

PROGRAMA DE DOCTORAT EN LLENGÜES
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FUNCTIONAL DIVERSITY IN HIGHER EDUCATION

CURRICULUM ACCOMMODATION FOR
PEOPLE WITH VISION DISABILITY OR
HEARING IMPAIRMENT IN THE ENGLISH AS A
FOREIGN LANGUAGE CLASSROOM

Castelló de la Plana, June 2022

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Programa de Doctorat en Llengües Aplicades, Literatura i Traducció

Escola de Doctorat de la Universitat Jaume I

**Functional Diversity in higher education: Curriculum
accommodation for people with vision disability or hearing
impairment in the English as a Foreign Language Classroom**

Memòria presentada per Ana Isabel Martínez Hernández per a optar al grau de doctor/a per la
Universitat Jaume I

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To my female ancestors.

To my grandparents

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Abstract

With the democratisation of higher education, classrooms are increasingly growing more diverse, and the English as a foreign language (EFL) classroom is no exception. Policymakers and institutions have been trying to adapt to the times for eight decades, but full inclusion of students with visual or hearing impairment in the EFL classroom has not been attained as of yet despite the many international, national and regional regulations in all the different educational levels. This doctoral dissertation collects students' and faculty's voices at Universitat Jaume I regarding adaptations, i.e. accommodations and modifications, in the EFL context at a Spanish higher education institution. It sets out to find useful and applicable inclusive practices that aim at UDL that could be implemented in the teaching methodology of EFL to make it accessible to learners with visual or aural diversity, with three main aims. Firstly, it intends to assess the accessibility to English modules for people with visual or hearing disabilities. Secondly, it analyses the need for teacher training in the field of functional diversity and disabilities in the classroom. Thirdly, it offers UDL measures implemented in the English classroom at Universitat Jaume I and find ways to attain inclusion via UDL practices. In order to do so, several participants representing the visually and aurally diverse student body as well as faculty members with diversity in their classroom were invited to take part in the study. Both qualitative and quantitative data collection methods were employed to carry out this research. On the quantitative dimension, anonymous questionnaires designed with *Qualtrics XM* (Qualtrics, Provo, UT) were used with both groups of participants, i.e., students and faculty members. On the qualitative dimension, interviews were conducted with lecturers who had had a diverse classroom with students with hearing or visual impairments in order to hear their experiences and voices. The results show that (1) inclusion in the higher education classroom, and specifically in the EFL context, is not a reality yet; (2) teacher

training in disabilities is needed, coupled with other measures that help faculty members apply inclusive methodologies. In that regard, further support for lecturers should be a priority; and (3) technology can be an ally when it comes to overcoming certain barriers and aiming at UDL.

Keywords: functional diversity, visual impairment, hearing impairment, disability, EFL, UDL

Resum

Amb la democratització de l'educació superior, els grups a les aules són cada cop més heterogenis i diversos, i l'aula d'anglés com a llengua estrangera (EFL, en les seues sigles en anglés) no és una excepció. Tant els òrgans legislatius com altres institucions han estat intentant adaptar-se als temps durant les últimes huit dècades a través de nombroses lleis i altres regulacions en els àmbits internacional, nacional i regional en tots els nivells educatius. Nogensmenys, la plena inclusió de tot l'estudiantat encara no s'ha aconseguit, més concretament la de l'alumnat amb diversitat funcional visual o auditiva en l'aula de llengües en general, i en la de llengües estrangeres, com ara l'anglés, en especial, a l'àmbit universitari. Aquesta tesi doctoral recull les veus d'ambdues parts involucrades en els processos d'adaptació, l'estudiantat i el professorat, en l'ensenyament i aprenentatge d'anglés com a llengua estrangera en una institució espanyola d'educació superior, la Universitat Jaume I. Aquest treball intenta trobar pràctiques inclusives que siguin tant útils com aplicables i que tinguin com a objectiu el Disseny Universal per a l'Aprenentatge per tal que puguin ser implementades a la metodologia de l'ensenyament d'anglés com a llengua estrangera amb la finalitat de fer el contingut accessible a l'estudiantat amb diversitat funcional visual o auditiva, amb tres objectius principals. En primer lloc, aquesta tesi avalua l'accessibilitat a les assignatures de llengua anglesa a la universitat per a les persones amb una discapacitat visual o auditiva. En segon lloc, analitza la necessitat de formació del professorat en l'àmbit de la discapacitat, diversitat funcional i necessitats especials en l'aula de llengua estrangera. En tercer lloc, en aquesta tesi doctoral es presenten consells i pràctiques per al professorat de llengua anglesa amb la fi d'aconseguir la inclusió de l'alumnat amb discapacitat visual o auditiva en l'aula de llengua estrangera que segueixen els principis del Disseny Universal per

a l'Aprenentatge. Per tal de dur a terme la recerca, han participat en aquest estudi voluntaris del cos docent universitari de llengua anglesa així com voluntaris de l'alumnat amb diversitat funcional visual o auditiva que han cursat una assignatura de llengua anglesa durant els seus estudis universitaris. Es van emprar mètodes de recollida de dades tant qualitius com quantitius per dur a terme aquesta investigació. Pel que fa al mètode quantitatiu, es van utilitzar qüestionaris anònims dissenyats amb *Qualtrics XM* (Qualtrics, Provo, UT) amb ambdós grups de participants, és a dir, estudiantat i professorat. Quant al mètode qualitatiu, es van dur a terme entrevistes amb professors que havien tingut una classe diversa amb estudiants amb diversitat funcional auditiva o visual per escoltar les seues experiències i veus. Els resultats mostren que (1) la inclusió en l'aula d'educació superior, i específicament en el context de l'anglès com a llengua estrangera, encara no és una realitat; (2) la formació del professorat en temes de discapacitat, diversitat funcional i necessitats educatives especials és necessària, juntament amb altres mesures que ajuden el professorat a aplicar metodologies inclusives. En aquest sentit, el suport addicional als docents hauria de ser una prioritat. Finalment, aquest estudi també conclou que (3) la tecnologia pot ser una aliada quan es tracta de superar determinades barreres i aspirar al Disseny Universal per a l'Aprenentatge.

Paraules clau: diversitat funcional, discapacitat visual, discapacitat auditiva, anglès com a llengua estrangera, Disseny Universal per a l'Aprenentatge.

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LIST OF ACRONYMS

DUA: Disseny Universal per a l'Aprenentatge

CIVE: Consell Interuniversitari Valencià d'Estudiants / Consejo Interuniversitario Valenciano de Estudiantes

CRC: Convention on the Rights of the Child

CRUE: Conferencia de Rectores de las Universidades Españolas (Council of Rectors of Spanish Universities)

CSIE: Centre for Studies in Inclusive Education

D/HH: Deaf or Hard-of-Hearing

EFL: English as a Foreign Language

ESP: English for Specific Purposes

EU: European Union

ICTs: Information and Communication Technologies

INE: Instituto Nacional de Estadística (Spanish National Institute of Statistics)

LO: Ley orgánica (Organic law)

LOE: Ley orgánica de educación

LOGSE: Ley Orgánica de Ordenación General del Sistema Educativo de España

LOMCE: Ley Orgánica para la Mejora de la Calidad Educativa.

LOMLOE: Ley Orgánica que Modifica la Ley Orgánica de Educación

OCR: Optical Character Recognition

ONCE: Organización Nacional de ciegos Españoles (Spanish Organisation for Blind persons)

PII: Personal Identifiable Information

RDL: Real Decreto Legislativo (Royal Legislative Decree)

RQ: Research Question

SEN: Special educational needs

STEM: science, technology, engineering and maths

UA: University of Alicante

UD: Universal Design

UDHR: Universal Declaration of Human Rights

UDL: Universal Design for Learning

UJI: Universitat Jaume I

UV: Universitat de València

VD: visually diverse



1. INTRODUCTION



1. INTRODUCTION

The overarching tenets of equity, equality and inclusion are a cornerstone in education as one of the basic human rights (Vitello & Mithaug, 1998 in UNESCO, 2013; United Nations, 1948). Current European and Spanish legislation, as well as international guidelines by the United Nations, seek to attain inclusion and participation of all students in the classroom (European Agency for Special Needs and Inclusive Education, 2019; European Commission, 2003; European Union, 2012; Leenknecht, 2020). Despite the effort to implement those regulations and follow UN guidelines, inclusion and full participation have not been achieved. Mainstreaming has been the solution devised after several government and legal resolutions over the years in an attempt to promote inclusion. Notwithstanding, it has posed a dilemma on the grounds that for said inclusion in the education system, some adaptations, i.e., accommodations or modifications, need to take place. Subsequently, these result in a concealed form of segregation (Wedell, 2005; WHO, 2011), which, in turn, is conducive to a less inclusive setting (Järkestig Berggren et al., 2016; Moraña Díez et al., 2015).

It should be noted at the introduction of this dissertation that the concept of disability is ever-changing, and it has indeed changed over time (UN General Assembly, 2007; World Health Organisation & World Bank, 2011). With the passage of the years come proclamations of new policies in which a notable shift can be observed in the perception of disability, portrayed in the evolution of the terminology used (S. Hegarty et al., 1988). The evolution of the concept lies in the shift from a medical model in which disability was regarded as a condition or as an individual pathology to a social model rising collective concern about the barriers that the status quo creates (Järkestig Berggren et al., 2016; Liasidou, 2014; Priestley, 2007; UN General Assembly, 2007; World Health Organisation & World Bank, 2011). Disability impedes interaction with the

environment, thus creating social barriers rather than personal ones (Ainscow, 2001; Vlachou & Orduna Cosmen, 1999). Therefore, it can be inferred that said disability is a social construct to which social solutions must be applied to tackle those major society deficiencies such as lack of access to services.

A substantial body of literature has been produced in the last four decades around the issue of disabilities in education, which is the central focus of this doctoral dissertation. Over the years, the topic has received many labels in previous research, such as special education or integrating and inclusive education, among others (Avramidis & Norwich, 2002). Nevertheless, in the process of this research, it has been found that the production of literature from the perspective of higher education is scarce in comparison with the plethora of research, articles and books dedicated to compulsory primary and secondary education stages. Even though equity and equality are certainly two burgeoning areas in which universities have made considerable progress as of late, primarily due to the development of the legal framework (Guasch Murillo et al., 2012), much work remains to be done as full participation is still not a reality (Guasch Murillo et al., 2012; Moriña Díez et al., 2015). In light of the need to create a fairer and more equitable world, the UN has been developing guidelines since the 1940s, which have been adopted by the European Council and its State Members, such as Spain, throughout the decades. More recently, the United Nations released a universal call for action, the 2030 Agenda, which is composed of 17 Sustainable Development Goals (United Nations, 2016). Further details on the literature and regulations around this issue are provided in the next chapter of this dissertation.

In accordance with target number five of the fourth goal in the UN's 2030 Agenda, namely quality education, this study aims to assess and ensure equal access to the English as a Foreign Language classroom in tertiary education for persons with sensory disabilities, related to sight and hearing

in particular. The focus of this dissertation is on the needs of those learners who have traditionally been –and still are– segregated, probably indirectly and unknowingly, when offered access to higher education. In that sense, this research aims to find (social) barriers in the English as a Foreign Language classroom, particularly in the higher education context in Spain, for students with visual or hearing impairments. Regardless of the myriad of research concerning disabilities in the classroom, very little is currently known about how to proceed with English instruction to learners with visual or hearing impairments in the mainstream classroom. The Universal Declaration of Human Rights (UDHR henceforth) (United Nations, 1948) and the World Conference on Higher Education in the 21st Century (UNESCO, 1998) state that any form of discrimination is not accepted in access to higher education on any grounds, since admission is on the basis of merit and capacity (UN General Assembly, 1966, 1989, 2007), which should ensure access to knowledge and content at university.

Language is used for communication, and the means for that are either oral or visual, be it written or signed. Therefore, having functionally diverse learners in the classroom poses a challenge to faculty members in higher education institutions on account that all information comes in one of those formats, to which learners with visual or hearing impairment do not have access. This underscores a gap in the literature that, at the same time, indicates a need to further research the implementation of Universal Design for Learning (UDL) in the language classroom in order to furnish teachers with tangible guidance. In aiming at UDL, this study considers the role of information and communication technologies (ICTs) in the classroom, not only as a support or aid to learners with disabilities but as integrated into the course syllabus to provide multiple means of representation (Campoy-Cubillo, 2019a; Hersh, 2020; McAndrew et al., 2012; Pennington, 2020; Rogers-Shaw et al., 2018). The context of the foreign language classroom was deemed appropriate

for this research given that language is the basis of knowledge transfer – indisputably, university's role par excellence – in which sight and hearing are usually very much present in both forms of communication (i.e., visual and spoken).

In this regard, universities play a leading instructive role in creating and disseminating knowledge, teacher training programmes, material design, and state-of-the-art teaching techniques (UNESCO, 1994, 2000). Therefore, their role in society is to pioneer avant-garde social practices and lead by example. This study was conducted at Universitat Jaume I (Castelló de la Plana, Spain) with the purpose of improving the social service that the university renders to a community and to champion the much-needed change that society is undergoing.

1.1. Context

The research for the present doctoral dissertation was undertaken during the Covid-19 pandemic. On account of the spread of the virus, traditional teaching methodologies to which both learners and teachers were accustomed had to be adjusted to a new reality triggered by the pandemic. The spread of the virus forced all tuition to be moved to an online context, thus affecting the communication and interaction between teachers and learners, apart from the mental strain it caused on the population, not least on education stakeholders (Penado Abilleira et al., 2021). Given this situation that presented alternative methodologies and opened a window for comparison between online and onsite modalities, the researcher seized the opportunity to gather data relating to learning English during the pandemic when possible.

1.2. Purpose of the study

The study seeks to obtain data regarding the experience of learners with a visual or hearing disability in the English classroom, be it the English as a Foreign Language (EFL) or English for

Specific purposes (ESP) classroom, as well as that of faculty members who have taught these students in heterogeneous groups. These two sensory impairments may pose a challenge to foreign language lecturers, on the one hand, especially when imparting lessons or applying assessment criteria. For instance, for students with visual impairment, body language or spatial references are lost. Furthermore, in regard to reading skills, they might pose a dilemma in terms of assessment when performed with the help of a screen reader as the student is listening to the text instead. Regarding students with hearing disabilities in the classroom, EFL/ESP lecturers might also encounter some challenges, such as the assessment of listening skills and pronunciation accuracy considering that these two aspects of oral communication might be affected depending on the hearing loss degree. Notwithstanding, these experiences can also result frustrating and demotivating for the students with the disability at hand as they would need further adaptations either in materials, methodology or both so as to grant them equal opportunities to perform successfully in the EFL/ESP classroom.

The social changes made at a large scale regarding disabilities, i.e., legal and international institutions, are indisputable (Biewer et al., 2015). Yet, individual experiences are often abandoned. This dissertation aims to portray education stakeholders', namely students and faculty's, views and experiences to provide a humanistic review of the status quo. These experiences will be useful to determine the design of inclusive and universal lessons to teach the English language at university. The guidelines stemming from this research are not limited to higher education, but they could also be extended to lower education stages. This research aims to answer the following questions:

RQ1: Regulations establish education must be inclusive and accessible to all, but how accessible is content in English-language courses to learners with visual or aural impairments?

RQ2: Is faculty training in the field of functional diversity needed? If so, what aspects and techniques that would aid lecturers should be considered?

RQ3: How is UDL in English language lessons attained in higher education at Universitat Jaume I?

In the upcoming chapters, I will aim to provide an answer to these three questions. Firstly, the reader will find an account of disabilities in education, a review of the literature. Secondly, a detailed outline of the state of the art will be provided, which, together with the first point, will help the reader understand the context from which we depart. Said section will include an overview of the underpinning international, national, regional and institutional regulations that have paved – or rather are paving – the way for equity, non-discrimination and diversity. Thirdly, the purposes and the methodology employed for this study will be detailed. The methodology section will include the description of the procedure followed to collect data from education stakeholders. This section will also provide a delineation of the surveys distributed among the participants and questions for the interviews conducted. Fourthly, chapter 5 will include the results obtained from all the data collection processes along with an interpretation and discussion of the findings.

Furthermore, it was also deemed necessary to incorporate in this introductory chapter the definition of some common terminology in the field of inclusive education, considering that it will be used throughout the dissertation and the terms here used are recurrent in literature. The section below provides a detailed description of those terms.

1.3. The importance of terminology in the context of education and its use in this dissertation

As we move towards a society based on more inclusive principles, it is noticeable how the terminology used to refer to disabilities or people who have them has changed over the decades since the rise of concern regarding inclusion and equal rights for people with disabilities in the mid-1900s (S. Hegarty et al., 1988). Some of the lexis that was initially used in formal papers has become extremely offensive to today's ears, and it violates modern principles and standards. That lexis has been reduced to mere insults in colloquial speech or is deemed obsolete. The fact that these words' appropriacy has shifted reveals how negative and degrading a connotation they originally carried. Furthermore, it illustrates how culturally accepted values and principles can be remodelled not only over a period of time but through language use (Campoy-Cubillo, 2019b; Romañach & Lobato, 2005).

Language is in constant change to adapt to the times. This continuous customisation of language in association with the reshaping of socially accepted values creates some hesitation and tension as to which words are appropriate. Words currently in use are not without confusion when wanting to choose inclusive and politically correct language, which creates a quandary in relation to the definition of *inclusive education* itself. One of the principles of inclusion is the rejection of labels to acknowledge diversity; yet, regardless of how inclusive language aims to be, ironically enough, it creates labels to refer to a specific social group. Hence, inclusive language can be paradoxical since it might turn out to be exclusive (Parrilla, 2009). Nonetheless, labels are a way of empowering minorities and overlooked groups as they can be used to create a sense of community (Gibson, 2015).

This thesis purports to reflect reality and attain the social justice objectives. Notwithstanding, while it is true that labels pigeonhole people, especially in regard to matters of social justice, they will be used in this thesis to avoid ambiguity and empower a group that has been neglected over history, in line with Gibson's view of labels. Whenever labels are used to refer to a group of students with disabilities, the objective is not to target that group but to point out the diversity in society and the need to create a system that includes all of them; one in which those labels would disappear as there should not be a need to claim equity, for equity would be the norm.

The lexis used throughout is considered inclusive at the time of conducting this research, although these words will probably become obsolete with the passage of time as language is ever-changing, especially terminology denoting social justice aspects, which evolves rapidly (Department of Inclusion & Multicultural Engagement Lewis & Clark College, 2014; Office of Multicultural Affairs at the University of Massachusetts, n.d.). If already obsolete words are included within this text at any point, the intention is to indicate the evolution of these words and concepts related to disabilities in the classroom. Furthermore, words that stigmatise the concept of disability will be dismissed. There are times when words disregarded by some authors (Campoy-Cubillo, 2019b), are used since those words are currently in use in formal provisions, governmental or legal documents, namely *disability* or *special educational needs*.

This section offers a short explanation of the difference between some of the terms used in this thesis and by other authors regarding this topic. Among these terms, the comparison between *disability* and *impairment* can be found, as well as the connotations and usage of *functional diversity* and *special educational needs*. Furthermore, a contrast between “integration” and “inclusion” is also provided below in tandem with their relevance in the education system, with particular emphasis on higher education.

1.3.1. Sounding politically correct. Terms aplenty, which one to use?

Terms related to disabilities and human functioning are used consistently throughout this PhD dissertation, such as *impairment*, *disability*, *functional diversity* and *special (educational) needs*. On the one hand, the word *impairment* is understood as the medical term to refer to a temporary or permanent deterioration, loss of a body part or function (Barbotte et al., 2001; World Health Organisation, 1993). In other words, this concept refers to the “problems in body function or alterations in body structure” (WHO, 2011, p. 5) to quote the World Health Organisation, although the word “problem” will be avoided in this doctoral dissertation. In this research, the view of functional diversity as an individual challenge, a misfortune or a hindrance (Liasidou, 2014; Priestley, 2007; UN General Assembly, 2007; WHO, 2011; World Health Organisation & World Bank, 2011) – which the word “problem” can connote – is disregarded and discouraged. Instead, there is a need to promote the social angle which upholds the view of disability as society’s failure to include all citizens (Fox et al., 2015; Priestley, 2007; UN General Assembly, 2007; WHO, 2011; World Health Organisation, 2021).

The term *disability* results from an interaction between individuals with a temporary or permanent health condition they might experience in any area of life (i.e., impairment). To put it differently, a disability is the consequence of restricted participation between individuals and their context. Thus, disability originates from limited interaction resulting from a barrier caused by social constructs or structures (Fox et al., 2015; Priestley, 2007; UN General Assembly, 2007; WHO, 2011; World Health Organisation, 2021). This emphasis on the role of society in defining a disability highlights the fact that disability is not a personal attribute, and it underscores the shift from a medical model to a social model. In contrast with the new view of this social model, the medical model regards disability as individual suffering, a pathology (Liasidou, 2014; Priestley,

2007; UN General Assembly, 2007; WHO, 2011; World Health Organisation & World Bank, 2011).

In this doctoral dissertation, the term *disability* is preferred over others, although the terms *functional diversity*, *special (educational) needs*, and *disability* are sometimes used interchangeably. The term *disability* is used in legal terms to refer to those who have been diagnosed with an impairment higher than 33% (Generalitat Valenciana, 2015). Nevertheless, some authors in this line of research perceive the concept of disability as negative and pejorative. Thus the term *functional diversity* is often preferable instead since *disability* might be perceived as a synonym of incapacity, thus stigmatised (WHO, 2011). Yet, in doing so, they might be failing to broaden the analytic scope by focusing on the person rather than on the collective around them. The word *disability* can be considered restrictive and pejorative due to the prefix *dis-*, meaning ‘absence of’ or ‘opposite of’ (Campoy Cubillo, 2016; García Pastor, 1997), although that idea is expressed with the word *inability* in English.

The words *inability* and *disability* both share the same stem in linguistic terms, but the prefix that accompanies them can hold different meanings. The former is composed by the prefix *in-* which denotes ‘a lack of ability’ (Cambridge University Press, 2021; Harper, 2020c) referring to a person who is not able to perform an action. Even though the latter also shares this etymology, as said in the previous paragraph, it can also mean ‘apart’ (Harper, 2020a). According to Slee (2011), the origin of negative connotations linked to the concept and perception of disability might lie in the innate human fear of differences. In this study, the word *disability* is understood with the second meaning as an interpretation of external deprivation (Harper, 2020b), hence highlighting society’s shortcomings.

However, it is important to mention and acknowledge that the term *functional diversity* is becoming widely accepted and commonplace, which might increasingly gain ground and depose the term *disability*, rendering it obsolete in time. *Functional diversity* is a broader umbrella term, considered more socially correct by some authors, that portrays the different functionalities (or abilities) a person has. It is believed to be more inclusive since it offers a new, non-negative perspective of acceptance of human diversity, rather than a comparative binomial between ability and disability (Campoy Cubillo, 2016; Patston, 2007; Toboso, 2010). However, the term might be limited in its scope and its use can backfire in this social-issue battle. The term can be understood merely as how people function rather than how people participate and interact. In that sense, people who rely temporarily on crutches to walk due to a sprained ankle, for instance, or even wear reading glasses function differently since they also need some sort of additional support. Therefore, the term can sound vague, and it belittles the social barriers that people with disabilities encounter (Gibson, 2015); thus, it might fail to represent a group's reality. As a result, the effect labels can have in creating a sense of community against social-justice struggle might be blurred. Nevertheless, it should be highlighted that the concept of disability does not aim to exclude but rather to point out a participation and interaction restriction with the context, as mentioned before. Thus, it is understood as various forms of being abled in this thesis (Department of Inclusion & Multicultural Engagement Lewis & Clark College, 2014). Furthermore, according to Gibson (2015), avoiding the term *disability* overshadows a social group, which is already neglected, in lieu of empowering it. Disabilities are often explained as problems people suffer or difficulties people face in life. However, in this dissertation, that language will be avoided in order not to label disability as an individual tragedy.

In the field of education, there has been a tradition for educators to use the term *special educational needs* (SEN) or simply *special needs*. It is worth pointing out the difference between SEN and special education to avoid any confusion since, regardless of how similar they might seem in their wording, these two terms represent opposing views. SEN is mainly used to refer to students who require additional support or accommodations to attain the course objectives in primary and secondary mainstream education and with inclusive aims in mind. Conversely, *special education* refers to a segregated education system in which the mainstream and the “special” are two parallel paths of the system. Labelling learners as “special” in the phrase *special educational needs*, albeit an institutional phrase, refers to the concept of disability as individual suffering, a pathology. Some authors dismiss this nomenclature as they believe it to be excluding (Black-Hawkins et al., 2007; Gibson, 2015). Nonetheless, it is a term used by regional and national governments, especially in regard to primary and secondary education, albeit outmoded (Ainscow, 2007 in Slee, 2008).

It should be noted that according to Slee (2011), *inclusion* and *SEN* differ in their underpinning principles. While *inclusion* aims at a universal design where no student feels different to the group, *SEN* distinguishes between the mainstream student and the “different” one. Therefore, those concepts are incompatible with one another, and it is not a matter of modernising labels. However, in this doctoral dissertation, the term *SEN* refers to learners’ needs, and it is present here due to its recurrent use in national and regional non-university legislation (e.g., Ordre d’11 de Novembre de 1994 de La Conselleria d’Educació i Ciència, 1995), but also used by the support unit at the university where this study was conducted (Unitat de Suport Educatiu, 2021). Along the same lines, the term *disability* is preferred in international, national and regional provisions and legislative documents (Generalitat Valenciana, 2015).

This thesis studies the accessibility of English as a Foreign Language to students with visual and hearing impairments who are regarded as part of social diversity. I agree with Ainscow (2001) that disabilities in the classroom bring new opportunities and richness rather than problems that need solving. Therefore, I will aim to use inclusive language from a social perspective on the concept of disability.

In the same vein, although the term *SEN* labels a group, avoiding the word might disrupt the identification of the actual structural and social problems that initially caused – and still cause – said needs (Black-Hawkins et al., 2007). It is used in this thesis as a way to point out the diversity in the classroom and the need to cater for all students' needs; that is to say, the responsibility of the teacher to plan for diversity and inclusion (Booth & Ainscow, 2002), and of policymakers to create the right social framework for inclusion to take place. The term *SEN* will be used interchangeably with *persons/people with disabilities* and *functional diversity* throughout, especially regarding legislation.

In the next point, further details regarding the terminology used in this study are outlined. Below is the difference between integration and inclusion in the education arena.

1.3.2. Integration and Inclusion: same beginning and end, yet not the same.

These two processes are better understood together. *Integration* should be understood as the forerunner of *inclusion*, and there has – allegedly – been a shift from one to the other (UNESCO, 2013). However, there is disagreement on the issue, and the definition of the terms and their application, in reality, are sometimes not clear-cut (Black-Hawkins et al., 2007; Slee, 2011).

In 1993, the United Nations aimed at integrating all students in the same classroom with the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (UN General

Assembly, 1993). Such integration consisted in putting an end to inefficient (Black-Hawkins et al., 2007; Sebba & Ainscow, 1996) and segregated education systems; it aimed to eliminate two parallel school systems, i.e. special education and mainstream education. Once implemented, it resulted in students with disabilities or special needs attending the regular education system but, unfortunately, not being able to participate in it. Participation is not possible unless the system changes its structure to consider all students' needs. Therefore, integration is reduced to the students' mere physical presence in the classroom, although the support teacher offers individualised learning to the student. This system was not viable and transpired as a subtler form of segregation (Ainscow, 2001). Hence, the United Nations Educational, Scientific and Cultural Organisation (UNESCO henceforth) deemed an inclusive model essential (UNESCO, 1994), although when the mentioned support is revoked on the grounds of inclusion, general teachers feel underprepared for the job (Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016; Moriña et al., 2020; Takala et al., 2009; UNESCO, 2017; Zhang et al., 2018). In spite of a call for a more inclusive model, Operti et al. (2009) claim it has not been achieved as of yet because modifications to the curricula and methodology need to be made (Operti et al., 2009; UNESCO, 1994, 2001).

Sebba and Ainscow (1996) established in their work the difference between integration and inclusion by defining the former as static, while the latter was described as a process in which educational institutions rearrange the system to welcome all learners (Ainscow, 2001). Notwithstanding, Gibson challenged the definition of the latter two decades later and defined inclusion as “attempts to induct that which is ‘different’ into already established forms and dominant institutional cultures” (2015, p. 4). This definition fits within that of Sebba's and Ainscow's integration, thus bringing to light the paradoxical use of the term *inclusion* within the current system.

In that sense, the inclusion of all students in the mainstream classroom is paradoxical inasmuch as support practices, namely support staff and teaching assistants, result in subtle segregative models (Artiles & Harris-murri, 2006; Black-Hawkins et al., 2007; Castellana Rosell & Sala Bars, 2006; Gibson, 2015; Skrtic, 1991; Slee, 2008; Takala et al., 2009). Were those practices to be applied, people with disabilities would be grouped and treated differently from the other students (Ainscow, 2001; Ainscow & Sandill, 2010; Fox et al., 2015). In other words, the paradox resides in the definition of the term *inclusion*. The term itself implies the collaboration and participation of the students in their learning experience (Pearson, 2007). For a system to be inclusive, not only does it have to provide access to all students, but also recognise all students as different individuals that bring diversity and richness to the classroom. Furthermore, it needs to ensure all students' participation, which requires active learning, as a means to impede exclusion; students need to learn to share, collaborate, and support each other (Ainscow, 2001; Black-Hawkins et al., 2007; UNESCO, 2017). As a result, there should be no need for special provisions. Inclusion is non-gradable: either the system is inclusive, or it is not (Slee, 2011). Thus, an education system that is labelled as inclusive yet fails to consider all backgrounds and the diversity in students cannot engage in and deliver cultural change (Gibson, 2015; Slee, 2008); it cannot be called inclusive. It is an integrationist approach masquerading as inclusion instead.

In short, integration consists of having an already established education system to which students with disabilities need to adapt, i.e., granting them access. It is about the physical place (Operti et al., 2009; Peters, 2004). Inclusive practices in the classroom, in contrast, aim to remove barriers to participation and learning (Black-Hawkins et al., 2007), those that take all students into consideration within its structure, methodology, and design that do not leave anyone behind. That

is to say, inclusion adapts the system to the people; it is about the service delivered (Ainscow & Sandill, 2010; Operti et al., 2009; Peters, 2004).

In the following section, three key concepts in the fields of inclusion, accessibility and special needs are explained.

1.3.3. Adaptations, accommodations and modifications. The holy trinity of curriculum accessibility.

In the inclusive classroom, where tailoring instruction and the individualisation of teaching practices and materials play an important role in catering to students' special needs, three key terms that cannot be ignored, which are constantly referred to in research related to functional diversity: *adaptation*, *accommodation*, and *modification*. The first is a slight alteration, whether in assessment, instruction or materials, which can be defined as an umbrella term that covers other concepts of the same category, such as accommodations and modifications. These last two concepts differ in their meaning and are more specific in their nature. The former, i.e., *accommodation*, can be understood as a personalisation based on the individual special needs of the learner. Accommodations maintain the same level and objectives of the task the student needs to complete. However, extra support is provided, namely granting extra time, assigning a different setting or redesigning the layout of the task. In short, accommodations pursue fairness and equity (Darrow, 2007; Harrison et al., 2013; Martínez-Hernández & Bellés-Fortuño, 2021) as the student is expected to meet the same course learning objectives; the purpose of the accommodation is to overcome a barrier. A clear example of accommodation for students with a high degree of sight loss could be the use of screen readers to access an exam in digital format. The latter, i.e., *modifications*, on the other hand, entails a significant change in the content or learning outcomes

(Darrow, 2007). For instance, obviating the listening paper in a foreign language exam to students with an aural disability in an inclusive classroom is a good illustration of a modification. In that case, the student would not be expected to complete the same evaluation process as their peers; thus, a modification has taken place.

1.4. Chapter summary

To summarise, this chapter outlined the purpose of this doctoral dissertation as well as identified the gap in literature which this thesis contributes to fill. As stated in this chapter, this thesis sets out to analyse the data collected from students with disabilities' and faculty members' first-hand experiences in the diverse EFL classroom with the aim to attain real inclusion in higher education in Spain, especially at Universitat Jaume I, as required by legislation and international guidelines. Furthermore, this introductory chapter offered the reader the definitions of key terms, such as *disability*, *functional diversity*, *special educational needs*, *impairment*, *inclusion*, *integration*, *adaptation*, *accommodation* and *modification*, in the field of inclusive education in order to facilitate understanding of upcoming chapters and the use of said terms in this dissertation.

In the chapter that follows, this dissertation moves on to describe the present situation of disabilities in the higher education context regarding inclusive education, with a particular focus on visual and aural diversity.

2. SETTING THE SCENE. DISABILITIES IN THE LEARNING CONTEXT: AN OVERVIEW

2. SETTING THE SCENE. DISABILITIES IN THE LEARNING CONTEXT: AN OVERVIEW

2.1. Introduction

In this chapter, an account of disabilities in the context of education is provided, underscoring the level of inclusion in higher education systems based on a review of the literature.

Participation of persons with disabilities in society is usually restricted due to physical or architectonic barriers and social ones (UNESCO, 2013), not least in education. These people's potential could be fulfilled if the systems that compose society were designed in a more inclusive manner, especially in education, with particular emphasis on higher education given the important role it plays in society. Inclusion at a university level is crucial to improve the quality of life of people with disabilities, among other social justice aspects (Lipka, Forkosh- Baruch, & Meer, 2019 in Moriña et al., 2020).

The ultimate goal of inclusion is to offer the chance to all potential students to participate in all stages of education with the same levels of cognitive demands (Seale et al., 2015). In order to achieve this inclusive design, attaining equity in equal and high-quality opportunities is paramount (Opertti et al., 2009). As a direct consequence of equity and equal opportunities, further inclusion is promoted, although complex political and social actions are required to attain active participation (Fullan, 2007). Nevertheless, an integral part of that objective, i.e., inclusion, acknowledges that barriers are present within the existing systems themselves. In the case of education, it is the organisation of the system, the teaching methodology, the learning environment and forms of assessment that result in a barrier to students with disabilities in lieu of the impairment

itself. In other words, the disability originates from the social constructs; hence, it should be understood as an abstraction resulting from the interaction with society rather than a medical concept, as explained further below in this dissertation (UNESCO, 2013, 2017).

Over the last decades, education systems have offered support staff and teaching assistants to students with disabilities or special educational needs in compulsory stages as a form of adaptation or integration into said system, especially in the primary and secondary levels. It would not be until 1994, with The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), that provisions would mention the inclusion of all students within the mainstream schooling system. A detailed account of the evolution of regulations and provisions thus far will be developed in detail in the next chapter.

Educational programmes in Europe – namely primary, secondary and tertiary – now advocate for inclusive systems as there has been a transformation from segregated educational environments to inclusive ones on the grounds of social justice and the promotion of social equity and equal opportunities. However, lack of faculty training in the higher education context, insufficient knowledge of both disabilities and diversity coupled with the lack of support might hinder students' learning process and the progress of students with disabilities (Álvarez-Pérez & López-Aguilar, 2015; Biewer et al., 2015; Colón et al., 2018; Dolan & Hall, 2001; Fernández Batanero, 2012; Hansen & Mislavy, 2008; Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016; UNESCO, 2017). The next chapter (i.e., Chapter 3) will provide a more detailed account of international, national and regional regulations and guidelines concerning people with disabilities in education. The sections below outline the context of diversity in higher education, including the role of technologies in the classroom in pursuit of UDL.

2.2. Disabilities in the higher education context: aiming at inclusion

Disabilities in primary and secondary education is a subject that has produced ample literature and research, both by researchers and national and international sector bodies. Even though learners' and teachers' experiences with functional diversity in tertiary education have been documented in the literature (Bell et al., 2017; Fuller et al., 2004; Hurst, 2010; Moriña & Carballo, 2017; Mullins & Preyde, 2013), research concerning disabilities in higher education institutions is still scarce in comparison. Such scarcity is due to the low representation of this group in the higher education sphere. In spite of the existence of research, regulations, provisions and guidelines to implement an inclusive education system (see Chapter 3), research indicates that inclusion is not a reality yet, especially in higher education institutions, except for the occasional accommodation. Nonetheless, the enrollment of students with disabilities in higher education courses has been increasing steadily due to new legislation and provisions that ensure their rights, which is a sign of progress (LO 4/2007; RDL 1/2013; Fuller et al., 2004; Hadjidakou & Hartas, 2008; Molina et al., 2016; Morgado et al., 2016; Slee, 2011; UN General Assembly, 2007). Since the beginning of the 1990s, higher education has been demanded and required to be inclusive, along with the other education institutions (Moriña & Perera, 2020). Along these lines, the World Declaration on Higher Education (UNESCO, 1998) upholds the right to higher studies for all. Despite this newly forged vision for the new century, education at universities remains inequitable. Some authors claim that segregative and discriminating methods are still applied as regards access to learning content for people with disabilities, thus creating barriers to participation and learning (Bausela Herreras, 2002; Disabled Students Sector Leadership Group (DSSLG), 2017; Morgado, Cortés-Vega, et al., 2016; Moriña et al., 2020; Moriña & Morgado, 2018; Oliver & Barnes, 2010).

Access to university is merit-based. Consequently, higher education institutions have been democratised in the last three decades in Spain, and participation has widened. In other words, access to higher education is no longer an upper-class privilege, which results in more diverse alumni, including traditionally underrepresented groups, thus more representative of society (Burke, 2012; Riddell & Weedon, 2013). This is especially important for minorities and historically overlooked groups such as people with disabilities, as attaining high-quality qualifications empowers them. In this sense, Riddell and Weedon (2013) regard access to higher education as an important step towards employability. While that may be true, people and the opportunities to which they have access should not be measured in terms of utilitarianism or pragmatism, i.e., considering potential market or economic value. Alternatively, however important ambition and fulfilment might be, this deeply rooted utilitarian approach cannot prevail if society is to change. Instead, people should be acknowledged and validated as individuals as a matter of social justice (Burke, 2012; Gibson, 2015; Hansen & Mislevy, 2008; Hurst, 2010; Martínez-Hernández & Bellés-Fortuño, 2021).

Nevertheless, some studies have reported that some faculty members do not approve of adaptations, and thus are reluctant to implement them, as they consider them to be a form of favouritism and a way of facilitating a passing grade (Bunbury, 2018; Moriña et al., 2020a). This perception is far from the inclusive perspective higher education institutions endorse. In this regard, traditional methodologies and forms of assessment should be brought to question in education institutions, particularly in higher education ones, which should be the leaders in and carry the banner for social change and social justice (Burke, 2012). Adaptations for particular individuals or alternative forms of assessment that many faculty members are reluctant to implement, as research shows, should not be necessary were the system inclusive (Hurst, 2010;

Morgado, Melero, et al., 2016). Furthermore, students with disabilities would not be different to the mainstream class, fostering an atmosphere of inclusion, participation and equity (Hurst, 2010). In this regard, universities should aim at widening participation as a route to excellence in matters of social justice by implementing consistent inclusive practices throughout all the courses offered to ensure a logical and harmonious system, taking into account the principles of equal opportunities based on the social model of disability in its design (Hurst, 2010; Morgado, Melero, et al., 2016).

Yet, the lecturer's capacity to plan and design lessons for diversity lie in their former experience and self-taught knowledge based on trial-and-error practices (S. Hegarty et al., 1988). This applies to all educational institutions, although notably to higher education, where faculty members claim not to have enough information and knowledge on the diversity of the group in advance. Studies show that students agree this to be the primary barrier (Morgado, Melero, et al., 2016), as they consider that faculty training is scarce and not fit for purpose (Álvarez-Pérez & López-Aguilar, 2015; Colón et al., 2018; Fernández Batanero, 2012; Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016). Although it is the teachers' responsibility to keep up to date in their trade, the onus to train personnel in this area is on the government and institutions (United Nations, 2019). At present, students rely on teachers' willingness and predisposition to adapt the curriculum, despite not having the right knowledge or tools (Moriña et al., 2020a; Moriña & Carballo, 2017).

