Kathmandu District." He found that the different groups of people had positive attitudes towards the English Language and were in favour of continuing English as a compulsory subject in the secondary schools and upto SLC. And also the majority of the people did not want English to be replaced by any other UN languages.

Giri (1995) conducted a research entitled "Survey into People's Attitude towards the Existing SLC Examination in Nepal." He found that people were positive towards SLC examination. They suggested that SLC examination should not be privatized.

Conard (1997) carried out a research on "The Impact of Educational Policy on Local Communities and on Parental Attitudes towards Education " in eastern part of Nepal and found that the language problem is serious and difficult to handle. Communication problems lies in the first grades of primary level of students.

Khanal (1999) carried out a research entitled "A Study on Attitude of Secondary Level Students towards Teaching English." He found that the atmosphere in which a language is learnt is vitally important. It is clear that physical conditions have a great effect on learning a language.

Poudel (2004) carried out a research entitled "Compulsory English for Proficiency Certificate Level, First Year: An Attitudinal Study." He found out there should be maximum participation of the students in the class.

Till now no practical studies have been carried out in the Department of English Language Education to determine the attitudinal problems faced by disabled children in English language learning classes. Therefore, this research attempts to assess the attitudinal problems faced by disabled children in English language learning classes.

1.7 Objectives of the Study

- i. To find out the attitude of disabled students towards the English language in terms of following variables:
 - Current method of teaching.
 - Fellow students' and teachers' behaviour.
 - Accessibility of infrastructure in their school.
- ii. To suggest some pedagogical implications.

1.8 Significance of the Study

The study will be helpful to language teachers, curriculum designer, textbook writers, policy makers, test constructor, examiners and parents who are directly or indirectly involved in English language teaching and learning activities.

CHAPTER TWO

METHODOLOGY

2.1 Sources of Data

The researcher used both primary and secondary sources for the collection of data.

2.1.1 Primary Sources of Data

In this research, the researcher collected the data from the primary sources conducting an interview with children with disabilities. The researcher himself collected the necessary data.

2.1.2 Secondary Sources of Data

In addition to the primary data, the researcher used the various books researches, journals and electronic media related to the '*Saichhik Darpan*' published by DEO Kaski, '*Chetana*' bulletin published by DOE, District Development Profile, NELTA bulletin Students admission registers of class 9 and 10 in Amarsingh Higher Secondary, Bahrahi Secondary School and Srijana Residential Deaf Higher Secondary School.

2.2 Population of the Study

The population of this study consisted of the 15 boys and 15 girls altogether 30 disabled students studying in grade 9 and 10.

2.3 Sampling Procedure

The researcher selected the three different government schools of Kaski district purposively. Thirty disabled students were chosen by using stratified purposive sampling procedure.

2.4 Tools for Data Collection

The main tool for data collection were questionnaires (interview schedule), which included both subjective and objective questions. The questionnaires and raw data are mentioned in appendix I, II, III and IV.

2.5 Process of Data Collection

- i. The researcher prepared the tool i.e. questionnaire.
- ii. The process of data collection started with rapport building with the informants.
- iii. To assess the attitude of the disabled students towards English language learning classes, the questionnaire was piloted before conducting the real survey.
- iv. The data were collected using direct interviews with children with disabilities. Among them 12 were blind, 12 were deaf and 6 were physically disabled students.

2.6 Limitations of the Study

As this was the first research in this particular field with specific purpose, the researcher attempted to carry out the research under the following limitations and considerations to make the study precise and systematic.

- i. The study was limited to the Amarsingh Higher Secondary School, Janapriya Higher Secondary School and Srijana Residential Deaf Higher Secondary School in Pokhara valley of Kaski district.
- ii. The primary data were collected only from the oral and written interviews with student with disabilities.
- iii. The respondents were 30 disabled students i.e. 15 boys and 15 girls from grade 9 and 10.
- iv. The researcher studied the attitudes of physically disabled , blind and deaf students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

Mainly, this chapter is concerned with the analysis and interpretation of the data. The collected data from the information were analysed and interpreted to find out the attitude of secondary level students with disabilities towards learning English language.

In this research, three different sets of questionnaire consisting of open ended and closed ended questions were developed as a tool. So the verbal response of the students was the main measuring instrument. Both indirect and direct verbal and non verbal responses were used. The researcher used multiple choice and open-ended questions.

The percentage is the main basis for the data analysis. While analyzing the data, the total number of students for each response was counted and the total number of response was changed into percentage. Generally if the response was 50% above then it was considered as the positive attitude and below that was understood as negative attitude towards the questions and if the response came as 50% - 50%, it was considered as neutral. The options were 'yes', '**I don't know / sometimes**' and '**NO**'. 'Yes' the response was counted for positive response. 'I don't know / sometimes' was neutral and 'No' was taken as negative response. For the justification, the researcher asked the respondents to give reasons for the open ended response to measure the inner feeling of the respondents. From which the researcher found the attitude of disabled students towards the learning English language.

At last, the respondents were asked to provide their personal views not covered by researcher's queries.

The questionnaire was divided into six different areas. They were general, about language course, methods of teaching, classmates' attitude and behavior, teachers' attitude and behavior and others.

The analysis and interpretation of the study is presented area wise as below.

3.1 Analysis and Interpretation of Disabled Students' Attitude

In this section there were altogether eleven questions to measure the attitude of physically disabled students towards general background of English language learning.

3.1.1 Attitude towards General Background

Among the eleven questions, question number one was about the English language learning as a compulsory subject. Question number two dealt with the happiness from English language learning, question number three was about the feeling of doing comprehension exercises, question number four was about the respect from non-disabled students to physically disabled students.

Likewise, question number five queried about the accessibility of the classroom, question number six was about being the English language classes interesting, question number seven was about the happiness of non disabled students whole learning English language with the physically disabled students. Similarly question number eight was about supportive behaviors of non disabled students towards physically disabled students, question number nine was about accessibility of school's toilets, question number ten was about accessibility of class and office rooms and question number eleven was about the modification of present infrastructure of the school to make it easily accessible for physically disabled students.

The responses, tabulation and interpretation is as follows:

Table No. 1: Physically Disabled Students Attitude towards General Background

Question number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	6	100	-	-	-	-
2	6	100	-	-	-	-
3	6	100	-	-	-	-
4	5	84.33	1	16.66	-	-
5	4	66.66	-	-	2	33.33
6	4	66.66	1	16.66	1	16.66
7	4	66.66	2	33.33	-	-
8	5	84.33	1	16.66	-	-
9	4	66.66	-	-	2	33.33
10	4	66.66	-	-	2	33.33
11	5	84.33	1	16.66	-	-

Above table shows that in question number all the students i.e.100% agreed that it is good to learn the English language as a compulsory subject in secondary level. They reasoned that English language is an international language so that they could read the international books written in English easily.

Similarly, in question number two, 100% physically disabled students agreed that they feel happy while learning English language in classroom. In question number three out of six students six i.e. 100% accepted that they enjoy doing comprehension exercises while learning English language. In question number four and five they have responded differently than above questions i.e. 84.33% of the physically disabled

