SITUATED LEARNING FOR STUDYING LITERATURE IN THE SCHOOL FOR VISUALLY IMPAIRED STUDENTS

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This paper presents an investigation carried out within the school for visually impaired students in Penang, Malaysia, for studying literature. The aim of the research is to discover which learning processes generate integration opportunities for the visually impaired students. We conducted the research through a qualitative approach which was based on the methodological plurality using case studies, ethnography and biographical-narrative research. For data collection, we used biographical-narrative interviews, discussion groups and field diaries. For the theoretical bases, we emphasized the concepts of situated learning which are proposed by Lave and Wenger. We presented the results of the research which are expressed in the story of the students' learning.

KEYWORDS:

Visual impairment, situated learning, learning context, special education.

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