

DEVELOPING ENGLISH ORAL SPEECH SKILLS OF VISUALLY
IMPAIRED LEARNERS THROUGH AUDIO-BASED LINGUODIDACTIC
TOOLS

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Annotation. This article explores the linguodidactic opportunities of developing English oral speech skills in visually impaired learners through audio-based tools. The study emphasizes that, for learners with limited or absent visual perception, auditory channels become a primary source of language input and communication practice. Audio dialogues, pronunciation drills, repetition tasks, short listening texts, and question-answer activities are considered effective means of improving pronunciation accuracy, intonation, speech rhythm, listening comprehension, and dialogic participation. The article also discusses the importance of adapting audio materials to learners' age, language proficiency, cognitive characteristics, and individual educational needs.

Keywords: visually impaired learners, English language, oral speech, audio tools, listening comprehension, pronunciation, linguodidactics, inclusive education.

Introduction. In modern education, inclusive approaches have become an essential condition for ensuring equal learning opportunities for all students, including learners with visual impairments. Teaching English to visually impaired learners requires not only general language teaching methods but also specially adapted instructional tools that correspond to their sensory, cognitive, and communicative needs¹. Since visual perception is limited or absent in this group of learners, auditory perception becomes one of the main channels for receiving, processing, and reproducing language information. Therefore, audio-based tools play a significant role in developing English oral speech skills.

Speaking is one of the most important components of communicative competence. It enables learners to express ideas, participate in dialogues, ask and answer questions, and interact in real-life situations. For visually impaired learners, the

¹ Holbrook M.C., Koenig A.J. Foundations of Education. Vol. II: Instructional Strategies for Teaching Children and Youths with Visual Impairments. – New York: American Foundation for the Blind, 2000. – 335 p.

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development of speaking skills is closely connected with listening practice, pronunciation training, repetition, and oral imitation². Audio dialogues, short listening texts, pronunciation drills, question-answer tasks, and role-play activities can help learners hear natural English speech, understand intonation patterns, and reproduce words and phrases more accurately. The use of audio tools also creates favorable conditions for independent practice.

However, the effectiveness of audio tools depends on their appropriate selection and methodological organization. Materials should be adapted to learners' age, language level, listening capacity, and individual educational needs. Tasks should move from simple repetition to meaningful communication. Thus, studying the linguodidactic opportunities of audio-based tools is important for improving English language teaching practices for visually impaired learners and for strengthening inclusive foreign language education. Audio-based tools provide significant methodological support for developing English oral speech skills in visually impaired learners. Since these learners mainly rely on auditory perception, audio materials become a natural and accessible source of language input³. Through regular exposure to recorded dialogues, pronunciation models, short texts, and interactive listening tasks, learners can gradually develop the ability to understand, imitate, and reproduce English speech patterns. One of the main advantages of audio tools is their role in improving pronunciation. Visually impaired learners can listen to native or near-native pronunciation, identify sounds, stress, rhythm, and intonation, and repeat them several times.

For effective results, audio materials should be carefully selected. They must be clear, age-appropriate, level-appropriate, and not too long⁴. Tasks should be organized from simple listening and repetition to guided dialogue, role-play, and free oral expression. In this way, audio tools can serve not only as listening resources but also as effective instruments for developing speaking competence.

Table 1. Linguodidactic functions of audio tools in developing oral speech skills

Audio tool / activity	Main purpose	Expected result
Pronunciation drills	Practising sounds, stress, and intonation	Improved pronunciation accuracy

² Presley I., D'Andrea F.M. Assistive Technology for Students who are Blind or Visually Impaired: A Guide to Assessment. – New York: American Foundation for the Blind, 2008. – 528 p.

³ Goh C.C.M., Vandergrift L. Teaching and Learning Second Language Listening: Metacognition in Action. – New York: Routledge, 2012. – 315 p.

⁴ Thornbury S. How to Teach Speaking. – Harlow: Pearson Longman, 2005. – 160 p.

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Audio dialogues	Learning communicative speech patterns	Better dialogic speech
Listen-and-repeat tasks	Imitating natural English speech	Increased fluency and confidence
Short listening texts	Understanding vocabulary in context	Expanded lexical competence
Question-answer tasks	Responding to heard information	Faster oral reaction
Role-play based on audio	Using speech models creatively	Improved communicative participation

The analysis shows that audio tools are highly suitable for teaching English speaking to visually impaired learners because they correspond to the learners' dominant sensory channel. Unlike visual materials, audio resources allow students to receive language input directly through hearing, which makes the learning process more natural and accessible⁵. Pronunciation drills and listen-and-repeat activities are especially useful because they help learners notice the sound structure of English and practise it regularly.

However, audio tools should not be used only for passive listening. Their real effectiveness appears when they are connected with active speaking tasks. If audio materials are too fast, long, or linguistically complex, they may cause difficulty and reduce motivation. Therefore, teachers should choose clear, short, and meaningful recordings⁶. Step-by-step organization of audio tasks can help learners develop confidence and gradually move toward independent oral speech.

Conclusion. Audio-based tools have strong linguodidactic potential in developing English oral speech skills among visually impaired learners. They provide accessible language input, support pronunciation practice, improve listening comprehension, and encourage learners to participate in oral communication. Through audio dialogues, pronunciation drills, repetition tasks, short listening texts, and question-answer activities, learners can hear natural English speech and use it as a model for their own speaking. The study shows that the effectiveness of audio tools

⁵ Celce-Murcia M., Brinton D.M., Goodwin J.M. Teaching Pronunciation: A Course Book and Reference Guide. 2nd ed. – New York: Cambridge University Press, 2010. – 556 p.

⁶ Brown H.D. Principles of Language Learning and Teaching. 6th ed. – White Plains, NY: Pearson Education, 2014. – 394 p.

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depends on systematic and methodologically correct application. Audio materials should be adapted to learners' age, language level, individual needs, and listening capacity. Tasks should begin with simple recognition and repetition, then gradually move to guided dialogue, role-play, and independent speech production.

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