Teaching practices have traditionally implemented an ad hoc approach concerning disabilities in the classroom. Students with disabilities, or functional diversity in general, have been traditionally identified as a problem to which solutions need to be applied to promote a methodology centred on shortcomings. Nevertheless, higher education needs to aim at a preventive approach to develop inclusive practices that respond to all human diversity without pathologising or excluding particular individuals with possible solutions or patches (Moriña et al., 2020a). Instead, it should

lead the change to a world of equal opportunities and democratisation of services in which disabilities represent the population's diversity (UNESCO, 2017).

In terms of inclusion at universities, the implementation of new technologies in the classroom and the creation of support offices (Moriña Díez et al., 2015) has had a positive impact on the success of students with disabilities and lowered the drop-out rate. These actions undoubtedly lead to higher integration in the university classroom (Bausela Herreras, 2002; Moriña & Perera, 2020; Riddell & Weedon, 2014). Notwithstanding, much remains to be done in relation to inclusive practices regarding methodology, assessment, planning, student participation, active learning and belonging in order to attain inclusive education (Ainscow, 1998; Burke, 2012; Moliner et al., 2011; Morgado, Cortés-Vega, et al., 2016; Moriña & Morgado, 2018; Parrilla, 2009; Slee, 2011). The section below delves into the use of technology and ICTs in the classroom to widen participation and guarantee access to content.

2.3. Inclusive Education and Universal Design for Learning: the role of ICTs to bring them to fruition

The origin of inclusive education draws from the premise of respect (Cigman, 2007). Therefore, it entails the suppression of labels that could sound derogatory (Cigman, 2007; Parrilla, 2009) with the aim of promoting diversity in society. This type of system has been encouraged after a trial-and-error process that has lasted decades. Over that period, several practices were implemented in the education system, such as different types of individualised learning methodologies that transpired to be unsuccessful. On the one hand, individual learning proved unfeasible (Ainscow, 2001) and, on the other hand, any external individualised support can result in a subtler form of segregation (Wedell, 2005; WHO, 2011). Additionally, all learners have the right of access to education at any level, as stated in the legislation and provisions that will be analysed later in this

dissertation (see Chapter 3). Inclusive education is a globally academic goal that aims at participation and engagement of students with functional diversity in the mainstream classroom (Katz, 2013). In other words, the aim of inclusive education is to cater for all learners' needs without distinction.

The principles of inclusive education lie in equal student engagement and participation. Therefore, accessibility of content, instruction and assessment are aspects to take into consideration when designing the curriculum (Hurst, 2010). In that sense, Universal Design for Learning (UDL) plays a crucial role in these aspects of education. UDL draws on the principles of universal design in architecture (CAST Inc., 2021; Katz, 2013; Pisha & Coyne, 2001), which recognises the need for accessibility to buildings. By the same token, UDL seeks accessibility from the outset to the curriculum and syllabus, taking into account design and methodological aspects of the course such as assessment, content or instruction (CAST Inc., 2021). Therefore, UDL aims at benefiting all students in the classroom, not just those with disabilities. To put it differently, UDL guarantees equal access (Morgado, Melero, et al., 2016) insofar as it provides flexible curricular materials and multiple means of representation (CAST Inc., 2021; Rony, 2017). According to Liasidou (2014), were curriculums designed with the tenets of UDL in mind, accommodations or modifications would not be needed.

In summary, inclusive education and UDL are two sides of the same coin. The former, in tandem with the latter, pursue fundamental ethical values and rights, such as equal opportunities, access to education, participation and engagement of all learners, amongst others. In other words, they call for education for all.

In the next subsections, this dissertation delves into the role of ICTs in inclusive education and how they can mitigate differences and cater for a spectrum of diversity in the language classroom.

2.3.1. ICTs: support technologies in Universal Design for Learning

UDL and inclusive education can be attained with the help ICTs to facilitate access to all and accurately assess students' performance (Ayebi-Arthur et al., 2009; Dolan et al., 2010; Eligi & Mwantimwa, 2017; European Agency for Development in Special Needs Education, 2011; Rony, 2017; Şimşek et al., 2010). Technological literacy has become of great consequence due to globalisation (Ayebi-Arthur et al., 2009). Its versatility promotes diversity insofar as it offers different means of expression and interaction but also make education accessible from any place (Forman et al., 2002; J. Hegarty et al., 2000; Hurst, 2010). ICTs have indeed been an indisputable catalyst for change and inclusion (Drigas & Ioannidou, 2013; Forman et al., 2002) as technology offers functionally diverse learners the opportunity to access the curriculum, content materials and assessment on equal ground (CAST Inc., 2021; Dolan & Hall, 2001; Douglas et al., 2009; Martínez-Hernández & Bellés-Fortuño, 2021; Nisbet, 2020). Nevertheless, many studies have concluded that faculty development opportunities regarding ICTs applied to diversity to attain inclusive university classroom are scarce at post-secondary levels (Dolan & Hall, 2001; Hansen & Mislevy, 2008; J. Hegarty et al., 2000; Hromalik et al., 2019; Martínez-Hernández & Bellés-Fortuño, 2021; Morgado, Melero, et al., 2016; Morriña et al., 2015; Seale, 2006; Seale et al., 2015; Şimşek et al., 2010).

In the next section, an overview of the profile of the learners with sensory diversity, namely hearing and visual disabilities, is provided, considering the research work conducted thus far.

2.4. Sensory disabilities in education: the road so far

2.4.1. *What we know about students with hearing impairment*

This section will provide a general outline of the profile of deaf or hard-of-hearing (D/HH henceforth) learners in the language-learning education environment, referencing relevant literature in the field accordingly.

Hearing can be understood as the decodification of sound waves that come in through the ear. They are received in the form of vibrations that are instantly interpreted by the brain (Ferrández Mora & Villalba Pérez, 1996). Hearing loss can certainly be counterbalanced with the use of cochlear implants or hearing aids in order to access oral language in a noise-free environment (Marschark et al., 2019).

The term *hearing loss* implies a certain degree of hearing, which can be enough for the learner to function with or without a hearing aid (Marschark and Spencer in Csizér & Kontra, 2020; Myklebust, 1975 in Ferrández Mora & Villalba Pérez, 1996). Hearing loss might hamper the learner's academic life and results, as it affects communication or social skills, among others (Ferrández Mora & Villalba Pérez, 1996). Nevertheless, however minimal, whenever the auditory channel is available, it should be exploited (Cuadrado Gordillo et al., 1998) and learners need to be encouraged to practise their speaking skills in the foreign language (Domagała-Zyśk & Podlewska, 2019). Hence, the relevance of this dissertation for EFL lecturers in higher education.

When we refer to D/HH persons, it must be noted that not all people share the same impairment characteristics. On the one hand, learners can have different degrees of hearing loss, namely normal, slight, mild, moderate, moderately severe, severe or profound (Clark, 1981 in ASHA (American Speech-Language-Hearing Association), n.d.). Nevertheless, these degrees of hearing

loss will not be taken into consideration in the survey conducted among the participants, which will be detailed in Chapter 4. On the other hand, many individual factors come into play that might affect the learning of a language, foreign language included, comprising, but not limited to, the already-mentioned degree of loss, the cause or the period when the loss was developed, amongst others (Domagała-Zyśk & Podlewska, 2019; Ferrández Mora & Villalba Pérez, 1996). Therefore, it is crucial that, in the education arena, teaching professionals be aware of the most common features of these learners' linguistic skills to know their linguistic competences and communication systems (Ferrández Mora & Villalba Pérez, 1996).

A study of EFL for D/HH learners (Domagała-Zyśk & Podlewska, 2019) revealed that students could attain the same level of oral proficiency in the foreign language as in their mother tongue, although aspects related to phonology were challenging (Gravenstede, 2009; Hrastinski & Wilbur, 2016; Marschark et al., 2019). Additionally, several studies have concluded that figurative language was an area in which they struggled on a par with their lexical and syntactical range in their first language and, hence, foreign or second language (Domagała-Zyśk, 2015, 2016; Dowaliby, 1999; Hrastinski & Wilbur, 2016; Kontra et al., 2015; López Sánchez, 2006; Lund, 2019; Markscharck et al., 2009). Therefore, this affects the acquisition of content knowledge (Markscharck et al., 2009) and might hamper progress in language learning. In this regard, the onus is on the EFL teacher to spot and cater to these learners' needs to promote equal rights and aim at inclusive education (Csizér & Kontra, 2020; Marschark et al., 2013; Marschark & Knoors, 2012).

D/HH learners tend to resort to, and rely on, other strategies, especially visual ones (Cuadrado Gordillo et al., 1998; Dowaliby, 1999; Marschark et al., 2013), such as lip-reading and body language (Ferrández Mora & Villalba Pérez, 1996). Despite higher dependency on vision, many D/HH students can hear to some degree, as mentioned before (Marschark et al., 2013). Therefore,

depending on visual stimuli and cues does not directly imply D/HH students' learning styles. In fact, the assumption that D/HH learners are visual learners might be a misconception deriving from the construct of sign language (Marschark et al., 2013).

In order to facilitate those visual techniques as far as possible, Ferrández Mora and Villalba Pérez (1996) offer several recommendations to the speaker among which we can find (a) facing the person you are addressing, (b) standing or sitting within a six- to a seven-metre range, (c) avoiding turning one's back, (d) avoiding any elements that might hide our facial features partly or completely such as scruffy beards or moustaches and sunglasses, and (e) avoiding chewing. In addition, good lighting, good pronunciation, a correct pace of speech, paraphrasing key ideas and concepts or small pauses at the end of the utterance are other aspects to bear in mind (Atcherson et al., 2017; Ferrández Mora & Villalba Pérez, 1996). It should be noted that these techniques are inherent to good oratory and applicable to any public-speaking context. Therefore, they should all be taken into consideration when teaching, but especially when there are D/HH students in the audience to ensure the information is conveyed (Domagała-Zyśk & Podlewska, 2019). By applying all these techniques to language instruction in the high education sphere – or other stages of education, teaching professionals would be aiming at UDL in their methodology and lesson design.

Even though all the suggestions given above might furnish D/HH learners with the visual support input to interpret meaning, up to 50% – and sometimes more – of the verbal message can be lost depending on the degree of hearing loss and the learner's proficiency in decoding visual elements (Marschark et al., 2009). In said ability to interpret facial and body cues, it needs to be considered that some sounds can be articulated in a similar fashion, consequently disrupting decodification. For instance, sounds /t/ and /d/ differ in their phonation. In the former, the vocal cords do not

vibrate, whereas, in the second, they do. Another example to illustrate similar articulation is the case of consonant sounds /m/, /p/ and /b/. Those three sounds are all bilabial, which is the visual information that the D/HH learner can read. However, the first is nasal, whereas the second and the third are occlusives, which is something that the eye cannot capture. Moreover, /p/ and /b/ also differ in phonation, which is another aspect that is not easily perceived (Atcherson et al., 2017; Ferrández Mora & Villalba Pérez, 1996; Gravenstede, 2009; Markschar et al., 2009). This can be particularly challenging in foreign language teaching when it comes assessing students' pronunciation accuracy and fluency in the language.

Apart from the strategies of oral communication D/HH learners use, which have been referred to above, i.e., speech-reading or lipreading, other disambiguation techniques are often needed. Among the studies that report disambiguation tactics, Domagała-Zyśk and Podlowska (2019) point at the usefulness of the International Phonetical Alphabet (IPA) as a way of illustrating sound to avoid ambiguity in phonemes or visual prompts to accompany sound such as cued speech (Domagała-Zyśk & Podlowska, 2019; López Sánchez, 2006), transcripts, tapescripts or subtitles (Domagała-Zyśk & Podlowska, 2019). Studies refer to the use of these tactics in surdoglottodidactics, that is, the teaching and learning of a foreign language (Campoy-Cubillo, 2019b; Domagała-Zyśk & Podlowska, 2019; Podlowska, 2016; Ruta & Wrześniewska-Pietrzak, 2017), although they should be encouraged to be used in the general EFL or ESP classroom on the grounds of inclusion and equity, and in order to attain UDL. Employing these in the classroom, and especially in the EFL classroom, on the one hand, help D/HH learners discriminate sound, ergo suppressing irrelevant noises that might be captured by their hearing aids or cochlear implants (Bayard et al., 2019). On the other hand, these teaching *modi operandi* would also benefit the

average learner who struggles with listening comprehension activities or the learner who, for some reason, is not concentrated during the lesson.

Much of the published research studies regarding D/HH students to date have failed to address the context of higher education, with the exception of a few studies (Cawthon et al., 2014; Lund, 2019; Moriña & Perera, 2020; Richardson, 2000), and in the EFL classroom in particular, as it has tended to focus on compulsory stages of education. Nevertheless, this issue is gaining momentum due to the democratisation of education.

As stated at the outset of this dissertation, in 2020 and 2021, the pandemic affected the methodology employed at traditional onsite universities due to the national state of alarm and subsequent lockdown and all education, training and work was moved online. Building on the Covid-19 pandemic, in the progressive return to the brick-and-mortar classroom in the new normality, the use of face masks was compulsory, which was an added disadvantage to D/HH learners, not only because they concealed possible visual hints, but also because they muffled sound (Atcherson et al., 2017; Homans & Vroegop, 2021; Victory, 2021). In the present study, learners have been asked about their experiences during the pandemic, which will be reported in the methodology and results chapters of this dissertation accordingly.

2.4.2. What we know about students with visual impairment

In this section, literature regarding the inclusion of visually diverse (VD) learners is summarised to provide the reader with a brief but detailed account of the learning scenario regarding visually impaired learners in the mainstream classroom, and ICTs and their usefulness in inclusion.

In this dissertation, the phrase (*with*) *visual impairment* is used throughout to refer to those learners who are visually diverse. It is an umbrella term that comprises a variety of degrees of sight loss,

including severe sight loss and blindness. Furthermore, the term does not differentiate between those who were not born with regular sight or whether it is a gradual loss (Kharade & Peese, 2012). In the present study, whenever a reference to visual impairment, diversity or disability is made, the focus will be placed on those learners who would need accommodations or that could benefit from UDL to engage and participate like their sighted peers.

There is evidence that suggests that VD learners are increasingly resorting to technologies, such as screen readers and magnifiers, text-to-speech tools, or OCR (optical character recognition) technology, to decode written text in lieu of the more traditional hard copy in Braille (García Villalobos, 2011; Kharade & Peese, 2012; Nisbet, 2020). As Martínez-Hernández and Bellés-Fortuño (2021) highlight in their research, not all learners with a visual impairment are literate in braille-reading on account of the time when sight deterioration occurred. This fact only emphasises the increasing need to resort to technology to guarantee access to knowledge to all students.

Evidence suggests that the use of ICTs in inclusive education democratise learning and, in fact, VD learners request their implementation in the higher education context (Morgado, Melero, et al., 2016). One of the most acknowledged benefits that ICTs can bring to the inclusive classroom is furnishing all learners with more independence, not least to VD learners (Fuglerud, 2011). While the use of ICTs provides access to the visually diverse learner, a study conducted by Martínez-Hernández and Bellés-Fortuño (2021) reveals that the use of ICTs is not definite and further thought is needed when designing the materials of the curriculum and assessment procedures. In their study, they concluded that for listening activities, more pauses were needed between questions or between speakers to provide the VD learner enough time to read all the questions when using a text-to-speech tool, for instance.

Turning to material adaptations for visually impaired learners in the EFL classroom, Martínez-Hernández and Bellés-Fortuño (2021) discourage syntactical and lexical simplification in reading activities. However, they do not dismiss the idea of simplifying listening comprehension activities without modifying the oral text – just the written activity. In their study, they underscore the importance of equal assessment to all learners. Therefore, when language is simplified and thus more straightforward, the same level of proficiency is not being assessed, hence obstructing evaluation in the language classroom.

Furthermore, some authors suggest that learners with a visual disability might hold the upper hand when it comes to learning a foreign language in relation to their sighted peers. Because their auditory channel is more sensitive, the conditions for higher vocabulary and grammar retention occur (Aikin Araluce, 2002; Coşkun, 2013). Nevertheless, Georgiou (2020) maintains that sight plays a key role in language learning, as it helps, for instance, to filter sound discarding noise and it aids the learner in discerning two similar sounds in the foreign/second language, where there is one similar sound in the foreign language. Therefore, language learning can be more challenging for visually impaired learners.

Another aspect to take into consideration when teaching visually diverse learners is their level of proficiency in the different skills in a language. According to Snider (2002), writing can be their Achilles' heel due to the intricacies of written language and the linguistic finesse needed to successfully compose a text. By contrast, they can excel at oral skills where language does not reach the apex of abstraction or formality. Snider (2002) recommends writing via dictation tools to maximise VD learners' communicative potential while, at the same time, economising in human transcribers to promote higher student independence (Martínez-Hernández & Bellés-Calvera, 2021). This could be an aspect that, when implemented in the general EFL classroom, could

contribute to UDL given that learners are provided with alternative means of expression to attain the same objective: a written text.

2.5. Chapter summary

To conclude this chapter, the role of technology in the classroom to provide multiple means of representation to VD and D/HH learners is key in an inclusive setting. The literature identifies those linguistic aspects on which D/HH and VD learners tend to struggle by providing alternative channels of language instruction and production to not only aid those learners but also to benefit the vast majority of the audience in the EFL classroom, such as phonemic transcription or dictated writing. The two types of learners described above do not share many traits, which could result in a conundrum to the teacher when both are present in the classroom and curriculum accommodations or modifications are the norm. Nevertheless, common ground can be found in the need to provide an alternative to visual cues. Given that some accommodations and modifications only apply to a learner in question, UDL should be encouraged in education, but especially in higher education institutions, which should be in the avant-garde of change and champion social justice issues. The chapter that follows moves on to consider the historical background and evolution of the concept of disability or functional diversity in education. The chapter begins by describing international provisions and narrows down to the description of the context in the university where this study was conducted.

3. INCLUSIVE EDUCATION: AN INSTITUTIONAL AND GOVERNMENTAL OVERVIEW

3. INCLUSIVE EDUCATION: AN INSTITUTIONAL AND GOVERNMENTAL OVERVIEW

3.1. Introduction

The perception of the term *disability* has changed over the last decades, and so has the concept of people with disabilities. People with disabilities are becoming increasingly more active citizens in society, although they are oftentimes denied equal access to services and fundamental human rights, such as education. That is why the role of legislative bodies, both national and international, is of the utmost importance. The role played by the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO), more specifically, is crucial in ensuring basic human rights in the development of equal and developed societies. Some countries do not grant equal access to education oftentimes on the grounds of gender, disabilities, or religious background, among other reasons. Such discrimination is not deliberate in developed societies, yet unconsciously present on occasion.

The different treatment people with disabilities have received from society and institutions for centuries has made disabilities become a human rights issue. Such treatment has often led to forms of segregation or discrimination, for instance, offering them a different curriculum or education itineraries instead of attending mainstream education centres (WHO, 2011). By making disability a human rights concern, real equity, autonomy, and inclusion may be attained (UN General Assembly, 1982, 1989; United Nations, 2019; WHO, 2011). Persons with disabilities need to actively participate in society with the right services provided by political institutions (UN General Assembly, 1982; WHO, 2011), and education is one of its cornerstones. At this point, regulations and guidelines designed and established by institutional bodies come into play.

Education is about reaching all students' full potential (UNESCO, 2013). It is the governments' duty and obligation to achieve an inclusive education system by removing social barriers that hinder the participation of people with disabilities (WHO, 2011; UN General Assembly, 1993; UNESCO, 2004). Any kind of exclusion in an education system is indicative of a deficiency, and thus not considered of quality (UNESCO, 2012). This objective, namely inclusive education, definitely requires a political contribution, but it also needs society's assistance. In this sense, legislation at all levels of education and in all legislative bodies has been –and is– of overriding importance to ensure the development of a quality education system governed by the principles of inclusion and equity (UNESCO, 2012, 2017). Nevertheless, legislation has been reduced to a means to an end. That is to say, the legislation itself is not the focus of attention; the aims it tries to attain are. International legislation and guidelines, i.e., European and UNESCO's, have turned into agreements and constant commitments from countries, which in turn require control and monitorisation from international institutions to ensure their enforcement (UNESCO, 2004). Despite the effort of political powers to enforce bills to attain full inclusion and participation of persons with disabilities in the education system, their exclusion is still present in different forms (UNESCO, 2012).

In order to provide an analysis of the development and social progress of people with disabilities in the education sphere, in all the education stages up to higher education, it is crucial to cast a glance at the last decades in regard to legislation and provisions. This section focuses on the international guiding principles established by the UN and the UNESCO, as well as the regulations adopted by the European Parliament and Council, which at the same time have been enforced in Spain and within the Valencian context. An overview of the most significant set of regulations

related to functional diversity in education in the aforementioned contexts is offered below to establish the context in which our study was developed.

3.2. Theoretical Background: Regulations

3.2.1. International guidelines for equity and inclusion: The United Nations Framework

In the aftermath of the World War II, the newly formed United Nations General Assembly published the Universal Declaration of Human Rights (UDHR) (United Nations, 1948), a groundbreaking document. Not only did it become the benchmark for many of the national legislations to come thereafter, but it also meant a turning point in society. Although not a legally binding piece, the UDHR was the first document to list 30 basic human rights – a milestone in equality – on which all countries agreed and now serves as a guideline for national regulations worldwide (*Amnesty International*, 2020). The fact that the UDHR applies to all people anywhere in the world includes persons with disabilities as well. As far as education is concerned, the UDHR ensured, on the one hand, everyone's right to free and compulsory elementary education and, on the other hand, equal access to higher education on grounds of merit and aptitude (art.26, United Nations, 1948).

Nevertheless, regarding education, it was the Convention Against Discrimination in Education (Convention against Discrimination in Education, 1960) that became a key and legally binding document to lead regulations in education matters in all States Parties at the Convention. This document is considered to be the foundation of education policies today, and ruling bodies worldwide still find inspiration in it six decades later. It reiterates that primary education must be free; secondary education, accessible to all; and higher education, available and accessible on the grounds of individual merit and capability, in accordance with the UDHR (United Nations, 1948).

Furthermore, it promotes equalisation of opportunities in education by highlighting the responsibility of ruling bodies to condemn any form of discrimination, i.e., deny access to education on any basis (UNESCO, 2000, 2019; Convention against Discrimination in Education, 1960). These ideas would be further developed a few years later, burgeoning in the 1980s, 1990s and 2000s.

The *World Programme of Action Concerning Disabled Persons* (UN General Assembly, 1982) championed the principle of equality between people with disabilities and people without them, advocating for equal opportunity and participation of people with disabilities in all society services. In 1989, the Convention on the Rights of the Child (CRC) (UN General Assembly, 1989) and the *World Conference on Education for All* (WCEFA Inter-Agency Commission, 1990) took place. The second resulted in The Declaration of Education for All, also known as the *Jomtien Declaration, and the Framework for Action* (WCEFA Inter-Agency Commission, 1990). The CRC prescribed all children's right to access education without any discrimination of any type (art. 2 UN General Assembly, 1989). Although the CRC focused on children's rights, it established a non-discriminatory context in children's education, stretching up to higher education. In fact, the Jomtien Declaration (1990) went a step further, establishing the agreement of countries on the fact that access to all stages of the education system needed to provide equal access to people with disabilities (art. 3.5).

In the early 1990s, one of the UN target areas specified in the *UN Standard Rules for Equalisation of Opportunities for Persons with Disabilities* (Standard Rules henceforth) was to reach equal opportunity and accessibility at all levels of education, namely primary, secondary and tertiary education, for people of all ages with disabilities (Rule 6 United Nations General Assembly, 1993). This document was the forerunner for the inclusion of people with disabilities in education,

towards which policies and regulations have now shifted (WHO, 2011). The Standard Rules introduced the education of people with disabilities as part of the national curriculum and, therefore, part of the General Education System. Students with disabilities would share the learning environment with students without disabilities, and segregation in special schools would be chosen as the last resort provided the education system were not able to cater for their needs. Regardless of the use of special education schools, the ultimate goal was integration in the General Education System (Rule 6 United Nations General Assembly, 1993). Hence, flexibility, accommodations and adaptations would need to be taken into account in the curriculum. Nonetheless, the fact that students with disabilities learn together with students with no disabilities in a shared space does not ensure full participation of students with disabilities; what is more, it leaves a door open to discrimination if adaptations are needed since the student would be treated differently. In fact, the document of Standard Rules does not encourage a full integration of students with disabilities as it includes segregation as a solution to cater for students with visual and hearing disabilities (Rule 6.9, United Nations General Assembly, 1993) on grounds of different communication needs. Although schooling students with disabilities in mainstream schools was a huge leap towards inclusion, inclusion was yet to come.

The *Salamanca Statement and Framework for Action on Special Needs Education* (The Salamanca Statement henceforth) (UNESCO, 1994) represented a quantum leap for education and people with disabilities. It reaffirms the aforementioned declarations, conventions, frameworks and rules that represent the progress and the conquest of civil rights for people with disabilities in the quest for Education for All. All the documents described above sowed the seeds for the inclusion of people with disabilities in the General Education System. They prepared the ground for The Salamanca Statement (UNESCO, 1994), which advocates for the inclusion of persons with disabilities in

mainstream education centres at all levels, rather than mere integration, and encourages General Education authorities to accommodate all students (UNESCO, 1994). Regarding the role of universities in the mission of Education for All, the Salamanca Statement establishes that “Universities have a major advisory role to play in the process of developing special needs education, especially as regards research, evaluation, preparation of teacher trainers, and designing training programmes and materials” (UNESCO, 1994, p. 28).

Along these lines, the *World Conference on higher education in the Twenty-First Century: Vision and Action* (*World Conference*, henceforth), and subsequent Declaration (UNESCO, 1998) underscore the pivotal role of higher education institutions in social and economic development and it reiterates the principle of equity, as established in previous regulations (UNESCO, 1960; art. 26.1 United Nations, 1948), to lead and govern higher education institutions. Furthermore, the *World Conference* defends accessibility in education at all levels and at any point in a person’s life, and access should be “actively facilitated” (UNESCO, 1998, p. 22) especially to people with disabilities – among others – since their potential might result beneficial in society’s development (UNESCO, 1998). The principle of equity governing access to higher studies guarantees non-discrimination. Therefore, equal access for all those who have successfully completed the previous education stages (UNESCO, 1998), that is to say, access to higher education is based on the students’ competence and aptitude. In other words, the *World Conference* highlights the role of universities leading the change to a more inclusive society in which people are valued for what they can do rather than for what they cannot do.

In the advent of a new millennium, the *World Education Forum Framework for Action* took place in Dakar, hence the shorter name *Dakar Framework for Action*, whose focus was on *Education for All* (EFA). EFA is one of UNESCO’s priorities, and in order to reach it, it is necessary to

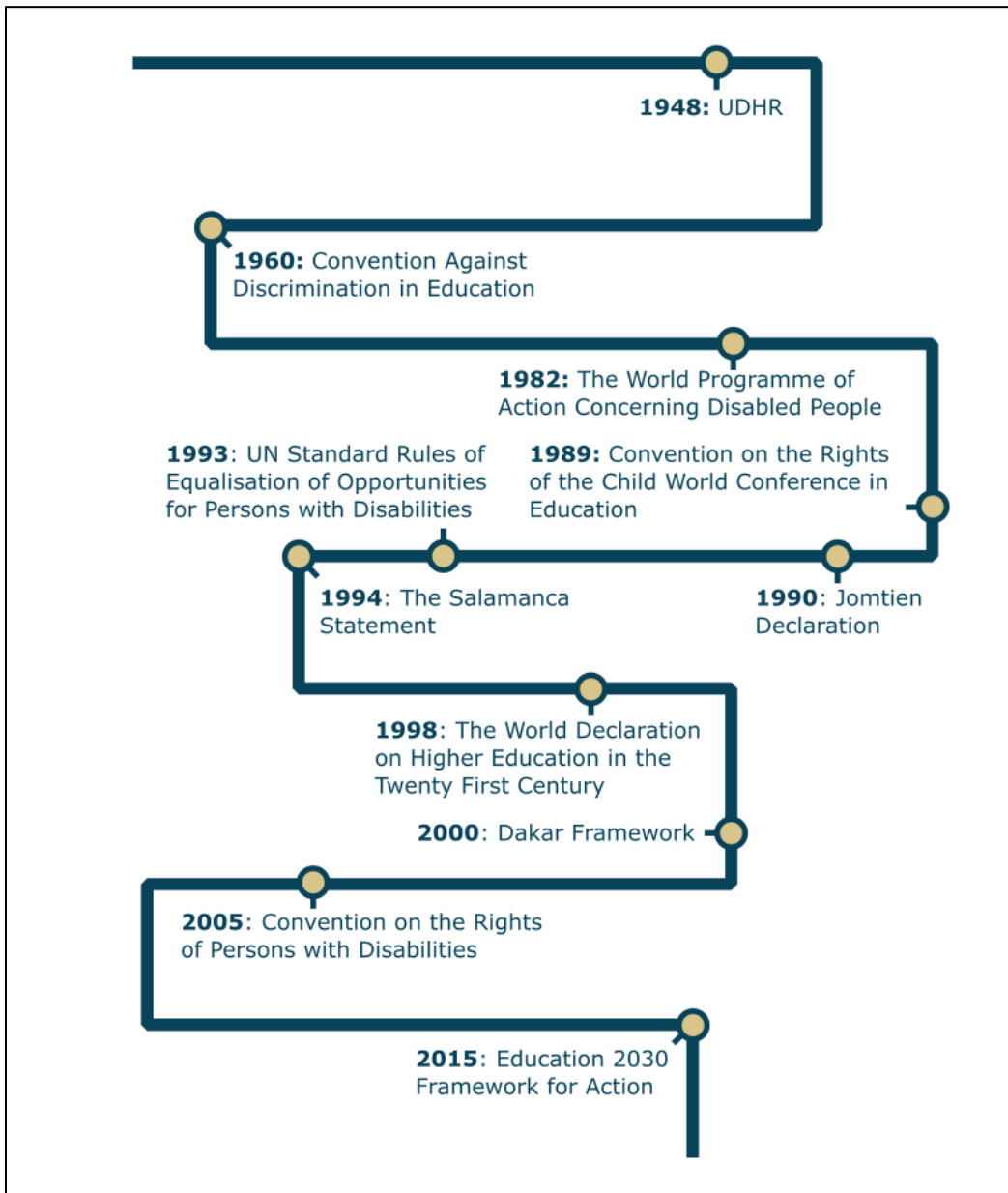
promote quality education to which equal access must be guaranteed and, thus, any type of discrimination is proscribed. EFA ensures access to all stages of education, although access to higher education is merit-based, as stated in the UDHR (United Nations, 1948) and the World Conference on higher education in the Twenty-First Century (UNESCO, 1998). That is to say, primary and secondary education, as well as vocational training, are available to all citizens throughout life and, in fact, the first stages of education are compulsory. In contrast, higher education is available to those who have successfully acquired the knowledge of previous stages and comply with qualification requirements. What the *Dakar Framework* presents as a novelty is the support of Information and Communication Technologies (ICTs) (UNESCO, 2000) in education to eliminate any barriers and reach full inclusion of people with disabilities, which will be further developed by guidelines such as The ICT Opportunity for a Disability-inclusive Development Framework (Broadband Commission for Digital Development et al., 2003).

In 2005, the *Convention on the Rights of Persons with Disabilities* (CRPD) (UN, 2006; UN General Assembly, 2007) reiterated the fundamental human rights and freedoms from the perspective of people with disabilities, equality and non-discrimination with an emphasis on accessibility and participation in all areas of life and society. That is to say, it mainstreams disability as it is not the impairment causing participation barriers for people with disabilities, but society; it is society the one that needs to adapt to everybody's needs, not just to the needs of some (Priestley, 2007). With the purpose of eliminating those barriers, this CRPD highlights the importance of raising awareness among the average citizens. Ultimately, the goal is full inclusion by ensuring participation and the enjoyment of human rights for persons with disabilities (UN General Assembly, 2007).

In 2008, a Joint expert Group at UNESCO wrote *Inclusive Dimensions of the Right to Education: Normative Bases* (2008). It is a review of all the previously published documents in favour of education as a pillar of human rights and democratic societies to attain political commitment to quality *Education for All* by 2015. After that, new objectives were established for 2030. The Education 2030 Framework for Action (UNESCO et al., 2015) aims at implementing a free public education system at primary and secondary stages and affordable tertiary education. It pursues quality education in which everybody enjoys equal access, and nobody is left behind by encouraging inclusive policies which respect and promote diversity at all education levels and stages (UNESCO et al., 2015).

Active citizenship of people with disabilities has taken a few decades, and it is still not a reality in many countries or in all aspects of life. Integration and inclusion in education have been a primary and common goal for countries in the UN, although the agreed guidelines stated above require constant monitoring and repetition. The fact that the same goals are repeated in the conventions and frameworks is indicative of the failure, or the need for a constant reminder, of attaining such goals and implementing those guidelines in all countries. A reason for this might be the gap between countries in the north and the south, the latter being poorer and being further behind than the former in social equity (Peters et al., 2005; UNESCO, 2004).

Figure 1. *Timeline of UN Regulations for people with disabilities in Education.*



3.2.2. European regulations and standards

After the bloody conflict that took place between 1939 and 1945, the Second World War, there was a need for cooperation between neighbouring nations to restore peace, which gave birth to the European Union in 1945, although it was not until a decade after the dictator Franco's death that Spain would join, in 1985. The European Union was:

founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail. (Art 2. European Union, 2012)

Since its inception, the European Union has enacted bills, acts and treaties that have been agreed upon by its Member States governed by the aforementioned principles and values. *The Treaty of Maastricht* or *Treaty of the European Union* (European Union, 1992) established the European Union, although was later amended by the *Treaty of Amsterdam* (Treaty of Amsterdam Amending the Treaty on European Union, the Treaties Establishing the European Communities and Certain Related Acts. Treaty of Amsterdam 1997., 1997), *The Treaty of Nice* (Consolidated Version of the Treaty on European Union and Consolidated Version of the Treaty Establishing the European Community: Treaty of Nice., 2002), or *The Treaty of Lisbon* (European Union, 2007), which added a new article to boost inclusion and combat non-discrimination on any grounds. Many others have been enacted and amended throughout the years since the dawn of the European Union, some of which are still in force or have been repelled by more modern, inclusive and detailed regulations. In this section, I will outline the most important documents enacted and recommended guidelines

in the context of the European Union concerning disabilities, inclusion, equal opportunities, equity, participation and autonomy in education, with a special focus on higher education.

It is important to note that the European Union comprises three bodies: the European Commission, the European Parliament and the European Council. In general terms, the first is in charge of proposing laws; the second, which is elected by the European citizens, decides whether the laws proposed by the Commission are implemented; and the third is made up of all State Members' rulers who are in charge of enforcing European laws at a national level (Leenknecht et al., 2018) as stated in Chapter 1 of the Statute of the Council of Europe (Statute of the Council of Europe, 1949).

The Statute of the Council of Europe (Statute of the Council of Europe, 1949) was the foundational document in which the roles and the basic workings of the European Union were established, although it has suffered modifications throughout the years. Soon after the first draft and implementation of the Statute, in line with the UDHR (United Nations, 1948), there was a need to constitute a *Convention for the Protection of Human Rights and Fundamental Freedoms and Protocol*. This latter document has suffered amendments in the course time (Council of Europe, 1952a, 1952b, 1963, 1966, 1984, 1990, 1994, 1998, 2000, 2002, 2004, 2013a, 2013b), including the proscription of discrimination and the right of every person to enjoy all rights and freedoms as amended by Protocol No. 12 (Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms, 2000). This convention aimed at ensuring fundamental civil and political rights as established by the UN. In a correlative duty, the purpose of the *European Social Charter* (the Charter, henceforth) (Council of Europe, 2015; *European Social Charter*, 1961) was to guarantee social and economic rights within European borders; it now serves as a benchmark for national policy-making in the Member States (Council of Europe, 2020). Article

10 of the Charter, along with Article 15, induce the Member States to cater for the needs of persons with disabilities, thereby providing the necessary services and accommodations in educational institutions. The former, i.e., Article 10, establishes everyone's right to vocational training and higher education, including university, while the latter explicitly mentions and ensures the right of people with disabilities to vocational training (Council of Europe, 2015; *European Social Charter*, 1961). In fact, in accordance with the *Standard Rules of Equalisation of Opportunities for People with Disabilities* (UN General Assembly, 1993), the Council's Resolution of 5th May 2003 on equal opportunities for pupils and students with disabilities in education and training (European Council, 2003) summons the Member States to encourage active citizenship of persons with disabilities "through their appropriate education and training, and their insertion in a school system which is [...] adapted to their needs" and "improve the integration of pupils and students with special needs in ordinary or specialised establishments" (European Council, 2003). Furthermore, in line with UDHR (United Nations, 1948), the *Charter of Fundamental Rights of the European Union* reaffirms the rights to all stages of education and non-discrimination (art. 14 & 21 European Union, 2012a).

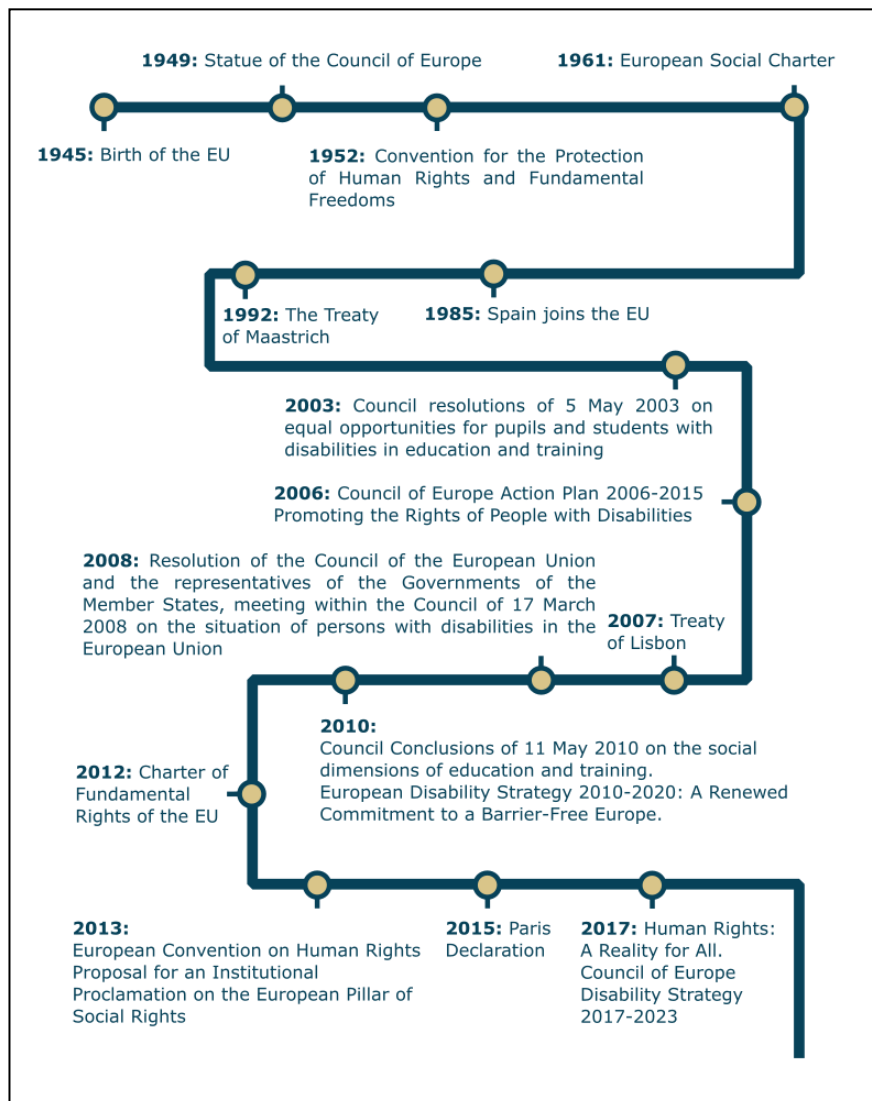
Although policy-making regarding disability is a national competence, the European Union goes to great lengths to ensure active citizenship, inclusion, equity, equalisation of opportunities and the promotion of rights of persons with disabilities. In order to achieve full participation of people with disabilities, the European Commission developed a series of measures, guidelines and recommendations along with the Council of Europe which enforced them following UN standards for the Member States to follow: (1) *Equal opportunities for people with disabilities: a European action plan* (2004-2010) (European Commission, 2003), (2) *the European Disability Strategy 2010-2020* (European Commission, 2010), (3) the *Council of Europe Action Plan 2006-2015*

(Council of Europe, 2005) and (4) the *Council of Europe Disability Strategy 2017-2023* (Council of Europe, 2016). The first embraces the potential new technologies have, especially ICTs, in eliminating barriers in access to education and content (European Commission, 2003). The second focused on accessibility to services, full participation and active citizenship, non-discrimination by reason of disability, and access to mainstream education and training for people with disabilities, inter alia (European Commission, 2010). The third designed some Action Lines that needed to be tackled. Action Line No. 4 of the Plan delves into Education to exploit people with disabilities' full potential and develop their skills to attain higher autonomy, independence and full inclusion and participation in society (Council of Europe Committee of Ministers, 2006). Notwithstanding, despite mentioning most stages of education and some of the challenges yet to be overcome (Council of Europe, 2005), higher education is not mentioned. The fourth restates the need for the full participation of people with disabilities, quality education and improved access to services, among which education is included, although it advocates for and places special emphasis on Universal Design (Council of Europe, 2016).