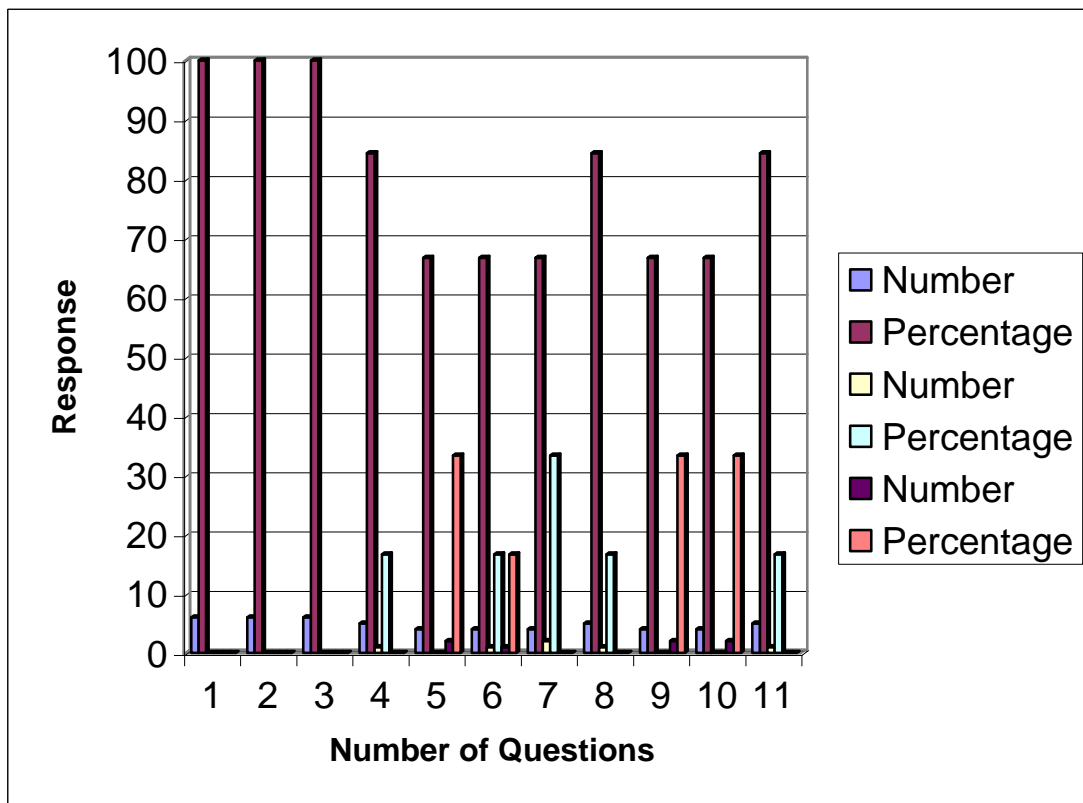
students responded positively that the non-disabled students in English language classes and 66.66% of physically disabled students accepted that the classroom is accessible to the physically disabled students.

Similarly, in question number six also 66.66% of students agreed that the English language classes are interesting for physically disabled students. And in question number seven out of six students four i.e. 66.66% of them agreed that the non disabled students feel happy while learning English language with disabled students in the same classes. They reasoned that it is no difference in non-disabled and physically disabled students in the case of studying the English language course. Physically disabled students can do all the things what the non-disabled can do in the case of learning English language so that there is no question for being unhappy.

In question number eight out of six students, five students i.e. 84.33% of students agreed that the non-disabled students show supportive behaviors. In question number nine and ten out of six student four i.e. 66.66% of them accepted that the class room and toilets of their school are easily accessible to them. Here, they expressed positive repose towards the accessibility of class rooms and toilet only for physically disabled students. But in the eleventh question out of six student five i.e. 84.33% of them agreed that it's necessary to modify the some other infrastructure of school to make it easily accessible for physically disabled student. They reasoned that modification of infrastructure of school would make the physically disabled students easier to visit all the office room, play ground and the tap. e.g. it will be easier to take wheel chair and crutches to up stairs if there is friendly way.

In totality most of the physically disabled students have positive attitude towards general background. But about the infrastructure of office room play ground and water tap is not yet friendly to them. It is also presented in bar diagram as below:

Diagram No. 1: Physically Disabled Students' Attitude towards General Background



3.1.2 Blind Students' Attitude towards General Background of English Language Learning

In this section, there were ten questions to measure the attitude of blind students towards general background of English language learning. The same questions which were asked physically disabled students were asked for the blind students as well.

The responses, tabulation and interpretation is as follows:

Table No. 2: Blind Students' Attitude towards General Background of English Language Learning

Question Number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	9	75	-	-	3	25
2	8	66.66	1	8.33	3	25
3	9	75	-	-	3	25
4	8	66.66	-	-	4	33.33
5	9	75	-	-	3	25
6	8	66.66	-	-	4	33.33
7	9	75	1	8.33	2	16.66
8	9	75	-	-	3	25
9	10	83.33	-	-	2	16.66
10	8	66.66	-	-	4	33.33

Above table shows that in question number one out of twelve blind students nine i.e. 75% of the students responded the statement positively that it is necessary to learn English language as a compulsory subject. They responded that English is useful nationally as well as internationally. In question number two out of twelve students' eight i.e. 66.66% agreed with the statement that they feel happy while learning English language in classroom. In question number three 75% of the blind student's accepted that they enjoy while doing comprehension exercises in English language learning classes. Because the comprehension exercises makes them to understand English language more easily.

In question number four 66.66% of the blind students agreed that the non- disabled students respect the blind students in English language

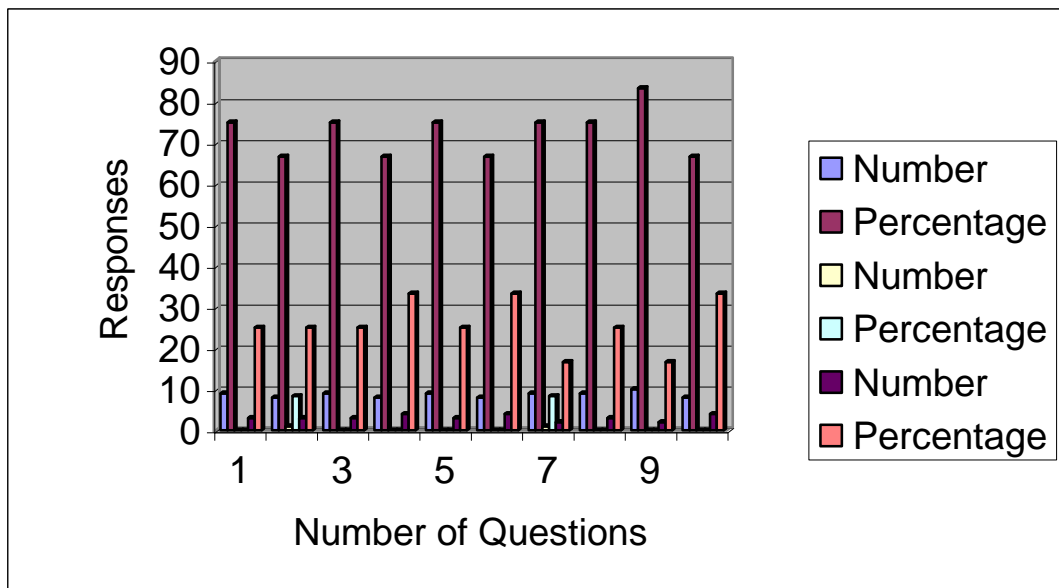
learning classes. In question number five out of twelve students nine i.e. 75% of them responded the statement positively that the classroom is easily accessible for the blind students but 25% of blind students were not satisfied with the situation. In question number six out of twelve students eight i.e. 66.66% accepted that the English language learning classes are interesting for blind students but the remaining 25% were not agreed with this statement. They reasoned that there is lack of total communication in English language learning and it is hard to read the pictures by Braille.

In question number seven and eight out of twelve students nine i.e. 75% of them agreed that the non-disabled students feel happy while learning English language with blind students in the same class, show supportive behavior towards blind students' English language. In question number nine out of twelve students' ten i.e. 83.33% accepted that the toilets of their school are easily accessible for blind students. But the remaining 16.66% of blind students responded negatively that the toilets are not easily accessible. They need help of friends to reach to the toilet because there are some steps to be crumbed on to get to the toilets and they sometimes trip on steps and fall down.

In question number ten out of twelve students eight i.e. 66.66% accepted that office rooms are easily rooms for blinds but the remaining 33.33% of blind students disagreed the given statement. They opined that office rooms are in the second floor and it is difficult to climb up the stair.

In totality, most of the blind students had positive attitude towards general background of learning English language. This is also presented in bar-diagram.

Diagram No. 2: Blind Students' Attitude towards General Background of English Language Learning



3.1.3 Deaf Students Attitude towards General Background

In this section, there were altogether six questions. Question number one was about the necessity of English language learning as a compulsory subject. Question number two and three were about the happiness and joyness while learning English language in classroom and doing comprehension exercises. The fourth question was about the capacity of English language classes creating interest in student. Question number five was about usefulness of English language course and the question number six was about the difficulty of English language learning compared with other subjects.

