

**VISUAL IMPAIRMENT AND LANGUAGE DEVELOPMENT IN VISUALLY
IMPAIRED CHILDREN AT AGURURU PRIMARY SCHOOL,
TORORO MUNICIPALITY**

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BU/UP/2019/3195**

**A RESEARCH REPORT SUBMITTED TO DEPARTMENT OF LANGUAGES,
FACULTY OF SCIENCE AND EDUCATION IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF
EDUCATION - LANGUAGES (ENGLISH & LITERATURE IN
ENGLISH) OF BUSITEMA UNIVERSITY**

MARCH, 2023

STATEMENT OF DECLARATION

"I Aigo Dinah declare that this research report is my own original work, it is not a duplication or similarly published work and the contents has not been submitted to another institution of higher learning for a ward of a degree in education.

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ACRONYMS

VI Visually Impaired

DEFINITION OF KEY TERMS

Total blindness: loss of vision that cannot be corrected with optical lenses;

VI: those with no vision are often referred to as blind (or legally blind).

Visual Impairment (noun): a range of functional disabilities related to sight from low vision to total blindness.

Visual Impairment: refers to the inability or limited ability to see.

Visually Impaired: may be refer to people with low vision

ABSTRACT

Visual impairment refers to the inability or limited ability to see. Some visually impaired people have low or limited vision while others have no light perception and are considered totally blind. People may be born blind or may develop vision loss from disease, aging, or injuries. When blindness is combined with the inability to hear, it is known as deaf-blindness.

Children with visual impairments or partially sighted people are considered to be people who can, even with some adjustments (use of lenses, closed circuit screen, enlarged printed speech, etc.) read texts in printed form and write in the conventional way (Holbrook, 2006).

Visually impaired people have difficulty or an inability to read everything from gestures to pictures to text. Some people may be unable to read anything at all, while others may have difficulty reading close up or far away. (Someone who is near sighted has difficulty focusing on objects in the distance, while those who are far sighted have difficulty focusing on things that are close up.) Many daily functions are challenging for those who suffer visual impairment.

Some visually impaired students are educated in a specialized setting with other blind learners or with other learners who have different difficulties or disabilities. Some VI students are integrated into classrooms with sighted students. Teachers may or may not be specially trained to teach visually impaired learners. Many teachers do their own research and gather their own tools and supplies in order to help VI learners.

Talking and listening to children from the moment they are born helps them develop good language and communication skills. This enables children to listen and express themselves well. It also helps them to learn and develop friendship.

Many children with visual impairment develop normal speech and language skills. A child with visual impairment can also use their other sense to support them to learn to communicate, the verbal information you give to support what your child hears, touches, smells, and tastes is essential to their learning.

A child with visual impairment can often hear a sound, but will need help from those around them to learn the source of the sound, or what has caused it. For example, a child might hear somebody ringing a bell, but not be able to see the person shaking the bell or where they are.

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CHAPTER ONE

Introduction and background of the study

1.0. Introduction

This study investigated visual impairment and language development in visually impaired learners in Agururu Primary School in Tororo Municipality.

This chapter provides insight into Background to the study, Problem statement, Objectives, Main Objective of the study, Specific objectives of the study, Research questions, Significance of the study, and Scope of the study.

1.1. Background to the study:

According to the 2010 estimates by the World Health Organization, nearly 285 million (4.24% of total population) people of all ages worldwide are visually impaired. Almost 18.9 million learners under 15 years of age are visually impaired globally. In developing countries, 7%–31% of childhood blindness and visual impairment is avoidable.

According to Holbrook, (2006); blindness is the inability of the human visual system to capture visual stimuli that result in the creation of visual representations. A different aspect which focuses on the function of all area of disability, adopts the view that blindness can be considered the loss of vision to such an extent that it is difficult or even impossible for the student to carry out daily routine without special adjustments simply because the eye cannot see things clearly.

In educational conditions, a student who is unable to read written or printed speech and who are alternatively taught through the tactile method of writing and reading braille or by acoustic methods are considered blind. A detailed functional assessment is of value for a specialist's teacher in this area, because in this way, a teacher can organize the suitable activities for the blind learners and the learner himself will make a significant use of his/her visual potential.

1. 2. Problem statement:

Whereas according to the 2010 estimated by the World Health Organization, about 285 million (about 4.24% of total population) people of all ages worldwide were visually impaired. It appears that almost 18.9 million learners under 15 years of age have a disability of being visually impaired globally. And in developing countries alone, 7% to 31% of the childhood blindness and visual impairment are most likely is avoidable.

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