The evolution of the concept of disability is patent in the aforementioned EU documents and action plans. There has been a notable shift from understanding disability as a medical issue which translates as an individual problem, to a social issue (Priestley, 2007). This change reflects the limitations of a society that discriminates persons with disabilities by not taking them into account in the design of its services to ensure their participation, rather than blaming low participation on their impairment (Priestley, 2007). This shift places the concept of disability as a human rights issue in which society needs to make all the necessary changes to be inclusive and equitable by ensuring human rights among all citizens with disabilities. In order to achieve this aim, the EU has developed different action plans to boost social inclusion of persons with disabilities over the

years, but especially in the last three decades. It has also funded international organisations, such as *European Disability Forum* (European Commission, 2020a) and NGOs, e.g. *Caritas Europa* (European Commission, 2020b), to guarantee the representation of persons with disabilities and to provide citizens with information regarding their rights and the concept of disability in order to promote social inclusion, diversity and equity.

Figure 2. *Timeline of relevant European regulations, guidelines, laws and events regarding disabilities in education.*



3.2.3. Attention to Special Needs in Spain: Society and the Education System

In Spain, there were 1,860,600 people with a qualified disability of 33% in 2017, 57.5% of whom were men and 42.5 women. Visual and auditory disabilities are the focus of this study, which are present in the 5% and 4.7% of men and women respectively among the population with a disability (Observatorio sobre Discapacidad y Mercado de Trabajo en España (ODISMET) de Fundación ONCE, 2019). According to the Spanish National Institute of Statistics (INE) 5% of the population with a disability are between 16 and 24 years old (Observatorio sobre Discapacidad y Mercado de Trabajo en España (ODISMET) de Fundación ONCE, 2019). That is why this study focuses on this age span and for which higher education needs to be made accessible. With the most recent Organic Laws of Education, i.e., 2/2006 (LOE, 2006), 8/2013 (LOMCE, 2013) and 3/2020 (LOMLOE, 2020), there has been an emphasis on diversity in all its forms. These three laws describe quality in education and equity as a way of guaranteeing equal opportunities, equal rights, inclusive education and universal accessibility as compensators for social, personal, cultural and economic inequality.

University and Central Government communication is paramount in ensuring the values mentioned above in higher education. In this regard, the Conference of Rectors of Universities (referred to as CRUE henceforth, as the acronym reads in Spanish) plays a crucial role (Estatutos CRUE, 2015). This institutional organism founded in 1994 (CRUE, 2015) acts as a representative of all Spanish universities. It aims at ameliorating higher education by establishing common goals and values to all universities in the territory among which Article 2.2C reads: “to defend the principles of justice, independence, equality and non-discrimination on the grounds of birth, race,

sex, religion, opinion or any other condition or personal or social situation”¹ (CRUE, 2015, p. 4). The CRUE contributes to developing new regulations and standardising protocols to adapt higher education to the changing times (Universia, 2018).

Education, and access to it, is one of many citizens’ rights, as established in the Declaration of Human Rights (United Nations, 1948), and as it was later compiled in article 27.1 in the Spanish Constitution (1978). Thus, it is the duty of political powers and public institutions to provide education to all citizens, including– and especially – those with a disability, as established in article 49 of the *Magna Carta*. The Spanish Education System encompasses all learning levels: primary, secondary and tertiary education, namely pre-school, primary school, secondary school, baccalaureate, vocational training, language teaching, art education, sports education, adult education and university education (art. 3.2 LO 2/2006). Although university education is regulated by its own statutes, all the aforementioned education levels, university education included, must be adapted to those students with special educational needs (art. 3.8 LO 2/2006; art. 8 RD 1630/2006; RD 1147/2011; art.14 RD 126/2014; art. 9 RD 1105/2014, Decree 108/2014; art.18 RDL 1/2013), even university entry tests along with all the procedures implied must be accessible to all students with a disability (art. 38.3 LO 2/2006; LOMCE, 2013; LOMLOE, 2020). People with disabilities have been unable to participate actively in society for centuries, which is the reason why the public administration and political powers must ensure their inclusion in it by fostering non-discriminatory policies, equality and public services that cater for the needs of all

¹ My own translation from the original Spanish text.

citizens, and to make equality real for persons with a disability (art. 49 CE, 1978; art. 73 RDL 1/2013).

With the purpose of eliminating barriers in access to higher education to people with disabilities, the Spanish law guarantees their participation in state-run universities by providing several opportunities. On the one hand, 5% of registration places in undergraduate degrees are reserved to those students with a disability degree of 33% or higher attested by the corresponding official organism (European Commission et al., 2014), namely Generalitat Valenciana or to students with SEN in previous educational stages (RD 412/2014; Fundación Universia, 2016). On the other hand, students with disabilities or SEN are exempt from tuition taxes (RD 412/2014) and they are priority candidates to other scholarships, such as transportation. Regardless of the intention to facilitate access to students with disabilities to higher education, the threshold of this group at Spanish universities has not increased significantly over the last decade (European Commission et al., 2014).

In 1982, the Spanish Government enacted a law which championed social inclusion policies for people with disabilities. Although this law was repealed in 2013, seeing that a new Royal Legislative Decree was passed approving the rights of people with disability and their social inclusion (RDL 1/2013), it was a pioneering law of social character in Spain at the time (Law 9/2018). Law 13/1982 dedicated a section to education for people with disabilities or special educational needs. The right to access to education of the Spanish Constitution is further developed in this law to ensure their inclusion in the General Education System, although Special Education is also considered. Nevertheless, the latter is only considered as a mere transition with the aim to reach full inclusion in both the general education system as well as in society as a whole, or for

those students who cannot be part the mainstream education system due to their disability (art. 23.2, art. 26 Law 13/1982, Education, 2003).

Notwithstanding, it is the higher education context the main interest of this study. Regarding university studies, and as far as adaptations are concerned, Law 13/1982 established that:

People with a disability attending university studies, whose disability restricts the general exam calls system, will be able to apply for an increase in the number of calls since it compensates for their disability, and the centres will have to oblige. Although the level of knowledge required will not be modified, the tests will be adapted to the characteristics of the disability of the student. (art. 31.2 Law 13/1982)²

In order to reach equity for people with a disability, Law 51/2003, which promoted equal opportunity, non-discrimination and universal accessibility for people with a disability, was enacted with its focus on telecommunication and information societies, public spaces, transport, services, public administrations, judicial administration and cultural patrimony. Although Education itself is not the focus of this Law, it does involve services which universities as public institutions must provide. This law complemented Law 13/1982 and emerged from the persistent discrimination in society towards people with disabilities due to the need to explain and understand the term *disability* and how it has changed over the last two decades (Law 51/2003). Along the same lines, and with the same motive, Law 49/2007 was passed a few years later. Law 49/2007 was enacted to ensure all citizens' constitutional rights, especially those with a disability, as

² My own translation from the original Spanish law text.

established in the Spanish Constitution (art. 49). Therefore, in accordance with the Community provisions of the European Union, which allow the application of sanctions to the Member States where national provisions to be violated (Law 49/2007), the Spanish Government passed this law to ensure law-enforcement of previous Laws 51/2003 and 13/1982 and to avoid administrative offence. According to this law:

those actions that violate the right to equal opportunities, non-discrimination and accessibility are considered administrative offence when direct or indirect discrimination takes place, bullying, infringement of accessibility requirements and reasonable adjustments, as well as the infringement of positive action measures legally established, especially when financial benefits derive from it in favour of the offender. (art. 2 Law 49/2007)³

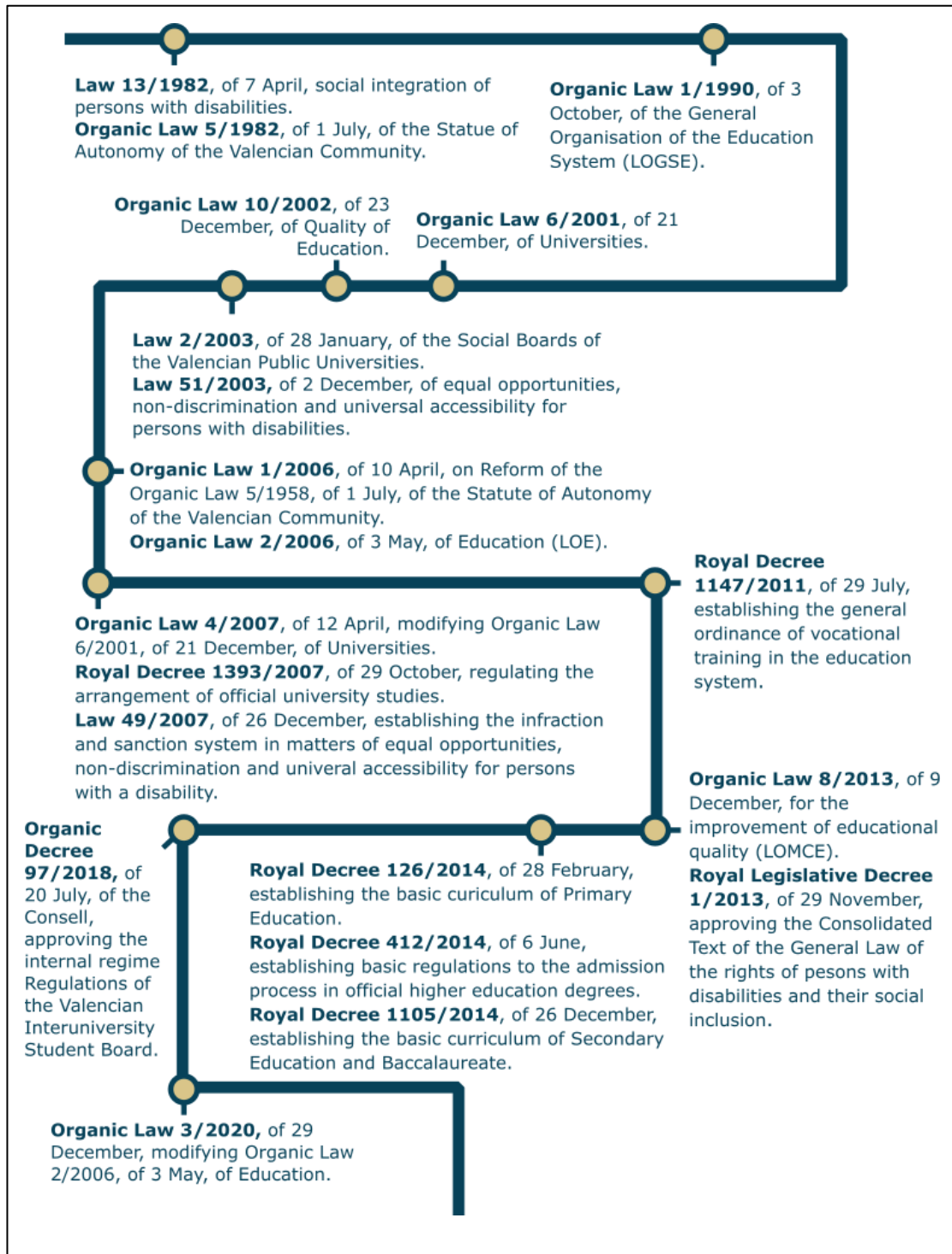
The most recent national legislation regarding persons with disabilities is the Royal Legislative Decree 1/2013, 29th November, approving the consolidated text of the general Law of the rights of persons with disabilities and their social inclusion. With the passing of this Royal Legislative Decree, Law 13/1982, 7 April, of the social integration of the persons with disabilities, Law 51/2003, 2nd December, of equal opportunities, non-discrimination and universal accessibility for persons with disabilities, and Law 49/2007, 26th December, establishing the sanctions and infraction regime in matters of equal opportunities, non-discrimination and universal accessibility for persons with a disability were repealed. The main aims of the new consolidated text were, on the one hand, (1) to guarantee the right to equal opportunity and to equity in relation to the rest of citizens, by promoting personal autonomy, universal accessibility, employability and inclusion in

³ My own translation from the original Spanish law text.

the community and an independent life along with any form of discrimination in line with the Spanish Constitution (1978) and the *International Convention of the Rights of Persons with Disabilities* and other treaties upheld by Spain. On the other hand, (2) this text also aims to establish a sanctions-and-infractions regime in order to guarantee the basic conditions regarding equal opportunity, non-discrimination and universal accessibility of persons with disabilities. Figure 3 below shows a visual summary of the progress of Spanish legislation regarding disabilities in education since the 1980s, in which one can observe the relatively recent focus on integration and inclusion policies.

At present, national legislation guarantees access to university to persons with disabilities via several measures, which are considered “positive discrimination” (Peralta Morales, 2007, p. 44). Those measures aim to provide advantages to this traditionally neglected social group. In this case, the Spanish law ensures the right to higher education of persons with disabilities through the adaptation of entry exams as well as by allocating 3% of enrolment vacancies to this group fee-exemption.

Figure 3. *Timeline of relevant legislation related to disabilities in education in Spain.*



3.2.4. Special Needs in Education in the Valencian Community⁴

In this section of the theoretical background for this dissertation, the workings of the regulations related to special needs and disabilities in society and, more specifically, in both General and higher education in the Valencian context will be set forth. The current study takes place at the Universitat Jaume I, one of the four public universities in the Valencian Community. Therefore, it was deemed appropriate to dedicate a subsection entirely to the setting. Although this dissertation focuses on disabilities in the context of higher education, it seems pertinent to analyse and give an overview of non-university education stages, since they provide an educational, cultural, and civic background to potential university students. In other words, non-university stages shape the itinerary, rules and context to which future university students will be accustomed.

Although the national body entrusted with General Education is the Ministry of Education, Primary Education, Secondary Education, Languages Education and Vocational Training are managed regionally by the Education, Culture and Sports Office⁵ of the Regional Governments, i.e. the Valencian Government in this instance (Decree 87/2005). However, the Ministry of Education establishes the common basic curriculum guidelines, i.e., objectives, competences, contents, methodology, evaluation criteria, for all the State regions (LO 2/2006; LOMCE, 2013). Yet, universities are independent entities as stated in the Spanish Constitution (Art 27.10 SC; Organic Law 6/2001) and manage their own contents. However, it is in the State Government's power to issue and validate any academic title, including university titles.

⁴ Comunitat Valenciana

⁵ Conselleria d'Educació, Cultura i Esport

The Valencian Government is in charge of detailing the curriculum and the syllabus for compulsory education, namely pre-school, primary education and secondary education, as well as the curriculum for baccalaureate and vocational training stages; that is to say, the non-university education levels (Decreets 37/2008, 38/2008, 108/2014 and 51/2018). The Decrees by which the Education, Culture and Sports Office of the Valencian Government establishes the curriculum and the general order of the Education System consider different organisational aspects such as timetables, assessment criteria, students' autonomy and participation, and attention to diversity (Decreets 37/2008, 38/2008, 108/2014 and 51/2018). The Valencian Government, as stated in the Statutes of Autonomy of the Valencian Community, has the exclusive competence of administering education in all its levels and degrees modalities and fields, within the limits of what established in the Spanish Constitution or Organic Laws (art. 53 LO 5/1982; LO 1/2006).

The Valencian administration is governed by the principles of inclusion, autonomy, non-discrimination, participation, equal opportunity, and public responsibility (Law 11/2003). The laws, decrees and ordinances enacted by the Valencian Government aim at attaining the aforementioned principles since an inclusive society in which people with disabilities participate actively guarantees equal opportunities to all (Law 11/2003). Law 11/2003 establishes the rights of persons with disabilities at the Valencian administration, among which it reads that “persons with disabilities have the right to access public services on equal terms to the rest of citizens” (art. 6.2)⁶. One of those “public services” is education, at any stage or level, since it is a public service

⁶ My own translation from the original text.

in Spain, and it is the responsibility of the Education, Culture and Sports Office to promote inclusive education.

In order to achieve and follow the above-mentioned principles, the Valencian Government has regulated disabilities in the classroom since the year 1994. The Ordinance of 11th November 1994 (Ordinance, 1995) stemmed from the General Organic Law of the Education System in Spain (LOGSE, 1990) which established the inclusion of all students in the Spanish Education System provided public centres can cater for the students' needs. In the event that those centres could not provide the necessary support or adaptations to these students, they would be educated in Special Education Centres (Ordinance, 1995; LOGSE, 1990), in accordance with the concept of *integration* detailed in the UN Standard Rules for Equalisation of Opportunities for Persons with Disabilities (UN General Assembly, 1993).

In line with the civil rights stated in both the Spanish Constitution (1978) and Law 13/1982, which promulgated social inclusion for people with disabilities – currently repealed, students with disabilities at any education stage in the Valencian Community have several rights. The first one being the right to specific educational care, followed by the right to have their special educational needs attended, along with the right to a psycho-pedagogical assessment of their educational process, and the right to the use of resources that facilitate learning, such as ICTs. These rights are described in Article 20 of Law 11/2003, in force at the moment of the presentation of this PhD thesis. This law guarantees these rights regardless of the origins of university funds, be they state-run or private centres.

More recently, as a means to reach inclusion in the classroom and attain a more respectful society, the Valencian Government enacted Law 26/2018 to guarantee the rights of children and teenagers

in the Valencian Community. Chapter Seven of this Law is dedicated to the right to education within an education system that aims to be equitable and inclusive (Law 26/2018; Ordinance 20/2019), following the Salamanca Statement (UNESCO, 1994). Along the same lines, in Article 3 of Chapter One of the Decree 108/2014, which establishes the curriculum and develops the general ordinance for Primary Education in the Valencian Community, it is prescribed the need to “Adapt the curriculum and its elements to the needs of each student so as to offer a personalised attention and a personal and integral development of all students”⁷ (Decree 108/2014). Similarly, the Decree 87/2015 which establishes the curriculum and develops the general ordinance of Secondary Education and the Baccalaureate in the Valencian Community, in line with the ideas of Dolan and Hall (2001) and in accordance with the Organic Law 2/2006 and Royal Decree 1105/2014, prescribes that assessment adaptations for students with SEN must involve, on the one hand, all those necessary tools for the students in order to provide them with a fair assessment; and, on the other hand, time adaptations along with other necessary supports, prior psychopedagogical assessment, should also be taken into consideration. Adaptations seek to fulfil the individual’s needs, which means that adaptations must boost the student’s potential and acknowledge their special needs (art.11.2, Decree 87/2015). Nevertheless, students with SEN must “succeed in their final assessment in order to obtain the corresponding title”⁸ (art. 24.3, Decree 87/2015).

⁷ My own translation from the original text.

⁸ My own translation from the original text.

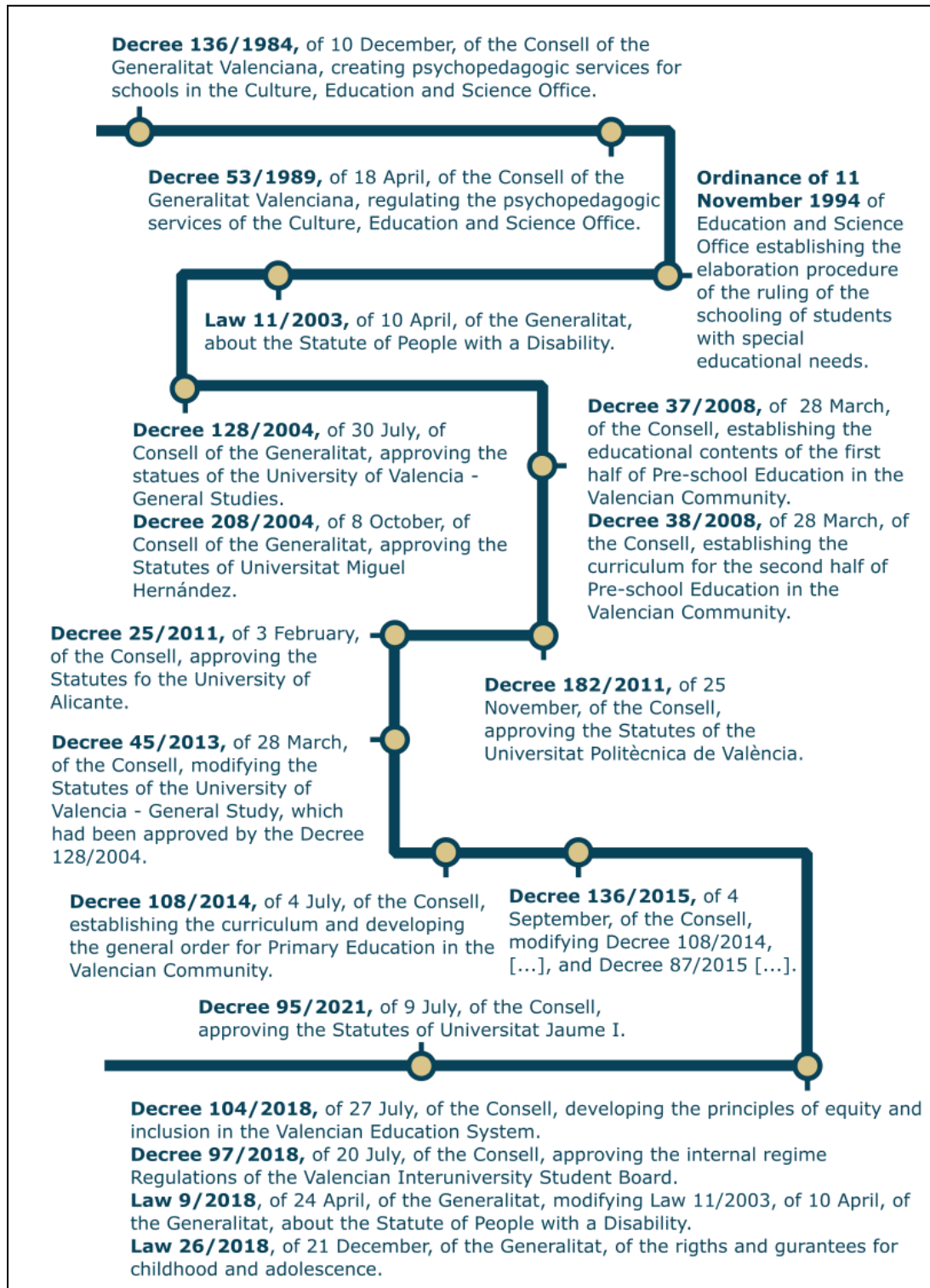
In the Education Framework of the non-university public education system in the Valencian Community, inclusion and attention to students' special educational needs are regulated by the Valencian Government (Decreets 37/2008, 38/2008, 108/2014 and 51/2018), although it is the job of the teachers and counsellors to cater for the students' needs (Decreets 108/2014, 51/2018). In these regulations, it is established that children in pre-school, primary and secondary education levels will receive both collective and individualised treatment in order to cater for diversity in the classroom, oftentimes with the help, guidance and support of the professional who detected the student's special needs, and they emphasise the importance of constant communication with families in order to provide teachers with the necessary information to ameliorate the students' educational process (Decreets 37/2008, 38/2008). Teachers are the ones in charge of adapting materials, methodology and assessment to the needs of those students with SEN, with the guidance and prior approval of the educational counsellors at the centre (Decreets 87/2015, 108/2014), which all centres must have so as to bring to fruition "an attention to diversity and inclusion plan"⁹ (art.12 Decree 87/2015; art. 16 Decree 108/2014). Furthermore, so as to promote school success and furnish the High School Diploma to the greatest number of students, the Education, Culture and Sports Office in the Valencian Community can organise extraordinary education programmes to fit the profile of students with special needs, whether derived from a disability or simply with different social situations that lead to disruptive behaviour and usually result in a difficulty to adapt to the school system. These programmes usually have a focus on Pragmatism, i.e., practical

⁹ My own translation from the original Spanish law text.

learning, in which practical activities and workshops are combined with lessons (Decree 136/2015).

Having reviewed the situation of the public education system in the Valencian Community, it is notorious the fact that there has been a gradual increase of the importance of disabilities in society and their standardisation in the system by catering for people's needs via adaptations, as well as the dire need for regulations in this field. Figure 4 below illustrates the burgeoning legislation regarding disabilities in the Valencian Community.

Figure 4. *Timeline of legislation regarding disabilities in education in the Valencian Community.*



Notwithstanding, the Universities of the territory do not depend directly on the Education, Culture and Sports Office of the Valencian Government, they are independent entities in their policymaking, although the Generalitat oversees coordination (art. 17, Organic Law 4/2007). The Valencian Government's competence in universities is restricted by both the Nation's basic legislation and their autonomy. Nevertheless, the Statutes must be approved by the Regional Governments. Students with special needs who have carried out their studies in the Valencian Education System benefit from the guidance and support that school and regional programmes offer, and they might promote in their studies accordingly to reach higher education. In order to access University, entry exams would be adapted to their disabilities, maintaining the same level of knowledge and content (Decree 104/2018). In the University context, the Ministry of Universities (LO 6/2001, LO 4/2007) and the universities' Statutes regulate students' rights. Article 29 in Law 4/2007 establishes the Student Board's formation shared by all the universities in the Valencian Community, namely the Valencian Interuniversity Student Board (CIVE), whose regulations were later approved in 2018 by the Education, Research, Culture and Sports Office. This board's function is to represent university students in more prominent institutions and offer counsel to the Generalitat regarding university activity, students' rights and demands (art. 2c, Decree 97/2018).

Furthermore, article 46.2b of the Organic Law 6/2001, of 21 December, of Universities compiled the rights and duties of students in which it establishes that students have the right to equal opportunity and non-discrimination for any reason related to sex, race, religion or disability or any other condition or situation, whether personal or social, in access to university and to exercise their academic rights (art. 46.2b, LO 6/2001). According to the 24th additional provision in Organic Law 4/2007, which modifies Organic Law 6/2001, of Universities, so as to promote and ensure

inclusion and full participation in university life: Universities must guarantee equal opportunities to students and other members of the university community with a disability, banning any form of discrimination and establishing positive action measures (LO 6/2001, LO 4/2007). Among those positive action measures are universal accessibility and design for all in the curriculum as well as in all buildings on campus, non-discrimination along with the “means, support, and resources” at the disposal of students and other members with disabilities “to ensure real and effective equal opportunities in relation to the other members of the community”¹⁰ (LO 6/2001, LO 4/2007). To sum up, higher education depends mainly on universities, but the regional and state governments support it; unlike non-university education, which depends directly from the regional Government.

The above explained is the standard regulation for all universities in the State. Nonetheless, universities have their own statutes, which differ from one another. The main state-funded universities of the Valencian Community are compared below in terms of inclusive policies. Nevertheless, Universitat Jaume I is not included in this section since it is the setting where the study was conducted and therefore deserves a section in its own right.

Regarding the Universitat de València, Decree 128/2004, 30 April, of the Consell de la Generalitat, approving the Statutes of the Universitat de València (General Study) and Decree 45/2013, 28 March, of the Consell, modifying the Statutes of Universitat de València-General Study, approved by the Decree 128/2004, of 30 July of the Consell 128/2004 Universitat de València (UV) establishing that it is the University’s responsibility to endorse inclusive policies in order for

¹⁰ My own translation from the original Spanish law text.

students with disabilities to develop university and academic activity (art. 10.4) fully. The Decrees and Statutes of this university do not detail how to provide students with disabilities with the necessary support programmes or the necessary adaptations, namely curricular, methodology or assessment adaptations. Besides, there is no reference to non-discrimination on the grounds of disability – although Article 10.1a does include non-discrimination by reason of sex, race, birth, language, religious beliefs, ideology or gender identity.

Universitat Politècnica de València, on the other hand, maintains in its Statutes a more faithful article to the one in the Organic Laws 6/2001 and 4/2007 although slightly more detailed, compared to the UV's in which “students have the right to equal opportunities and non-discrimination by reason of sex, race, religion or disability or any other condition or personal or social situation in access to University, entry to centres, permanence and exercise of their academic rights”¹¹ (art. 121, Decree 182/2011).

The Universitat d'Alacant (UA) has its objectives and principles defined in which the values of equality, plurality, tolerance, or non-discrimination, amongst others, are highlighted (art. 2e, Decree 25/2012). Moreover, it established in its Statutes that the University would take all the necessary actions towards full inclusion in the university community of students with disabilities (art. 138.3, Decree 25/2012), which includes accommodations such as timetable reduction or partial dedication to studies in order to suit the needs of students with disabilities (art.108.2, Decree 25/2012). However, the Universitat Miguel Hernández offers a more general regulation in article

¹¹ My own translation from the original Spanish law text.

2e of its Statutes, including the integration of persons with disabilities in all fields (art. 2e, Decree 208/2004).

As it can be observed in the figures shown in the chapter (see Figures 1, 2 and 3), a higher number of policies regarding or including disabilities or special needs in the classroom have been enacted in the last two decades. This leads us to think that society's values and principles are in constant change and are moving towards an inclusive and more equitable perspective in which all citizens or students, in this case, can participate and engage actively in the services it has to offer. In contrast with the dearth of laws, decrees and guidelines that included people with disabilities in the last century, the plethora of regulations approved only in the first two decades of the 21st century is indicative of the need to adapt to social change and the imperative need to build a society for all. Notwithstanding, experts contend that legislation, albeit a legal recognition and protection of people with disabilities, has proven to be feeble in delivering inclusion, full participation and equality (Priestley, 2007). However, legislations, regulations and other guidelines have promoted the interest in inclusion (Liasidou, 2014) but have proven feeble in delivering it along with full participation and equality (Priestley, 2007).

3.2.5. Setting for this study: Universitat Jaume I

Universitat Jaume I (UJI) is located in the northernmost capital city of the Valencian territory. The University is named after the king who marked the Valencian people's political origins and identity in the Early Middle Ages, Jaume I (James I) of Aragon or "the Conqueror". In his honour, the Generalitat Valenciana established this University as the institution representative of science, knowledge and research in the northern regions (Decree 5/1997; Decree 116/2010).

Universitat Jaume I is a fairly young university. The campus was founded in 1991 on the legacy of former tertiary education entities in the cities and towns in the northern counties, specifically the Teacher Training College, the University College of Castelló, and the Institute of Ceramic Technology (Decree 5/1997; Decree 116/2010). When the University opened for its first academic year in 1991, it was formed by three scientific centres, namely the Faculty of Legal Sciences and Economy, Faculty of Humanities and Social Sciences, and the School of Technology and Experimental Sciences, along with a research centre, i.e., the Institute of Ceramic Technology, which altogether offered a total of 17 degrees in its first academic year (Law 3/1991).

Universitat Jaume I has aimed at covering social and cultural demands since its inception. Several formal documents such as Law 3/1991, the First Regulations of 1992 and the succeeding University Statutes in 1997 detailed those aims. In the same vein, the University values of “freedom, democracy, justice, equality, independence, plurality, peace and solidarity” are defined in the third article of the Statutes along with the “non-discriminatory harmony” of the community and the “respect for diversity”¹² (Decree 5/1997, p. 1638). Social values have become the university hallmark in the last decades while, at the same time, social aims have defined it.

In the context of the university where this study was conducted, the regulations of undergraduate degrees and master’s degrees prescribe “universal accessibility and the design for all” (Decree 116/2010, p.35) in accordance with the provisions of the National Law 51/2003 (repealed by Law 1/2013). In those lines, subject syllabi will need to undergo modifications in order to accommodate

¹² My own translation from the original text.

learning to the students' needs. This is a way to promote, support and ensure equal opportunity, non-discrimination and accessibility to higher education for all.

3.2.5.1. Accessibility and Special Educational Needs at Universitat Jaume I

At a worldwide level, the UNESCO Salamanca Statement in 1994 advocated for inclusive education and represented the commitment of 97 countries and 25 international organisations to the maxim "Education for all" (CSIE, 2018). Henceforth, education took a turn, and inclusive policies started to be implemented. In the Spanish context, the Royal Decree 1393/2007, 29th October, was the first official document to refer to the concept of special educational needs (SEN) due to a disability. The need for a service to provide support for these students and their lecturers in all Spanish universities is prescribed in Article 14.2 of the Third Chapter of said Royal Decree (RD 1393/2007).

Notwithstanding, UJI had been working along these lines towards the same goal, i.e. education for all, since its pre-statutory stage at the beginning of the 1990s. UJI was still in its infancy as an institution, but it championed policies regarding inclusion and prioritised students' needs. In 1991, the year of its establishment, Universitat Jaume I committed to promoting the inclusion of all students at university. In order to reach this aim, UJI explored the development of activities which had been planned to provide an answer to such needs and demands in society, namely counselling programmes and academic coaching (Unitat de Suport Educatiu, 2005). Subsequently, this resulted in the emergence of the Diversity and Disability Unit within the Educational Support Unit, which was established in 1998 to coordinate all those activities and programmes that had been developed for and taking into consideration those students with special needs (Unitat de Suport Educatiu, 2005).

In the Decree 179/1992, in which the regulations of the activity at UJI are approved, the third article compiles the fundamental principles of the University, among which it reads “Equality, particularly in access opportunities for students to access university and in non-discrimination, through any measures that make the abolition of discriminations possible”¹³ (Decree 179/1992, p.11556). Thereafter, the Statutes of Universitat Jaume I have included a section in which it is made explicit the need to cater for students’ special educational needs as one of the students’ rights with the objective of making education more universal and accessible.

Universitat Jaume I is one of the forerunners in matters of inclusion in higher education in the Spanish context since its inception in the 1990s and one of the first to compromise to cater for students’ special needs in its First Regulations and later First Statutes (Unitat de Suport Educatiu, 2018; Decree 179/1992; Decree 5/1997). In the Statutes of 2003, along with the compromise to cater for student’s need as well as to abolish discrimination as established in the governing principles of the University at the outset of this Decree, Article 119b prescribes that students have the right to “Develop their studies on the grounds of equal opportunities and non-discrimination, in terms of access and permanence at University, as well as in terms of the exercise of their academic rights” (Decree 252/2003, p. 31032). However, in the Statutes of 2010 and 2021, the latter still in force to the date of this research, the section includes more detail. Article 117 specifies the latest version:

Equal opportunities, non-discrimination and universal accessibility of people, regardless of sex, race, religion, disability or any other condition or circumstances whether social or personal, to

¹³ My own translation from the original text.

this University, the ingress in any of its centres, permanence at University and exercise of their academic rights. (Decree 95/2021, p. 31861)¹⁴

Universitat Jaume I aims at making higher education accessible to everyone both inside and outside the classroom. In order to attend lectures, lessons, seminars or any other activity organised by the University, people with disabilities need to be able to move across campus freely and get to their destination autonomously. Thus, buildings need to be accessible as much as the knowledge imparted within their walls (Dolan & Hall, 2001). The former has been successfully attained, although the latter can certainly be improved. Universitat Jaume I has all the scientific centres and faculties in one levelled and uniform campus making buildings and facilities accessible to all. Dolan and Hall (2001) point out the “dreadful irony” (p. 22) of universal architectonic access in education centres, contrasting it with the failure to provide accessible content within those buildings. If one comes to think about it, it might sound ironic that in an education centre, people with a disability do have access to the centre itself, but not to education. It is the case of people with a sensory disability, who can get around campus autonomously, but struggle during lectures. In other words, knowledge is not accessible. This inaccessibility is accidental. It mostly occurs due to the lack of academic staff training to teach students with such disability or scarcity of information (Dolan & Hall, 2001; Hansen & Mislevy, 2008), insufficient guidelines or communication with the student.

¹⁴ My own translation from the original law text.

The Diversity and Disability Unit at UJI works in collaboration with other centres and services at university to detect physical barriers on campus. With the aim of making university more accessible to all, the removal of structural and architectural barriers which block the free movement of blind people or of those with motor impairment is vital since these hinder their autonomy (Unitat de Suport Educatiu, 2005). Apropos accessibility on campus, all classrooms have a dedicated accessible space for students in a wheelchair. Besides that, some furniture can be adapted to the students' physical needs as well. Regarding accessibility to communication, the *Paranimf*, a cultural space, has also been equipped with an electromagnetic induction loop which will allow the participation in scheduled activities to those students who have a hearing aid or a cochlear implant enjoy access to and participate in culture (UN, 2006). This equipment can also be installed in the most frequented classrooms of students with hearing disabilities (UN, 2006). Notwithstanding, with the object of making higher education accessible to all and in order to provide fair and accurate assessment and evaluation, regarding access to the syllabi, UJI includes in its Degree and Master's Regulations an article which contains and explains the need for curricular and assessment accommodations or adaptations for students with special needs. According to Dolan and Hall (2001), these accommodations must involve and provide students with the tools or other elements they use in their everyday study routine to express understanding; otherwise, equity and the chance to opt for an objective and fair assessment might both be jeopardised.

Along these lines, UJI considers special educational needs in the Regulations for Undergraduate and Master's Degrees. As far as assessment is concerned, Article 14 in Chapter 7 on the development of evaluation tests, urges students with special educational needs who require accommodations to address to the technicians at the Diversity and Disability Unit at the

Educational Support Unit on campus with the aim of informing of specific adaptations, i.e. accommodations or modifications, they might require in the curriculum or assessment. This unit manages all cases individually in order to recommend the most suitable accommodations for students to their respective teachers. The analysis and study of each particular case implies – or at least is an attempt to – higher equity (Unitat de Suport Educatiu, 2021). Furthermore, the departments and centre where the student is taking their studies are notified of the students' special needs by the Diversity and Disability Unit, which, in turn, will also inform lecturers and provide them with guidelines, suggestions and support to cater for the student's needs (Unitat de Suport Educatiu, 2021). In the case of the admission to Master's Degrees, students must state their needs during the admission process in order to consider "possible curricular adaptations, itineraries or alternative studies" (Unitat de Suport Educatiu, 2021).

Not only has this university been a pioneer in the field of equity and inclusion, but it has done so successfully. An indicator of this is the great many prizes it has been awarded, namely *Honourable Mention 1995 to Universitat Jaume I for designing a completely accessible new campus for students with physical disabilities*, *The acknowledgement of Universitat Jaume I during the IX Workshop COCEMFE*, *ACUDIM 1997 award for raising the visibility of disabilities in the world of higher education*, and the *COCEMFE award for guaranteeing access to university studies* (Unitat de Suport Educatiu, 2019).

3.2.5.2. *The Diversity and Disabilities Unit: Attention to Diversity Programme*

The Diversity and Disabilities Unit emanated from the need to cater for the needs of the increasing number of students with disabilities in the late 1990s (UJI, 2005). In the first instance, this Unit was founded as a service to cater for students' educational needs derived from disabilities before it was mandatory to cover this demand. The motivation underlay in the urge to provide academic

accommodation to 20 students in the incipient stages of the establishment of UJI in the early 1990s. Subsequently, the demand for this service grew, and it became a Unit. In order to do so, CRUE¹⁵ and CRUE-Students' Affairs¹⁶ were both in charge of creating a Diversity and Disability Unit.