Table No. 3: Deaf Students' Attitude towards General Background

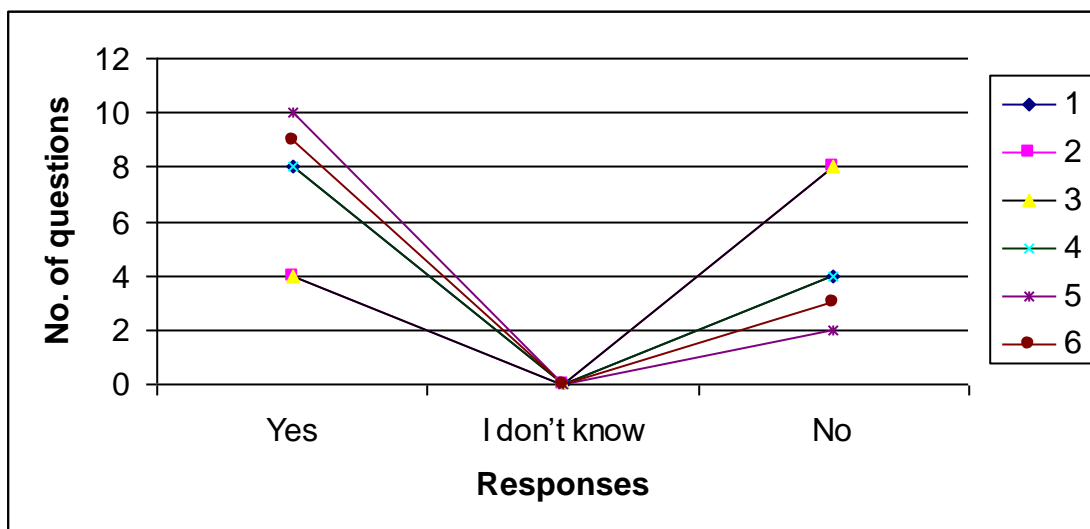
Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	8	66.66	-	-	4	33.33
2	4	33.33	-	-	8	66.66
3	4	33.33	-	-	8	66.66
4	8	66.66	-	-	4	33.33
5	10	83.33	-	-	2	16.66
6	9	75	-	-	3	25

Above table shows that in question number one out of twelve students eight i.e. 66.66% of the students accepted that it is necessary to learn English language course as compulsory subject. Thus the attitude towards the compulsory English language course was positive like wise in question number two out of twelve students only four i.e. 33.33% of the students agreed with the happiness while learning English language in classroom. It shows negative attitude towards classroom activities during English language learning.

In question number three also out of twelve students only four i.e. 33.33% of the students accepted the joyness while doing comprehension exercises. It shows negative attitude towards the comprehension exercise. Likewise, in question number four out of twelve students eight i.e. 66.66% agreed with the statement regarding capacity of English language learning classes creating the interest in students. Thus it shows the positive attitude of the students. But in the fifth question out of twelve students nine i.e. 75% of the students agreed with the statement of usefulness of English language course for deaf students. In this way it

was shown that the general attitude of most of the respondents was positive. It is also shown in graph.

Diagram No. 3: Deaf Students' Attitude towards General Background



3.2. Analysis and Interpretation Regarding the English Language Course

This section deals with the physically disabled students likes and dislikes towards the the English Language Course.

3.2.1. Physically Disabled Students' Attitude towards English Language Course

In this area there were altogether four questions. Among them, question number one was about the difficulties to learn English language course with the equipments. Similarly, question number two was about helpfulness of pictures and contents given in the English language course to learn English. The third position asked about the capacity of English language course in creating interest in physically disabled students. The last question asked if it was necessary to change present English language course. The tabulation and interpretation of the respondents is presented as follows:

Table No .4: Physically Disabled Students' Attitude towards English Language Course

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	5	84.33	-	-	1	16.66
2	6	100	-	-	-	-
3	5	84.33	1	16.66	-	-
4	3	50	-	-	1	16.66

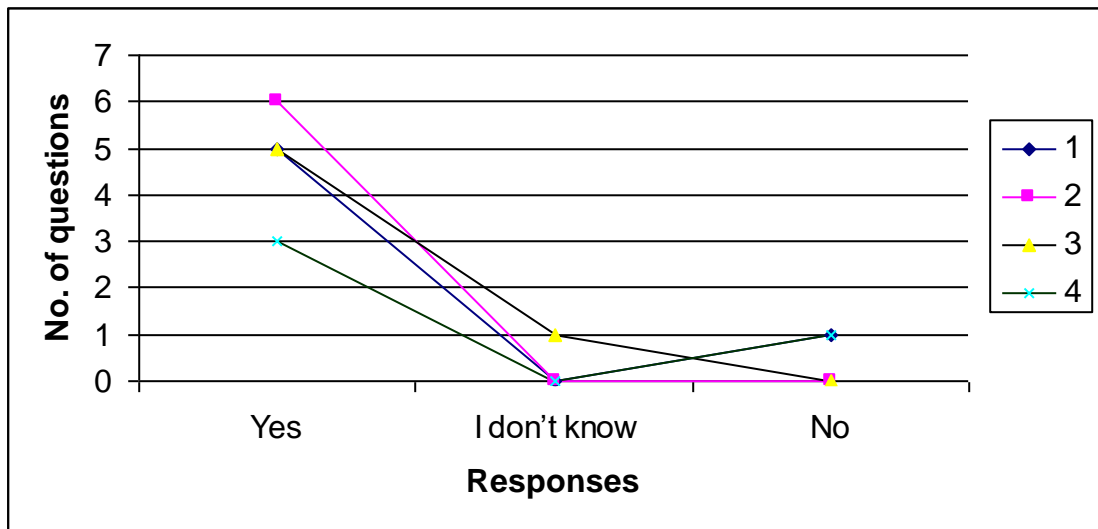
Above table shows that in question number one, out of six physically disabled students five i.e. 84.33% accepted that there were no difficulties to learn English language course using the equipments. The reason is that no one has damaged or destroyed their equipments. Such as in question number two out of six students i.e.100% agreed that the pictures and contents in English language course were helpful for them. Thus it was positive attitude.

Likewise in question number three, out of six students five students i.e.84.33% accepted that the contents in the English language course are capable to create interest for learning in physically disabled students. Thus it was positive response.

In question number four, out of six students three i.e.50% agreed with the changing of English language course while and three-i.e.50% disagreed the statement. So the response was neutral.

In this way there was highly positive attitude towards English language course from the side of physically disabled students. It is also shown in graph.

Diagram No. 4: Attitude of Physically Disabled Students towards English Language Course



3.2.2 Blind Students' Attitude towards English Language Course

In this area, there were altogether four questions. Among them, question number one was regarding the helpfulness of Braille in learning English language, question number two sought about the possibility of understanding all the pictures and contents only from Braille language.

Question no. three was about the capacity of English language course to create interest in all blind students and the four was about the changing of present English language course. The tabulation and the interpretation of the responses are as follows:

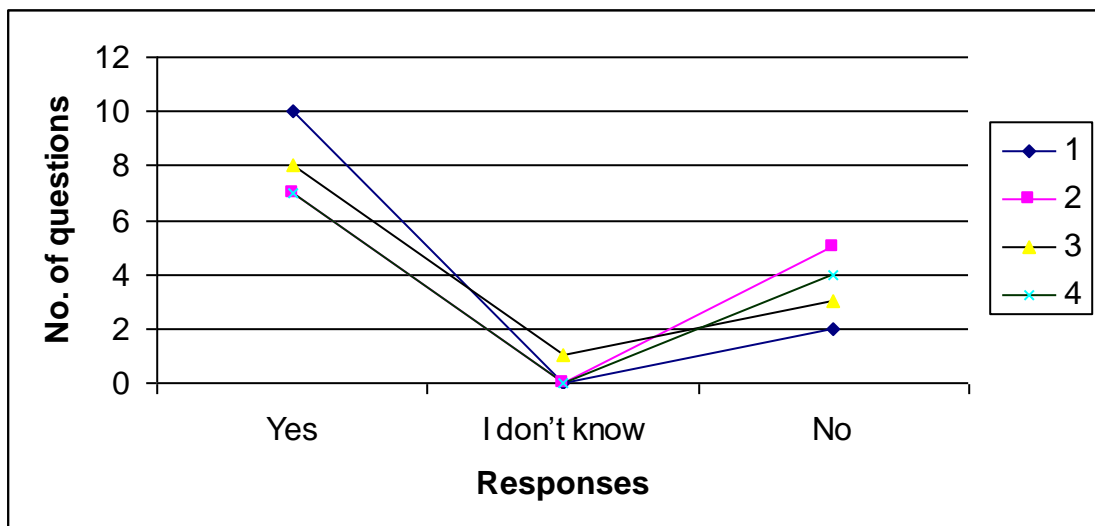
Table No. 5: Blind Students' Attitude towards English Language Course

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	10	83.33	-	-	2	16.66
2	7	58.33	-	-	5	41.66
3	8	66.66	1	8.33	3	25
4	7	58.33	-	-	4	41.66

Above table shows that in question number one out of twelve total blind students ten i.e. 83.33% accepted the statement that it is helpful to learn English language by using the Braille. Likewise in question number two, out of twelve students seven-i.e.58.33% accepted that it is possible to learn all the pictures and contents, only by Braille. Likewise in a question number three, out of twelve students eight i.e. 66.66% agreed with the capacity of English language course to create interest to learn English to the entire blind student. In last query, out of twelve students seven i.e. 58.33% accepted the present English language course.

