1 Write short notes on any four of the following:

i Learners with visual disabilities

Ans: Vision impairments can result from a variety of causes, including congenital conditions, injury, eye disease, and brain trauma, or as the result of other conditions such as diabetes and multiple sclerosis. A person is considered legally blind if his or her corrected vision is no better than 20/200, meaning seeing at twenty feet what others see at two hundred feet or having peripheral fields (side vision) of no more than 20 degrees diameter or 10 degrees radius. A person is considered visually impaired when corrected vision is no better than 20/70.

Eighty to ninety percent of legally blind people have some measurable vision or light perception. A student who is legally blind may retain a great amount of vision. Many legally blind students are able to read with special glasses, and a few can even drive. It is also important to note that some legally blind students have 20/20 vision. Although these students have perfect central vision, they have narrow field or side vision and see things as though they were looking through a tube or straw. They often use guide dogs or canes when they travel. Some blind students with only central vision loss do not require a guide dog or cane. They are able to see large objects but have great difficulty reading or threading a needle. The term “blindness” should be reserved for people with complete loss of sight. “Visually impaired” is the better term used to refer to people with various gradations of vision.

Few Allegheny students are totally blind, but the adaptations and accommodations needed by blind people can be applied to all students with vision impairments. Most visually impaired students use a combination of accommodations for class participation and learning needs, including books on tape, e-text, or voice synthesizing computers, optical scanners, readers, and Braille.

ii Skimming and scanning in reading comprehension

Ans: Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don’t wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues—headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

Read the table of contents or chapter overview to learn the main divisions of ideas.

Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables. Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.

Stop and quickly read the sentences containing keywords indicated in boldface or italics.

When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.

Read chapter summaries when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

When you skim introductory and concluding paragraphs

When you skim topic sentences

When you find an unfamiliar word

When the material is very complicated