The learning autonomy of the visually impaired students in language education and language acquisition

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Abstract

After a definition of learning autonomy which emphasizes its relative nature, the reflection revolves around two questions: what are the obstacles to the autonomy of visually impaired students, in general and more particularly in language education and language acquisition, and what can be done for the students to grow? The capacities of each student, his/her personal and social attitude, the situations he/she is confronted with, the margin of freedom or independence which is granted or which he/she agrees with, the attitude of those around him/her, and the teacher's skills appear to be determining factors for optimal autonomy in language education and language acquisition. The article continues with the presentation of teaching procedures aimed at making the student more independent. The discussion

also describes the limits of the attention currently paid to learning autonomy in various countries.

Keywords: language education, language acquisition, visual impairment, learning autonomy, attitude.

[FULL TEXT](#)

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