

Teaching English to Visually Impaired Learners

Session 3. The Learner in the Classroom: Organisation, Materials and Activities Correction and Feedback

Submitting work

Talk to the student and find out their preference.

Most common options depending on the type of impairment.

Correcting written work with visually impaired students.

Students with low vision (non-braille users).

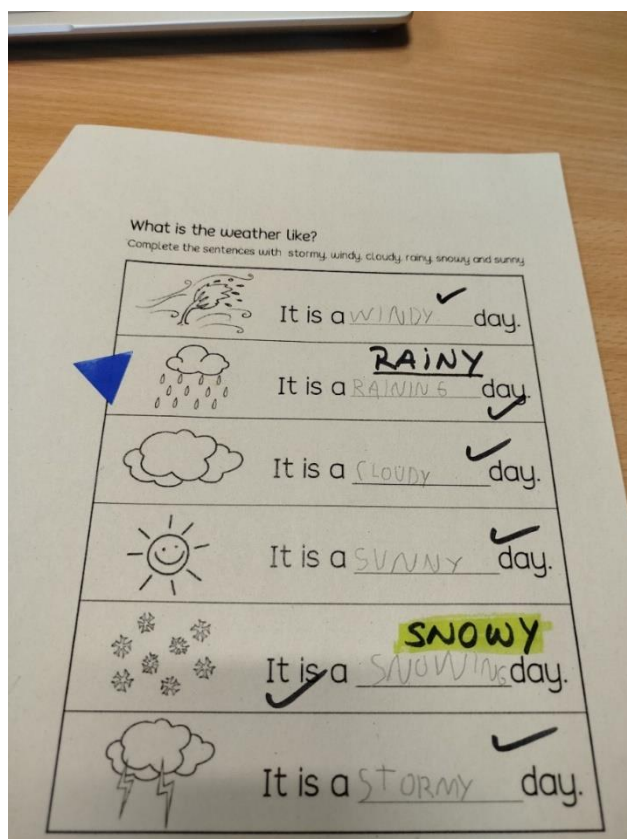
- **Highlight and underline.**

In this part, it is important to keep in mind the word: “contrast”. Colours are useful tools, but they may not be the best option during the learning process for students with visual impairment, as they can get overstimulated and therefore, lose focus.

Underlining mistakes is useful to do so with isolated words, so the learners can focus on the word quickly and easily.

- **Stickers.**

Small stickers are used when we want to locate mistakes. Nonetheless, it is recommended to number or mark the stickers somehow with the explanation in another place.



******Explanations should be done separately from the text, unless we consider there is enough space to do so next to the mistake. It is important to number the mistakes and follow the sequence of mistakes in order.

Students with low vision and computer users.

- **HIGHLIGHTING and UNDERLINING:** can be used, however once again it is important to bear in mind contrast.
- **WORD CORRECTION:** brackets or capital letters are a good way to indicate the correction next to the mistake.

E.g.: I like play (playing).

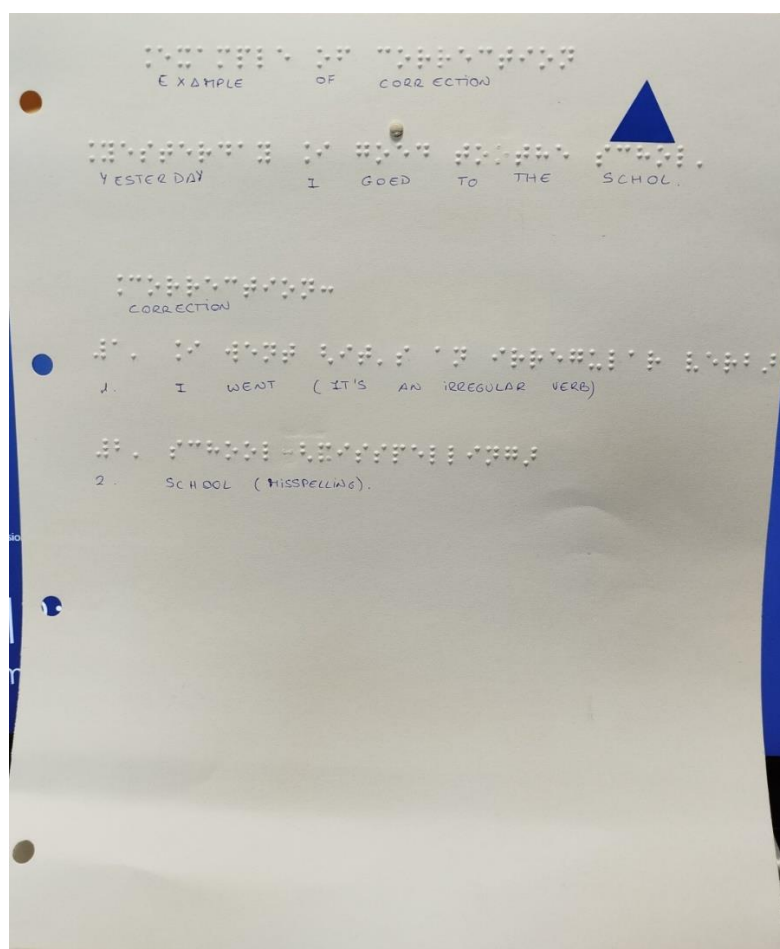
****** It is important to establish how the correction will take place with the students beforehand.

- Explanations of texts or sentences are better done in a different space/document from the mistake, so it does not interfere with the original one. Nonetheless, it is essential to organise and order the mistakes so they can locate the correction easily.

Totally blind students. Braille users.

Although it is not very probable to find this type of submitting tasks due to the inaccessibility of braille for the teachers, it is interesting to notice the following tips:

- Explanations need to be done separately from the mistake. However, it is advisable to use numbers and specifications of where to find the corrections.
- Stickers can also be used to easily locate a mistake in the same text.



When our students need to use braille as their only code, some options when correcting those documents are the following ones:

- Students can read their writing, including the spelling.
- If the student knows how to work with computer and braille display, it is advisable not to print the document and correct it directly from the computer to be sure that the correction is accessible.

Blind students using technological devices (computer, JAWS, braille display).

- Correction of specific words can be done immediately after the mistake by writing the corrected word in brackets. It is advisable to write explanations apart and number or categorise them using a pre-agreed system with the student.
- It can be useful to use a set of initials so that students know that a correction is going to be made next. In this case, JAWS will notice the initial and students will focus on the mistake and correction.

Eg.: I like play. Corr. I like playing/ CORR. (I like playing).

- If we want to make our students part of the correction process, a correction code can be established at the beginning of the course. Thus, the type of mistake appears in brackets in capital letters, before or after the mistake.

Eg.: I like (V) play football. - (V): this clue implies a mistake in the verb form.

Eg.: What's your favourite (S) food? - (S): this clue implies a mistake in spelling.

Correction and feedback via a platform.

Platforms are often used when teaching, and for our students to submit projects and tasks. It is important to check how accessible they are and what functionality they have.

- If they are not accessible, students should have the same deadlines as the rest of the group, the only difference will be the method of submission (e-mail, printed etc.)
- Some platforms include the option for teachers to record feedback, which is extremely useful when working with visually impaired students. However, it might also be worth giving them a written version of the feedback, so they have access to it in different formats.
- It is important to give students positive feedback on language they have used well as well as focusing on areas to correct. This helps to reinforce good use of language, boost student motivation and help them see progress.