On the one hand, CRUE's role is to act as an interlocutor between the universities and the central Government. This mission translates into CRUE's key role and its importance in regulatory aspects pertaining to higher education in Spain, as mentioned earlier in this thesis. On the other hand, CRUE-Students' Affairs is a Sectoral Commission whose purpose is to compile information related to all those matters of relevance to students, namely grants, employability or diversity, and disability. The Organic Law 4/2007, which modifies Organic Law 6/2001, of Universities proscribes in its 24th additional provision discrimination on any grounds and the onus on universities to develop the necessary actions to work towards the participation and inclusion of this group in the higher education context, as mentioned previously in this doctoral dissertation. In this sense, the University Support Services for persons with Disabilities (i.e. SAPDU, as the acronym reads in Spanish) was established (Fundación Universia, 2016). Along with CRUE, SAPDU¹⁷ is a support service for people with disabilities at university (Red SAPDU, 2014), both of which work at a national level. One of aims of these services is to boost collaboration with university services that provide support to students with functional diversity, among others. These

¹⁵ Conferencia de Rectores de las Universidades Españolas

¹⁶ CRUE-Asuntos Estudiantiles

¹⁷ Servicio de Atención a Personas con Discapacidad en la Universidad

services are the driving force of change in order to attain a more inclusive, tolerant and accessible society (Universidad de Alcalá, 2019).

In the context of UJI, the Diversity and Disability Unit is responsible for offering academic support to all university community members who have special educational needs or a disability (Educational Support Unit, 2018b; UJI, 2005). This Unit developed the Support to Diversity and Disability Programme with the main aim of reaching the inclusion of all students. In the University Statutes of 2003 and 2010, Articles 119 and 118, respectively, prescribed that “Universitat Jaume I must facilitate to those students with physical, mental and sensory limitations the adequate learning conditions and curricular adaptations for their proper academic training” (Decree 225/2003, p.31032) and that

Universitat Jaume I must facilitate to those students with special educational needs the adequate learning conditions and curricular adaptations for their proper academic training. Furthermore, special attention must be drawn to those students who show notorious excellence so as to develop their capacities completely. (Decree 116/2010, p.33692)¹⁸

With the purpose of achieving what is stipulated in the Statutes, the Diversity and Disability Unit offers a personalised and individualised counselling service to all the university community: students, academic and administrative personnel. On the one hand, they offer both career and academic orientation to future undergraduate students in coordination with their secondary education centres, including support during the university entry exams and throughout their

¹⁸ My own translation from the original Spanish law text.

academic journey. Once students access University, the Diversity and Disability Unit is in charge of providing them with the necessary tools to make the necessary academic adaptations possible.

Moreover, it is also the job of the Diversity and Disability Unit to offer training and guidance to teachers on this topic. In line with the objectives of the Convention on the Rights of Persons with Disabilities (UN, 2006), which promotes awareness-raising in Article 8, the Diversity and Disability Unit is in charge of the organisation of courses, seminars, workshops, symposia, and even individual meetings with the students' teachers are part of that training and guidance with the intention of attaining curricular adaptations which facilitate both the teaching and learning processes (Educational Support Unit, 2018b; UJI, 2005). Among their other functions are raising awareness about people with a disability and collaborations with other entities and institutions with shared purposes (Educational Support Unit, 2018b). All these objectives have one common aim: the inclusion of all students.

In regard to the guidance offered to teachers, the Diversity and Disability Unit, as part of the Attention to Diversity Programme, developed a brochure with general guidelines for teachers with students with SEN, namely those derived from visual, hearing and physical disabilities, in which some recommendations are compiled for the teachers to bear in mind. The aim of study of this dissertation is on visual and hearing impairment in the English classroom; therefore, special attention will be given on the advice provided for those two. On the one hand, in the case of students with visual impairment, providing class notes or materials beforehand is recommended at the top of the list, whether recorded or in plain text format, i.e. no tables or columns. Secondly, teachers must consider the student's visual disability when using visual materials to support explanations. These need to be described or narrated, as the student with the visual impairment does not have access to that information, which is communicated visually, i.e., slides, blackboard

work or screen usage. Thirdly, teachers should be flexible and respectful with the way students with this disability take notes. In the same way, teachers must allow any necessary exam adaptations for the student to have access to the assessment. Adaptations may vary depending on the degree of the disability the student shows, namely braille transcription, bigger font or time adaptations, although assessment and evaluation must be the same for all students, that is to say, contents and the degree of exigency cannot be modified. In the event that a student asks a teacher to read a text out loud, the teacher should comply reading it slowly, albeit naturally (Unitat de Suport Educatiu, n.d.). On the other hand, in the case of students with a hearing impairment, visual aids are preferred to support explanations. However, these are not enough and the auditory channel should be exploited however minimal it is. Students with hearing impairment do not often reach a high command of the language and, therefore, simple syntax is preferred (Cuadrado Gordillo et al., 1998). According to the information on the brochure published by the Educational Support Unit at UJI, all communication should be carried out facing the direction of the student; thus, walking around the classroom while explaining, or drawing on the blackboard while giving an explanation is discouraged, as students with a hearing disability often resort to lip-reading to decipher the message (Cuadrado Gordillo et al., 1998; Educational Support Unit, n.d.)

In order to cater for the needs of this collective and fulfil the aforementioned aims, the Diversity and Disability Unit has undertaken several other actions over the years. One of the most meaningful for first-year students with disabilities is the contact of the Diversity and Disability Unit with those high schools in which the students with disabilities are enrolled in the last year of their secondary studies. This connection between high school and University helps students with SEN in their transition from a known and familiar environment to a new, unknown and unfamiliar

one. The Diversity and Disability Unit provides them with guidance, support, and counsel in university entry exams, all the paperwork, and the access-to-University experience as a whole.

The first year at university can be challenging, especially at the beginning, due to many new things students need to assimilate: services, buildings, regulations or different methodologies and assessment criteria, to name a few. In the case of people with a physical or sensory disability, mobility is an added challenge. Take, for instance, the case of a blind student, who needs to find and memorise the accessible routes on campus and find references in an entirely new environment to be able to reach their destination on time in their everyday routine. In order to help people with a physical disability move freely and facilitate their mobility (UN, 2006), the Diversity and Disability Unit also provides an escort to students with disabilities, especially to aid them in gaining autonomy around campus. The job of the escort is to help them find the physical references and accessible routes to find their classrooms or all the services on site individually so as to gain autonomy. That is to say, the Diversity and Disability Unit provides training in mobility skills (UN, 2006). With a very similar purpose, i.e. gain autonomy, the Diversity and Disability Unit created a volunteer bank. This bank consists of students volunteering to help their fellow classmates with special educational needs in their academic tasks, i.e. note-taking (UJI, 2005).

In the academic field, the Diversity and Disability Unit has encouraged the development of basic criteria for curricular adaptations in order to equate opportunities among students with special needs. Furthermore, this Unit has encouraged contact with students' lecturers. In this sense, the Unit is in charge of notifying students' special needs and their characteristics to academic staff. In these notifications and subsequent meetings, they offer counsel on possible methodology and exam adaptations that would benefit the student's particular situation with disability in the classroom (UJI, 2005). With the same purpose of supporting students with disabilities in the classroom, the

Diversity and Disability Unit fosters the use of Information and Communication Technologies (ICTs) by organising symposia and webinars on the use of ICTs for special educational needs in the classroom and supporting online learning for people with disabilities (UJI, 2005). In addition, this Unit has created a detailed census of students with disabilities and their needs so as to be able to keep track of their academic life. Regarding awareness-raising campaigns and actions, the Unit has organised symposia and seminars on the topic of disability in order to inform the academic community about disabilities and social diversity (UJI, 2005). The Diversity and Disability Unit has attained the implementation of adapted sports on campus; in fact, in 2018, UJI hosted the 2nd League of Adapted Sports (Communications and Publications Service, 2018). Similarly, they pursue inclusion in leisure activities and educational socio-cultural activities for all students at UJI. In the same way that the Diversity and Disability Unit offers guidance to ease the transition from secondary to tertiary education, it also provides support to facilitate the transition from the academic environment to the reality of a work environment for people with disabilities (UJI, 2005). The Diversity and Disability Unit, since its inception, has been working with different cases of people with functional diversity. The Diversity and Disability Unit works with a broader spectrum of students, including those with a functional diversity that do not reach the 33% and have not been diagnosed with a disability per se. Furthermore, aside from those with disabilities and diverse functional needs, this Unit also works with people with psychological disorders, namely stress, anxiety or depression, derived from the pressure of the studies or work, and which can affect their performance.

3.2.5.3. *Internationalisation of higher education: the role of English at UJI.*

As already established in the introduction to this doctoral dissertation, English language teaching to students with visual or hearing disabilities in higher education environments is the central focus

of the present study. Thus, it is deemed necessary to analyse the importance that English as a Foreign Language plays in this context, particularly at Universitat Jaume I (UJI).

It is appropriate to briefly outline the linguistic situation of UJI's location in order to understand the role languages play within it. UJI is located in a bilingual area where Spanish and Catalan are both co-official languages and share a common space. Ergo, when another language is added to the curriculum, we speak of multilingualism. UJI values the importance of languages. That is why students need to show a B2 proficiency level of English and a C1 level of Catalan as defined in the Common European Framework of Reference to complete an undergraduate degree at UJI successfully and obtain their diploma, provided it is established in their curriculum (Universitat Jaume I, 2018).

There is a need to promote multilingualism with particular attention to English in higher education institutions as it is a language that will fulfil personal, academic and professional goals. Not only does the knowledge of a language allow students to have access to more sources of information, but also to learn another culture and promote their own (Universitat Jaume I, 2018). To ensure multilingualism takes place, UJI assigned a minimum of 5% of the curriculum to English. This can be attained via projects in the target language, exams or classroom materials in several subjects, to name a few, although most degrees include a 6-ECTS subject of English for Specific Purposes (UJI I, 2018; UJI, 2020). In this context where students need to acquire English as a second language with professional purposes in most cases, providing English teachers with the tools to involve all students in the participation of class dynamics is paramount (Liasidou, 2014; Priestley, 2007; UN General Assembly, 2007; World Health Organisation & World Bank, 2011).

3.3. Chapter summary

To summarise, this chapter has offered an overview of the most relevant international guiding principles regarding the right to an education and equalisation of opportunities for people with disabilities established over the past few decades by the UN, European Parliament and European Council as well as national and regional regulations that directly affect the context where this study was conducted, i.e., Universitat Jaume I. In the global and international sphere, policies regarding this matter started to be implemented after the Second World War, although they were still in an embryonic stage. It was not until the 1980s that they gained strength, burgeoning in the 1990s and 2000s. In the same vein, within Spanish borders, inclusive social and education policies did not gain ground until the 1980s, with the advent of democracy, albeit forty years later than international organisms such as the UN proposed. To this date, society is still discovering those barriers that persons with disabilities encounter in their daily lives in order to redesign services, among which is access to higher education, this thesis being a case in point. These education institutions have created support offices to promote inclusion in the university experience, including campus and content or lesson accessibility

Moreover, this chapter has summarised how the statutes of the most relevant public universities in the Valencian Community encapsulate diversity to further contextualise UJI's priorities and principles since its birth concerning issues of social justice, among which inclusion is found, thus leading to the creation of the Diversity and Disability Unit, which provides support to students and lecturers alike. To further understand the context in which this doctoral research was conducted, it was deemed important to offer a short overview of the multilingual context in which the university is set, thus establishing the relevance of English as a compulsory subject in all degrees offered at the institution.

The following chapter details the methodology employed in this study, delineating the quantitative and qualitative research collection methods used, such as surveys and interviews.

4. METHODOLOGY: FINDING OUT EDUCATION STAKEHOLDERS' NEEDS

4. METHODOLOGY: FINDING OUT EDUCATION STAKEHOLDERS' NEEDS

4.1. Introduction

In this chapter, I will describe the methodology followed prior to analysis. The materials and tools for data gathering will be presented and reported. The data for analysis were collected from a variety of sources, namely meetings, video conferences, interviews, and questionnaires.

Firstly, a number of meetings with the staff at the Diversity and Disability Unit at UJI were convened¹⁹. Furthermore, the personnel facilitated the contact with a tutor at ONCE, with whom a series of consultation video conferences were scheduled. Secondly, a selection of eligible faculty members for this study was interviewed to gather information on their experiences in the diverse English classroom in higher education. Lastly, two surveys were conducted to collect data from students with sensory disabilities relevant to this study and lecturers who have had these students in their classrooms. The students' views on the instruction of English they had received could not be ignored. On that account, a questionnaire was designed to solicit information from VD and D/HH students' learning experiences in the EFL or ESP classroom. The voices of faculty and the cohort of students were equally relevant to this study. Therefore, the data collected from lecturers' experiences in a diverse English classroom through the aforementioned interview aimed to provide a qualitative analysis. Furthermore, the purpose of the subsequent survey was to collect quantitative data.

¹⁹ See Appendix F1 for the transcript of a full interview with the head of the Unit.

In the sub-sections below, a detailed account of how data were collected for this dissertation is described.

4.2. Data collection

The present research study employed a mixed methodology, combining both qualitative and quantitative approaches. On the one hand, the study uses qualitative analysis in order to gain insights into faculty members' experiences in an inclusive language classroom. This methodology was considered pertinent to hear the voices of this collective. On the other hand, a quantitative method was employed to offer statistical results, which summarise students' and faculty's views. The data-collection process is detailed in the forthcoming subsections.

4.2.1. General overview

This study was initiated in 2019; therefore, the data related to students with visual and hearing impairments at Universitat Jaume I refers to the academic years 2019/2020 and 2020/2021. In the academic year 2019/2020 only, the Diversity and Disability Unit worked with 410 people, 179 of whom were male and 230 females. However, this Unit does not exclusively work with students with special educational needs, such as learners with functional diversity or even psychological disorders, but also with other education stakeholders, namely administrators or teaching staff members. Among those numbers, the cases of people with sensory impairment consisted of 33 students, 19 of whom experienced hearing loss, and 14 had a visual functional diversity. Table 1 below summarises the profile of these VD and D/HH service users.

Table 1. *Academic year 2019/2020²⁰.*

Type	Degree	Total users	Male	Female
hearing	33% - 100%	8	4	4
	0% - 32%	11	5	6
Total hearing		19	9	10
visual	33% - 100%	7	4	3
	0% - 32%	7	3	4
Total visual		14	7	7
Total		33	16	17

During the academic year 2020-2021, the total of people who benefited from this service amounted to 421, a few more than in the previous period, 188 of whom were male, and 233 were female. From that figure, only 8.3% had a sensory impairment (i.e., 35 people). More than half of them were women, 21 to be precise, 12 of whom were auditory diverse, and nine were visually diverse. As for their male counterparts, 14 in total, 8 and 6 were auditory and visually diverse, respectively. Table 2 below shows a more detailed classification taking into consideration the recognised degree of impairment.

²⁰ Information provided by Diversity and Disability unit at UJI.

Table 2. *Academic year 2020/2021²¹.*

Type	Degree	Total users	Male	Female
hearing	33% - 100%	11	4	7
	0% - 32%	9	4	5
Total hearing		20	8	12
visual	33% - 100%	9	3	6
	0% - 32%	6	3	3
Total visual		15	6	9
Total		35	14	21

It should be noted that not all cases were considered a disability per se, hence the use of the word “diverse” in the paragraphs above. As mentioned before in this dissertation, the regional government does not grant the institutional status of disability unless it is equal to or higher than 33% (Generalitat Valenciana, 2015). The data shown in Tables 1 and 2 above have been classified accordingly. The purpose of this classification was to show which Diversity and Disability Unit users had been granted the status of disability or not. Considering that the present study aims to eliminate barriers in the EFL or ESP classroom, the data above is relevant, as learners might not encounter the same barriers in education depending on their impairment and the degree of said impairment.

²¹ Information provided by Diversity and Disability Unit at UJI

As regards faculty, the Diversity and Disability Unit provides support to lecturers by reporting the diversity in the classroom at the beginning of the academic year or semester that the lecturer is going to find. Furthermore, this Unit also provides guidelines and suggestions to facilitate material accommodation as well as assessment adaptations. Another of its roles is to act as a link between students with functional diversity and the institution. In this respect, the views of faculty members were crucial for this research in order to offer a balanced view on the subject. To put it differently, both lecturers' and students' experiences were equally relevant to provide a more comprehensive panoramic view of the issue.

In the subsection below, further details on data collection are provided, specifically in regard to learners' experiences. This subsection describes the recruitment of eligible participants and a thorough account of the questionnaire-design process.

4.2.2. Students' experiences

4.2.2.1. Recruitment of informants

The numerical data above, provided by the Disability and Diversity Unit, served to anticipate how many students' experiences could be considered for this research. Table 2 in the previous section illustrates the total number of users of the Attention to Disability Programme (or PAD, as the acronym reads in Catalan and Spanish) during the second year period of this study. After that, a survey²² was designed to collect VD and D/HH students' experiences in the English classroom in higher education. The Diversity and Disability Unit kindly aided in the process by circulating said questionnaire. This task was delegated to the Unit on account of EU General Data Protection

²² See Appendix B

Regulations (GDPR) 2016/679. Considering that its staff members had access to the database and knew students' cases personally, participants would be contacted without disclosing sensitive and private information, complying with the regulations in force. Therefore, all the data collected would be 100% anonymous.

Twenty-five student-participants were recruited for this study via written message, in which they were invited to participate in the study voluntarily. The doctoral researcher composed two messages, although the Diversity and Disability Unit distributed them among the potential participants. A first message was composed in order to recruit learners (Figure 5), while a second message served as a reminder (Figure 6). Twenty-one D/HH and fifteen VD participants were contacted. If the invitation was accepted, they were asked to submit their answers to the survey, the link to which was included in the messages, which read²³:

²³ Translated from the original by the doctoral researcher. The original messages can be found in Appendix A.

Figure 5. *First message to recruit diverse students.*

Dear student,

A doctoral research is being conducted at Universitat Jaume I, the focus of which is to improve English-language teaching for people with visual or aural diversity. The doctoral student has requested we distribute this survey; that is why you have been contacted. The survey lasts about 13 minutes, and replies should be sent before 30 June 2021. We encourage you to collaborate since your replies will be totally anonymous and will help diverse learners who study at this university in the future. Moreover, the more responses obtained, the more information could be gathered to improve teaching.

Please find the link to the survey

here: https://jaumei.eu.qualtrics.com/jfe/form/SV_6VXFEoCyQ9EEExP8

Kind regards,

Figure 6. *Reminder message.*

Dear student,

As you were informed in a previous message, a PhD student is conducting research to improve English language teaching for people with visual or auditory functional diversity and has asked us to make this reminder to encourage you to answer the survey.

Your experience as a student is very important to be able to design materials accessible to everyone in the field of languages and for this study to continue.

The survey lasts approximately 13 minutes and should be answered by 30 June.

Here is the link to the survey:

https://jaumei.eu.qualtrics.com/jfe/form/SV_6VXFEOCyQ9EEExP8

We would like to encourage you to collaborate, as your answers will be completely anonymous and will help all the diverse students who study at the UJI, and other universities, in the future. In addition, the more replies sent, the more improvements that can be made in the teaching of English.

The doctoral student thanks you in advance for your time,

Kind regards,

4.2.2.2. *Design*

The questionnaire was designed with *Qualtrics XM Platform*TM (Qualtrics, Provo, UT). It was originally written in Catalan²⁴, as it is the preferred institutional language at UJI for communications among education stakeholders (Universitat Jaume I, 2021). However, to offer students a choice, it was later translated on the platform into Spanish. It was never translated into English, though, since it might have caused frustration and stress on those who did not feel confident in the language. Subsequently, fewer respondents would have accepted to partake. Therefore, the translations found in this dissertation have been done by the researcher to include them in this dissertation. The numbering of the questions on the platform was subject to the order in which they were created rather than the actual order they followed in the questionnaire. Thus, even though Q107 is the introductory text and appears in the first position, it does not correspond to the first question in its numbering. In fact, deleted questions kept their numbering intact, as it happened with Q1; therefore, there is no Q1 in the survey, for instance. It should be clarified that the collection of data was set to be completely anonymous on the platform to ensure data protection by checking an option in the distribution settings, which avoids storing PII (Personal Identifiable Information).

The survey addressed to students consisted of eight blocks in general, which made up a total of 82 questions. Nevertheless, given that the flow changed and some questions, or even entire blocks, were omitted depending on the informants' responses, the number of questions shown to

²⁴ See Appendix B for the original student survey in Catalan.

participants could vary. The survey was designed to last a maximum of 13 minutes in its longest version.

The first block (Q107) (Figure 7) comprised a welcome message with an invitation to participate in the research study. Furthermore, it included some details about the researcher and supervisor of the thesis in tandem with how the data compiled would be processed. The text read in its English translation:

Figure 7. *Introduction to the student survey.*

You are invited to participate in the research study of Ana Isabel Martínez Hernández, supervised by Dr Begoña Bellés Fortuño, the aim of which is to detect shortcomings in the teaching of English as a Foreign Language in a diverse group of students with visual or hearing disabilities at the Universitat Jaume I. This survey is part of the research. The approximate duration of the survey is 15 minutes.

Your answers will be completely anonymous and at no time will personal data be requested. By answering this survey, you agree that your answers will be used in the aforementioned study. Participation is entirely voluntary and you will not be penalised in any way if you wish not to participate or withdraw your answers later. If you have any questions about this research project, you can contact Ana Isabel Martínez Hernández at any time at anhernan@uji.es.

We appreciate your participation in advance; the answers will serve to locate the shortcomings of the system and work to improve them in the future.

Alongside that text, if the informant accepted to participate in the study by clicking on the start button, there were other questions relevant for statistical purposes, such as gender, age, year (i.e., 1st, 2nd, 3rd, 4th), or building in which they attend most of their lessons. Additionally, the following three questions would indicate which flow the survey would follow. For example, Q6 asked whether the participant had taken EFL or ESP in their degree. This was a Yes/No-question, which would determine whether the candidate was eligible for the study. If the participant had not enrolled in that subject yet, the questionnaire would terminate. However, the platform would show the next set of questions when answered affirmatively.

The informants' replies to Q7 would affect the survey flow. This question (Q7) gathered data about the collective to which they belonged. In other words, participants indicated whether their case fell within the characteristics of visual diversity or hearing loss. Their choice would directly affect the questions they would receive, thus determining the flow of the questionnaire and delimiting whether the student would receive questions related to visual diversity or hearing loss (Figure 8). This question (Q7), in tandem with Q8, could be relevant in what type of barriers they could encounter in the EFL/ESP classroom. Q8 gathered data on whether their impairment is considered a disability by governmental institutions.

Figure 8. Flow of student survey.

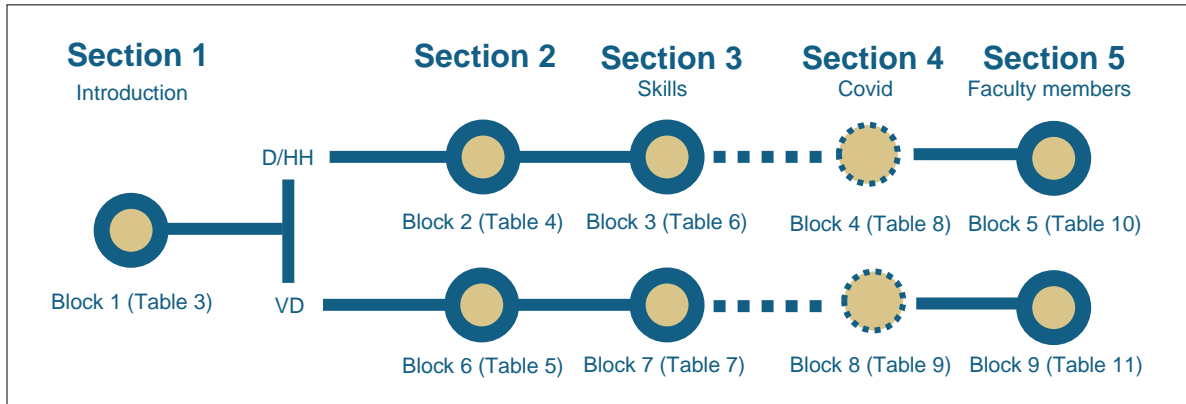


Table 3 below shows the translation of the questions in Block 1 and the possible choices. In all the forthcoming tables, the questions are displayed in the correct order. However, the number was automatically assigned by *Qualtrics XM Platform*TM (Qualtrics, Provo, UT) in the order they were created, omitting those that were discarded but keeping the numbering.

Table 3. Student survey: Block 1.

Question no.	Question	Choices
Q2	Gender:	Male Female Other
Q3	Age:	Between 18-19 Between 21-23 Between 23-25 Older than 25

Q4	Current year:	1 st 2 nd 3 rd 4 th
Q5	Faculty:	Faculty of Human and Social Sciences Faculty of Health Sciences School of Technology and Experimental Sciences Faculty of Legal and Economic Sciences
Q6	Have you studied English in your degree?	Yes No
Q7	Your impairment is	Visual Auditory
Q8	The degree of disability recognised by official bodies is	Higher than 33% Lower than 33%

Moving on to the second section of the questionnaire (see Appendix B), it corresponded to Blocks 2 and 6 depending on whether learners had indicated their functional diversity was related to hearing or sight, respectively. If the former were indicated (i.e., hearing), then questions in Table 4 would appear. However, the questions in Table 5 below would be shown if the latter (i.e., vision impairment) were chosen. In these two blocks, the questions aimed at collecting data regarding the student and lecturer behaviour in the English classroom at university.

First of all, a question (i.e., Q53 and Q14) regarding the help they had received from the Diversity and Disability Unit was important to collect their impressions on the institution's job in promoting inclusivity and equity at university. Second of all, questions to check the participants' attitude towards learning were deemed necessary to help identify learners' engagement in the subject and willingness to participate. On the one hand, this is illustrated clearly in Q54, Q63, Q64 and Q65 in the D/HH survey (see Table 4 below). On the other hand, Q15, Q23, Q24 and Q25 in the survey

for VD participants (see Table 5 below). Furthermore, the group of questions ranging from Q55 to Q60 and from Q16 to Q19 refer to the lecturers' role in facilitating access to said engagement or participation. Tables 4 and 5 below present the questions for the second section of the survey.

It should be noted that Table 4 and Table 5 were almost identical, only differing in Q56 and Q61 for D/HH and Q17 and Q22 for VD. It was necessary to make these changes to address the needs in the EFL/ESP classroom specifically as these disabilities might be mutually exclusive. Q56 refers to the adaptation of listening activities, while Q17 focuses on the adaptation of text-based activities. In addition, Q61 and Q22 focus on the methodology adaptations to learners' needs that faculty made – if any. The former focuses on aspects that aid D/HH students, namely non-verbal language or voice projection along with others. The latter pays attention to verbalisation, for instance, whether the teacher read aloud what was written on the board.

Table 4. *Student survey: Block 2 – general questions for D/HH participants.*

Question no.	Question	Choices
Q53	Check all the options you consider. The Diversity and Disability Unit has helped you:	<p>To inform teachers of your needs without having to intervene personally.</p> <p>As a point of connection and communication with the teachers to inform them of your needs for material and exam adaptations.</p> <p>To monitor the accessibility of the materials that the teacher sent you.</p> <p>To adapt from the Diversity and Disability Unit the materials to make them more accessible.</p> <p>To keep track of your progress during the academic year.</p>

Question no.	Question	Choices
		Others:
Q54	Did you book attention hours with your English teachers to aid them meet your needs and specify the adaptations?	Yes No
Q55	In the English classroom, did the teacher adapt the materials to your needs?	Yes No
Q56	[If Q55: Yes] Which of these techniques were used for the adaptation of materials?	The audio tracks were played more than twice. All videos were subtitled. Audio and/or video were played more slowly. The script for the audio or video track was provided. Others:
Q58	Did you need additional support and resources to take the course?	Yes No
Q59	[If Q58: Yes] Indicate which were those resources or additional support.	You requested the help of classmates in note-taking. You had a tutor who helped you at home. You have used specific software to convert the notes into an accessible format. You've spent time in the library and searching the internet to complete information because you didn't have time to annotate it in class. Others:
Q60	In the English class, the teachers adapted the way of teaching to your needs.	Yes No
Q61	[If Q60: Yes] Mark how the teacher adapted his/her methodology	The teacher shared the audiovisual materials with you in advance so that you could have them and you could prepare at home before the lesson. The teachers always spoke facing the audience. The teacher used gestures, voluntarily or involuntarily.

Question no.	Question	Choices
		<p>The teacher repeated the ideas of your classmates when they intervened using other words.</p> <p>The teacher spoke naturally and fluently, but slowly and with relatively simple structures.</p> <p>Teachers used live transcription or subtitling tools to make it easier for you.</p> <p>Others:</p>
Q62	<p>[If Q60: No] Your teacher did not adapt the methodology. How would you react?</p>	<p>You stopped attending class.</p> <p>You contacted the Diversity and Disability Unit.</p> <p>You asked the teachers for adaptations to the methodology.</p> <p>You didn't do anything.</p> <p>Others:</p>
Q63	<p>Do you think you have been involved in English language learning?</p>	<p>Yes</p> <p>No</p>
Q64	<p>[If Q63: Yes] How did you get involved?</p>	<p>You requested support materials from your teacher.</p> <p>You participated in the class.</p> <p>You performed teamwork.</p> <p>You communicated with classmates and faculty members.</p>
Q65	<p>[If Q63: No] How do you think you could have been more involved?</p>	<p>You could have asked the teacher(s) for support.</p> <p>The teacher(s) of the subject could have made you more involved in the classes.</p> <p>Teamwork would have made you feel more confident.</p> <p>You would have liked to have a fluent communication with classmates and faculty.</p>

Table 5. Student survey: Block 6 – general questions for VD participants.

Question no.	Question	Choices
Q14	Check all the options you consider. The Diversity and Disability Unit has helped you:	<p>To inform teachers of your needs without having to intervene personally.</p> <p>As a point of connection and communication with the teachers to inform them of your needs for material and exam adaptations.</p> <p>To monitor the accessibility of the materials that the teacher sent you.</p> <p>To adapt from the Diversity and Disability Unit the materials to make them more accessible.</p> <p>To keep track of your progress during the academic year.</p> <p>Others:</p>
Q15	Did you book attention hours with your English teachers to aid them meet your needs and specify the adaptations?	<p>Yes</p> <p>No</p>
Q16	In the English classroom, did the teacher adapt the materials to your needs?	<p>Yes</p> <p>No</p>
Q17	[If Q16: Yes] Which of these techniques were used for the adaptation of materials?	<p>The font size on the notes was larger, so it was easier for me to read.</p> <p>The images used had alternative text.</p> <p>The titles were clearly indicated in style format so that the screen reader clearly identified them.</p> <p>No colour was used in PowerPoint notes or presentations.</p> <p>The virtual classroom was tidy and easily navigable.</p> <p>Others:</p>

Question no.	Question	Choices
Q19	Did you need additional support and resources to take the course?	Yes No
Q20	[If Q18: Yes] Indicate which were those resources or additional support.	You requested the help of classmates in note-taking. You had a tutor who helped you at home. You have used specific software to convert the notes into an accessible format. You've spent time in the library and searching the internet to complete information because you didn't have time to annotate it in class. Others:
Q21	In the English class, the teachers adapted the way of teaching to your needs.	Yes No
Q22	[If Q20: Yes] Mark how the teacher adapted his/her methodology. "The teacher..."	described gestures when using nonverbal communication. avoided spatial references (here, there, this, here). read aloud what s/he wrote down while writing on the blackboard or on the screen shared the presentations and the material s/he used for his/her lessons with me/the students in advance via the virtual classroom Others:
Q23	[If Q20: No] Your teacher did not adapt the methodology. How would you react?	You stopped attending class. You contacted the Diversity and Disability Unit. You asked the teachers for adaptations to the methodology. You didn't do anything. Others:
Q24	Do you think you have been involved in English language learning?	Yes No

Question no.	Question	Choices
Q25	[If Q23: Yes] How did you get involved?	<p>You asked for support materials to your teacher.</p> <p>You participated in the class.</p> <p>You performed teamwork.</p> <p>You communicated with classmates and faculty members.</p>
Q26	[If Q23: No] How do you think you could have been more involved?	<p>You could have asked the teacher(s) for support.</p> <p>The teacher(s) of the subject could have made you more involved in the classes.</p> <p>Teamwork would have made you feel more confident.</p> <p>You would have liked to have fluent communication with classmates and faculty.</p>

The next set of questions participants were asked dealt with language skills such as reading, writing, listening, speaking, or syntactical and lexical proficiency. The questions posed draw from the study of the existing voluminous literature and previous studies on each of the skills regarding the barriers that functionally diverse learners may encounter.

On the one hand, regarding D/HH students' oral skills, Nelson et al.'s (2020) proposed ten potential scenarios that could occur in the classroom, which were of use in designing questions (i.e., Q67, Q79, Q80, Q81, Q68, Q83) for the aurally diverse participants. Moreover, Elliot's (2001) use of speech-to-text tools as visual support for D/HH students, coupled with O'Hare and McTear's (1999) study on the use of dictation tools, inspired the options provided in Q61, Q79, Q80 and Q83, where transcripts or subtitles are mentioned. Some studies have found that a hearing disability might also affect reading comprehension, especially in relation to the cohesion of texts (Albertini et al., 2016; Figueroa et al., 2020; Gaustad & Kelly, 2004; Li et al., 2019), which

motivated questions Q66, Q77 and Q78. It is worth noting that questions related to listening skills are more abundant, which is due to the barrier that it creates in language learning and live communicative exchanges.

On the other hand, the studies conducted by Martínez-Hernández and Bellés-Fortuño (2021), Campoy-Cubillo (2019a), Nelson et al. (2020), Elliot (2001), O'Hare and McTear (1999) and Villalba Pérez et al. (1999) served as the basis to compose those questions addressed to VD participants. For instance, the works of Martínez-Hernández and Bellés-Fortuño's (2021) as well as Campoy-Cubillo's (2019a) were particularly useful concerning testing the listening skills of VD students. As reported in both studies, VD learners with high sight loss cannot read the instructions and the questions while listening to the audio track. In most cases, students depend on screen-readers to access the information, who can only focus on one aural input at a time (*Martínez-Hernández & Bellés-Fortuño, 2021*).

Therefore, each block of questions (i.e., Block 3 and Block 7) for this section of the survey was completely different depending on the weak areas former studies had identified for these cohorts of students. Table 6 and Table 7 below show the set of questions for D/HH and VD student-participants, respectively, regarding skills and the barriers they might encounter. As shown in the tables, the questions for D/HH respondents focus on oral communication and reading comprehension skills. In contrast, the ones for VD participants contemplate written text and visual input mainly. Moreover, Block 7 (see Table 7) also considers the situations in which two sensory channels work in tandem in sighted students but one sensory channel is used in low vision learners, for instance, when using a screen reader or text-to-speech tool to read the questions of a listening comprehension activity (*Martínez-Hernández & Bellés-Fortuño, 2021*).

Table 6. *Student survey: Block 3 – D/HH participants' skills.*

Question no.	Question	Choices
Q66	When reading a relatively long text in English in class, you find that:	It takes you longer than the rest of your classmates. It takes you as long as it does to your classmates.
Q77	Do you need to read a text more than twice to understand it?	Yes No
Q78	[If Q77: Yes] How many readings of the text do you usually need?	2 3 4 5 More than 5
Q67	In the English class, if you can't hear or discern what the lecturer says	Ask for repetition. Nothing, you will ask your classmates for notes later. Nothing, if it is important, it will be repeated. Look around to see the reaction of classmates. You may have been given instructions to do an activity. You use a signal that you have previously agreed with the lecturer to repeat. Ask the lecturer your questions when the class is over. Convene a meeting during attention hours to ask your questions.
Q79	In activities that require listening to an audio file to answer the questions	You miss a lot of information and get frustrated. You wait for the track to finish. There is nothing else you can do. You ask the lecturer if they can accompany the audio with images on the screen. Ask the lecturer if they can share the audio with you before the lesson so that you can prepare it at home in advance. You ask for the track to be played again. You request the transcript.

Question no.	Question	Choices
Q80	How do you think your experience with listenings could be improved in the English classroom?	<p>Adding subtitles or offering the transcript is of great help.</p> <p>Audio should be replaced with video clips that contain more non-linguistic information such as gestures or lips that aid comprehension.</p> <p>Using images in a PowerPoint presentation that acts as audio support would be a good idea.</p> <p>Slowing down the audio speed.</p> <p>Having access to audio tracks in advance.</p> <p>It can't be improved. You believe that you should be exempt from being assessed in this skill.</p> <p>Others:</p>
Q81	When you can't hear or discern what a classmate says in class, what do you do?	<p>Ask out loud if they can speak louder or repeat what they have said.</p> <p>Wait for the teacher to repeat the comment.</p> <p>You do nothing. What peers say is not important.</p> <p>You don't do anything during class, but, at the end of the class, you ask the lecturer if they can ask your classmates to speak louder.</p> <p>When you need it, you remind the teacher to make use of the technology (microphone, FM device) so that you can hear everyone.</p> <p>You change places, so you can see their lips and gestures as they speak.</p> <p>Others:</p>
Q68	Sometimes, to practise oral skills, working in groups and in pairs is common, which can be very noisy in the classroom. You also have to do this task with a colleague from your workgroup. Noise creates interference in communication; what do you do?	<p>There is nothing you can do. You can only ask your partner or group to speak louder.</p> <p>You can't participate much because can't hear your partner or classmates.</p> <p>You let the lecturer know immediately that so much noise prevents you from distinguishing sounds clearly.</p> <p>At the end of the lesson, you approach the lecturer's desk and tell them the inconveniences you have encountered.</p>

Question no.	Question	Choices
		<p>You talk to the lecturers. If this situation has to be repeated throughout the course as part of the methodology, you leave the subject.</p> <p>You have no problem. You can hear your partner or colleagues and do the homework.</p> <p>Others:</p>
Q83	Communication and interaction in the classroom is best for you when	<p>the lecturer repeats the instructions and important information using different words.</p> <p>the lecturers speak loud and clear.</p> <p>lessons are clearly organised and easy to follow.</p> <p>the pace of the lesson and the contents is not very fast.</p> <p>lecturers involve students in learning.</p> <p>there is a sign language interpreter in the classroom.</p> <p>then everything the lecturer says is transcribed into a text document or subtitles.</p> <p>lecturers use gestures to accompany their explanations.</p> <p>the lecturer walks around the classroom.</p> <p>you sit in the front rows.</p>
Q76	Did you have this subject during the national lockdown or at any point during the pandemic?	<p>Yes</p> <p>No</p>

Table 7. Student survey: Block 7 – VD participants' skills.

Question no.	Question	Choices
Q28	In terms of listening comprehension in the English classroom, if the pace of the class is too fast for you and you	<p>You ask for repetition.</p> <p>Nothing, you will ask your classmates to pass you the notes later.</p> <p>Nothing, if it is important, it will be repeated.</p>

Question no.	Question	Choices
	don't have time to take notes what do you do?	You ask the lecturer when the class has finished your doubts to complete the notes. You convene a meeting with your lecturer during attention hours.
Q29	In activities that involve listening to an audio track, do you have enough time to read the activity before listening to the audio?	Yes No
Q30	Sometimes, to practise speaking skills, we work with visual material to encourage debate. You have to do the oral task based on the visual material, like the rest of your classmates; what do you do?	There is nothing you can do because you do not see the support material well. You ask to increase the font size or image of the material in order to see it better. You ask your classmate for help to describe or read the material. Ask the lecturer to read or describe the material aloud to you so that you can do the task. It is not necessary to ask for help, as the lecturer has given very clear instructions and with a lot of description and detail. Others:
Q31	When reading a relatively long text in English in class, you find that:	You need more time than the rest of your classmates. You can read it in the same time span as your classmates.
Q32	Do you use any tool to read texts on the screen?	Yes No
Q34	[If Q32: Yes] In that case, do you need a larger font?	Yes No
Q35	[If Q34: Yes] Do you use the zoom-in tool?	Yes No
Q36	When you have to read texts from a photocopy distributed by the lecturer or collect it from	You scan the document at home or university for the text-to-speech program to read.