In this way most of the blind respondents were found to have positive attitude towards English language course. It is also shown in graph.

Diagram No. 5: Blind Students' Attitude towards English Language Course



3.2.3 Deaf Students' Attitude towards English Language Course

In this section, there were altogether four questions. Among them, question number one was about helpfulness of using sign language while learning English language course question number two was about the possibility of learning all the pictures and content only by sign language,

three was about the capacity of English language course to create interest in all the deaf students and question number four was about the changes of present English language course.

The tabulation and the interpretation of the responses is as follows:

Table No. 6: Deaf students' Attitude towards English Language Course

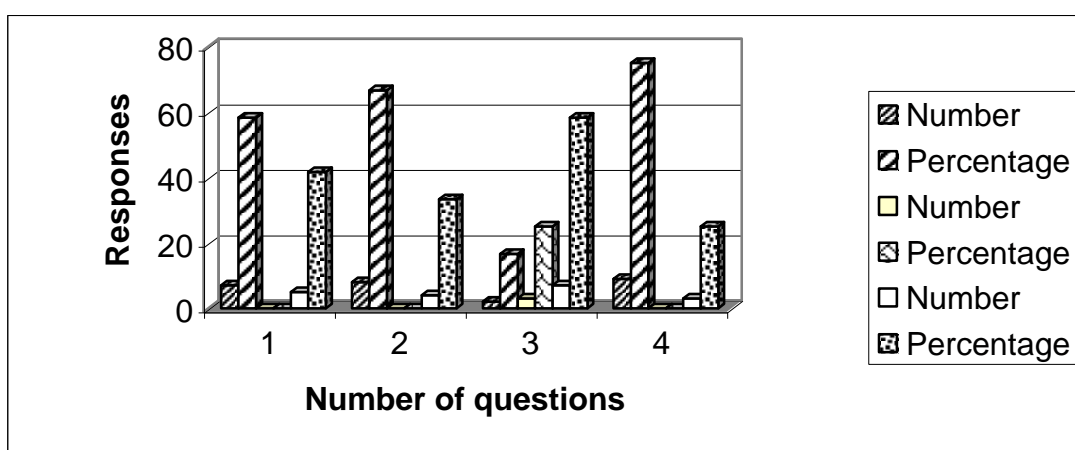
Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	7	58.33	-	-	5	41.66
2	8	66.66	-	-	4	33.33
3	2	16.66	3	25	7	58.33
4	9	75	-	-	3	25

Above table shows that in question number one, out of twelve deaf students seven i.e.58.33% accepted the statement that it is helpful to use sign language in English language course because sign language is their basic language to communicate others. Likewise in question number two, out of twelve students eight students i.e. 66.66% agreed that it is possible to learn all the pictures and contents given in the English language course only by sign language. Thus they expressed positive attitude towards the concerned statement.

In the question number three out of twelve students only two i.e. 16.66 % of students agreed with capability of English language course in creating interest to all deaf students. Thus they had negative attitude towards the given course. In question number four, out of twelve students nine i.e. 75% agreed to change the present English language course which was negative attitude towards the present English language course.

In this way deaf students were positive towards using sign language while learning English language and possibility of learning English language course only by sign language but they were negative towards capability of English language course of creating interest to all deaf students and the continuation of present course. It is also shown in bar diagram as below:

Diagram No. 6: Deaf students' Attitude towards English Language Course



3.3 Interpretations and Analysis about Method of Teaching English Language

This section deals with the methods of teaching English language physically disabled, blind and the deaf students using by the signs as well as other non verbal communication.

3.3.1 Physically Disabled Students' Attitude towards Methods of Teaching English Language Course

In this section there were altogether five questions to measure the attitudes of physically disabled students towards the methods of teaching English language course. Among the total five questions question no one

was about satisfaction from the teaching methods used by the English language teacher for physically disabled students.

Question number two was related to the encouragement from English language teacher to the physically disabled students participate in teaching and learning activities, question number three was about using only English language while teaching English language, question number four was about using other languages while teaching English language course and the question number five was about the effectiveness of using different techniques like discussion and lecture while teaching English language course for physically disabled students.

Table No.7: Physically Disabled Students' Attitudes towards Methods of Teaching English Language Course

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	5	84.33	-	-	1	16.66
2	5	84.33	-	-	1	16.66
3	2	33.33	-	-	4	66.66-
4	6	100	-	-	-	-
5	6	100	-	-	-	-

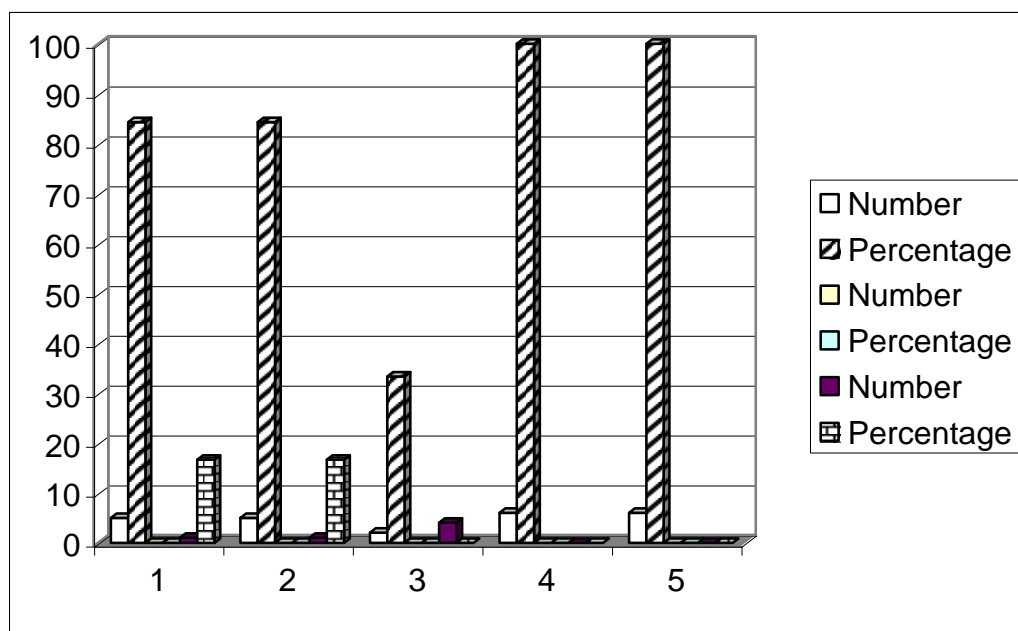
Above table shows that in question number one out of six total physically disabled students five i.e. 84.33% showed satisfaction with the teaching methods used by their English language teacher. Most of them responded that they are satisfied with their teachers teaching methodology. Thus expressed their positive attitude towards present teaching methods. In question number two out of six students five i.e. 84.33% showed positive response towards their teachers behavior of encouraging physically disabled students to participate in English

language teaching and learning activities. In question number three, out of six students only two i.e.33.33% of students agreed that use of English language while teaching English was good. Thus, this shows that they had the negative attitude towards the given statement.

In question number four, out of six students all total i.e. 100% showed agreement to use other language while teaching English. It means 100% physically disabled students were on favor of using other language while teaching English language. Likewise in question number five, 100% students agreed that it is more effective to learn English language by various techniques like role-play, drama, group work, discussion and lecture.

