

A STUDY ON TEACHING/LEARNING OF ENGLISH TO VISUALLY IMPAIRED STUDENTS IN SRI LANKA

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This research study examines some of the basic issues that have impacted the teaching/learning process of English language to visually impaired students in Sri Lanka. The research study is conducted with the awareness that the percentage of visually impaired students who are fluent in both written and spoken English remains low in comparison to students with no visual impairment. The necessary information will be gathered through semi-structured interviews to highlight the fundamental issues that impact the English education of visually impaired students. Three interviews will be conducted with visually impaired students within the age group of 10-14, who have had a minimum of two years of school education. Furthermore, interviews will be conducted with a visually impaired teacher and a teacher without a visual impairment, who have taught English to visually impaired students. The research study uses these interviews to identify the issues pertaining to the English education of visually impaired students, by drawing on the theories of language acquisition such as critical period hypotheses, interaction hypotheses and motivation for L2 learning. It also suggests several solutions that can be implemented to overcome these identified issues and sharpen the English language skills of visually impaired students.

Key words: Visually impaired, language acquisition, English education

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