Question no.	Question	Choices
	the copy-shop, what do you do it if you have to read it for the next class?	<p>You ask a classmate if he or she can read it aloud and record it with his or her mobile phone or computer.</p> <p>The tutor you have at home helps you.</p> <p>Your relatives read it to you.</p> <p>You ask for an accessible version to lecturers.</p> <p>The lecturer reads the text to you aloud.</p> <p>You use a device to enlarge the text.</p>
Q37	In case you have to read the text during the class to do the next activity, what do you do?	<p>You ask the lecturer if they can upload the text in advance and in an accessible version in the virtual classroom to prepare it at home.</p> <p>You ask a classmate if he or she can read it aloud and record it.</p> <p>You ask the lecturer if they can read it aloud to you.</p> <p>Others</p>
Q38	Did you have this subject during the national lockdown or at any point during the pandemic?	<p>Yes</p> <p>No</p>

As stated at the outset of the present doctoral dissertation, the world was hit by Covid-19 during the collection stage of this study. Therefore, it was considered pertinent to add a section in the survey in order to assess the new sudden reality and how learners with functional sensory diversity reacted on the one hand. On the other hand, however, it was also interesting to observe which methodologies lecturers adopted to cater for these learners needs in a completely different context. It is worth noting at this point that lecturers did not receive new indications from the Diversity and Disability Unit to adapt content to the new online context. Some advice arrived during the new normality as to loss hearing students' is concerned, when lecturers were recommended to wear a windowed mask to facilitate lip reading and avoid concealing non-verbal language that can be

conveyed with facial expressions. However, those lecturers with VD learners in the classroom were recommended to offer them the chance to attend lessons virtually via the conferencing tool used by the institution.

Therefore, given that necessity is the mother of invention – as the proverb goes, the participating learners in the study were asked about the methodology that their lecturers used so as to analyse which of those teaching techniques were successful for the learners' particular cases. This might open the door and pave the way for a completely new study based on whether and to what degree were learners' needs met during the pandemic. First of all, it was appropriate to determine whether the methodology followed during national lockdown had been synchronous or asynchronous (Q85 and Q39), as the former might restrain the learner's freedom in terms of time limits to do the task and match the pace the non-disabled peers set. The latter, however, might have granted more freedom to perform tasks and ensuring time accommodation.

Secondly, it was deemed pertinent to gather their views on the perceived level of difficulty of lessons during the pandemic (Q86-Q88 and Q40-Q42). If learning was accessible when completely moved online, that might be an idea to explore in future adaptations or when aiming at UDL in the education system. Regarding the implementation of ICTs as an assistive tool to attain access to the curriculum and inclusion of Blind or low vision students, Bocconi et al. (2007), Eligi and Mwantimwa (2017), Kharade and Peese (2012) and Şimşek et al. (2010) already referred to them as potential allies, although with room for improvement. Said studies motivated Q41 and Q42 in Table 9 below.

Finally, collecting their views on practising oral production and comprehension skills was considered essential to examine whether all skills had been covered during the pandemic period

and the methodology was directly affected (Q95, Q89, Q90, Q91 and Q43-Q45). Tables 8 and 9 below show the questions and options learners were asked in relation to this topic.

Table 8. *Student survey: Block 4 – questions related to Covid-19 period for D/HH participants.*

Question no.	Question	Choices
Q85	[If Q76: Yes = whole block] Which was the preferred modality during the pandemic?	Synchronous Asynchronous
Q86	Think of the pandemic period. The lessons in Covid times were	Extremely easy A bit easy Neither easy nor difficult A bit difficult Extremely difficult
Q87	[If Q40: Extremely easy/a bit easy] Why was it easy?	Because you could organise your time and you did not have to follow the classmates' pace. Technology facilitated interaction. Because the lecturer recorded the lessons and you could watch them as many times as needed. Because you could have all the necessary tools at hand to follow the lesson. Others:
Q88	[If Q40: A bit difficult/extremely difficult] Choose the reasons why you found it difficult.	Technology hampered interaction. The quality of the audio when the lecturer spoke was not very good. The quality of the audio tracks was not very good as the lecturer played the audio through their speakers and microphone. Other:
Q93	As for the speaking, indicate which of these statements apply to your case.	No oral expression activities were performed during the pandemic.

Question no.	Question	Choices
		<p>No oral expression activities were performed throughout the course, either during or before the pandemic.</p> <p>Oral expression activities were synchronous via the videoconferencing platform (e.g. GMeet) with all students at once.</p> <p>Oral expression activities were individual and synchronous during attention hours via the videoconferencing platform (e.g. GMeet) with the lecturer.</p> <p>Oral expression activities were in pairs or groups synchronously during attention hours via the videoconferencing platform (e.g. GMeet) with the lecturer.</p> <p>Oral expression activities were asynchronous. We recorded the conversation with classmates or groups via the videoconferencing platform (e.g. Meet) and sent the file to the lecturer.</p> <p>Others:</p>
Q94	Which methodology would you have preferred?	<p>Synchronous one-to-one tasks with the lecturer during attention hours.</p> <p>Synchronous tasks in pairs or groups via videoconference with the lecturer present.</p> <p>Asynchronous tasks in pairs via videoconference with a classmate and send the file to the lecturer.</p> <p>Other:</p>
Q95	Did you find any barriers in doing listening comprehension activities?	<p>Yes</p> <p>No</p>
Q89	As for listening comprehension, indicate which of these statements apply to your case.	<p>No oral comprehension activities were performed during the pandemic.</p> <p>No oral comprehension activities were performed throughout the course, either during or before the pandemic.</p> <p>The lecturer shared the audio via videoconference and you performed the</p>

Question no.	Question	Choices
		<p>activities synchronously, as in the onsite classroom.</p> <p>The lecturer uploaded the audio in the virtual classroom and everyone did the homework in class - either on paper or through a virtual classroom questionnaire.</p> <p>The lecturer uploaded the audio in the virtual classroom and everyone did the homework outside of class hours.</p> <p>Other:</p>
Q90	Which methodology would you have preferred?	<p>That the lecturer shares the audio via GMeet and carry out the activities in a synchronous way, as in the onsite class.</p> <p>That the lecturer uploads the audio to the AV and that each student does the homework in class, but with the chance to replay the audio.</p> <p>That the lecturer uploads the audio to the AV and that everyone does the homework outside of class hours.</p> <p>Other:</p>
Q91	Did you find any barriers during listening comprehension activities?	<p>Yes</p> <p>No</p>

Table 9. Student survey: Block 8 – questions related to Covid-19 period for VD participants.

Question no.	Question	Choices
Q39	[If Q38: Yes = whole block of questions] Which was the preferred modality during the pandemic?	<p>Synchronous</p> <p>Asynchronous</p>
Q40	Think of the pandemic period. The lessons in Covid times were	<p>Extremely easy</p> <p>A bit easy</p>

Question no.	Question	Choices
		<p>Neither easy nor difficult A bit difficult Extremely difficult</p>
Q41	<p>[If Q40: Extremely easy/a bit easy] Why was it easy?</p>	<p>Because you could organise your time and you did not have to follow the classmates' pace. Because the lecturers recorded the lessons and I could replay them as many times as needed. Because I could see what the lecturer wrote on the board much more clearly than in the brick-and-mortar classroom. Because you could have all the necessary tools at hand to follow the lesson. Others:</p>
Q42	<p>[If Q40: A bit difficult/extremely difficult] Choose the reasons why you found it difficult.</p>	<p>Because the lecturer assumed we could see what they were sharing but it wasn't compatible with my screen reader. The screen reader was constantly in action because my classmates typed in the chat box at the same time as the lecturer was speaking, so I couldn't hear what the lecturer said clearly. Because the font size on the shared lecturers' screen was tiny. Other:</p>
Q43	<p>As for listening comprehension, indicate which of these statements apply to your case.</p>	<p>No oral comprehension activities were performed during the pandemic. No oral comprehension activities were performed throughout the course, either during or before the pandemic. The lecturer shared the audio by videoconference and you performed the activities synchronously, as in the onsite classroom. The lecturer uploaded the audio in the virtual classroom and everyone did the</p>

Question no.	Question	Choices
Q44	Which methodology would you have preferred?	<p>homework in class - either on paper or through a virtual classroom questionnaire.</p> <p>The lecturer uploaded the audio in the virtual classroom and everyone did the homework outside of class hours.</p> <p>Other:</p>
Q45	Did you find any barriers in doing listening comprehension activities?	<p>That the lecturer shares the audio via GMeet and carry out the activities in a synchronous way, as in the onsite class.</p> <p>That the lecturer uploads the audio to the AV and that each student does the homework in class, but with the chance to replay the audio.</p> <p>That the lecturer uploads the audio to the AV and that everyone does the homework outside of class hours.</p> <p>Other:</p> <p>Yes</p> <p>No</p>

The previous question sets (i.e., Tables 8 and 9) gathered data on the adaptations made during Covid-19 restrictions and whether students' needs were catered for. The following block contained questions regarding teacher training. While lecturers might be expert professionals in their field, some authors argue that qualifications, training or instruction with reference to diversity in the classroom are scarce, and faculty do not always meet the expectations of students with an impairment (*Álvarez-Pérez & López-Aguilar, 2015; Başaran, 2012; Colón et al., 2018; Fernández Batanero, 2012; Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016*). In fact, Başaran's (2012) studies concluded that teachers did not have the resources to meet the needs of students with visual impairment specifically; thus, the methodology was not altered in any way to

accommodate VD learners. The conclusions of the aforementioned literature motivated questions in Table 10 and Table 11. The tables below show the questions to which D/HH and VD participants in the student survey replied regarding their views on teacher training as to disabilities in the classroom.

Table 10. *Student survey: Block 5 for D/HH– questions related to faculty members.*

Question no.	Question	Choices
Q97	Do you agree with the following statements?	
Q98	You have been offered access to knowledge and academic training like the rest of your classmates.	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q99	Your English lecturer was trained or knew how to make the subject accessible to you.	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q100	Your English lecturer should be trained in teaching strategies and methodologies addressed to diversity in the classroom (i.e. disabilities).	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q101	Lecturer training in this area should be compulsory.	I agree I partially agree I neither agree nor disagree I partially disagree I disagree

Q51 Other comments you would like to add to improve the teaching of English at university for people with an auditory impairment.

Table 11. Student survey: Block 9 for VD – questions related to faculty members.

Question no.	Question	Choices
Q102	Do you agree with the following statements?	
Q103	You have been offered access to knowledge and academic training like the rest of your classmates.	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q104	Your English lecturer was trained or knew how to make the subject accessible to you.	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q105	Your English lecturer should be trained in teaching strategies and methodologies addressed to diversity in the classroom (i.e., disabilities).	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q106	Teacher training in this area should be compulsory.	I agree I partially agree I neither agree nor disagree I partially disagree I disagree
Q48	Other comments you would like to add to improve the teaching of	

English at university for people with
a visual impairment.

In summary, the blocks within the survey attempted to collect learners' experiences in the inclusive higher education system before and during Covid-19 lockdown and subsequent restrictions. It was of particular interest to this study to determine whether learners had access to knowledge and activities without any obstacles, whether online or onsite. Moreover, students' perceptions and expectations of the faculty's role in facilitating access to education were also relevant. In the results section of this dissertation, the replies to these questions will be thoroughly analysed. In the following subsection, the two different methods utilised to identify lecturers' motivation, difficulties or training gaps are presented and defined.

4.2.3. Faculty experiences

Turning now to the data collection process involving English lecturers who had had a diverse group in their subjects over the last years in which VD or D/HH students were enrolled, a list of potential participants was compiled. The resulting list included 19 lecturers, 14 of whom were contacted since only a representative sample of the collective was needed. Nevertheless, one of these potential faculty participants did not reply to the invitation. Furthermore, three other candidates were not eligible since the subgroups they had taught did not have any VD or D/HH students enrolled. Therefore, the list was reduced to 11 eligible faculty participants.

Faculty contributions to this research consisted of two elements: (a) an interview and (b) a survey. On the one hand, (a) the interview would serve to provide a qualitative analysis of the data, while, on the other hand, quantitative data could be extracted from (b) the survey. Regarding the former (a), participants and the researcher scheduled a meeting for an interview via the institutional video

conferencing tool. In order to be able to record the interviews with the aim to extract data for this study, a consent form (see Appendix C) had to be devised by the researcher and approved by the Ethics Committee at the University after a rigorous evaluation process. Prior to the interview, candidates would read the consent form and return it signed to the researcher. In the said document, the purpose of the data collection was detailed, along with the participant's right to withdraw consent at any time. It also anticipated possible discomforts for the participants, such as being video-recorded, to which they could refuse and opt for an only-audio alternative. In addition, it included a section where the data protection protocol was specified as well as the voluntary character of the participation in the study. Upon signing the informed consent form, responding to any questions participants may have had and indicating their preference for the recording (i.e., video or audio), the interviews were conducted.

Regarding the latter (b), a link to the questionnaire was sent as a follow-up once the interview concluded. In the upcoming two subsections, aspects regarding the interview and survey design will be exposed.

4.2.3.1. Interview

A total of 11 semi-structured interviews of an approximate duration of 30 minutes each were arranged and recorded. They can be defined as semi-structured because the researcher had prepared questions in advance to cover all the topics of interest for this research, but without any time constraints so that the interviewee could expand on their answers and provide further related information as seen fit. Not allotting a time limit to the interview ensured a more natural and conversation-like flow in which topics and issues sprung up unplanned. Thus, many of the scripted questions were often not asked as they had already been addressed. Other times, the interviewer improvised some questions in light of the already gathered answers, feelings and experiences.

There were four main areas to cover during the interview, namely experience (Q1, Q3, Q4, Q7, Q8, Q9), methodology (Q2, Q5, Q6), training and learning (Q7b, Q10), and teaching in times of Covid-19 (Q11, Q12, Q13, Q14). The script the researcher wrote with the questions to ask interviewees can be read in Table 12 that follows:

Table 12. *Questions for interview of faculty members.*

<p>Q1. What has been your experience as a lecturer in a diverse class so far?</p> <p>Q2. Can you give us a brief description of any of your classes? (methodology and type of interaction)</p> <p>Q3. You had students with hearing or visual needs; what was your reaction when they informed you that you would have this student in the classroom?</p> <p>Q4. Do you feel comfortable or did you feel comfortable teaching in a diverse class? Did you feel insecure at any point?</p> <p>Q5. Are there possible adaptations in the subject syllabus at the moment?</p> <p>Q6. In your opinion, do you think that the methodology you use reaches all students? (if yes: what do you do / how do you do it?)</p> <p>Q7. Do you think that adaptations/modifications give an unfair advantage to students with disabilities?</p> <p> a. Are you worried that students with disabilities will be able to meet all the objectives of the subject?</p> <p> b. To what extent should they be given extra support?</p> <p>Q8. What difficulties did you encounter as a lecturer?</p> <p>Q9. Was there a time when you didn't know what to do or that made you feel awkward?</p> <p>Q10. Have you learned anything from these experiences? What have you learned from teaching students with disabilities?</p> <p>Q11. Did you teach students with hearing or visual impairments during the pandemic?</p>

a. Which modality was chosen: synchronous or asynchronous?

Q12. Do you think the functionally diverse student followed the classes better?

Q13. As a lecturer, what obstacles have you encountered in online teaching for VD or D/HH students?

Q14. Did you find alternatives to support students during the pandemic lockdown?

Questions such as Q3, Q4, Q8, Q9 and Q10 were relevant to this study in order to analyse lecturers' confidence in having a diverse classroom and whether they feel supported in the process of adaptation or curriculum design. These questions, albeit innocent in appearance, might reveal gaps in the system that need to be covered. The answers obtained have been thoroughly analysed in the result section. Additionally, Q5, Q6 and Q7 could reveal how present this issue of social justice is in the education system and the perceptions of faculty regarding this topic. Appendix F2 contains the transcripts of the interviews in the language conducted according to the interviewees' preferences, namely Catalan or Spanish. As indicated above, following the interview, the participants were sent a link to a survey, for which details are provided in the following subsection.

4.2.3.2. *Survey for lecturers*

The second collection method employed with lecturers was a questionnaire. As mentioned before in this dissertation, this methodology would supply the study with quantitative data, and it would be distributed after the interview had been finalised. The survey was created with *Qualtrics XM Platform*TM (Qualtrics, Provo, UT), where the link is generated automatically to be shared. Complete anonymous data collection was activated in the settings section of the questionnaire on the platform to ensure data protection and avoid storing any PII (Personal Identifiable Information).

With regard to the numbering of the questions, it does not correspond with the actual order of appearance of the questions due to the creation criteria that the tool used in numbering them. The questions have been organised here according to the flow of the survey. Figure 9 illustrates the flow, as it could vary depending on participants' replies.

Figure 9. *Teacher survey flow.*

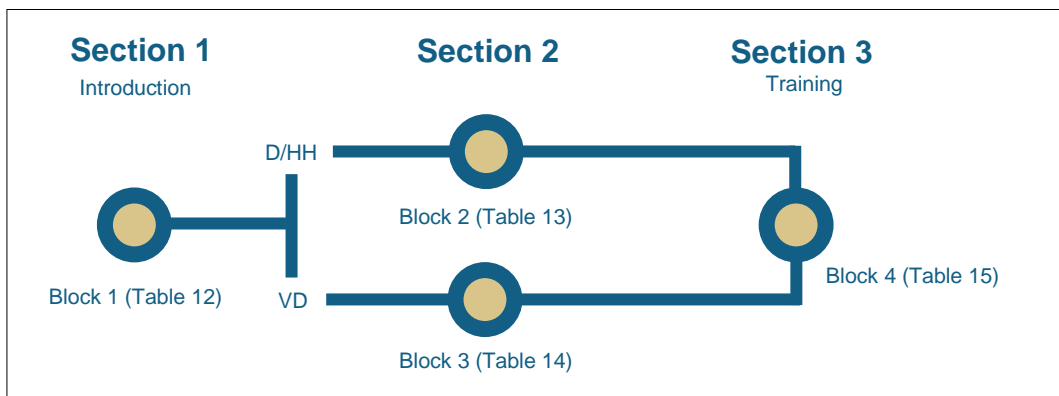


Figure 9 represents the flow the survey would follow depending on the reply provided in Q1. If the faculty participant selected the choice “visual impairment” to indicate that they have only had this type of functionally diverse learner in class, then the flow would be as follows: Block 1, Block 3, Block 4. However, if they selected “hearing impairment” to indicate they had only taught functionally diverse learners with some degree of hearing loss, then the order would be Block 1, Block 2, Block 4. Notwithstanding, faculty members could have had learners from both collectives in the inclusive classroom; therefore, both options could be chosen. Thus, the flow would result in Block 1, Block 2, Block 3 and Block 4. Tables 12, 13, 14 and 15 below present the four blocks that composed it.

Table 13 below focuses on faculty's impressions about the workings of the system (e.g., Q4, Q5, Q6), which could justify their (dis)satisfaction with it if such information is expressed during the qualitative data collection method, namely the interview. Likewise, Q9 could inform about whether teaching professionals received enough support from the institution. Furthermore, Q7 and Q8 in this first block of the survey test how inclusive, universal and accessible material is or will be. To conclude the first block, which acted as an introduction putting forward general questions related to their experiences in inclusive education, Q10 and Q11 touch upon lecturers' motivation regarding disabilities in the classroom. Below are the questions corresponding to Block 1.

Table 13. *Lecturer survey: Block 1 – experience and methodology.*

Question no.	Question	Choices
Q2	Gender:	Male Female Other
Q1	In the last three years of teaching, you have had students with:	Visual impairment Hearing impairment
Q3	Who informed you?	The Disability and Diversity Unit of the UJI The student The student's classmates Nobody, you realised
Q4	Did you have this information in advance?	Yes No
Q5	[If Q4 = Yes] About how long in advance did you know?	(write X days, months, weeks)
Q6	The time you had to make the changes, you thought was	Totally insufficient Slightly insufficient

		Slightly sufficient Totally sufficient
Q7	In terms of methodology and materials,	You had to make modifications or adaptations to make the subject accessible. (1) The materials were already accessible, and the students were able to access them. (2)
Q8	[If Q7 = (1)] Those modifications ...	have been integrated in the subject and in your methodology (1) were a one-time adaptation (2) I did not make any adaptations or modifications (3)
Q9	[If Q8 = (1) or (2)] Who counselled you to make the modifications?	The Diversity and Disability Unit The student in question Your colleagues You Googled some information. Other
Q10	[If Q7 = (2)] Do you know the regulations regarding people with disabilities at the national, regional and institutional level?	Yes/No
Q11	How would you define your motivation to apply the regulations?	I have no motivation. Although I want to know more about the topic, I don't have time. Whenever I have had students with disabilities, I have resorted to the regulations to find out what is expected of me as a lecturer.

Turning now to the central blocks of the survey, i.e., Block 2 and 3, represented in Tables 14 and 15 below, the focal point is both disabilities in question, hearing and sight loss, respectively. The study of the literature mentioned in this dissertation motivated the questions below. In Table 14, questions address faculty's knowledge on adaptations for D/HH students, while Table 15 lists

those questions related to adaptations for VD learners. These two blocks were composed to check that faculty are able to locate learners' needs and cater for them, as well as to detect gaps in lecturer's training. Tables 14 and 15 below present the questions that lecturers had to answer in the survey.

Table 14. *Lecturer survey: Block 2 – D/HH.*

Question no.	Question	Choices
Q12	[If Q1 = hearing impairment – whole block] Regarding your explanations in class with hearing-impaired students, you noticed that:	You always had to repeat the information at least twice (1) You had to repeat the information occasionally (2) You had to check that the student had understood the information (3) No need to repeat anything (4)
Q13	[If Q12 = (1) or (2)] You said you had to repeat the information, how did you do it?	Word for word without visual aid Word for word with a visual aid (gestures, facial expressions, drawings, pictures) Reformulating sentences Asking another student to explain in their own words
Q14	How did you check that the student had understood the information?	You asked everyone to explain in pairs what you had said. You asked the student directly to tell you what you said. You walked around and approached his/her desk to see if s/he was doing the right task. You asked her/him to write a short summary about the explanation. I didn't check.
Q15	Regarding the oral production of students with hearing needs and	Same as for other students.

	their assessment, what criteria did you use?	<p>You were more flexible in terms of grammatical complexity.</p> <p>You were more flexible in terms of lexical complexity and variety.</p> <p>You were more flexible in terms of pronunciation.</p> <p>You were more flexible when it came to oral interaction.</p>
Q16	Regarding the written production of students with hearing needs and their assessment, what criteria did you use?	<p>The same as for the rest of the students.</p> <p>You were more flexible in terms of grammatical complexity.</p> <p>You were more flexible in terms of lexical complexity and variety.</p> <p>You were more flexible when it came to organising the text.</p> <p>You were more flexible with spelling.</p>

Table 15. *Lecturer survey: Block 3 – VD.*

Question no.	Question	Choices
Q17	<p>[If Q1 = visual impairment – whole block]</p> <p>In the case of students with visual needs, did you have to provide them with the information/materials in a different way?</p>	<p>Yes</p> <p>No</p>
Q18	<p>[If Q12 = Yes]</p> <p>How?</p>	<p>You passed him/her the voice-recorded texts from the photocopies.</p> <p>You read the material aloud to him/her in class.</p> <p>You sent the material with the font size a few points larger.</p> <p>The feedback you gave to their tasks was always oral.</p> <p>Other:</p>
Q19	Regarding the oral production of students with visual needs and their	The same as for the rest of the students.

	<p>evaluation, what criteria did you use?</p> <p>You were more flexible in terms of grammatical complexity.</p> <p>You were more flexible in terms of lexical complexity and variety.</p> <p>You were more flexible in terms of pronunciation.</p> <p>You were more flexible when it came to oral interaction.</p>
<p>Q20</p> <p>Regarding the written production of students with visual needs and their assessment, what criteria did you use?</p>	<p>The same as for the rest of the students.</p> <p>You were more flexible in terms of grammatical complexity.</p> <p>You were more flexible in terms of lexical complexity and variety.</p> <p>You were more flexible with the organisation of the text.</p>

Based on Álvarez-Pérez and López-Aguilar's (2015) study, whereby they conclude that education professionals request training in the field of functional diversity, the questions in Block 4 were designed. The last block of the survey for faculty members appertains teacher training to collect data on their perspectives. An approach to whether they believe training in the area of special needs is necessary for them as educators, what they would like to learn in said training, and whether they believe it should be mandatory for all higher education lecturers, and, thus, the institution's responsibility as suggested by the UN (United Nations, 2019). Table 16 below itemises the questions found in Block 4 of the survey.

Table 16. *Lecturer survey: Block 4 – Training.*

Question no.	Question	Choices
Q21	Do you think you need training in this topic (i.e. catering for diversity in the classroom)? [If Q21 = No – skip to Q23]	Yes No
Q22	[If Q21 = Yes] What do you need or what would you like to learn?	Make accessible PowerPoint presentations. Change methodology. Design accessible materials. Design accessible exam. Make automated transcripts of explanations. Improve my non-verbal communication to favour all students (example: use of classroom space). How to distribute the class to benefit all students.
Q23	Do you think that training for teachers in diversity should be:	Voluntary Mandatory

4.3. Chapter summary

Thus far, this chapter has reported the methodology followed regarding the data collection process, namely recruitment of student and lecturer informants, design of surveys and interview and the other general data provided by the Diversity and Disability Unit at UJI. In the chapter that follows, I present the main findings of the current investigation. The answers to the interview questions will be discussed in the results section, in tandem with the faculty's replies to the questionnaire.



5. RESULTS AND DISCUSSION



5. RESULTS AND DISCUSSION

5.1. Introduction

In the following pages, I will present the results obtained from the experiences reported by people with a visual disability and hearing loss of the student body after the implementation of the survey²⁵ described in the methodology section of this study in the previous chapter (i.e., Chapter 4). This dissertation focuses on these two sensory impairments given the barriers students might encounter in a foreign language learning environment regarding written and oral text as well as non-verbal language.

Furthermore, the views of the faculty are also reflected here. As described in Chapter 4, in order to collect the educators' experiences in a diverse classroom in the higher education context, a survey was conducted to solicit information that would furnish this study with qualitative data from both groups, namely academia and learners. Moreover, an interview was arranged with the lecturer-participants to collect qualitative data.

5.2. The views of the visually and aurally diverse student cohorts

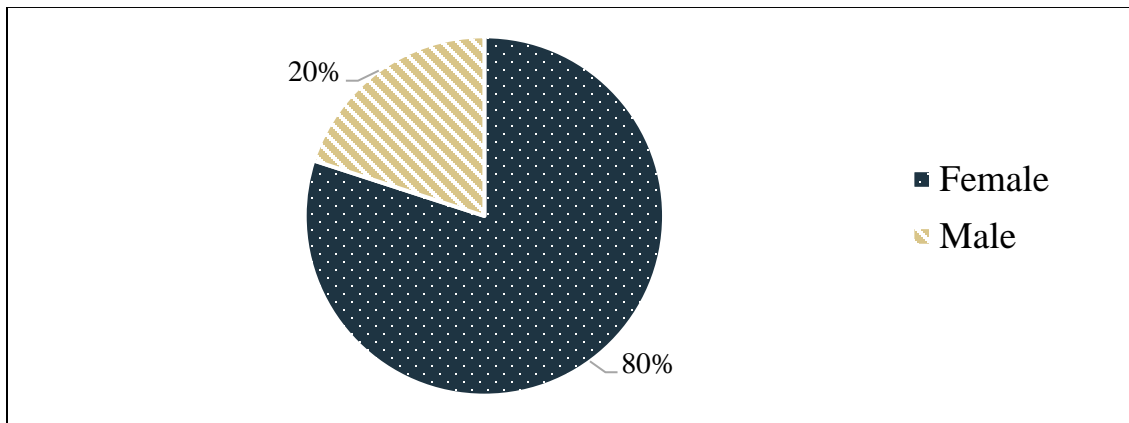
5.2.1. Introduction

The results of the student questionnaire will be analysed in this section. As explained in the previous chapter, the Diversity and Disability Unit at UJI collaborated in the distribution of the survey among the potential participants for the study. An invitation was extended to 25 eligible

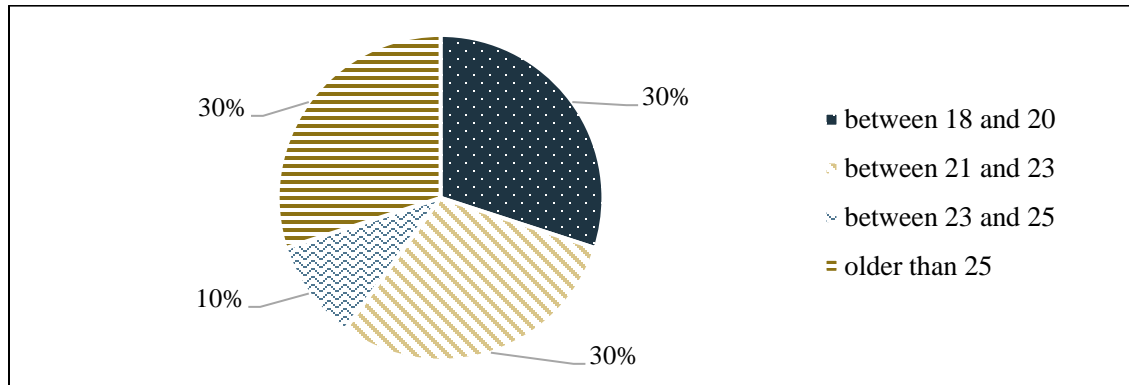
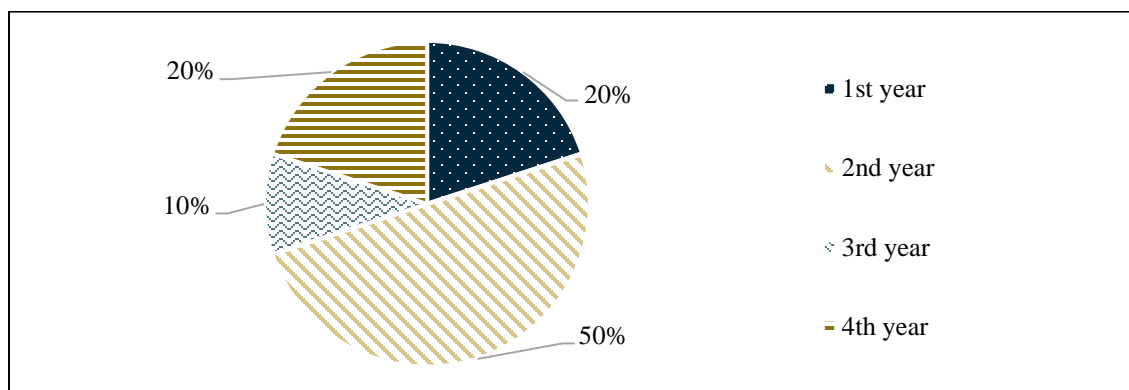
²⁵ See Appendix B for the original survey.

members of the student body, 10 of whom accepted and submitted their responses to the questionnaire. Twenty per cent of those students surveyed were male, while the other 80% of participants were female (see Figure 10).

Figure 10. Responses to Q2: Gender.



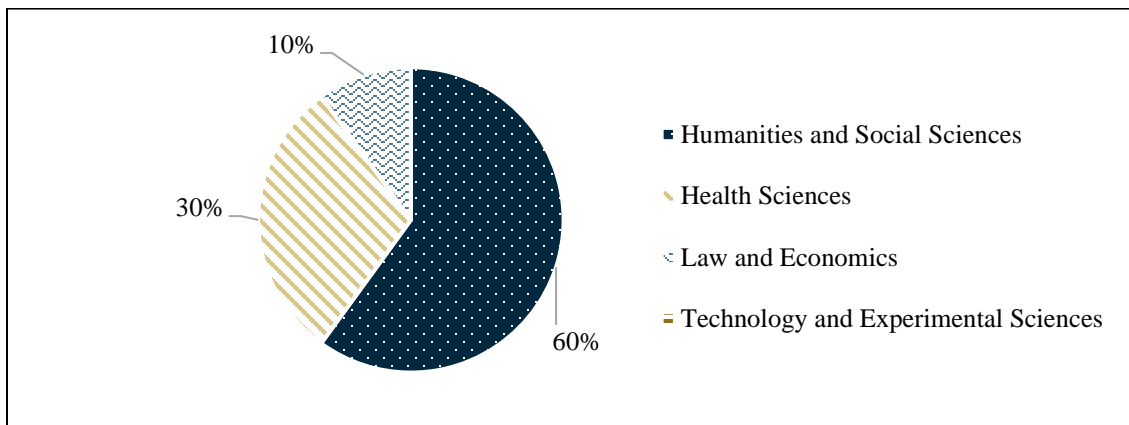
With regard to the participants' age, most participants were between 18 and 25 years old, except approximately a third of the respondents, who were older (see Figure 11). These results reveal that they were the same age as the average non-disabled undergraduate student. The group of student-participants in this study is heterogeneous as far as their academic backgrounds, disciplines of study and experience as undergraduate students are concerned. In that regard, 20% of the respondents were first-year undergraduates, half of the respondents were second-year students, 10% were enrolled in third-year, and the remaining 20% were in fourth-year (see Figure 12).

Figure 11. Responses to Q3: Age.**Figure 12.** Responses to Q4: Academic year.

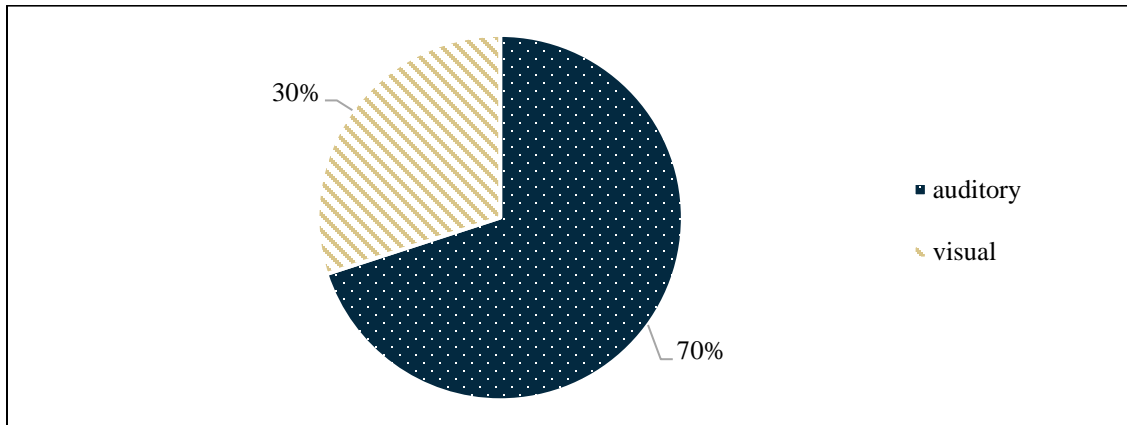
Regarding academic disciplines, students were dispersed in different faculties across the campus. The university grounds accommodate four main faculties: a) Humanities and Social Sciences, b) Health Sciences, c) Law and Economics, and d) Technology and Experimental Sciences. It is worth noting that the branches of knowledge related to Humanities and Social Sciences are preferred by students with sensory disabilities (60%), followed by those related to Health Sciences (30%). By contrast, the interest shown in the fields of law and economics (10%) or STEM (0%) sciences was

low or non-existent among the participants in this study (see Figure 13). The reason behind these choices might lie in the barriers sensory-diverse students might encounter in these disciplines where knowledge acquisition has been concomitant to multi-sensory information channels (Palan, 2021; Stinson et al., 2014).

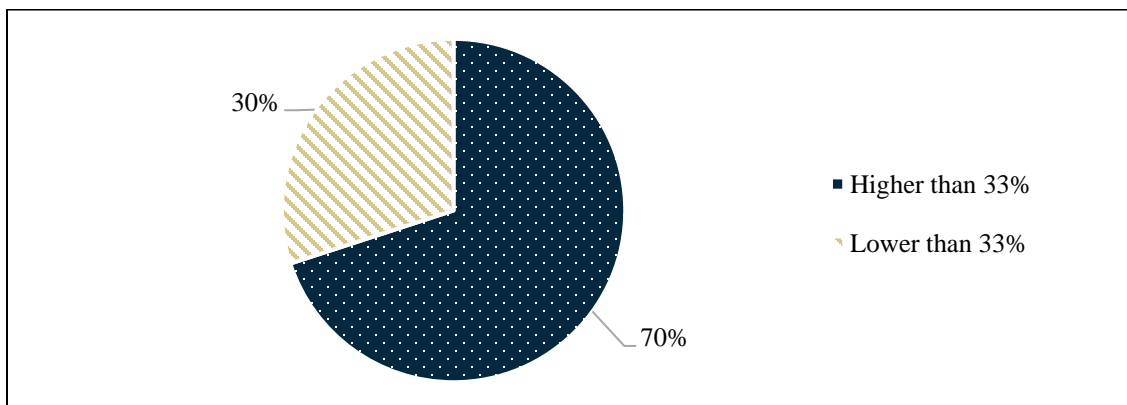
Figure 13. Responses to Q5: Centre of studies.



Regarding the student-participants' disabilities, Question 7 determined the flow of the survey in that it asked about the learners' sensory diversity, whether it was visual or aural. Seven out of ten respondents communicated having a hearing impairment, whereas 3 of them checked the box for visual impairment (Figure 14).

Figure 14. Responses to Q7: Your impairment is...

Furthermore, when asked about the degree of disability, 70% of the students surveyed responded it was higher than 33%, thus recognised by the regional government and official institutions, while 30% reported their impairment being below the 33% threshold (see Figure 15). All of whom reported an auditory impairment.

Figure 15. Responses to Q8: The degree of disability recognised by official bodies is...

As for the survey format, it was divided into two different blocks to collect data on D/HH and VD students' experiences as two separate groups considering that their different needs might result incompatible with one another in terms of adaptations, as mentioned in the Methodology chapter (i.e., Chapter 4). Despite that, some of the questions were common to both blocks and, therefore, will be analysed in this dissertation from a global perspective of all the participants in the survey (see 5.2.2). Nevertheless, those questions that particularly focused on the disability in question will be analysed accordingly in their corresponding subsections (see sections 5.2.3 and 5.2.4).

5.2.2. Meeting points between VD and D/HH students

5.2.2.1. Blocks 2 and 6 – general questions

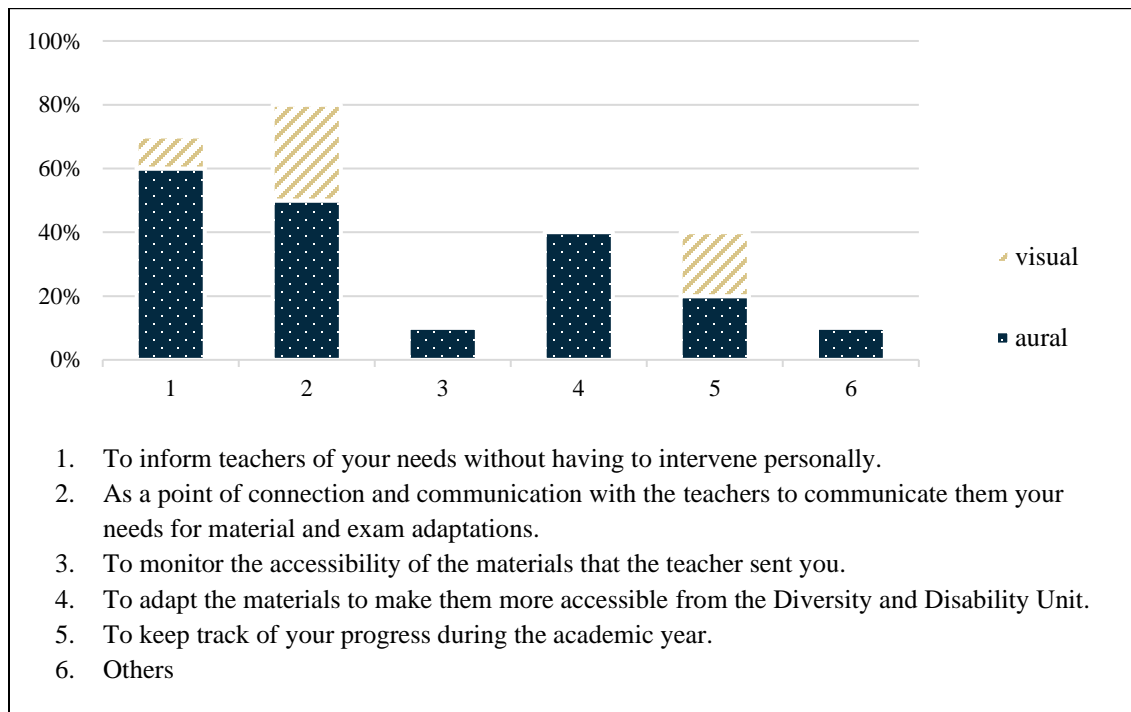
Out of the ten replies received, seven respondents (70%) indicated being D/HH students and three (30%) others were visually diverse. Therefore, the corresponding blocks of questions were shown in the survey flow, i.e., Block 2 and 6, respectively (see Tables 4 and 5 in Chapter 4). The first set of questions aimed to collect data on the system's efficiency to cater for learners' special needs; thus, questions related to the service provided by the University through the Diversity and Disability Unit or the need for teacher training were in order.