In this way most of the physically disabled students were positive towards present methods of teaching English language course. It is also shown in bar diagram as below:

Diagram No. 7: Physically Disabled Students' Attitudes towards Methods of Teaching English Language Course



3.3.2 Blind Students' Attitudes towards Methods of Teaching English Language Course

In this section, there were altogether five questions to measure the attitudes of blind students towards the methods of teaching English language course. Among the five questions, the question number one and two were about the satisfaction and encouragement to involve the blind students in activities used by the English language teacher.

Question number three was about the difficulties while learning English language by using Braille. Similarly question number four was about the happiness with the English language teacher using only Nepali language while teaching English language and the question number five was about the effectiveness of using varieties of teaching methods while teaching English language course.

The tabulation and the interpretation of the responses is as follows.

Table No. 8: Blind Students' Attitudes towards Methods of Teaching English Language Course

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	8	66.66	-	-	4	33.33
2	10	83.33	-	-	2	16.66
3	8	66.66	-	-	4	33.33
4	9	75	-	-	3	25
5	11	91.66	-	-	1	8.33

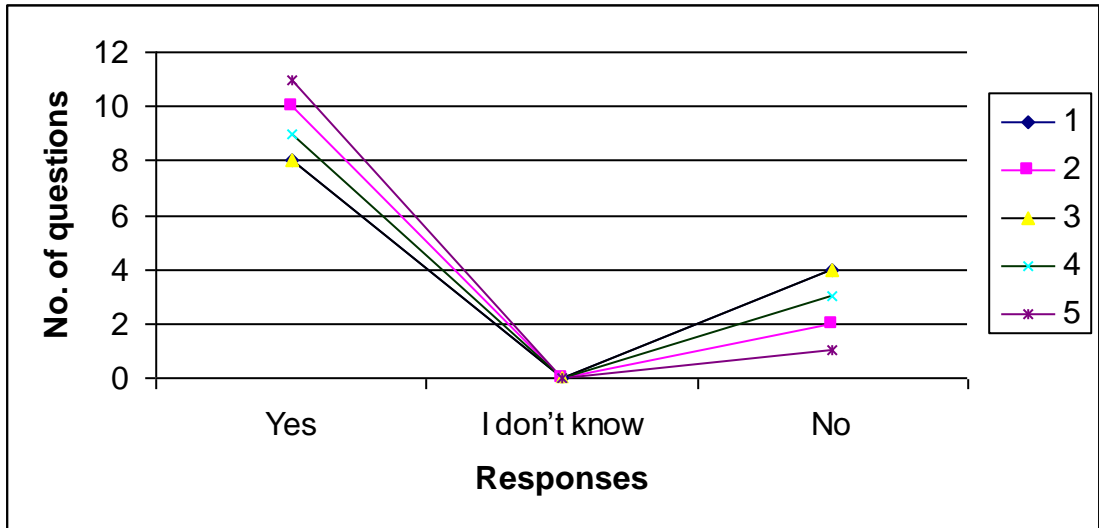
Above table shows that in question number one out of twelve blind students eight i.e.66.66% were satisfied with the teaching method used by their English language teacher. Thus most of the respondents had positive attitude towards current method of teaching English language by the

English language teacher. In question number two out of twelve students' ten i.e.83.33% students responded positively about the encouragement from the English language teacher to involve blind students in teaching and learning activities and out of twelve students eight i.e. 66.66 % of the students accepted that they had problems or difficulties while learning English language only by Braille. It means they did not have positive attitude towards learning English language course using only the Braille.

Likewise in question number four out of twelve students nine i.e. 75%were happy with the English language teacher using only English language while teaching English language course. It shows that most of the blind students were satisfied towards using only English language while teaching English.

In question number five out of twelve students, eleven-i.e.91.66% of the students agreed with using varieties of teaching methods while teaching English language course. While analyzing the sub-questions of question number five which was about the most preferable method of teaching English language for blind students it was found that most of the students preferred the lecture and discussion method as the best one. It is also shown in graph.

Diagram No. 8: Blind Students' Attitudes towards Methods of Teaching English Language Course



3.3.3 Deaf Students' Attitude towards Method of Teaching English Language Course

In this area, there were altogether five questions. Among them question number one was about the satisfaction with teaching methods used by their English language teacher, question number two was about the participation of deaf students in teaching and learning activities in English language classes.

Likewise question number three was about problems or difficulties while learning English language, question number four was about use of Nepali signs while teaching English language and the question number five was about using varieties of methods of teaching English language.

The tabulation and the interpretation of the responses is as follows.

Table No. 9: Deaf Students' Attitude towards Methods of Teaching English Language Course

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	2	16.66	-	-	10	83.33
2	7	58.33	-	-	5	41.66
3	10	83.33	-	-	2	16.66
4	10	83.33	-	-	2	16.66
5	9	75	-	-	3	25

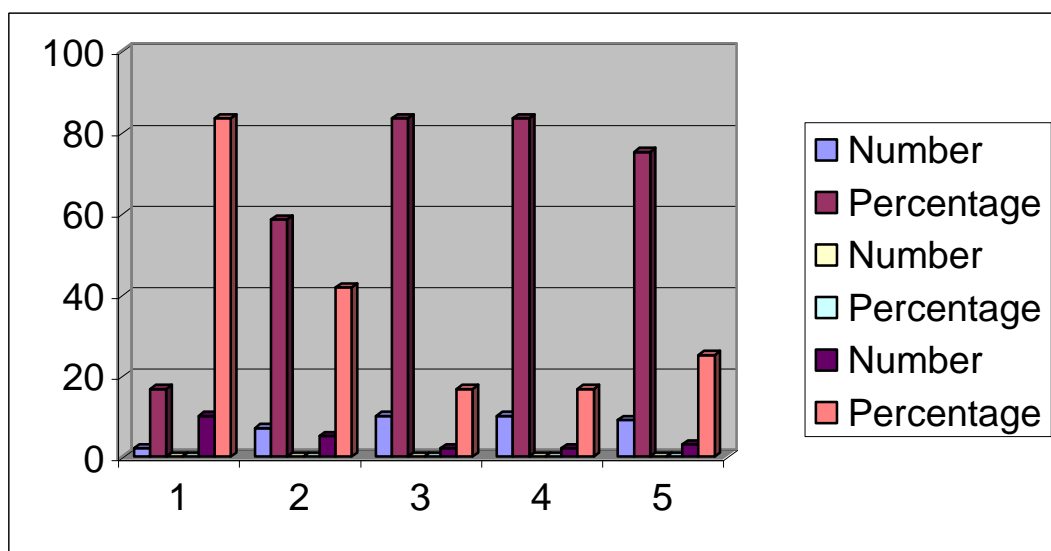
Above table shows that in question number one, out of twelve students only two i.e. 16.66 % of students were satisfied with teaching methods used by their English language teacher. Thus it was their negative attitude or they were not satisfied towards the current method of teaching English language. In question number two, out of twelve students seven-i.e.58.33% of students agreed that the English language teacher encourage them to participate in teaching and learning activities of English language. It was positive attitude of deaf students towards teacher's behavior of encouraging them to participate.

But in question number three and four out of twelve students ten i.e.83.33% of students agreed that they had problems while learning English language only by sign. It shows that most of the deaf students were not satisfied with learning English language only by signs. They added that it needs other ways of learning English language as gestures, lip reading, excursion visit, observation, picture demonstration etc. including sign language. Similarly out of twelve students ten i.e.83.33 % of students agreed that the teacher was using only Nepali sign language

while teaching English language course. It was because of being very few signs in English language but more in Nepali language.

In question number five, out of twelve students nine-i.e.75% accepted that effectiveness of using varieties of teaching methods while learning English language. Among the varieties of methods most of the deaf students recommended for role-play and drama dramatization for teaching. It is also shown in the bar diagram as below:

Diagram No. 9: Deaf Students' Attitude towards Methods of Teaching English Language Course



3.4 Analysis and Interpretation of Classmates' Attitude and Behaviors

This section deals about the classmates' attitude and behaviors toward disabled students studying together with disabled and blind students. Deaf students have no more experience on it

In this section, there were altogether three questions. Among them question number one was about their classmates response while consulting in confusions, question number two was about the opportunities that their classmates provide them to ask questions to the teacher while being confused and question number three was about their classmates' attitude towards the assistive devices. Similarly, the question number three for deaf was about the happiness studying only in special school.

