



Teaching learners with visual impairments

Ayşen Cem-Değer

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Teacher's approach

disability

dis**abilities**



- **Strenghts**

- listening
- memorising
- focusing on tasks/lesson
- drama activities/role plays
- use of technology



Challenges & Needs

- **Physical Challenges**

- visuals

- materials

- light - students with VI struggle with light sensitivity

- (background) noise

- communication



Challenges & Needs

- **Affective Challenges**

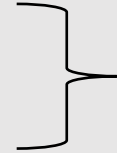
- feel safe & comfortable in classroom/at school
 - accepted by peers, included in school community
 - aware of personal strengths, talents
 - develop self-esteem
 - become independent and resourceful



Accommodating needs

- **Getting to know about the student(s)**

- Talk to the parents
- Talk to the student



to know about the type of visual impairment

Types of visual impairment

- **legal blindness**: to be certified as severely sight impaired, the visual acuity should not exceed 6/60 (meter) in the better eye with correcting lens.
- **blindness**: ranges from being totally without sight to unreliable vision and primary reliance on other senses.
- **low vision**: a problem that makes it hard to do everyday activities; e.g. driving, reading, recognising people's faces, tell colours apart, see TV screen clearly. It is reduced central acuity of 6/21 or less in the better eye after correction

Congenital: loss of vision present at birth.

Adventitious: loss of vision after birth as a result of illness or accident.

Accommodating physical needs

- **Classroom Arrangement/Management**

- **classroom:** familiarize the student with the classroom – location of the furniture, objects, etc.

- **seating:**

- near the front of the room (depending on the type of the VI), close to the board, away from windows and glaring lights, away from easily distracted, chatty students

- the student may need to sit further back in the classroom when using a visual aid or laptop.

- **noise:** minimize the background noise; e.g. noise from the AC, whirring computers

- **alternative ways/tools of learning:**

- allow student to take a picture of the board

- allow student to record the lesson

- braille

- large print

- magnifying devices

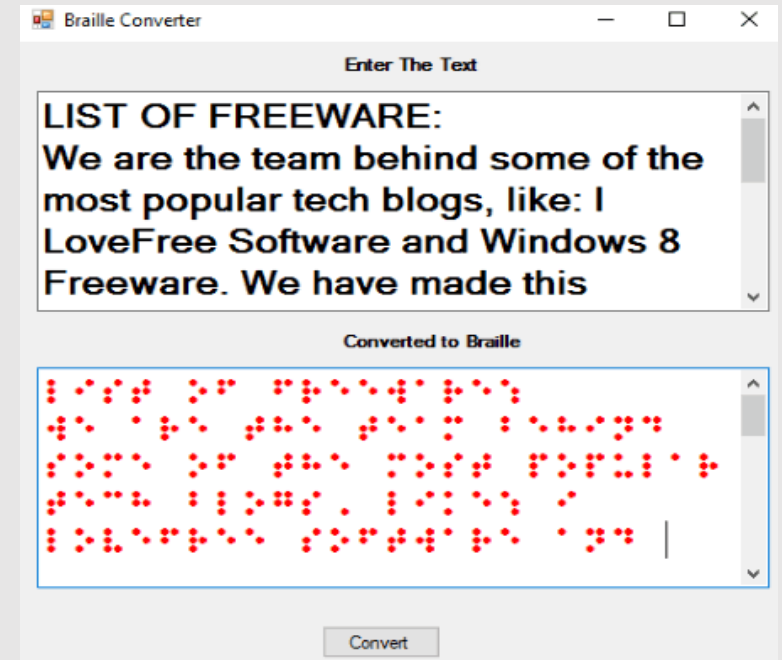


- use of other technology:

- screen reader/speech synthesizer
- screen enlarger
- voice access
- optical character recognition software
- scanner
- electronic braille writers
- print-to-Braille software



electronic bralle writer





- communication:

- when addressing the students, say their names first.
- clear instructions
- talk facing to the class not to the board
- repeat and/or rephrase classmates' answers (when needed)
- verbalize praise and/or disapproval
- be specific with descriptive language. Try to avoid using words 'here and'there' when describing the location of an object or a person.
- feel comfortable when using words 'look' and 'see'
- say "Tell me what you see" instead of "Can you see this?" when checking if the student can see a visual material.
- teach conversation strategies for taking turns, asking for clarification, opening and closing; e.g. "Sorry to interrupt", "Can you repeat that?", "What do you think?"