The first question in both blocks of questions, namely Q53 and Q14 for D/HH and VD learners, respectively, gathered information on the usefulness of the Diversity and Disability Unit. When asked about the aid provided by the said Unit at the University, 70% of the respondents acknowledged its usefulness in informing their lecturers about their specific needs avoiding exposure; that is to say, as a mediator between students and faculty members. Of that 70%, 60% of the respondents to that question were D/HH learners, whereas 10% had a visual disability. Furthermore, 80% of the student-participants appreciated Diversity and Disability Unit's work in

advising their lecturers regarding material and exam adaptations. Fifty per cent of the learners who chose this option have a hearing impairment, while 30% have a visual one.

Regarding the following option provided in Questions 53 and 14 (see Figure 16), namely supervision of material accessibility, only 10% of the surveyed agreed the Unit was helpful for this purpose. As for the adaptation of materials, 40% of the respondents acknowledged that the Diversity and Disability Unit played a vital role in the process. Another 40% considered the Unit useful to provide academic support and keep them on track during the academic year. Only 10% of the participants, who were D/HH, marked the box for “others” in which it was specified that they were facilitated an FM system for persons with hearing loss. This wireless device is an analogic frequency-modulated tool used to transmit the sound waves (i.e., voice) of the speaker (i.e., the lecturer) via a microphone to the receiver, which is worn by the listener (i.e., the student). The system cancels the background noise and heightens the speech signal’s quality, thus aiding the D/HH learner.

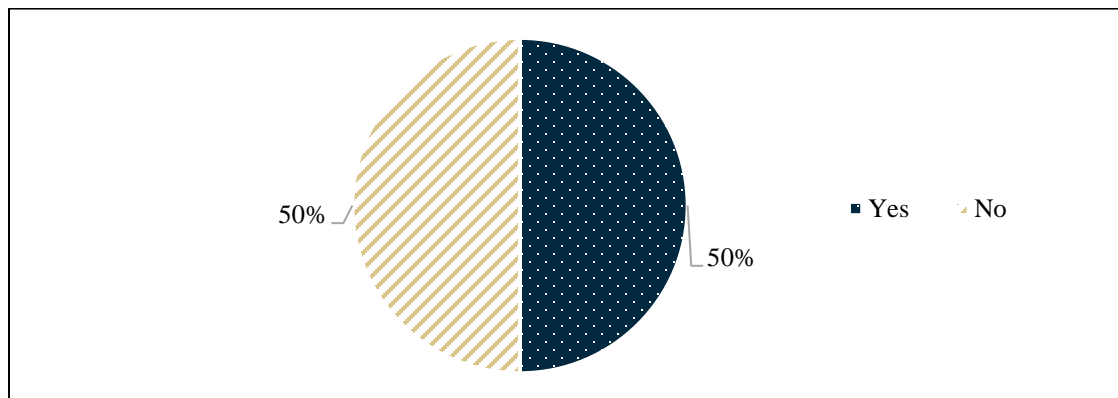
Figure 16. Responses to Q53 and Q14: “Check all the options you consider. The Diversity and Disability Unit has helped you:”



Attention hours are usually encouraged for any learner who struggles with courses or for those who would like to have a private conversation with lecturers. Even though the Diversity and Disability Unit acts as a liaison point, attention hours could be used to open a line of communication between lecturer and learner. Nevertheless, not all students convened a meeting to express their needs or worries. In fact, only 50% of the participants in this research scheduled a session with their English-language lecturers (see Figure 17), 20% of whom were aurally diverse, and 30% had a visual disability. The lack of communication between student and lecturer and the scarce use of attention hours with that purpose might be due to the fear of exposure or being given a different treatment that the diverse learner may feel. According to Hall et al. (1998), students often prefer a counsellor to whom they could communicate their needs. In that regard, the Diversity

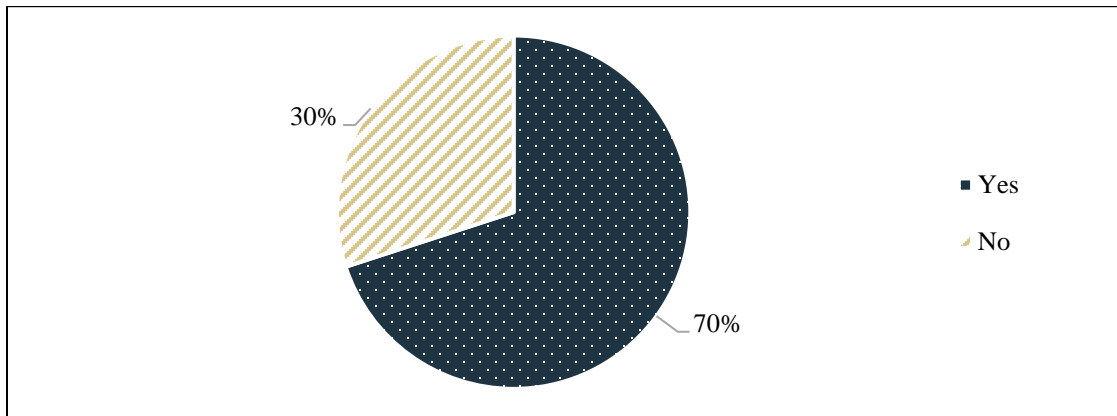
and Disability Unit acts as a substitute for the lecturer's attention hours, given the preferences of this cohort of students. Despite the vital role of the Unit as a mediator, an overprotective stance might result counterproductive and hamper student-lecturer communication.

Figure 17. Responses to Q54 and Q15: “Did you book attention hours with your English teachers to aid them to meet your needs and specify the adaptations?”



As far as the adaptations made to the materials employed in the English-language course are concerned, Questions 55 and 16 collected students' experiences on this topic. Of all the students who participated in this study, 70% informed about material adaptation to facilitate access to content, whereas 30% reported the opposite. Figure 18 below portrays these percentages. The percentages illustrated reveal a positive attitude from lecturers in their majority, although some work remains to be done. These data will be analysed in the following subsections in relation to the replies provided by each cohort of students.

Figure 18. Responses to Q55 and Q16: “In the English classroom, did the teacher adapt the materials to your needs?”



Turning to Questions 58 and 19, when asked whether they required additional support, 60% of the respondents admitted to that being the case (Figure 19). Half of those surveyed reported that a common resort was requesting help from peers or borrowing their notes to complement their own. Figure 20 shows that another 20% indicated that they browsed books at the library and the internet to complement information they had missed during the English-language lectures. The results portrayed in these figures reveal that students prefer autonomy or, if help is needed, they request it from their peers instead of convening a meeting with their lecturers.

Figure 19. Responses to Q58 and Q19: “Did you need additional support and resources to take the course?”

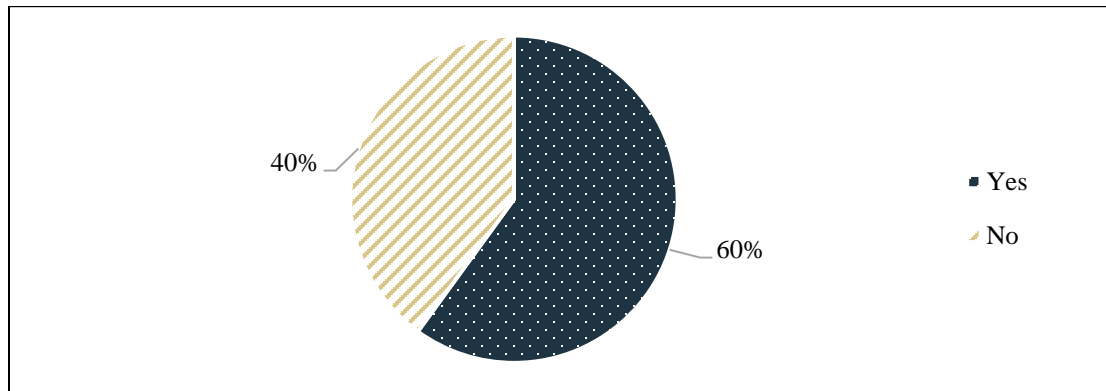
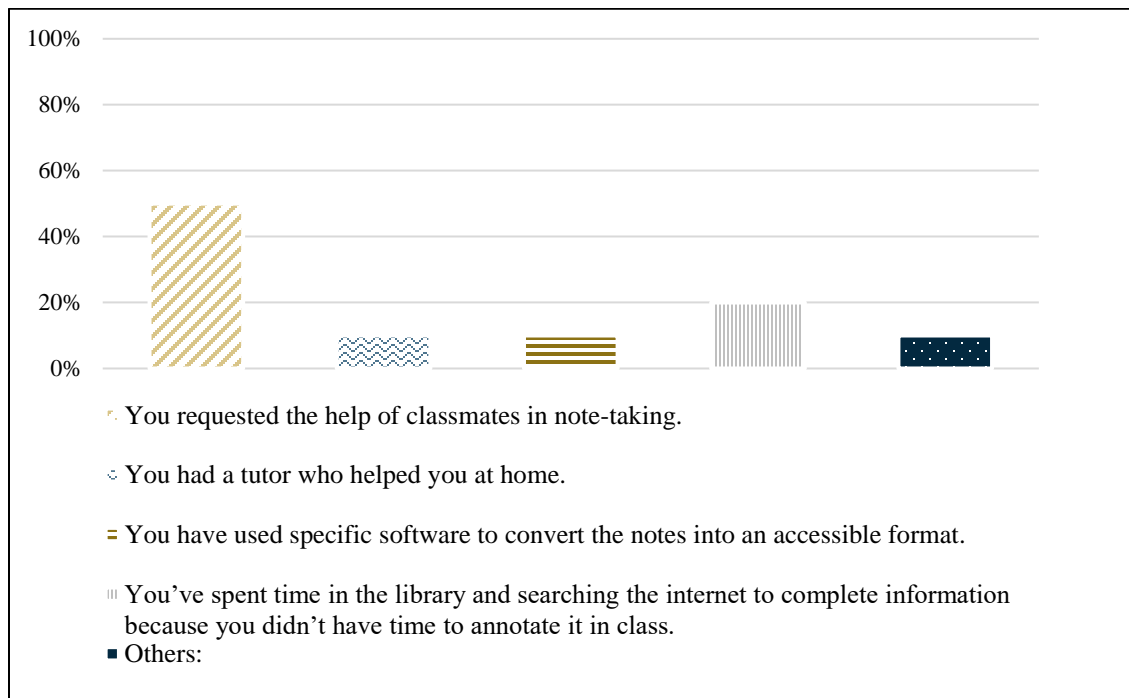
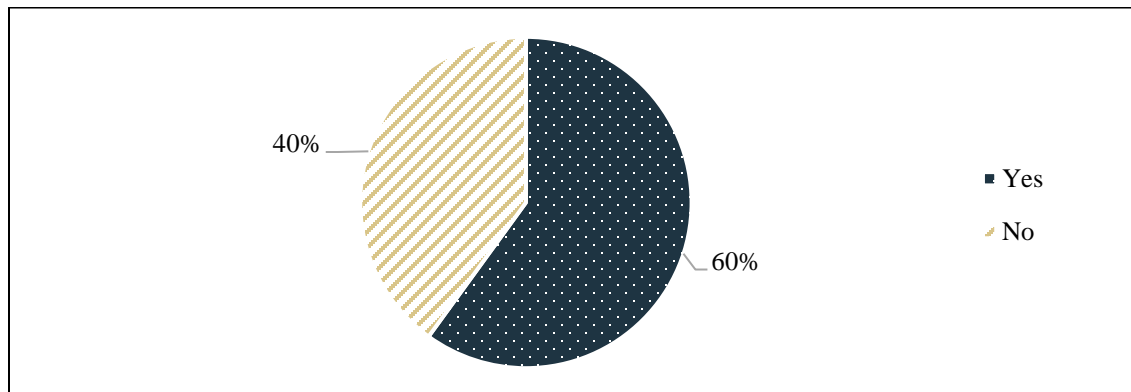


Figure 20. Responses to Q59 and Q20: “Indicate which were those resources or additional support.”



Of the ten participants who completed the survey, 40% indicated that they did not feel involved in the learning process (Q63 and Q24), as illustrated in Figure 21 below. That is to say, participation levels in the classroom did not meet the learners' expectations. These results reveal that sensory-diverse students are willing to take an active role and partake in the language classroom routines and activities. The information gathered from this question poses two possible hypotheses that would require further analysis: 1) inclusion of students with disabilities or special educational needs is not real, or 2) no student was invited or encouraged to adopt an active role, regardless of disability.

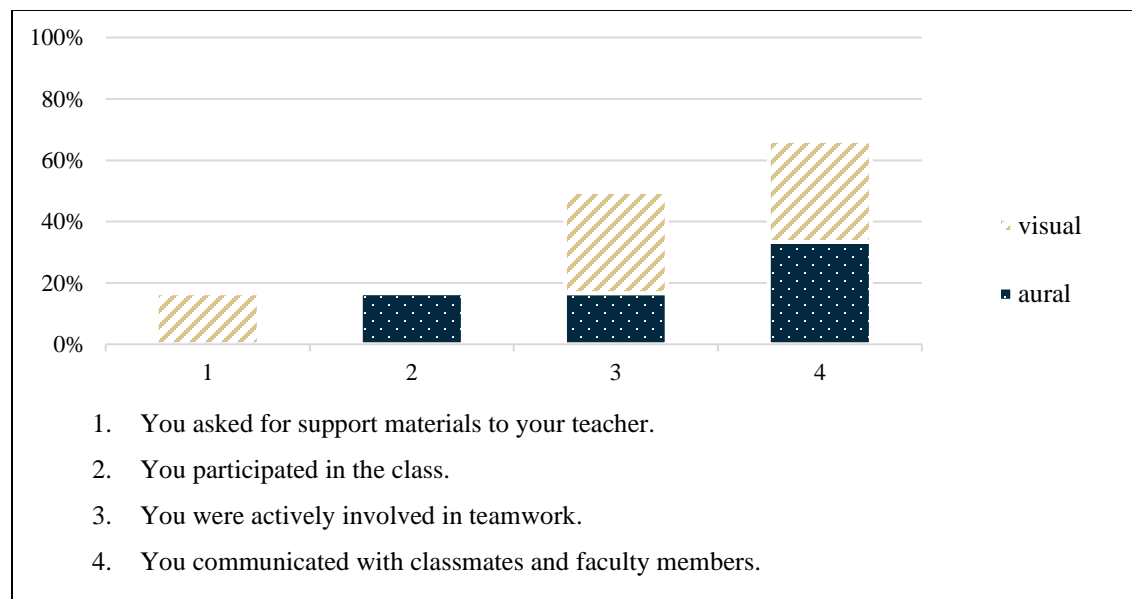
Figure 21. Responses to Q63 and Q24: “Do you think you have been involved in English language learning?”



In light of those results, for the 60% of participants who indicated being involved in class and their learning, Questions 64 and 25 were asked in order to solicit information regarding successful methodologies in the EFL/ESP classroom. Figure 22 provides a breakdown of the statistics and responses provided by participants in these two questions. Results show that the most popular

techniques that facilitated inclusion and participation in the classroom were teamwork, chosen by 30% of the surveyed, and inter-personal communicative exchange with both their peers and lecturers, selected by 40%.

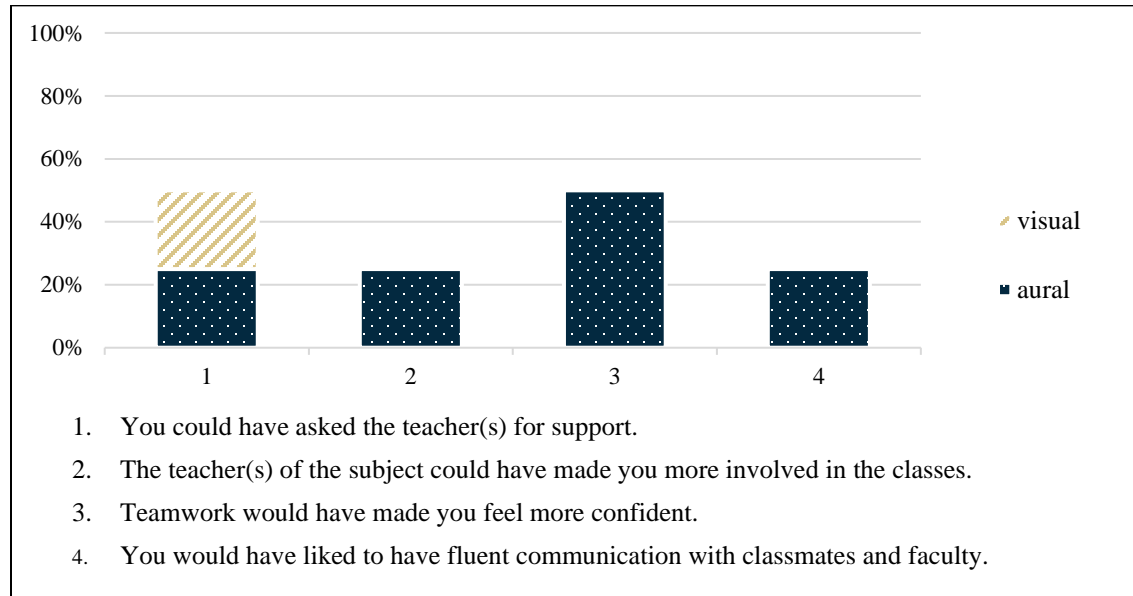
Figure 22. Responses to Q64 and Q25: “How did you get involved?”



In contrast, for those who responded “no” to Q63 and Q24 in the survey and thus indicated they had not been engaged in English lessons, Q65 and Q26, respectively, were asked in order to examine which techniques would have encouraged participation amongst the students surveyed. Out of the 40% of respondents who indicated not having felt involved in their English classes, as Figure 22 presents, 50% believe that support from the teacher could have been valuable. Another 50% would suggest teamwork to build self-confidence when participating in the English classroom. A quarter (25%) of the participants who did not feel involved consider that the onus

was on the teacher, while another 25% believe that communication, both student-student and student-lecturer/lecturer-student, is key to reaching inclusion and participation.

Figure 23. Responses to Q65 and Q26: “How do you think you could have been more involved?”



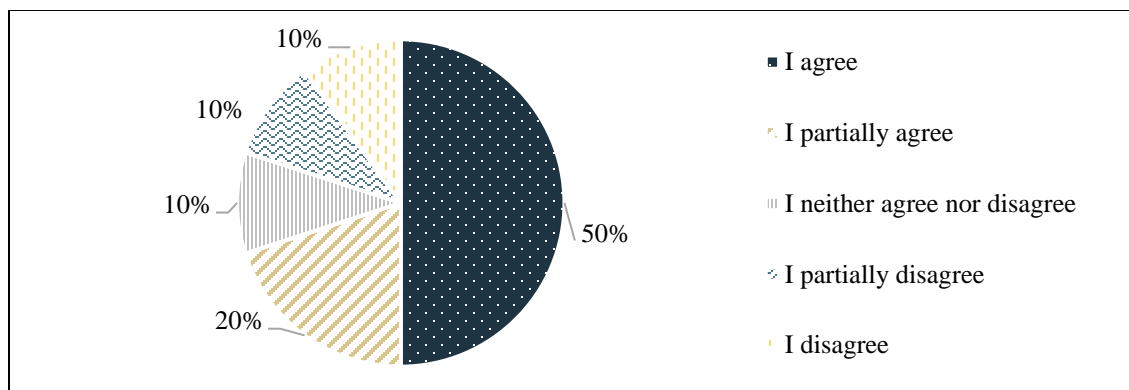
Despite the existing international, national and regional mandates to include in the classroom and to promote inclusion, these findings reveal that students with disabilities in the English-language classroom in higher education wish for wider and higher participation levels (Fuchs et al., 2005; Fuchs & Fuchs, 2001), for instance, by encouraging pair and group work. In the next subsection, the participants’ opinions regarding teacher training will be explored.

5.2.2.2. *Blocks 5 and 9 – questions related to faculty members*

The last set of questions in the survey was asked to both cohorts of learners, which addressed faculty training in the special educational needs arena. Even though most learners claim to have

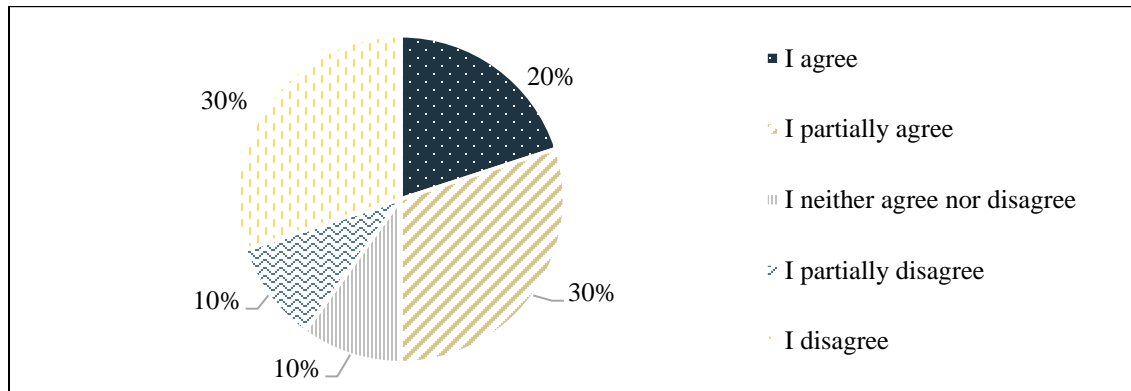
had equal access to tertiary education (50% agree, 20% partially agree), 20% of the surveyed do not share that view, as seen in Figure 24.

Figure 24. Responses to Q98 and Q103: “You have been offered access to knowledge and academic training as the rest of your classmates.”



Those results might be due to scarce lecturers' knowledge on the field of adaptations, modifications or accommodations. About half of the participants in the survey confirm that the teacher was (relatively) educated in this field. Nevertheless, 30% of those are hesitant about whether all the necessary skills had been acquired and further training might be needed. Yet, 40% oppose this statement: 10% of that group object to a limited extent, while 30% disagree. Thus, the results shown in Figure 25 portray the immediate need for trained education professionals.

Figure 25. Responses to Q99 and Q104: “Your English teacher was trained or knew how to make the subject accessible to you.”



In that regard, the response to whether English lecturers should receive instruction addressing diversity in the classroom (Q100 and Q105) was unanimous. All the respondents to the survey agreed that education professionals should be trained in this field, as the results illustrated in Figure 26 show. In fact, 90% of the respondents concur with the statement in the responses to Q101 and Q106 (see Figure 27).

Figure 26. Responses to Q100 and Q105: “Your English teacher should be trained in teaching strategies and methodologies addressed to diversity in the classroom (i.e., disabilities).”

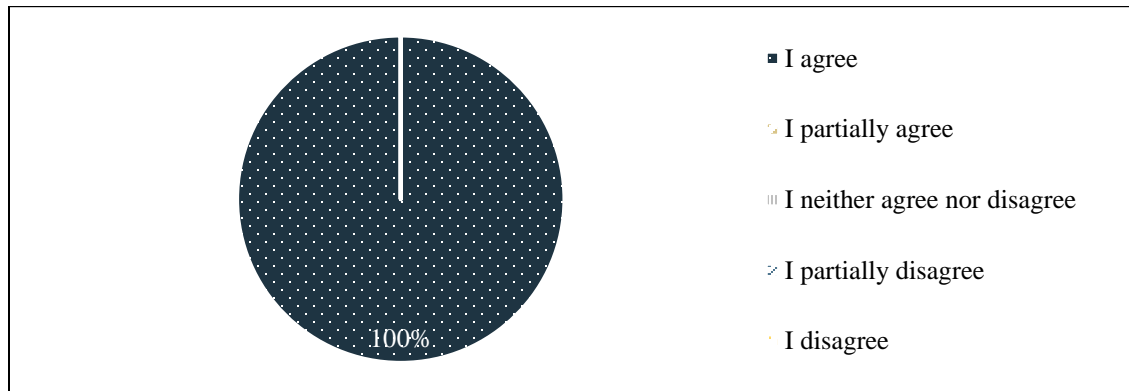
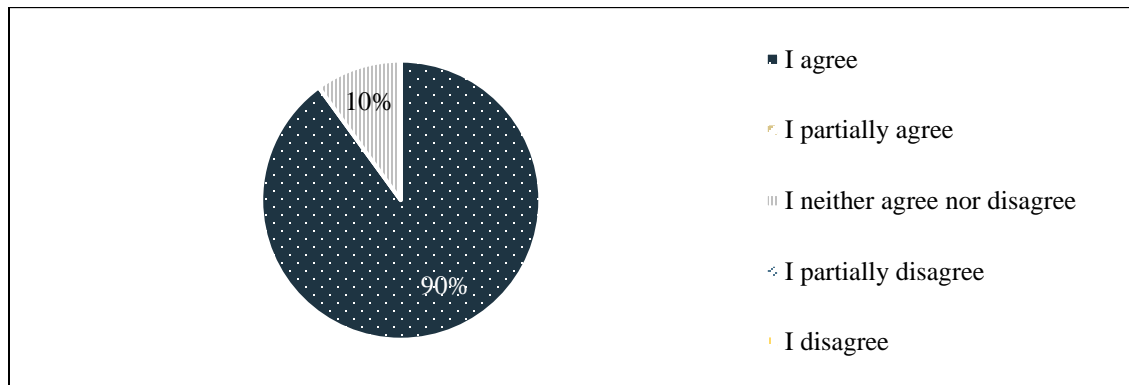


Figure 27. Responses to Q101 and Q106: “Teacher training in this area should be compulsory.”



All in all, VD and D/HH learners advocate for higher participation to ensure inclusion in the English-language classroom. In accordance with previous studies (Cook et al., 2009; Morgado, Melero, et al., 2016; Moriña et al., 2015), findings from this set of questions reveal that learners request higher equity to access knowledge in higher education institutions, which, in their view, might be attained with skilled education professionals trained in delivering content to a diverse

classroom. Nevertheless, faculty members might differ. Further analysis on that topic will be provided in the upcoming sections of this chapter. In the following subsection, the results concerning D/HH students will be explored in depth.

5.2.3. D/HH learners' views

There were 10 participants in this student survey, seven of whom indicated having some degree of hearing loss. The second set of questions launched in the survey flow to D/HH and VD participants shared many questions, which have been analysed above. In this subsection, the results concerning questions addressed to D/HH learners only will be explored. Those questions are mainly tackled in Block 3 (see Table 6 in Chapter 4); however, some questions from Block 2 (see Table 4 in Chapter 4) fall within this category, namely Q55, Q56, Q60, Q61 and Q62. Although some of these questions in Block 2 have already been analysed in tandem with their equivalents in the block for VD learners (i.e., Block 6, see Table 5 in Chapter 4) in the previous section (see section 5.2.2.), it was deemed appropriate to examine the percentages of responses separately. These blocks of questions should also be analysed in isolation, considering that the flow of the survey is subject to the responses indicated in Q7, i.e. whether the participant was visually or aurally diverse. If D/HH participants indicated they had taken their English course during the Covid-19 lockdown or subsequent restrictive measures applied, Block 4 was added to the survey flow. In the following subsections, I will analyse the responses of the D/HH cohort, namely Blocks 2, 3 and 4.

5.2.3.1. Block 2 – general questions for D/HH participants

Subsection 5.2.2.1 addressed some of the results obtained from questions in this block (i.e., Q53, Q54, Q55, Q58, Q59, Q63, Q64, Q65). Nevertheless, due to the specificity of some of those

questions and others in the block, it was deemed necessary to devote a subsection to the entire block, which is analysed in the following paragraphs.

Regarding the adaptation of materials in Q55, 71% of the D/HH participants surveyed replied affirmatively to this question, whereas 29% did not receive any material adaptation (see Figure 28). These findings reveal that most D/HH student-participants believe English-language lecturers at the higher education institution where the study was conducted (i.e., UJI) facilitated access to the curriculum. To those that answered “yes,” another question to gather more specific information was asked. In response to Question 56 (i.e., “Which of these techniques were used for the adaptation of materials?”), there were five possible options. Four of those answers were closed multiple-choice options. Item number five on the list provided candidates with an open-ended field to indicate any other adaptations that had not been considered in the options above²⁶. Among those D/HH participants who selected “yes” in the previous question, by far the most common adaptation (80%) was playing audio tracks more than twice. Only 20% of the surveyed specified having a different adaptation: bringing their laptops to the classroom and using an individual headset for listening comprehension activities. Interestingly, the rest of the options offered that detailed potential adaptations for these cases, such as text-based support like real-time captioning (0%) or transcripts (0%), were not a common resource in the EFL/ESP classroom to foster an inclusive environment, nor were other techniques such as slowing down the audio (0%) speed, as reported by the D/HH student-participants in Q56 (see Figure 29).

²⁶ See Appendix B for the original student survey.

Figure 28. Responses to Q55: “In the English classroom, did the teacher adapt the materials to your needs?”

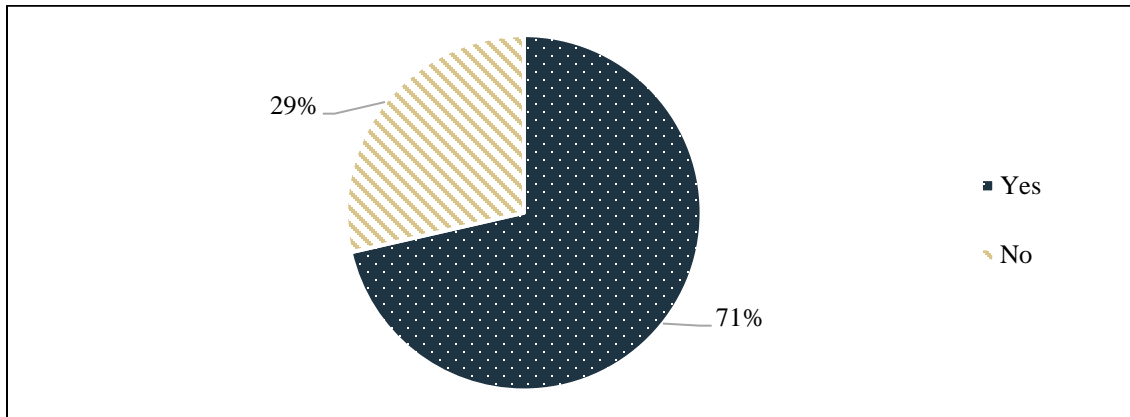
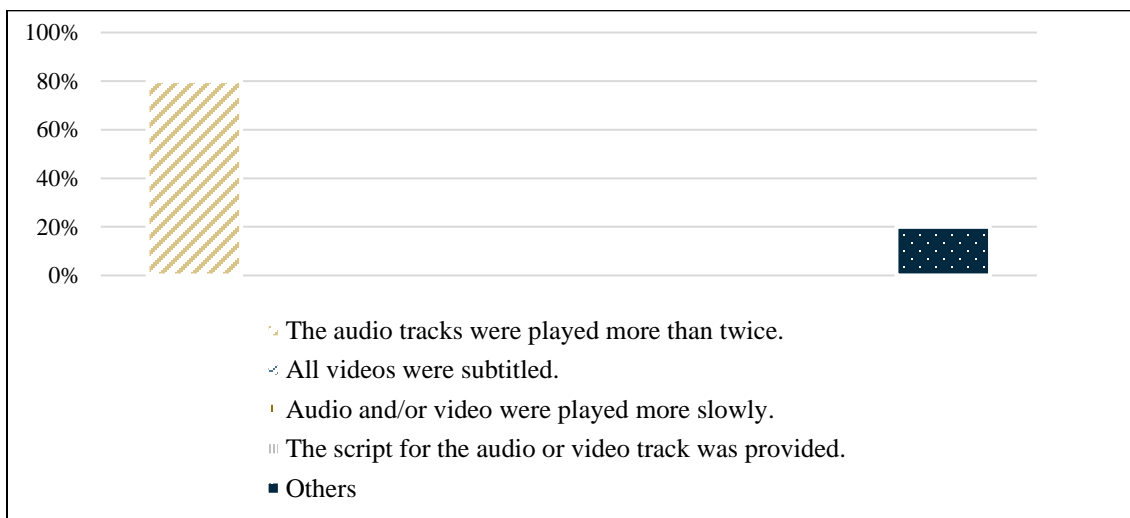
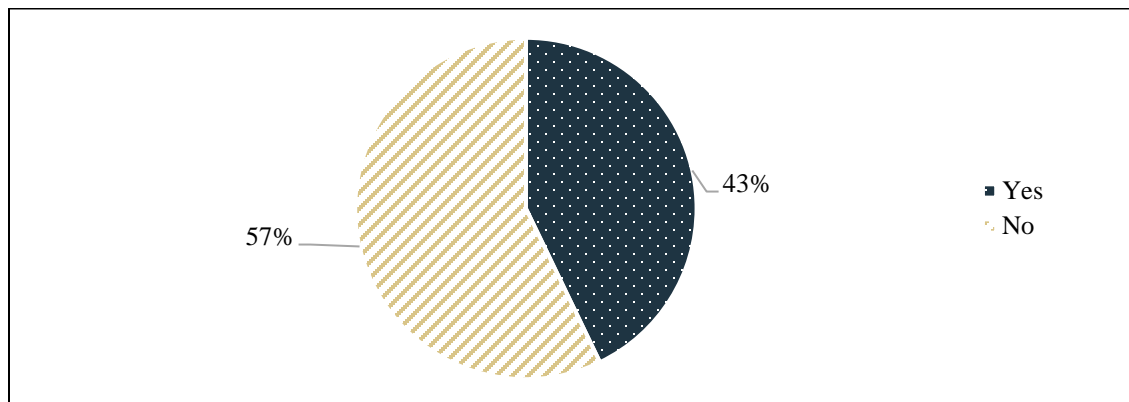


Figure 29. Responses to Q56: “Which of these techniques were used for the adaptation of materials?”



Along the same lines, regarding adaptations, Question 60 asked whether lecturers, from the students' point of view, made the necessary adaptations to their teaching methodology. Just below half (43%) of the D/HH participants agreed with the statement, while over half (57%) did not. The experiences reported in this question surprisingly contrast with the results obtained in Q55. Even though a high number of D/HH student-participants agreed that the teacher adapted the materials to make them accessible to an aurally diverse audience, it is noteworthy to mention that when it comes to the methodology employed in the classroom, opinions are still divided. The fact that almost half (43%) of the D/HH surveyees agreed that their lecturers adapted their teaching methods in pursuit of inclusion shows a somewhat positive result, although not as satisfactory as should be expected. While the balance is tilted the other way towards the “no,” work remains to be done. The results obtained from the data collected in this question (Q60; Figure 30) might denote insufficient educational skills and resources and, thus, be indicative of the need for teacher training in this area.

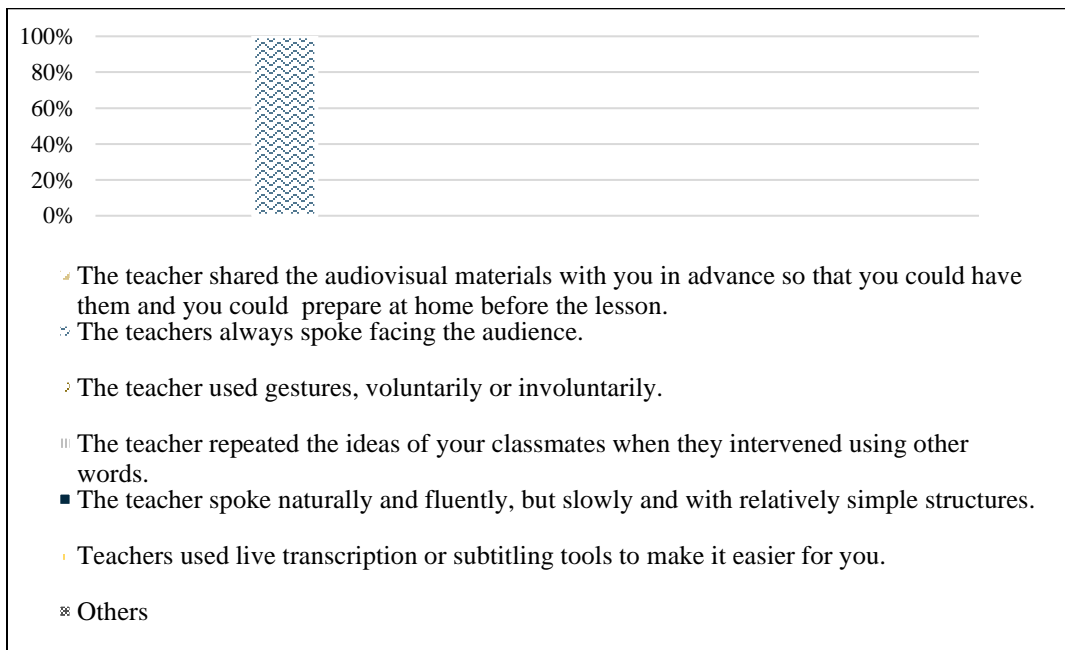
Figure 30. Responses to Q60: “In the English class, the teachers adapted the way of teaching to your needs.”



A follow-up question (Q61) was launched to those who replied “yes” in Q60 (see Figure 30 above). The purpose of Q61 was to gather information on how tuition was made accessible to D/HH learners. Among the options provided, participants could find:

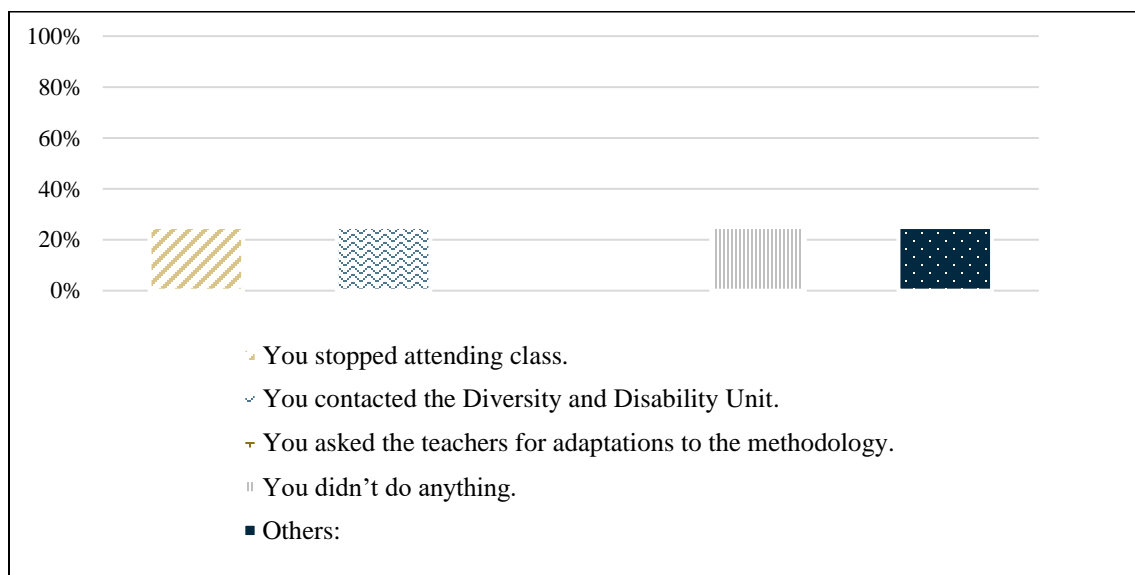
- a) The teacher shared the audiovisual materials with you in advance so that you could have them and you could prepare at home before the lesson.
- b) The teachers always spoke facing the audience-
- c) The teacher used gestures, voluntarily or involuntarily.
- d) The teacher repeated the ideas of your classmates when they intervened using other words.
- e) The teacher spoke naturally and fluently, but slowly and with relatively simple structures.
- f) Teachers used live transcription or subtitling tools to make it easier for you.
- g) Others

Figure 31. Responses to Q61: “Select how the teacher adapted his/her methodology.”