The tabulation and interpretation of the responses is as follows:

Table No. 10: Classmates' Attitude and Behaviors towards Physically Disabled Students while Learning English Language

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	5	84.33	1	15.66	-	-
2	5	84.33	1	15.66	-	-
3	5	84.33	1	15.66	-	-

Above table shows that in question number one, out of six students five-i.e.84.33% of students responded positively. They said that their classmates response positively when they consult them in confusion in English language class. In question number two, out of six students, five i.e. 84.33% of students accepted that their non disabled classmates give them chance to consult the teacher while confusion occurs in English language class. Likewise in question number three, out of six students five i.e. 84.33 % of students agreed that their non-disabled classmates behave positively towards their assistive devices.

In this way, it becomes clear that most of the physically disabled students take their classmates' attitude and behaviors positively.

Table No.11: Classmates' Attitude and Behaviors towards the Blind Students while Learning English Language

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	10	83.33	-	-	2	16.66
2	8	66.66	-	-	4	33.33
3	10	83.33	-	-	2	16.66

Above table shows that in question number one, out of twelve students ten i.e. 83.33% of the students accepted that their classmates respond them positively while consulting with them in confusing situation in English language classes. But here, in question number two, out of twelve students eight students i.e. 66.66% agreed that their classmates provide them chances to ask the English language teacher while confusion occurs. Likewise in question number three, out of twelve students ten i.e. 83.33 % agreed that their classmates take positively their assistive devices positively.

In this regard it was clear that most of the blind students were positive towards classmate's attitude and behaviors.

Table No. 12: Classmates Attitude and Behaviors towards the Deaf Students while Learning English Language

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	10	83.33	-	-	2	16.66
2	8	66.66	2	16.66	2	16.66
3	4	33.33	-	-	8	66.66

Above table shows that in question number one out of twelve ten i.e. 83.33% of the students accepted that their classmates show positive response while consulting with them in confusing situation of English language learning classes.

Likewise in question number two out of twelve students eight i.e. 66.66% of students agreed that their classmates provide them opportunities to ask question of the English language teacher in confusing situation. In question number three, out of twelve students only four i.e.33.33% accepted that they were happy with learning English language course in special school. It shows that most of the deaf students liked to learn English with the non-disabled classmates.

In totality deaf students were found to be positive with their classmates attitude and behavior towards them but were not happy with learning English in deaf school but wanted to study in general school.

3.5 Analysis and Interpretation of Teachers' Attitude and Behaviors towards the Disabled Students

In this section the researcher has tried to find out the teachers' behavior towards the physically disabled, blind and deaf while teaching English language.

To measure the attitude of disabled students, there were altogether six questions. Among the six questions, question number one was about the teachers attention towards disabled students, two was about teachers individual inputs to make English language class more interesting, question number three was about involving the disabled students in extra-curricular activities related to English language learning, question number four was about teachers consideration to disabled students seat in friendly places, question number five was about teachers behaviors to provide

extra-time to finish the exam of English language course and the question number six was about the special training taken by the English language teacher to teach disabled students.

The responses are presented in table as below:

Table No. 13: Teachers' Attitude and Behavior towards the Physically Disabled Students while Teaching English Language

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	3	50	-	-	3	50
2	2	33.33	1	16.16	3	50
3	5	84.33	-	-	1	16.66
4	5	84.33	-	-	1	16.66
5	3	50	-	-	3	50
6	-	-	-	-	6	100

Above table shows that in question number one, out of six students three i.e.50% of students agreed that their English language teacher pays attention to them while teaching English language course. The other five i.e.50% students disagreed the fact that the English language teacher gives them attention. So the response here is neutral.

In question number two, out of six students only two i.e.33.33% of students agreed the statement that the English language teacher provides them with inputs to make the English language learning class more interesting for them. Here, in question number three and four out of six students five i.e.84.33% agreed that the English language teacher involves the them in extra-curricular activities. Hence most of the students showed positive attitude towards teacher in involving them in extra curricular activities and question number four also has the same

response i.e.84.33% of the students agreed that the teacher give them opportunity to sit in friendly places in the classroom. But in question number five, out of six students three i.e.50% of students agreed that the English language teacher provides them extra time in examination and other three i.e.50% of the students disagreed the fact. So the attitude is found to be neutral.

Anyway physically disabled students were found to be positive in most of the teachers' attitude and behaviors.

Table No. 14: Teachers' Attitude and Behaviors towards the Blind Students while Teaching English Language

Number of questions	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	7	58.33	2	16.66	3	25
2	7	58.33	1	8.33	4	33.33
3	10	83.33	-		2	16.66
4	11	91.66	-		1	8.33
5	11	91.66	-		1	8.33
6	3	25	-		9	75

Above table shows that in question number one and two out of twelve students seven i.e.58.33 % of the students agreed that the teacher gives attention to the blind students. Thus it was blind students' positive attitude towards teachers for giving them attention. Similarly, 58.33% of students accepted the statement that the teacher gives more input individually to make the class more interesting and ten students i.e.83.33% of the students were in favor of the teacher for involving them in extra curricular activities related to English language learning. Likewise, in question number four and five out of twelve students eleven

i.e. 91.66% of the students agreed that the teacher gives them opportunity to sit in friendly places in the classroom. It means almost all blind students had positive attitude towards their teacher regarding the case of sitting in friendly places in classroom, and in question five i.e. 91.66 % of students accepted that their English language teacher provides them the required time in exam. The reason is that they ask for 20-30 minutes extra time and teachers also consider on it. But in question number six out of twelve students nine i.e. 75% of the students accepted that the English language teacher has no special training to teach the blind students. It shows that English language teacher could not teach in Braille well.

In totality most of the blind students had positive attitude towards attitudes and behaviors of English language teacher but they were disappointed for not having the trained English language teacher.

Table No.15: Teachers' Attitude and Behaviors towards Deaf Student while Teaching English Language

Question number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	8	66.66	-	-	4	33.33
2	5	41.66	-	-	7	58.33
3	5	41.66	1	8.33	6	50
4	8	66.66	-	-	4	33.33
5	9	75	-	-	3	25
6	-	-	3	25	9	75

Above table shows that in question number one, out of twelve students eight i.e. 66.66% of students agreed that the teacher gives attention to the deaf students. In question number two and three out of twelve students only five i.e. 41.66 % agreed that the teacher gives inputs individually to make the English language learning class interesting. It

shows that deaf students had negative attitudes towards the teacher regarding their help. Similarly, in question number three i.e. 41.66% of the students agreed the statement that the English language teacher involves deaf students in extra curricular activities.

But in question number four, out of twelve students eight i.e.66.66% of the students agreed that the teacher gives them opportunity to sit in friendly places. Because there were only few deaf students in both classes. In question number five and six out of twelve students nine 75 % of the students agreed the statement that English language teacher provides sufficient time to complete the exam. Similarly, in question number six i.e. 75% of the students agreed that the teacher had no special training to teach deaf students. It means English language teacher were not well trained to teach the deaf students.

CHAPTER FOUR

FINDINGS AND RECOMONDATIONS

This chapter consists of the major findings of the research. It also presents some recommendations and pedagogical implications which are made on the basis of the findings.

4.1 Findings of the Study

After the analysis and interpretation of the data, the findings of the study are summarized as follows.

4.1.1 General Background

1. All three types of students want to learn English as a compulsory subject.
2. Most of the physically disabled and blind students were found to feel happy while learning the English language only in the classroom.
3. Most of the deaf students were found unhappy while learning the English language only in the classroom.
4. Most of the physically disabled and blind students were found to be positive towards modification of physical infrastructure of the school i.e. classroom, buildings, play grounds etc.

4.1.2 English Language Course

1. Most of the physically disabled students were found to have no difficulties to learn the English language course using the equipments.
2. All the pictures and contents are helpful for the physically disabled students as they mentioned it.
3. Physically disabled students were found to be neutral about the change in the present English language course.