- teaching:

- assign a buddy student for support (to act as a sighted guide, a scribe, a reader)
- plan ahead
 - differentiate materials/tasks (enlarged texts, braille-printed materials, audios).
 - think about how much time the student needs to complete the task(s)
 - include the alternative procedures for the student with VI

Stage Name <i>The name of the stage.</i>	Stage Aim <i>Why are you doing this stage?</i>	Procedure <i>What will the teacher do? Describe in sufficient detail that another teacher could teach this lesson.</i>	Materials <i>What are you planning to use?</i>	Interaction Pattern <i>S-S, T-Ss etc.</i>	Time <i>Mins per stage.</i>	Tutor Comments
Lead-in	To arouse interest	<ul style="list-style-type: none"> Send the tasks to Aisha at the beginning of the lesson. T shows the pictures of two women and introduces them as her friends from England: Sue and Jane Explain to Aisha what is in the picture. T sets the context: "They are coming to Istanbul." T sets the task and ask SS to discuss the questions in pairs. "What can they do in Istanbul? Which places can they visit?" T elicits answers and introduces the vocabulary for tourist attractions. Use the names of well-know places; e.g. Sultanahmet Mosque, Topkapı Palace, Museum of Anatolian History so that Aisha can also make connections easily. For 'Grand Bazaar' ask for the Turkish name "Kapalı Çarşı". T CCQs. T drills. 	<p>Pictures of two women.</p> <p>Pictures of tourist attractions in Istanbul.</p>	<p>T-Ss</p> <p>S-S</p> <p>Ss-T</p>	10 mins.	
Presentation	<p>To expose SS to the TL</p> <p>To practice listening for specific information</p>	<ul style="list-style-type: none"> T continues exploiting the context: draws SS' attention to the weather (make it clear for Aisha that it's raining) and asks the students to predict the answer of the question: "Where are they going?" T elicits answers and says "Let's listen and find out". T plays the tape. T asks SS to check their answers in pairs. T gives WC/FB. T sets the second task. "Listen and fill in the gaps". Aisha does the (differentiated) task in her laptop and checks it with Meltem. T plays the tape. T asks SS to pair-check after they have listened to the recording. T provides WC/FB. 	<p>Pictures of women</p> <p>Recording</p> <p>HO1</p>	<p>T-Ss</p> <p>S-S</p> <p>Ss-T</p> <p>T-Ss</p> <p>S-S</p> <p>Ss-T</p>	15 mins	
Presentation	To highlight and clarify the Form	<ul style="list-style-type: none"> T highlights and elicits the Form on the board: "Find the sentences with "Let' s ..." and "Shall we ...?" Meltem reads out the text for Aisha and they find the sentences together. T writes on the board Let' s visit Dolmabahçe Palace = Shall we go to Dolmabahçe Palace. Verbalise 'equals' for Aisha. T highlights = and asks if it is correct. "Do they have the same meaning?" T elicits the answers and clarifies Meaning T elicits the positive and negative answers: "What are the answers for these?" ⊙ ✓ ⊙ X Meltem reads out the text again and they find the answers together. SS discuss in pairs. T elicits answers and clarifies how to accept or refuse suggestions. 	<p>Tape script</p> <p>The board</p>	<p>T-Ss</p> <p>S-S</p> <p>T-Ss</p> <p>S-S</p> <p>T-Ss</p> <p>T-Ss</p>	10 mins	



- teaching:

- verbalise notes when writing on the board
- allow opportunities for tactile and kinesthetic learning -differentiate teaching materials and tools. E.g. tactile, concrete and real life materials.
- alternate visual tasks with non-visual tasks to avoid eye fatigue
- be ready to provide extra explanations for the student
- check regularly if the student is making accurate notes



Accommodating affective needs

- introduce the student to the class and encourage him/her to answer questions posed by the classmates concerning the eye condition.
 - design activities which help
 - other students understand the learner's need(s)
 - the learner bond with the group
 - *e.g. audiodescriptions*
(genuine communication with realistic info-gap)
 - differentiate roles: in pair/group work assign roles
 - which foregrounds the student's strengths and talents
 - in which the student with VI can support the others
E.g. error detector, editor, (machine) translator
- help the student develop positive self-esteem
-feel recognised and included

Accommodating affective needs



- train/encourage the other students to develop a habit of
 - keeping cupboard and closet doors closed
 - saying the names when addressing each other
 - making use of discourse strategies (politely)
 - walking with the learner by offering your arm
 - describing visuals

Tweaking materials & activities to address multiple senses



Replacing the visual input with

- Imagination → visualisation

- Create the visual together with students via imagination

“Imagine you’re at a restaurant. What kind of a restaurant is it? Big, small? How many tables? Where’s it? How are the waiters/waitresses? What’s on the menu?”

- allows for self-expression and ownership

Tweaking materials & activities to address multiple senses



Replacing the visual input with

- Kinesthetic input
 - body involvement → visualisation
 - introducing/practising distinctive sounds, word/sentence stress and intonation
/ɪ/ vs. /i:/ as in 'sit' and 'seat'
 - spelling
 - dance spelling (*Language Learning and Musical Activities:LLMA*)

Tweaking materials & activities to address multiple senses



Replacing the visual input with

- Kinesthetic input
 - body involvement → visualisation
 - sentence elements & word order



Useful Resources

- Jedynak, M. (2011) «Accross the borders of Typhlopedagogy and SLA: New reasearch, problems, recent findings and perspectives». In M. Pawlak (ed) *Extending the Boundaries of Research on Second Language Learning and Teaching*. pp.263-275. Springer
- Lowe, R. (2015) «Integrating blind students». *English Teaching Professional*. Issue 99. pp. 16-18
- Marek, B. (1999) «A blind child in an English language classroom. Network. *A Journal for English Language Teacher Education*. Vol. 2 No. 1 Omnibus & The British Council.
- Röder, B. et al (2001) «Auditory memory in congenitally blind adults: A behavioral electro-physiological investigation» *Cognitive Brain Research* 11. 289-303
- Smith, A.M. and M.Ewans (2019) *Language Learning and Musical Activities:LLMA*. ELT Well.
- Smith, A. M. ((ed) (2020) *Ideas in Action: Activities for Inclusive Language Teaching*. DELTA Publishing

Useful Resources

Tihomir, N. (1987) «Teaching a foreign language to visually impaired children in school.»
Language Teaching. Volume 19, Issue 3, pp.218-231

- Walker, R. (2018) ID²EAS. *Imitation, Discrimination, Demonstration, Explanation, Assosication, Stimulation*.
- Wszyńska, B. (2014) «Teaching grammar to visually-impaired students.»
 - http://jows.pl/sites/default/files/JOwS_02_B%20Wyszynska_pop.r_ost.pdf
- <https://ipsen.iatefl.org>
- <https://preventblindness.org/glossary/>
- <https://www.englishclub.com/learning-difficulties/visual-impairment.htm>
- <https://theblindguide.com/teaching-suggestions-for-visually-impaired-students/>
- <https://www.teachingenglish.org.uk/article/teaching-english-blind-students>
- <https://www.teachingenglish.org.uk/article/needs-visually-impaired-vi-learners-education-key-issues-principles>
- <https://www.youtube.com/watch?v=5LJMlihcL4>