By contrast, those surveyed who responded “no” to Q60 were shown Q62 in the questionnaire. This question sought to analyse students’ reactions when they encountered a barrier that denied them access to content and knowledge, such as the methodology employed in the classroom. The D/HH students who participated in the survey reported a variety of behaviours. Among the options provided, students could choose the solutions that included taking action to solve the issue, for instance, contacting the Diversity and Disability Unit or speaking to the lecturer. However, resignation and drop-out were among the options, which some participants selected. Figure 32 below illustrates the several responses selected by these student-participants.

Figure 32. Responses to Q62: “Your teacher did not adapt the methodology. How did you react?”



The results illustrated in Figure 32 above suggest that these D/HH learners would rather resign and abandon their studies than request their right to access content and knowledge. Interestingly, however, whenever they have to revindicate it, it is done via the Unit (Hall et al., 1998), and no student selected the option of addressing the lecturer directly. This might be due to a fear of discrimination, exposure (Moriña et al., 2017; Riddell & Weedon, 2013) or even repercussions. Were any of those options the case, this is an indicator of the work needed in this arena. These results coincide with those obtained in section 6.2.2.1. where findings revealed the scant use of attention hours. Along the same lines, as highlighted before in this study, D/HH student-participants opt to use the Diversity and Disability Unit as a mediator that replaces student-lecturer communication. Nevertheless, this might hamper a close rapport between the parties involved. One solution that could be proposed is a shift in the Diversity and Disability Unit role, which could take a back seat. For instance, the Unit could encourage students to communicate directly with their lecturers regarding their needs in the classroom, offering the possibility of accompanying them for moral support instead of taking the lead in the communication exchange.

The one participant who selected “others” reported two different behaviours from teachers. On the one hand, some teachers did not adapt the methodology, which made the student feel that they could only resign in front of that situation; that is to say, no action was taken, and a feeling of frustration can be read in their words below. On the other hand, the participant described the behaviour of one lecturer who facilitated audio tracks in advance for listening activities. The student wrote:

One of the lecturers took into account my disability [when imparting lessons] and suggested sharing the audio tracks one day in advance so that I could prepare them and partake in the

activity on the following day. I could not do anything with the rest of the lecturers because I never knew when we would do a listening comprehension task in class.²⁷

Together these results provide an insight into D/HH learners' experiences and expectations in the English classroom in the higher education context. This comment, coupled with the results of Q61 analysed above, is also a sign of a lack of training in faculty members in general but in English lecturers in particular. Although in this case, it also reveals a need for careful lesson planning and anticipation of any barriers students might encounter, as Moriña et al. (2017) concluded in their study.

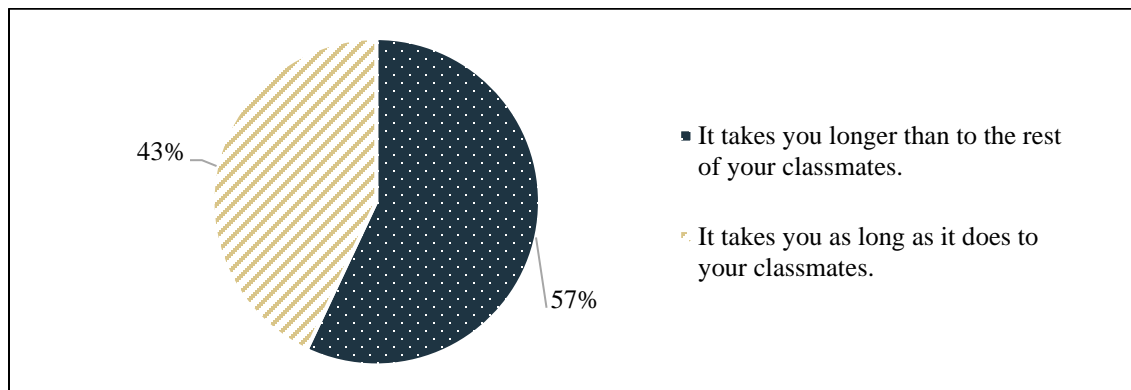
5.2.3.2. *Block 3 – D/HH participants' skills*

Turning now to analyse the results obtained in questions from Block 3 with regard to D/HH students, the questions in this block focused on those competences that literature on the topic reported being more challenging and demanding for this cohort of students, mainly reading comprehension (Albertini et al., 2016; Figueroa et al., 2020; Gaustad & Kelly, 2004; Li et al., 2019) and receptive oral skills (Elliot, 2001; O'Hare & McTear, 1999). For instance, Q66 asked about the time needed to read a long text in English. From the graph below (Figure 33), it can be seen that 57% of the D/HH student-participants responded that they need more time when reading and understanding a text, in line with previous research on the field (Albertini et al., 2016; Figueroa et al., 2020; Gaustad & Kelly, 2004; Li et al., 2019). To that end, allotting longer time spans for reading or listening activities is a recurrent accommodation the University (i.e., UJI) implements,

²⁷ Translated from the original, which was replied in Spanish.

as will be seen later in this dissertation. Although this is a measure that might work for the learner, it should be rigorous to ensure fair assessment. At the same time, when aiming at UDL, all learners could benefit from more time to work on a text considering that looking up words consumes time, and so does re-reading sentences to get an accurate understanding, or students might simply fatigue.

Figure 33. Responses to Q66: “When reading a relatively long text in English in class, you find that:”



Participants who indicated that a reading comprehension task required more time for them than for their peers also reported reading the text several times, between two and six, to fully understand it (Q77 and Q78). This can undoubtedly be contingent on their disability, as compiled in the literature on the topic (Marschark et al., 2013; Sedláčková, 2016; Strong, 1988). Furthermore, another factor that can play an important role is the language level the learner has acquired in their mother tongue and their proficiency in the target language (Hrastinski & Wilbur, 2016).

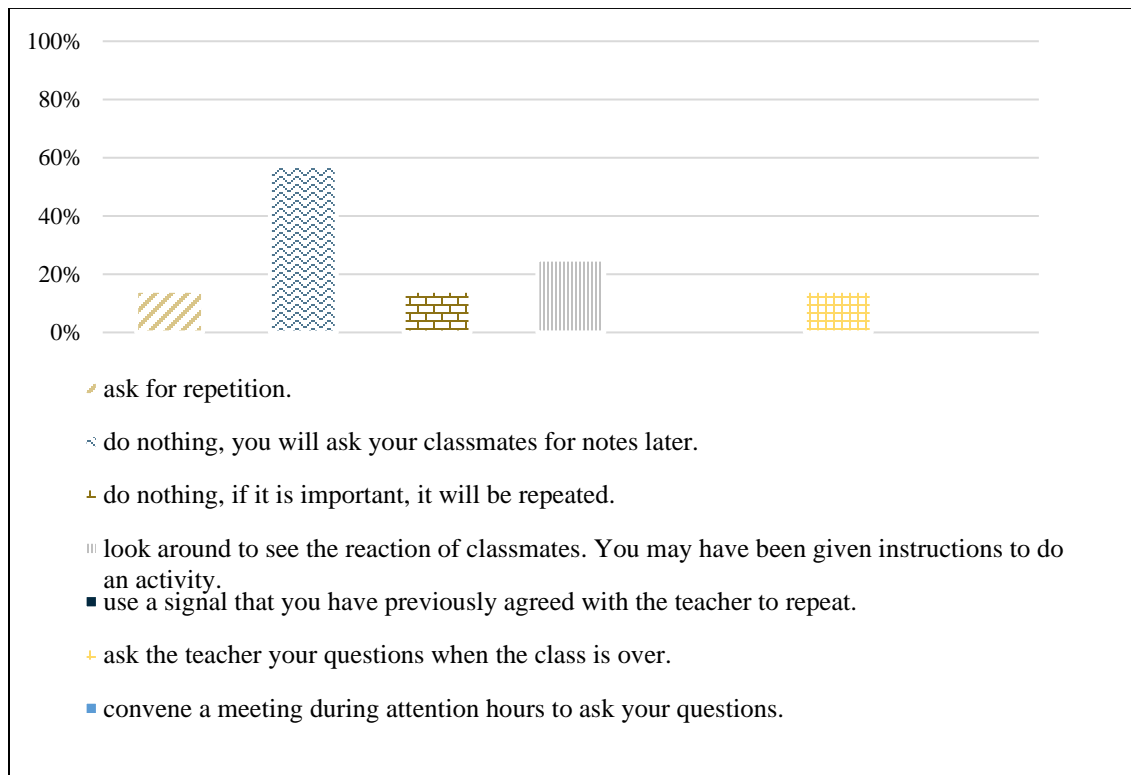
In regard to oral comprehension skills, when the D/HH student experiences a situation in which they cannot decipher the verbal message produced by the lecturer (Q67; Figure 34 below), nearly two-thirds of the participants reported resignation and resorting to classmates' help. Only 14% indicated they requested the information be repeated, although another 14% preferred to wait until the lesson was over and ask the teacher privately. Notwithstanding, interestingly, D/HH students did not arrange a meeting during attention hours (0%). Students seem to prefer approaching the teacher at the end of a lesson (14%) rather than booking a tutoring session. This pattern is repeated throughout the results of this dissertation. In other words, findings reveal that the sensory-diverse students that participated in this study make low use of the lecturers' office hours.

Furthermore, the same number of participants (14%) reported inaction on the grounds that important information is often repeated or emphasised throughout the course or the lesson. A quarter of the respondents who answered this question confessed they often observe their surroundings and analyse others' behaviour to complete information they might have missed, or they double-check that they understood correctly, for instance, when a new instruction is given. These findings are in agreement with Nelson et al.'s (2020), who reported that D/HH participants in their study engaged in the listening activities, while others did not take such a proactive role.

The answer “[you] use a signal that you have previously agreed with the teacher to request repetition” was not selected by any of the participants. This technique promotes mutual collaboration between the faculty member and the learner. On the one hand, the lecturer offers the student the chance to ask for repetition or rewording without interrupting the flow of the lesson, which might cause anxiety to some extent on the student by virtue of the exposure. On the other hand, the learner can aid the teacher to cater for the student's needs. It could be a beneficial method for both parties. Yet, a similar outcome to that in Q62 is obtained here. In agreement with those

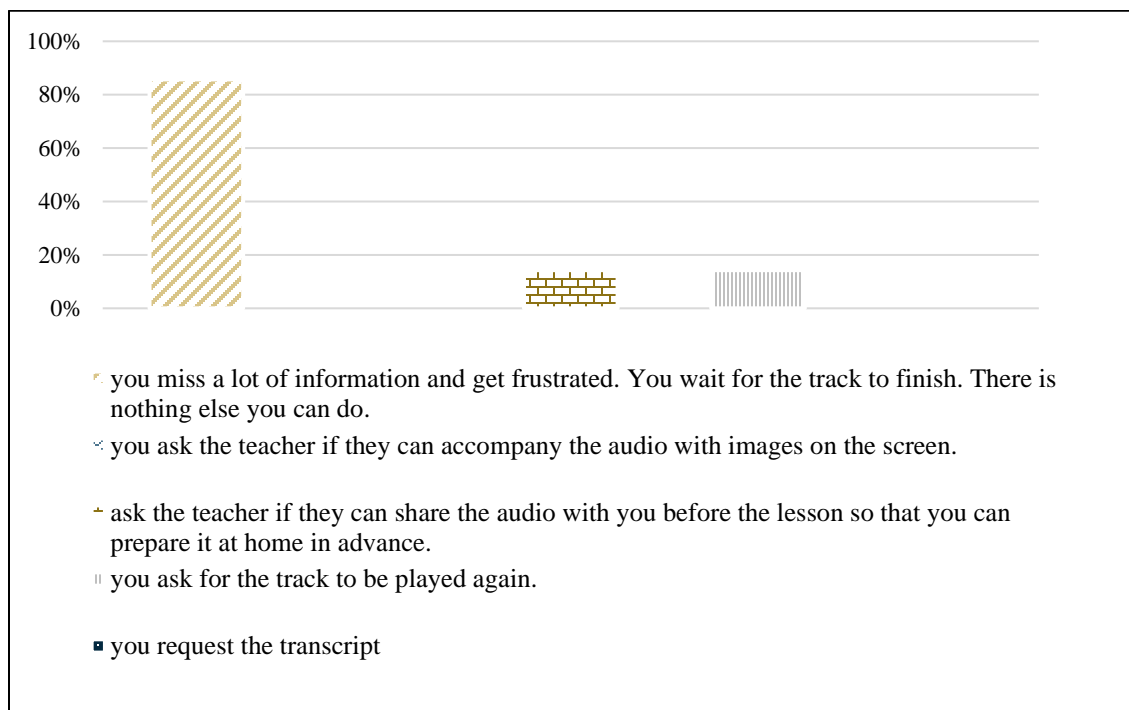
results reported by Nelson et al. (2020) in their study, the majority of D/HH students opted for a passive role and hoped to fill in the information afterwards. Thus, this reveals the students' fear or shyness to speak in front of their classmates. Undoubtedly, the ever-present social stigma on disabilities is directly responsible for this behaviour. This feeling could be avoided by establishing rapport with the lecturer and the students to make all learners, including D/HH, comfortable asking questions when they need it, especially in the foreign language classroom where they might feel extra pressure. In this sense, attention hours and student-lecturer direct communication are key.

Figure 34. Responses to Q67: “In the English class, if you can’t hear or discern what the teacher says, you...”



With respect to listening comprehension activities, D/HH participants were asked about their feelings and reactions when these take place in the EFL/ESP classroom (Q79). Several possible answers had been anticipated regarding a) frustration, b) visual graphic support, c) anticipation, d) repetition and e) transcription. The results compiled in Figure 34 below bring to light vexation in learners.

Figure 35. Responses to Q79: “In activities that require listening to an audio file to answer the questions,”

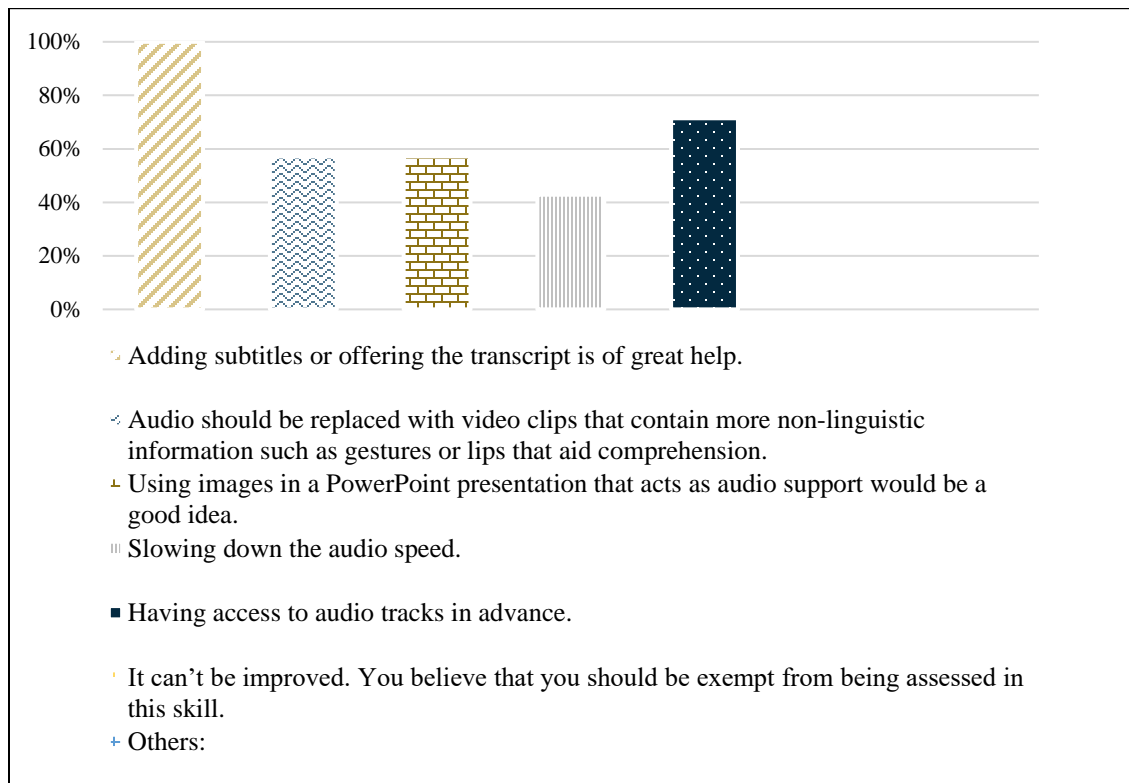


It is worth noting that those options that provide visual support, such as images or the transcript, can provide some of the missed oral information. These could be potential solutions to prevent the barriers D/HH learners might encounter. However, they were not selected. A likely explanation

for this might lie in the learners' unfamiliarity with these methods and, thus, they might have been unsure whether these techniques could prove helpful. Moreover, considering that these two adaptations demand extra work from the teacher, it is also possible that learners might not feel comfortable requesting them. The latter becomes a more plausible explanation when the results to Q80 are examined (see Figure 36).

Question 80 sought to collect suggestions or recommendations that could be implemented in the teaching methodology to facilitate access to oral language in audio recordings. A few options were provided in the multiple-choice question, coupled with a space for students' recommendations to improve their experience with this type of activity. The alternatives included five possible solutions that teachers could adopt to make lessons more accessible and one statement summarising possible learners' passivity, as Figure 36 shows. It should be highlighted that the solutions offered received many votes from D/HH students, while none of the surveyed felt represented by the last option. Therefore, these results reveal D/HH learners' willingness and motivation to maximise their listening skills' potential. These results agree with those suggestions made in Cuadrado Gordillo et al. (1998), who emphasised the importance of exploiting the auditory channel regardless of the degree of hearing loss.

Figure 36. Responses to Q80: “How do you think your experience with listening activities could be improved in the English classroom?”



All participants in the survey selected the first option. In light of these results, faculty members should be encouraged to facilitate the transcript of the recording or activate subtitles, which would not only enable access to oral text but also enhance foreign-language learning. Furthermore, the guidelines designed by higher education stakeholders and the Disability services within the institutions to ensure accessibility to content should include these recommendations.

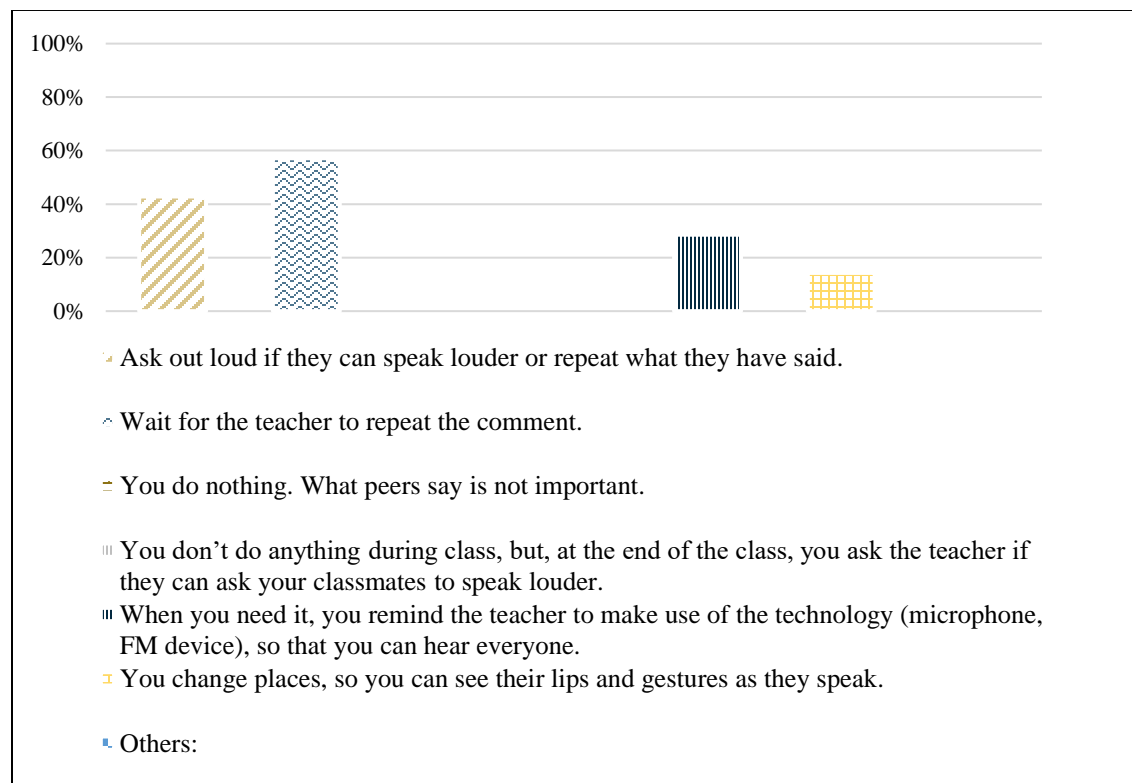
The second most popular choice with 71% of the votes was enabling access to audio tracks to prepare the activity beforehand. This technique would avoid frustration in the classroom and ensure a higher completion rate of the tasks. The third position is shared by two of the

recommendations given, both of which have in common that they include visual graphic support. Fifty-seven per cent of the respondents believe that replacing the audio with video or showing images on the screen would help. It is relevant to this study the fact that the sixth option, namely “It can’t be improved. You believe that you should be exempt from being assessed in this skill [i.e., listening],” was not selected by any of the surveyees. These results reveal their disposition and willingness to perfect all language skills, regardless of their disability, to attain the learning objectives detailed in the course syllabus. At the same time, this indicates that listening skills should not be obviated for D/HH learners. On the contrary, they should be taught and tested to offer equal opportunities and access to the curriculum to all learners.

Having discussed students’ reactions to missing oral information said by the lecturer or by an audio track, their response when they cannot understand classmates will be addressed in the following paragraphs. Question 81 asked about this topic, referring to the context of the entire classroom, where all students are paying attention. Participants were given several options, which can be read in Figure 37. As can be seen below, the most popular reactions in this situation are to request or wait for repetition. Taking into account these results, it should be suggested to implement the two most-voted answers as part of the methodology in the diverse classroom. Despite being a discouraged teaching practice by many ELT professionals (Pesce, n.d.; Rachael Roberts, 2013), echoing can benefit all learners when done correctly. When teachers repeat verbatim what a student has just said in question mode whereby the student replies “yes” or nods, it does not contribute to the language classroom. Nevertheless, rewording or paraphrasing techniques might. These techniques would contribute to the students’ linguistic knowledge in a diverse language classroom. In other words, they could contribute to all learners’ lexical variety acquisition by encouraging

them to use synonymy. It goes without saying that this technique should not be applied throughout the entire lesson rewording every spoken contribution.

Figure 37. Responses to Q81: “When you can’t hear or discern what a classmate says in class, what do you do?”

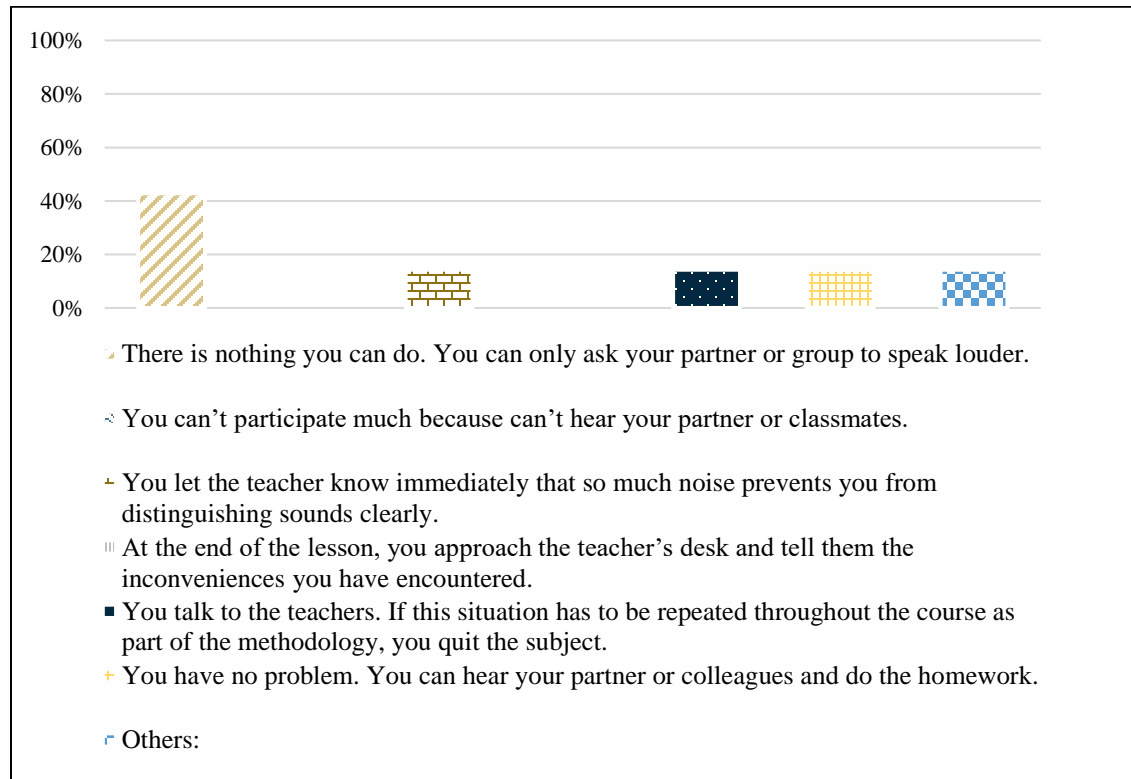


While an appropriate listening environment and acoustics are necessary for anyone learning a foreign language to comprehend oral production, they are even more important for D/HH students. Regarding communication, a foreign language classroom is not complete without speaking tasks, which create a noisy classroom atmosphere and hamper verbal exchange. When asked about these situations (see Figure 38), 43% of informants reported patience and acceptance with a tad of

resignation. Another 14% would express their frustration to the teacher and cease to attend lessons should that scenario be the norm throughout the course. While this behaviour might be interpreted as learners' lackadaisicalness, replies to Q80 show that it is far from the truth. In fact, previous questions revealed students' readiness to comply with all the course criteria. Instead, the learner's decision might have been determined by their experience. D/HH learners' disposition to develop oral comprehension skills is thwarted when their attempts are in vain, thus causing frustration, which leads to abandoning the course. In order to avoid drop-out, it is vital to establish a close rapport with students, in which attention hours play an important role, as mentioned before in this dissertation. Furthermore, teacher training regarding classroom dynamics and noise management techniques could contribute to an appropriate listening environment for students, whether D/HH or otherwise.

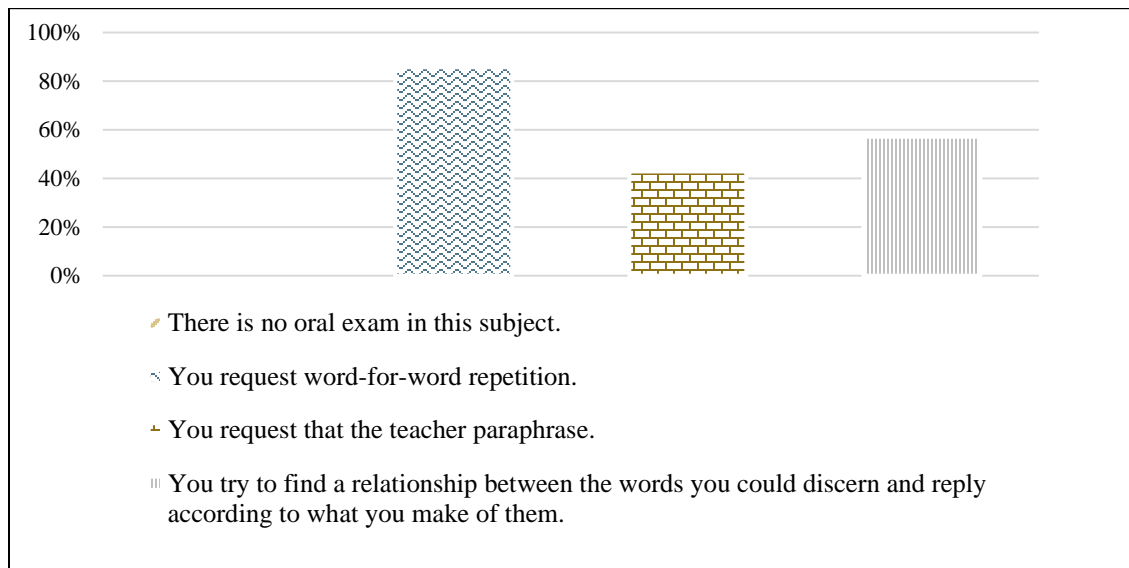
The same percentage of students (14%) would notify the lecturer that noise might hinder the decodification of sounds, while another 14% did not report any difficulties in this type of activity. One learner selected the option "others," where they specified using a device to hear their classmates. As observed from Q62, Q67, Q79 and Q68, a sense of resignation and frustration is a recurrent theme among D/HH participants.

Figure 38. Responses to Q68: “Sometimes, to practise oral skills, working in groups and pairs is common, which can be very noisy in the classroom. You also have to do this task with a colleague from your workgroup. Noise creates interference in communication; what do you do?”



Under exam circumstances, however, 86% of learners would ask for repetition, and 43% would request paraphrasing, which leads us to reaffirm that they are apprehensive of exposure in the classroom. One-to-one conversations with the teacher are not as intimidating. Nevertheless, more than 50% of the time, D/HH learners fill in the gaps by making connections between the words they hear, even during an examination, as Figure 39 below shows.

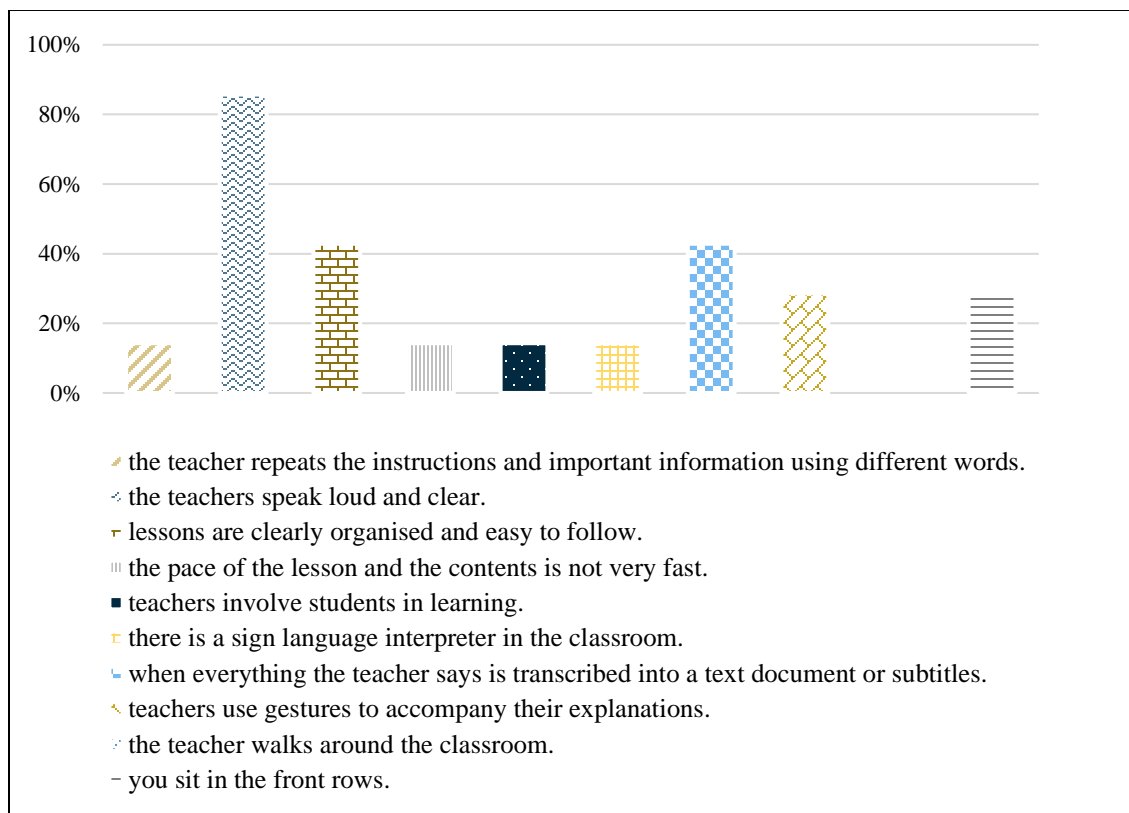
Figure 39. Responses to Q82: “In the oral exam, what do you do if you don’t understand the question?”



To end the set of questions related to D/HH participants’ skills, the surveyed participants were given several options to finish the sentence “Communication and interaction in the classroom are best for you when...” From the graph in Figure 40, it can be seen that the preferred choice by far is related to articulation and enunciation of sounds, selected by over 80% of the participants. Second on the list are lesson organisation and planning, on par with transcription, which almost half of the respondents chose. The third place (29%) is occupied by the use of body language and suitable seating arrangements. 14% of the participants considered paraphrasing, paused rhythm, student engagement and a sign-language interpreter to make communication and interaction accessible. Out of the seven participants who replied to this part of the questionnaire, it should be highlighted that respondents do not find it advantageous when the teacher walks around the classroom. These results seem consistent with previous literature and guidelines on the topic (Ferrández Mora & Villalba Pérez, 1996). D/HH learners benefit from lipreading (Bayard et al.,

2019; Csizér & Kontra, 2020), and lecturer movements might conceal facial expressions at times, thus hampering communication.

Figure 40. Responses to Q83: “Communication and interaction in the classroom are best for you when...”

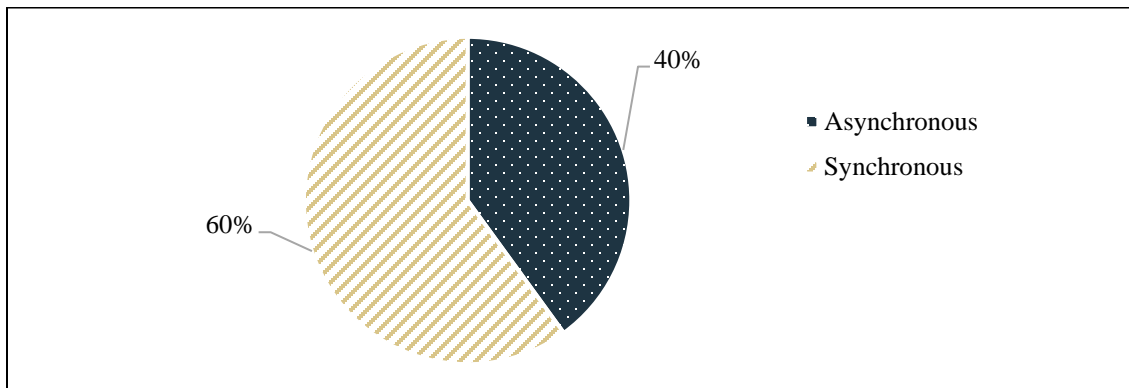


This subsection has analysed the needs of D/HH learners in the mainstream English classroom. The following subsection will look at their needs when the Covid-19 pandemic and subsequent national lockdown forced tuition to an online format.

5.2.3.3. *Block 4 – questions related to Covid-19 period for D/HH participants*

The last question (Q76) in Block 3 asked whether learners took the English course during the pandemic. Their response to this question determined the flow of the questionnaire. For the 71% of the D/HH respondents who replied affirmatively, the platform showed them questions 85, 86, 93, 94, 95, 89, 90 and 91. For the remaining 29%, this set of questions (Block 4) was omitted and skipped to Block 5. During the pandemic, e-learning was adopted. However, the modality employed varied between synchronous or asynchronous. 40% of the respondents to this Block reported their English lesson to be taught synchronously, whereas it was asynchronous for 60% of them (see Figure 41).

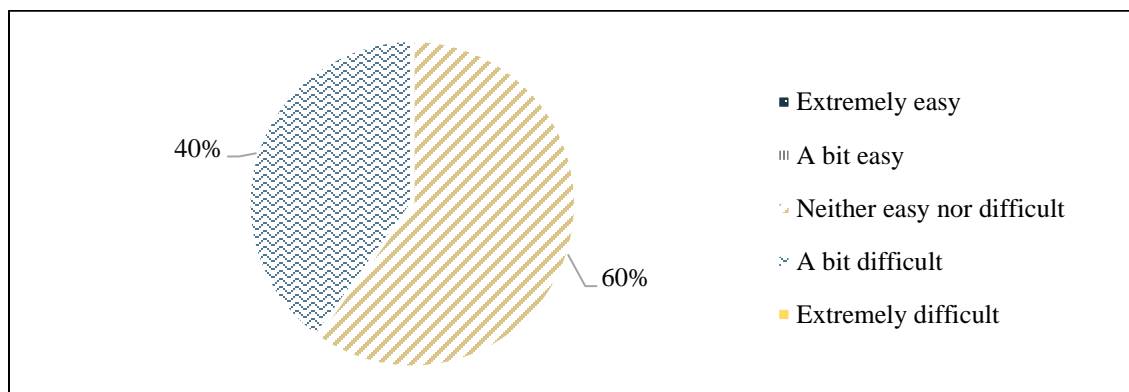
Figure 41. *Responses to Q85: “Which was the preferred modality during the pandemic?”*



Interestingly, the percentage distribution represented in Figures 40 and 41 is identical by virtue of the close interrelation between the replies. Those students who had taken their English course in a real-time modality did not report any difficulty levels in Q86 (see Figure 42). Conversely, those in the asynchronous modality indicated a certain level of complexity in completing the EFL/ESP

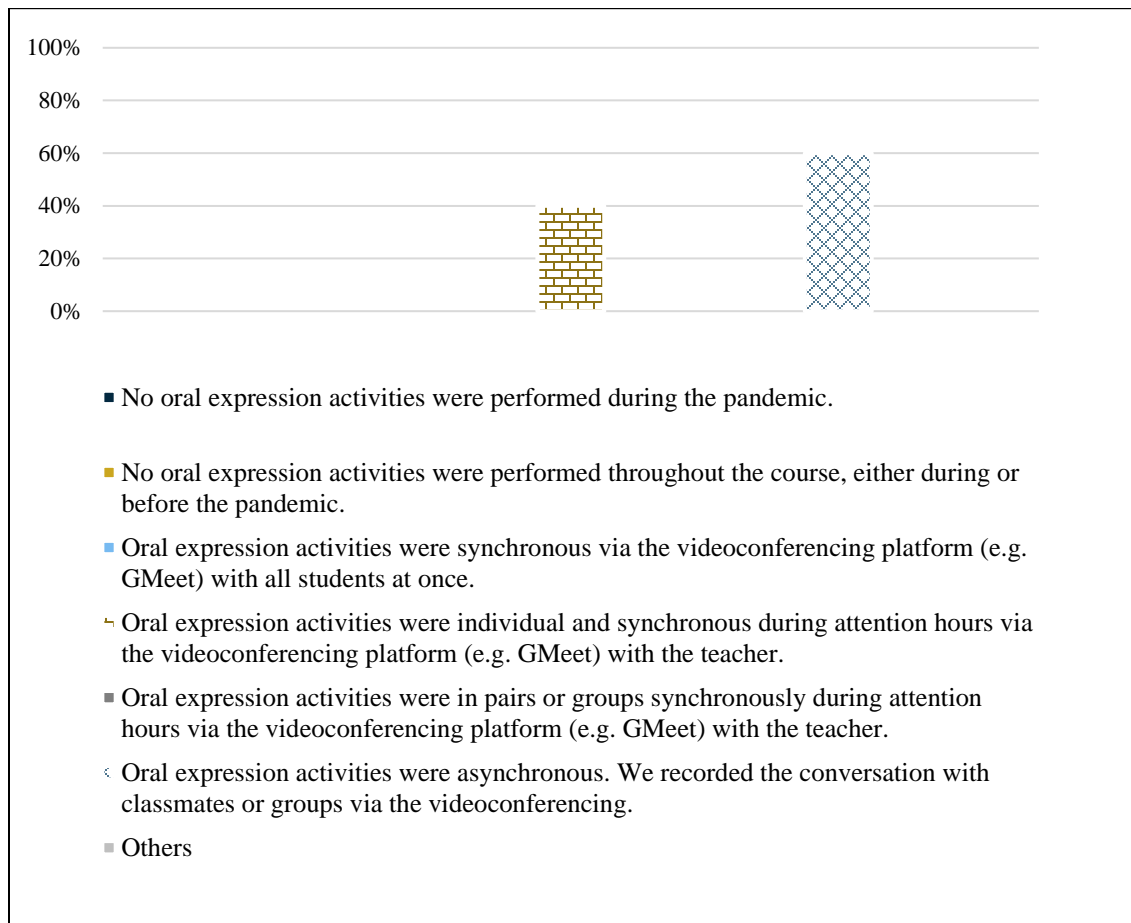
course. It is surprising that only these two options (i.e., “neither easy nor difficult” and “a bit difficult”) received replies. None of the participants considered labelling the foreign-language module as “easy” in any of the modalities, namely synchronous or asynchronous, which already reveals that the participants made an effort to meet the course objectives. Moreover, nobody reported the course to be “extremely difficult,” which also reveals that any accommodations, modifications or adaptations the lecturers made were successful to a degree.