4. Blind students had positive attitude towards learning the English language by Braille. They said that English language classes are interesting and they are satisfied with the present English language course.
5. Deaf students have positive attitude towards learning the English language by using the signs. They agreed with the possibility of learning all the pictures and contents only by sign language. But, the present English language course is not interesting to them because there are no signs in the English language. They are found to have negative attitudes regarding continuation of the present English language course.

4.1.3 Method of English Language Teaching

1. Physically disabled students had highly positive attitudes towards the teaching learning method used by the English language teacher. And they were positive towards teacher's behavior of encouraging students to participate in teaching and learning the English language activities.
2. All the physically disabled students were positive about the use of any other language while teaching the English language. Likewise, all the physically disabled students had positive attitudes in using varieties of teaching methods while teaching the English language course.
3. Blind students had positive attitude towards methods of teaching English language used by their English language teacher. They are also positive with teachers' behavior of encouraging students and using varieties of teaching methods preferably the lecture and discussion method while teaching the English language.

4. Deaf students expressed highly negative attitude towards the current method of teaching English language course used by their English language teacher. But they had positive attitude towards the encouragement from the English language teacher for the participation the deaf students in teaching learning activities. They had many problems while learning the English language only by Nepali sign language. They had highly positive attitude towards using varieties of teaching methods while teaching and learning English language most preferably the role-play and dramatization techniques.

4.1.4 Classmate's Attitudes and Behavior

1. Physically disabled students showed positive attitude towards their classmates' responds while consulting them in confusions. Most of the non disabled students provided them with chances to ask to the teacher in arising confusions. Most of the non-disabled students had more positive toward their assistive devices (the equipments used by disabled students).
2. Blind students expressed their positive attitude towards their classmates' responses while consulting them in confusions of learning English language. They were also positive towards their classmates' providing the chances to consult the teacher in confusion of English language learning. They found their classmates' with highly positive attitudes towards the assistive devices.
3. Deaf students expressed positive attitudes towards their classmates' responses while consulting in confusions of English language learning and the chances providing from the classmates to consult with the teachers. But most of the deaf students were not satisfied

with learning English language course in special school. They wanted to study in normal school with non-disabled students and to have different and inclusive experiences.

4.1.5 Teachers' Attitudes and Behaviors

1. Most of the physically disabled students were found to be neutral about the attention given by the teacher for the physically disabled students. They had negative attitudes towards teachers' individual inputs in making the English language learning class interesting. Students said that the teacher just comes into the class, stands in one place, gives one-way lecture and then finishes his teaching and learning activities.
2. Physically disabled students expressed the positive attitudes towards the teacher for involving them in extra curricular activities and giving them to sit in friendly place in the classroom. They all had negative attitude toward their English language teacher for not having special training.
3. Most of the blind students showed positive attitudes towards their English language teacher for paying them attention for providing more individual inputs to make the class interesting, involving the students extra curricular activities considering them to sit in friendly places and providing them sufficient time in exam. But they had negative attitudes towards their English language teacher for not having special training to teach them.
4. Deaf students were positive towards the attention of their teacher to provide them the opportunity to sit in friendly places. They were worried towards the teacher for not having the special training to teach the deaf students. Similarly, they expressed bitter feeling for not getting inputs individually to make the learning meaningful and

not involving the deaf students in extra curricular activities while teaching English language.

4.2 Recommendations and pedagogical implications of the study

The following are some recommendations and pedagogical implications made on the basis of findings and suggestions given by the respondents:

1. It will be better to continue the English language course as the compulsory subject in the secondary level.
2. It would be good to use the Nepali language while teaching and learning English language to make clearer on the confusing words, contents for all types of disabled students.
3. It would be better to use varieties of teaching methods to teach English language course considering the disability of students for example, lecture and discussion methods would be fruitful for blind students. Role- play, dramas, gestures, including, excursion visits would be fruitful for deaf students. Lecture and discussion role-play and drama as well as group work would be better for physically disabled students.
4. It would be good to continue the system of including disabled students with non-disabled in teaching and learning fields. Deaf students also should be included with general school to have inclusive education rather than studying in special schools, because they are eager to gain the experiences of learning English language with non- disabled classmates.
5. English language teacher should conduct a lot of exercises to make English language classes interesting for different types of disabled students. It means English language teachers should give more

inputs individually to make the learning meaningful. It would not be good to come into classroom, finish the lecture and go out of the class when the bell rings.

6. Extra time should be given for deaf and blind students to complete the exam and it will be fruitful for the physically disabled students just encouraging them to complete English language exams in the given time.
7. Infrastructure of the school should be modified considering the disability of students to make them easily accessible to disabled students. Toilets should be in first floor. Classrooms and office rooms should be in first floor or there should be alternate route for the wheel chair and crutches users. Clear signs should be given to point out the ways of office rooms, toilets, classrooms and play grounds, for deaf students.
8. English language teachers should have special training like; Braille reading and writing, sign language, appreciative inquiry, participatory teaching learning methods to teach English language to the students having different types of disabilities.

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APPENDIX I

Questionnaire for deaf students

Name of student:

Name of school:

Age:

Class:

Sex:

Address of school:

Date:

Please tick (✓) in one of the following options of each question and give some reasons to support your answer.

A. General

Q.No 1. a. Do you think it is compulsory to learn English language in your level?

- i. Yes ii. I don't know iii. No.

b. Give your reason.

.....
.....

Q.No 2 a. Do you feel happy while learning English language in classroom?

- i. Yes ii. I don't know iii. No.

b. Give your reason.

.....
.....

Q.No 3. a. Do you enjoy doing comprehension exercises while learning English language?

- i. Yes ii. I don't know iii. No.

b. Give your reason

.....
.....

Q.No 4. a. Do the non-disabled students respect you in English Language learning classes?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 5 a. Do you think your English language learning classes are interesting for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

B. About English language course

Q.No 1. a. Do you think using sign language by the teacher while teaching English language is being helpful to you?

- i. Yes ii. I don't know iii. No.

b. Why do you think so? Give some examples.

.....
.....

Q.No 2. a. Do you think all the pictures and content in your English language course book are possible to learn from only by sign language?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 3. a. Do you think the course content mentioned in your English language course is interesting to all deaf students?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 4 a. Do you think the different course than this normal course
(**Our English Book**) is necessary for you?

i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons why do you think
so?

.....
.....

C. Method of teaching

Q.No 1. a. Are you satisfied with the teaching methods used by your
English language teacher?

i. Yes ii. I don't know iii. No.

b. Which method do you like the most? Give reasons.

.....
.....

Q.No 2. a. Does the English language teacher ask you to participate
in the teaching and learning activities in English language
classes?

i. Yes ii. I don't know iii. No.

b. Why do you think so? Give reasons.

.....
.....

Q.No 3. a. Do you have any problems while learning English
language only by sign language?

i. Yes ii. I don't know iii. No.

b. If yes what are they? .

.....
.....

Q.No 4. a. Does the English language teacher use only Nepali signs while teaching English language?

- i. Yes ii. I don't know iii. No.

b. If so why?

.....
.....

Q.No 5. a. Do you think it is more effective to the deaf students to learn English language by role-play, drama, groupwork and lecture method?

- i. Yes ii. I don't know iii. No.

b. Which method do you prefer most of the time?

.....
.....

Classmate's attitudes/behaviour

Q.No 1. a. Do your classmates respond to you while consulting about the confusions of teaching learning activities?

- i. Yes ii. I don't know iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 2. a. Do your classmates give more opportunities to ask with teacher in confusing signs in English language learning classes ?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 3. a. Are you happy with learning English language in special school?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

E. Teacher's attitudes/behaviour

Q.No 1. a. Does your English language teacher give attention to you as you require in teaching learning activities?

i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 2. a. Does your teacher give more inputs individually to make your study interesting?

i. Yes ii. I don't know iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 3. a. Does the teacher involve you in extra curricular activities related to English language learning i.e. dictation, quiz contest, spelling contest etc.?

i. Yes ii. I don't know iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 4. a. Does your teacher have considered you to sit in friendly place of the classroom e.g. front seat, near windows etc.?

i. Yes ii. I don't know iii. No.

b. Support you answer with some reasons.

.....
.....

Q.No 5. a. Does your teacher have provided sufficient time to complete your exam of English subject?

i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons

.....
.....

Q.No 6. a. Does your English language teacher have had any special training to teach the deaf students?

i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Others

Q.No 1. a. If you have any suggestions or feedbacks to make your English language more effective, write here?

.....
.....
.....

Thank you for your kind cooperation

APPENDIX II

Questionnaire for blind students

Name of student:

Name of school:

Age:

Class:

Sex:

Address of school:

Date:

Please tick (✓) in one of the following options of each question and give some reasons to support your answer.

A. General

Q.No 1. a. Do you think it is compulsory to learn English language in your level?

- ii. Yes
- ii. I don't know
- iii. No.

b. Give your reason.

.....
.....

Q.No 2 a. Do you feel happy while learning English language in classroom?

- i. Yes
- ii. I don't know
- iii. No.

b. Give your reason.

.....
.....

Q.No 3. a. Do you enjoy doing comprehension exercises while learning English language?

- i. Yes
- ii. I don't know
- iii. No.

b. Give your reason

.....
.....

Q.No 4. a. Do the non-disabled students respect you in English Language learning classes?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 5. a. Do you think the classroom is easily accessible to you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 6 a. Do you think your English language learning classes are interesting for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 7 a. Do you think non-disabled students feel happy with you while studying them in the same class?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 8 a. Do you think non-disabled students show the supportive behavior to you in the English language learning classes?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 9 a. Do you think the toilets of your school are easily accessible by using white cane for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why?

.....
.....

Q.No 10 a. Do you think the school office room is easily accessible for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why?

.....
.....

B. About English language course

Q.No 1. a. Do you think by using the Braille the content of your English language course is being helpful to you?

- i. Yes ii. I don't know iii. No.

b. Why do you think so? Give some examples.

.....
.....

Q.No 2. a. Do you think all the pictures and content in your English language course book are possible to learn from only by Braille?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 3. a. Do you think the course content mentioned in your English language course is interesting to all blind students?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 4 a. Do you think the different course than this normal course
(**Our English Book**) is necessary for you?

ii. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

C. Method of teaching

Q.No 1. a. Are you satisfied with the teaching methods used by your
English language teacher for blind students?

i. Yes ii. I don't know iii. No.

b. Which method does you like the most? Give reasons.

.....
.....

Q.No 2. a. Does the English language teacher encourage you to
participate in the teaching and learning activities in English
language classes?

i. Yes ii. I don't know iii. No.

b. Why do you think so? Give reasons.

.....
.....

Q.No 3. a. Do you have any problems while learning English
language learning only by Braille?

i. Yes ii. I don't know iii. No.

b. Why? Give reasons.

.....
.....

Q.No 4. a. Are you happy with the English language teacher using only Nepali language while teaching English language?

- i. Yes ii. I don't know iii. No.

b. If so why?

.....
.....

Q.No 5. a. Do you think it is more effective to the blind students to learn English language by role-play, drama, group work, discussion and lecture method?

- i. Yes ii. I don't know iii. No.

b. Which method do you prefer most of the time?

.....
.....

D. Classmate's attitudes/behaviour

Q.No 1. a. Do your classmates respond to you while consulting about the confusions of teaching learning activities?

- i. Yes ii. I don't know iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 2. a. Do your classmates give more opportunities to ask with teacher in confusing Braille in English language learning classes as you have your disability?

- i. Yes ii. I don't know iii. No.

b. If so support your answer with some reasons.

.....
.....

Q.No 3. a. Do the non-disabled students think positively about your assistive devices (which belongs to you) in English language learning classes?

- i. Yes ii. I don't know iii. No.

b. If so why? Give reasons.

.....
.....

E. Teacher's attitudes/behaviour

Q.No 1. a. Does your English language teacher give attention to you as you require in teaching learning activities?

- i. Yes ii. Sometimes iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 2. a. Does your teacher give more inputs individually to make your English language class interesting?

- i. Yes ii. Sometimes iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 3. a. Does the teacher involve you in extra curricular activities related to English language learning i.e. dictation, quiz contest, spelling contest etc.?

- i. Yes ii. Sometimes iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 4. a. Does your teacher have considered you to sit in friendly place of the classroom e.g. front seat, near windows etc.?

- i. Yes ii. Sometimes iii. No.

b. Support you answer with some reasons.

.....
.....

Q.No 5. a. Does your teacher have provided sufficient time to complete your exam of English subject?

i. Yes ii. Sometimes iii. No.

b. Support your answer with some reasons

.....
.....

Q.No 6. a. Does your English language teacher have had any special training to teach the blind students?

i. Yes ii. Sometimes iii. No.

b. Support your answer with some reasons.

.....
.....

Others

Q.No 1. a. If you have any suggestions or feedbacks to make your English language more effective, write here?

.....
.....
.....

Thank you for your kind cooperation

Q.No 4. a. Do the non-disabled students respect you in English Language learning classes?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 5. a. Do you think the classroom is easily accessible to you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 6 a. Do you think your English language learning classes are interesting for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 7 a. Do you think non-disabled students feel happy with you while studying them in the same class?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 8 a. Do you think non-disabled students show the supportive behavior to you in the English language learning classes?

- i. Yes ii. I don't know iii. No.

b. Give your reason why do you feel so?

.....
.....

Q.No 9 a. Do you think the toilets of your school are easily accessible for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why?

.....
.....

Q.No 10 a. Do you think school office room is easily accessible for you?

- i. Yes ii. I don't know iii. No.

b. Give your reason why?

.....
.....

Q.No 11 a. Do you think it is necessary to modify the infrastructure of school to make it easily accessible for the physically disabled students?

- i. Yes ii. I don't know iii. No.

b. Give your reason why?

.....
.....

B. About English language course

Q.No 1. a. Do you think it is helpful to learn the English language course to you by using the equipments?

- i. Yes ii. I don't know iii. No.

b. Why do you think so? Give some examples.

.....
.....

Q.No 2. a. Do you think all the pictures and content are helpful to learn English language?

- i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 3. a. Do you think the course content mentioned in your English language course is interesting to physically disabled students?

i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 4 a. Do you think the different course than this normal course (**Our English Book**) is necessary for you?

i. Yes ii. I don't know iii. No.

b. Support your answer with some reasons.

.....
.....

C. Method of teaching

Q.No 1. a. Are you satisfied with the teaching methods used by your English language teacher for physically disabled students?

i. Yes ii. I don't know iii. No.

b. Which method do you like the most? Give reasons.

.....
.....

Q.No 2. a. Does the English language teacher encourage you to participate in the teaching and learning activities in English language classes?

i. Yes ii. I don't know iii. No.

b. Why do you think so? Give reasons.

.....
.....

Q.No 3. a. Do you think using only English language is helpful to you while teaching English?

- i. Yes ii. I don't know iii. No.

b. Why? Give reasons.

.....
.....

Q.No 4. Do you think using other languages while teaching English language be a better way to learn more English language?

- i. Yes ii. I don't know iii. No.

b. If so why?

.....
.....

Q.No 5. a. Do you think it is more effective to the physically disabled students to learn English language by role-play, drama, group work, discussion and lecture method?

- i. Yes ii. I don't know iii. No.

b. Which method do you prefer most of the time?

.....
.....

D. Classmate's attitudes/behaviour

Q.No 1. a. Do your classmates respond to you while consulting about the confusions of teaching learning activities?

- i. Yes ii. I don't know iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 2. a. Do your classmates give more opportunities to ask with teacher in confusing in English language learning classes considering your disability?

- i. Yes ii. I don't know iii. No.

b. If so supports your answer with some reasons.

.....
.....

Q.No 3. a. Do they think positively about your assistive devices (which belongs to you) in English language learning classes?

i. Yes ii. I don't know iii. No.

b. If so give reasons.

.....
.....

E. Teacher's attitudes/behaviour

Q.No 1. a. Does your English language teacher give attention to you as you require in teaching learning activities?

i. Yes ii. Sometimes iii. No.

b. Support your answer with some reasons.

.....
.....

Q.No 2. a. Does your teacher give more inputs individually to make your English language class interesting?

i. Yes ii. Sometimes iii. No.

b. If so why? Give reasons.

.....
.....

Q.No 3. a. Does the teacher involve you in extra curricular activities related to English language learning i.e. dictation, quiz contest, spelling contest etc.?

i. Yes ii. Sometimes iii. No.

b. If so give reasons.

.....
.....