Figure 42. Responses to Q86: “Think of the pandemic period. The lessons in Covid times were”



Regarding oral production and interaction, those students whose course was taught in an asynchronous modality indicated in Q93 that these tasks were done in groups. They were recorded and uploaded to the learning platform for teacher feedback. On the other hand, those in the synchronous modality reported these tasks were done individually in real-time during the teacher’s attention hours (see Figure 43).

Figure 43. Responses to Q93: “As for the speaking, indicate which of these statements apply to your case.”



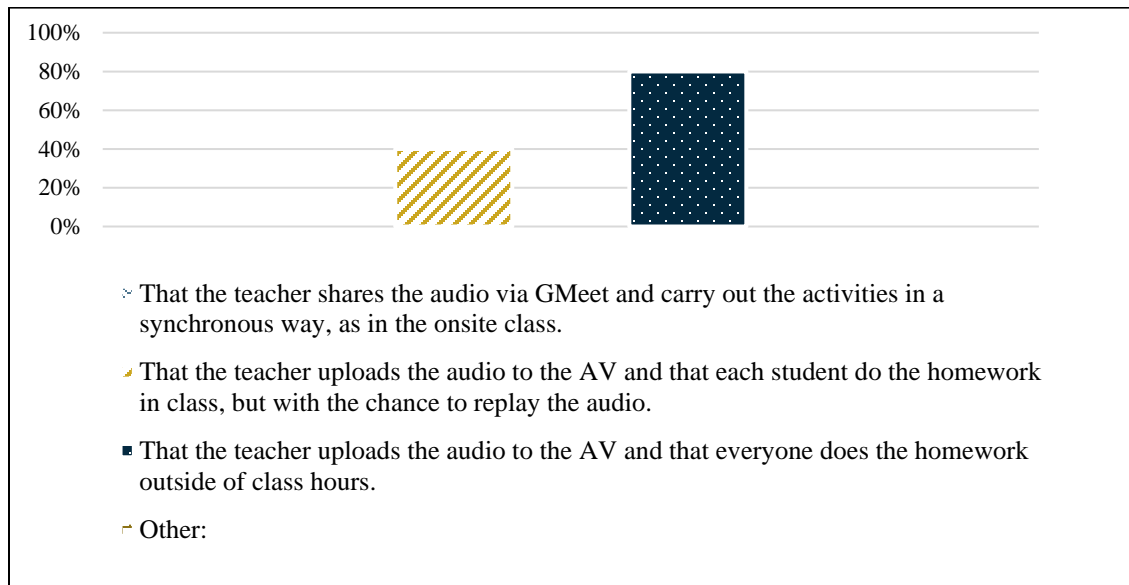
From the results above, it can be seen that most English teachers opted for two ways of performing these tasks. When asked about the modality learners preferred (Q94), results show that they were satisfied and no changes would be made. Only one student indicated a preference for one-to-one speaking activities during attention hours over the asynchronous modality they had experienced. Therefore, both methodologies were considerably successful with D/HH learners and, thus, can be used in future curriculum accommodations if needed. Nevertheless, 40% of the respondents to this block indicated struggling with synchronous speaking tasks (Q95), which contradicts the results

in the previous question. Once again, this might reveal students' uncertainty of which accommodations tally with their needs.

With regard to listening comprehension activities (Q89), 40% of those who indicated a synchronous modality had been adopted performed listening comprehension activities in their English lessons. Another 20% informed that the recordings were made available on the virtual platform. Only 20% of that cohort of D/HH learners reported that these activities were not part of the course during the pandemic. In this regard, the University where this study was conducted (i.e., UJI) does not regulate what skills are taught in the EFL/ESP classroom, nor does it interfere with the teaching professionals' criteria in deciding which adaptations are required for different situations via an official document on the grounds of academic freedom. Only the Diversity and Disability Unit can offer guidance in this sense to lecturers who request it. Even so, the suggestions provided are susceptible not to be followed.

According to a recent study by Dogmała-Zyśk (2019), listening comprehension activities should not be omitted from the curriculum to accommodate D/HH students in the language classroom, whether in pandemic lockdown or not. Instead, adaptations should be implemented, for instance, by using subtitles or transcripts. In relation to possible accommodations that can be offered to learners, D/HH participants were unanimous in the view that having access to the audio files is more convenient (Q90), as can be observed in the graph below (Figure 44).

Figure 44. Responses to Q90: “Which methodology would have you preferred?”



5.2.3.4. Summary

The results for this study show that not all the D/HH participants surveyed received adaptations. In the face of that situation, learners preferred to contact the Diversity and Disability Unit or the faculty member at the end of the lessons rather than convene a meeting during attention hours with the lecturer. Regarding the adaptations they did receive, having access to the audio files for listening comprehension activities was by far the preferred method, both in traditional face-to-face classes and online. Some suggested lines of action that were recommended to ameliorate adaptations and avoid frustration were, on the one hand, providing subtitles or, when that is not possible, the transcript of the conversation. On the other hand, replacing audio tracks with videos that contain non-linguistic information might also help. In the next subsection, the responses by VD learners will be explored.

5.2.4. VD learners' views

Out of the ten informants who participated in the student survey, three indicated having some degree of sight loss. This subsection will analyse the results concerning questions addressed to the cohort of VD learners that have not been addressed in subsection 5.2.2.1 (page 133) of this dissertation alongside D/HH learners' experiences due to their disability-specific nature.

In the next subsections, the replies to Blocks 6, 7 and 8 will be analysed. Before proceeding to explore questions in Block 7 of section 3 of the survey for these students, which focused on the VD learners' needs to develop language skills, it is crucial to focus on the results corresponding to VD learners taken from Questions 16, 17, 20, 21, 22 and 23 of Block 6, belonging to section 2 of the questionnaire. After the analysis of those two blocks, if students indicated they had taken the English course during the pandemic, another set of questions (i.e., Block 8) was revealed.

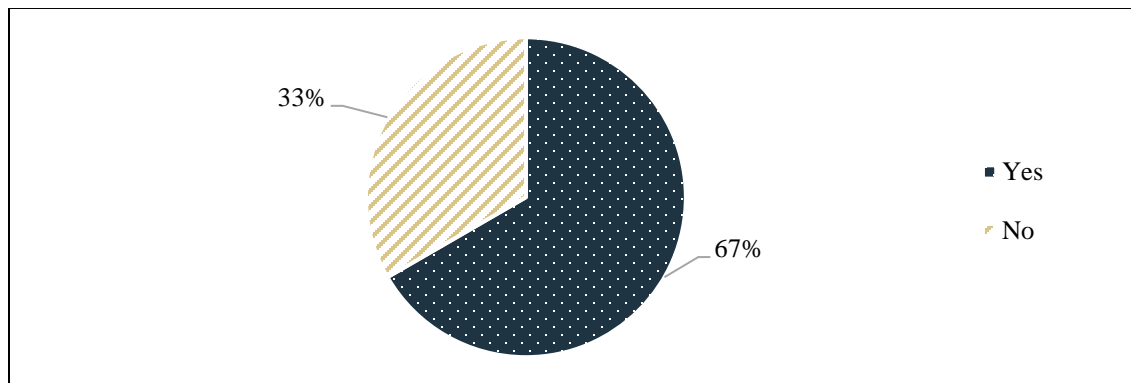
5.2.4.1. Block 6 – general questions for VD participants

Some of the questions belonging to this block for VD learners (i.e., Q14, Q15, Q16, Q19, Q20, Q24, Q25, Q26) have been analysed in parallel with their respective equivalents for D/HH participants (i.e., Q53, Q54, Q55, Q58, Q59, Q63, Q64, Q65) since they shared some common traits. Despite some similar general aspects, some of the questions in the block were explicitly addressed to one group or another. In this subsection, the focus is on those VD-specific questions of Block 6.

As far as material adaptation is concerned (i.e., Q16), 67% of the VD informants admitted that faculty members offered alternative access to materials via adaptations. Nevertheless, 33%

reported not having accessible materials available (see Figure 45). To the former, Q17 was included in the flow of the survey.

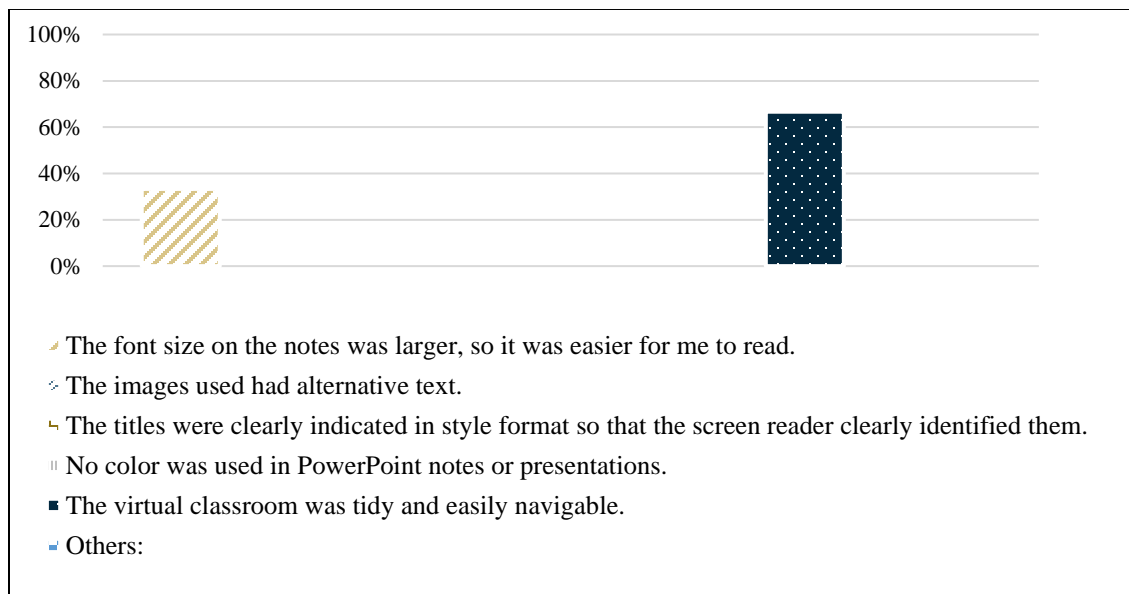
Figure 45. Responses to Q16: “In the English classroom, did the teacher adapt the materials to your needs?”



When asked which techniques were used to make materials accessible, students were offered several possible multiple-choice answers, but also a box where an open-ended reply could be provided had it not been contemplated in the list of choices. Those possible answers included: a) The font size on the notes was larger, so it was easier for me to read, b) The images used had alternative text, c) The titles were indicated in style format so that the screen reader clearly identified them, d) No colour was used in PowerPoint notes or presentations, e) The virtual

classroom was tidy and easily navigable, and f) Others. Only replies a) and e) received responses, as shown in Figure 46 below.

Figure 46. Responses to Q17: “Which of these techniques were used for the adaptation of materials?”

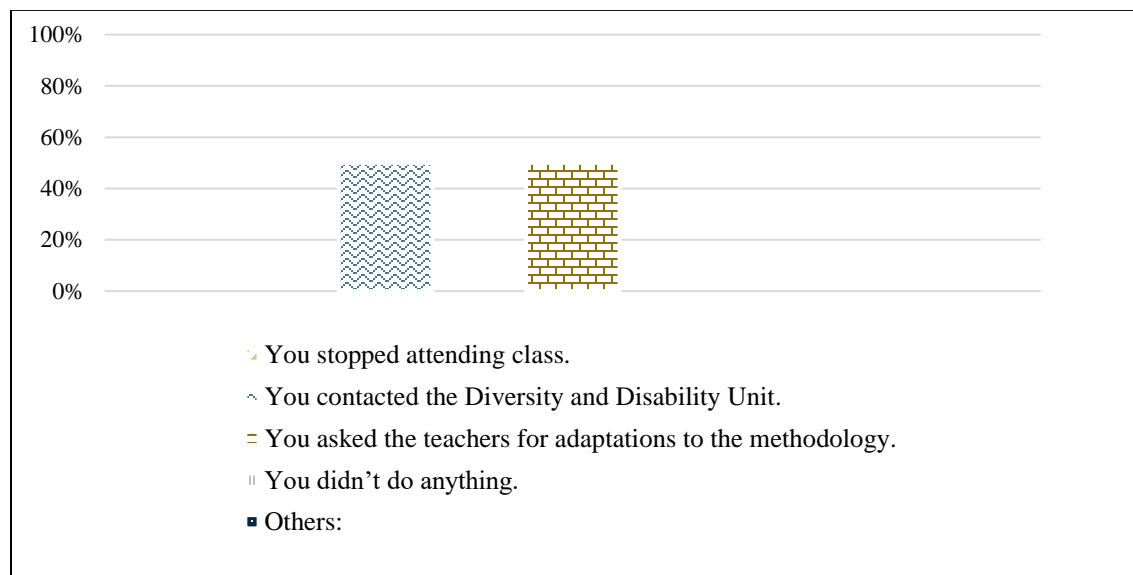


The results obtained in Q17 suggest that faculty members only adopted one technique to accommodate the material to the learners’ visual needs. Therefore, denoting insufficient knowledge and a scarcity of resources to make learning accessible to learners with a visual impairment. In fact, in Q21, all VD learners declared that no adaptations in the methodology were made. This might have hampered participation in this cohort of students in the English classroom as they would have often missed some information.

The flow of the questionnaire was designed with a conditional statement in which Q23 would be shown to those participants who indicated that no adaptations were made to the methodology in

the classroom. Therefore, that is the question that all three VD participants could see in their survey. Question 23 asked about students' reactions when encountered with this situation. Several multiple-choice options, with the possibility of writing an open-ended answer, were offered as possible answers to that question, which are reflected in Figure 47. Among these possible replies, VD students could read: a) you stopped attending class, b) you contacted the Diversity and Disability Unit, c) you asked the teachers for adaptations to the methodology, d) you didn't do anything, and e) others. As a result of the inaction from lecturers, 50% of the respondents to this question opted for communicating their needs to the Diversity and Disability Unit. Another 50% preferred informing the lecturers of the course. The results obtained from this cohort of students reveals a contrast with the behaviour adopted by D/HH participants in the survey. While the latter opted for resignation more often, the former preferred to inform their lecturer, although both groups agreed that contacting the Diversity and Disability Unit was a possible course of action in front of that scenario.

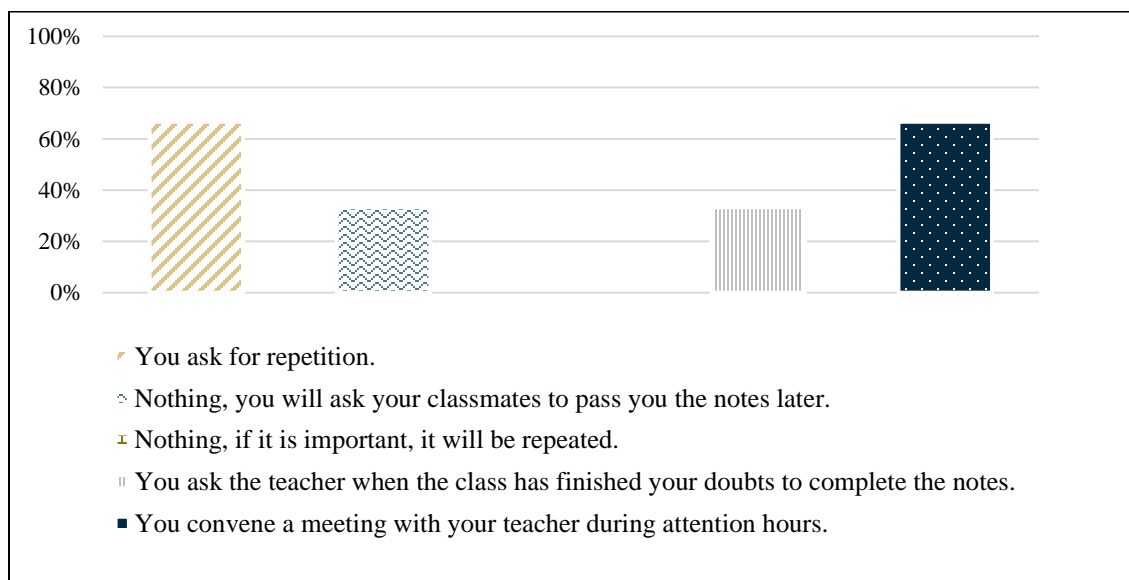
Figure 47. Responses to Q23: “Your teacher did not adapt the methodology. How did you react?”



5.2.4.2. Block 7 – VD participants' skills

Regarding the needs of visually diverse students, struggle to complete all types of listening comprehension activities successfully has been reported in the literature (Martínez-Hernández & Bellés-Fortuño, 2021). In relation to note-taking, VD learners who participated in this study were asked which approach they adopted when the pace of the lesson was faster than their typing skills. As Figure 48 illustrates, 67% of VD respondents request the information be repeated to complete their notes or convene a meeting during attention hours with the lecturer. Another 33% of participants rely on peers' notes or approach the lecturer at the end of the lesson.

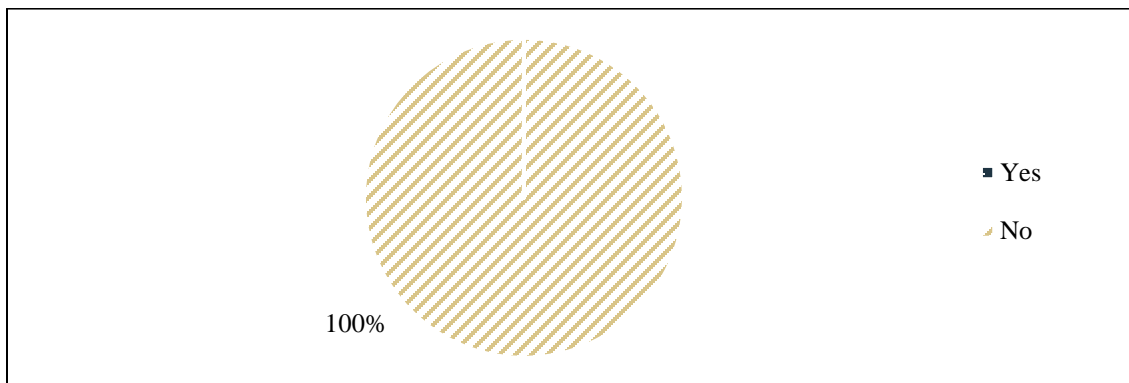
Figure 48. Responses to Q28: “In terms of listening comprehension in the English classroom, if the pace of the class is too fast for you and you don't have time to take notes, what do you do?”



The findings of the current study concur with Martínez-Hernández and Bellés-Fortuño's (2021) research. Their research reveals that VD learners need more time than their sighted peers to read

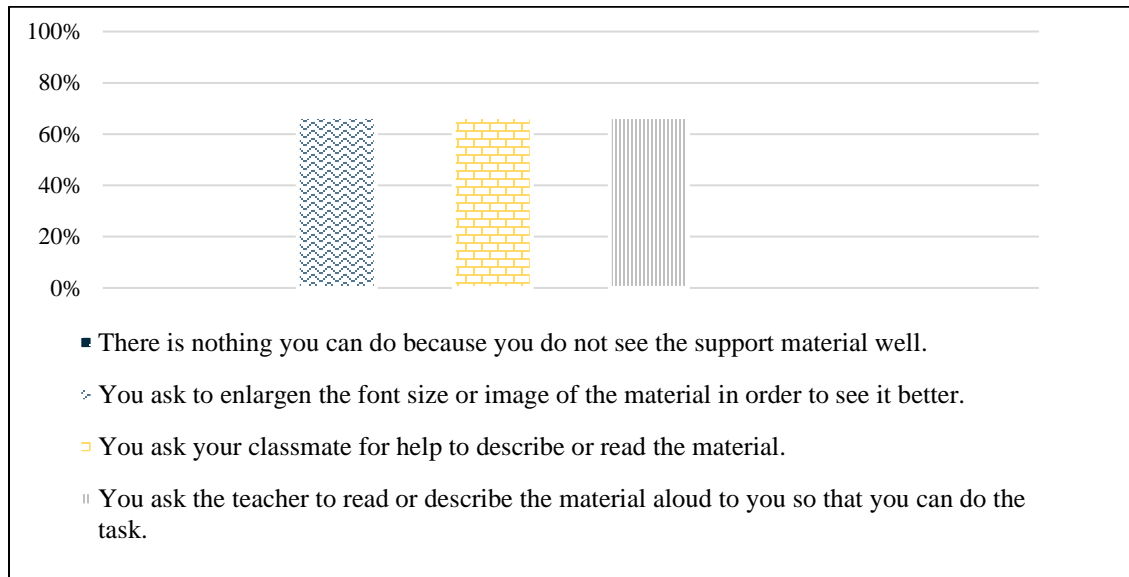
the listening comprehension tasks, especially when text-to-speech tools are used in lieu of Braille. Along the same line, respondents to this questionnaire unanimously agreed on needing more time (see Figure 49).

Figure 49. Responses to Q29: “In activities that involve listening to an audio track, do you have enough time to read the activity before listening to the audio?”



When asked about the speaking tasks based on visual prompts, VD respondents opt for read-aloud from peers (67%) or teachers (67%), as seen in Figure 50. Alternatively, and if their degree of vision allows it, enlarging font is also an option (67%).

Figure 50. Responses to Q29: “Sometimes, to practise speaking skills, we work with visual material to encourage debate. You have to do the oral task based on the visual material, like the rest of your classmates; what do you do?”



Regarding the need for adaptation of reading comprehension activities, time accommodation should be a priority, results show (see Figure 51). In all cases, the informants reported that they need more time than their classmates, despite using a text-to-speech tool or not (see Figure 52). Those who do not require read-aloud software reported not needing enlarged font (Q34) as they used the built-in zoom feature (Q35).

Figure 51. Responses to Q31: “When reading a relatively long text in English in class, you find that:”

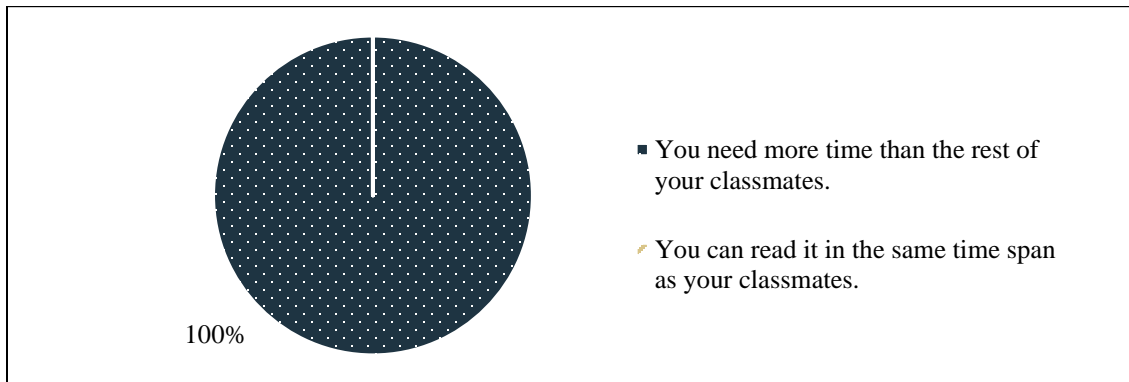
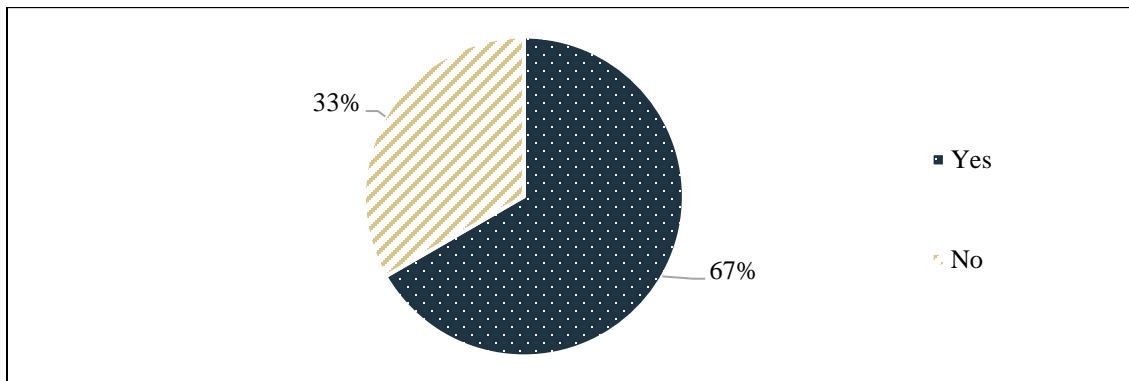


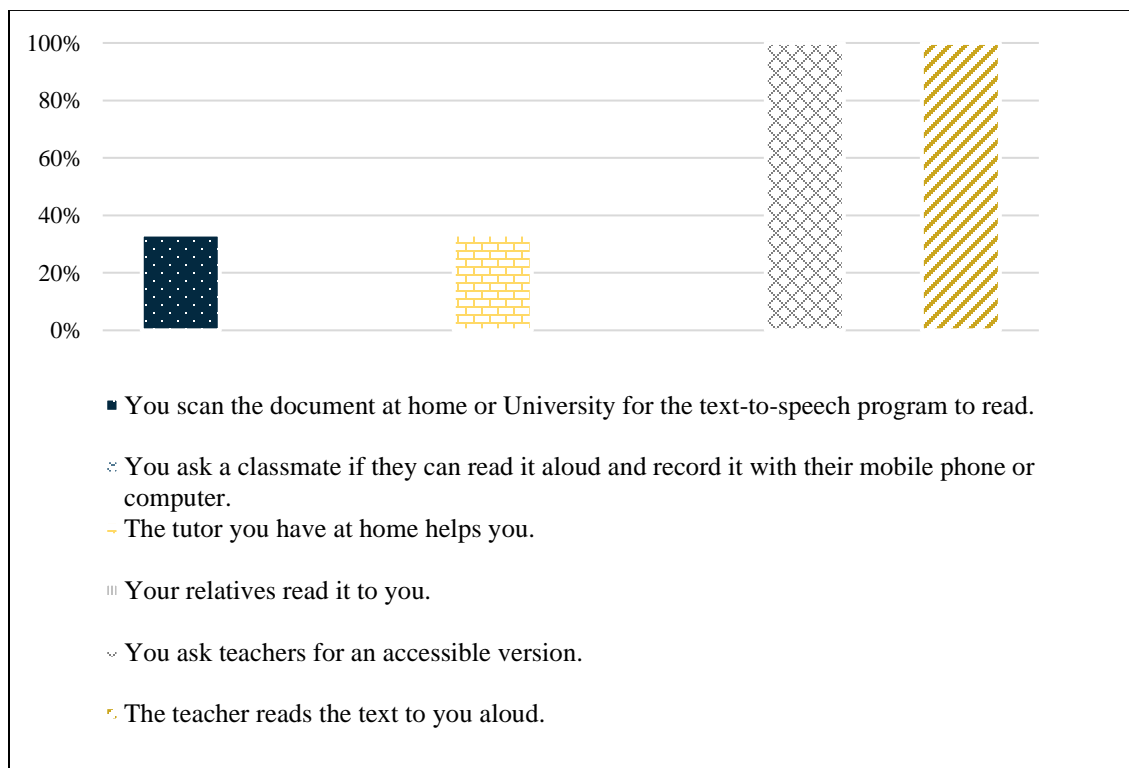
Figure 52. Responses to Q32: “Do you use any software to read texts on the screen?”



Furthermore, on the topic of reading in the EFL/ESP classroom, VD participants were asked what they did when faced with the barrier of paper format. On the one hand, there was no hesitation in the event that the text was provided in advance. The participants were unanimous in requesting help from the lecturer, whether for a read-aloud or to obtain an accessible version of the document. Nevertheless, none of the VD participants in the survey opted for an orally recorded version of the

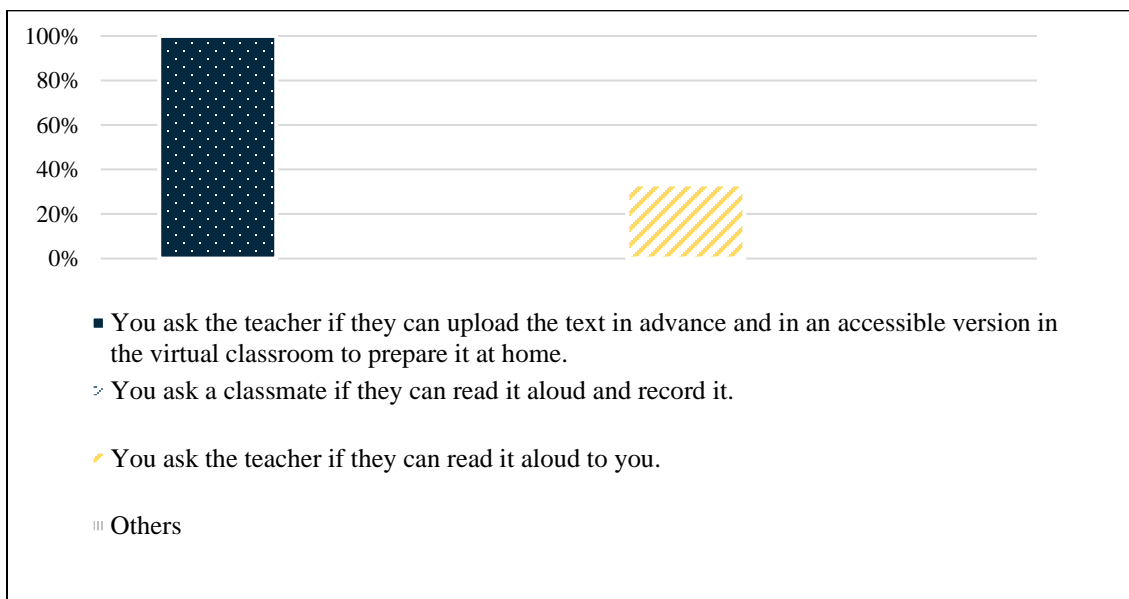
text. Having the text in an oral format that could be accessed at any time can be advantageous in foreign-language learning as the intonation and pronunciation of the oral text would be more natural than that of the machine-read information. About a third of the respondents (33%) alluded to digitalising the paper into a compatible format for the software to read (i.e., OCR (Optical Character Recognition)). Another 33% reported receiving help from a private tutor (see Figure 53).

Figure 53. Responses to Q36: “When you have to read texts from a photocopy distributed by the teacher or collect it from the copy-shop, what do you do if you have to read them for the next class?”



On the other hand, as Figure 54 illustrates, when presented with a new text in class, all informants preferred avoiding this type of situation and would request access to texts in advance to be able to prepare them at home. Only 33% of the participants would ask the lecturer to read it out loud. Therefore, these results show that thorough preparation is required from the lecturer to anticipate any possible barriers and facilitate materials in advance.

Figure 54. Responses to Q36: “When you have to read texts from a photocopy distributed by the teacher or collect it from the copy-shop, what do you do if you have to read them for the next class?”

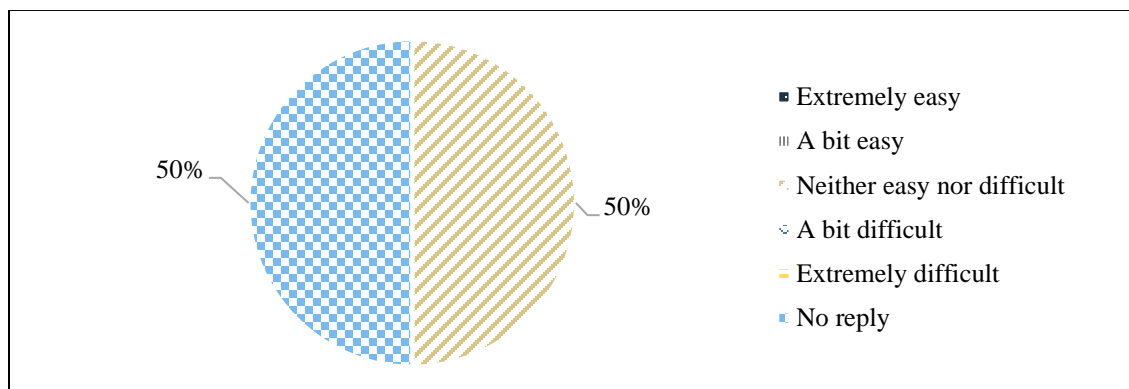


This subsection has examined the barriers and suggested possible solutions for successful adaptations for VD learners in the English classroom. The upcoming subsection analyses their experience during the Covid-19 pandemic when an online or hybrid methodology was imposed.

5.2.4.3. Block 8 – questions related to Covid-19 period for VD participants

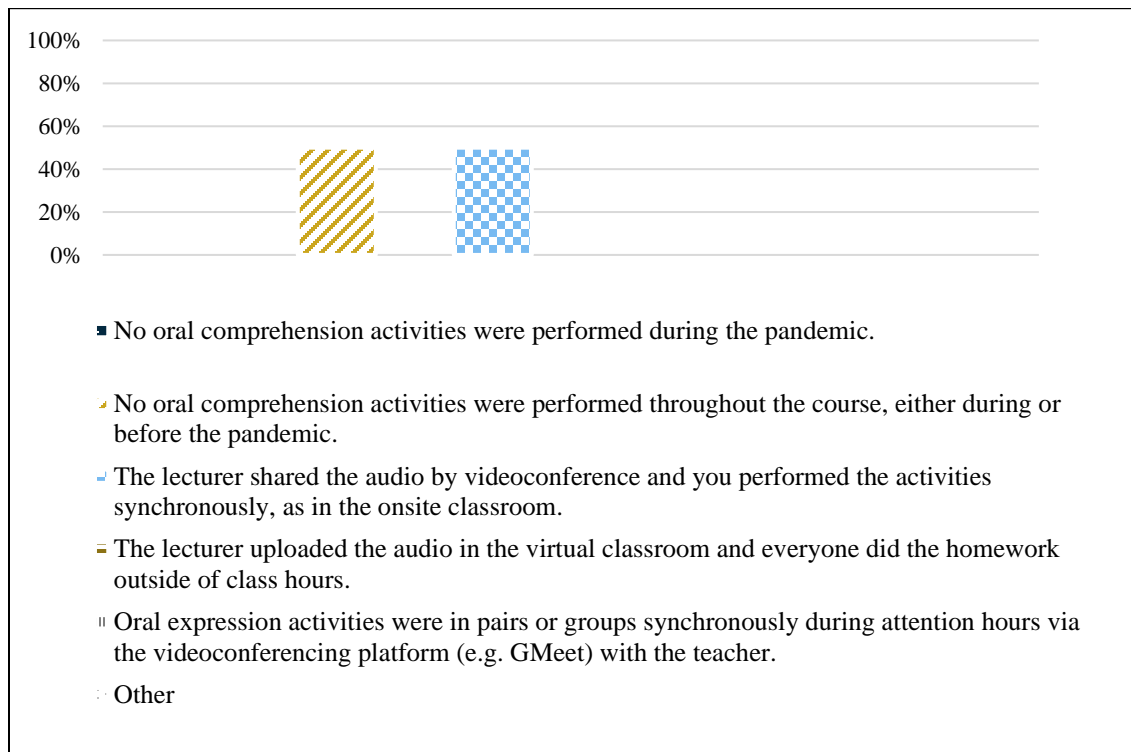
Question 38 in Block 7 gathered information on which learners had taken their English course during Covid-19 lockdown or new normality. The flow of the questionnaire was determined by their response. In that sense, for two out of three VD learners who had indicated having this subject during the said period, Block 8 was shown in the survey. Both participants (100%) in this block reported having completed the subject in real-time online sessions, one of whom did not report any difficulty in particular in the modality (i.e., “Neither easy nor difficult”), while the other did not respond (Figure 55).

Figure 55. Responses to Q40: “Think of the pandemic period. The lessons in Covid times were”



In relation to listening comprehension tasks, one student reported that the methodology used in the online classroom was the same as it would have been in an onsite lesson (Figure 56), which was considered appropriate and accessible by the learner. In fact, this methodology tallies with the one preferred by the learner, as indicated in the survey. However, the other candidate reported not having completed this sort of task during the pandemic or throughout the entire course.

Figure 56. Responses to Q43: “As for listening comprehension, indicate which of these statements apply to your case.”



5.2.4.4. Summary

It is worth noting that VD learners are more confident in resorting to direct communication with the lecturer to request adaptations more often than D/HH learners do. The findings in this study also reveal that, given the barrier VD participants find to read text, they require more time than the average student to complete a reading or listening comprehension activity. Regarding the pandemic, results suggest that live online sessions work for VD learners and could be considered a possible accommodation in the future. Nevertheless, whenever this option is offered, it should be done openly, giving all learners the chance to engage in remote learning. Otherwise, the VD student would be treated differently on account of their disability.

This last subsection closes the analysis and discussion of the results obtained from student VD and D/HH participants. In order to offer a balanced, fair and objective analysis, English lecturers also participated in this study. The views from English-language faculty members collected in a survey and interview are analysed in the following section.

5.3. Faculty's views

This section comprises the results obtained via both data collection methods employed to gather higher education EFL/ESP lecturers' perspectives, namely the survey (see Table 12, Chapter 4)²⁸ and the interview²⁹, as explained in Chapter 4 of this dissertation. A total of eleven English language lecturers participated in this study, seven of whom were female, and four were male. Most of them reported having taught both cohorts of students: with visual and hearing disabilities. Ten of those eleven lecturers had a diverse classroom experience with D/HH learners, while nine have taught VD learners. The interview and the survey addressed to faculty members focus on students with these disabilities and their needs in the English-language classroom in the Spanish higher education context considering the challenge learners might face and, in turn, lecturers in designing accessible materials and lessons.

5.3.1. The interview

Delivering knowledge to all students equally and assessing language skills under fair criteria for both the students with functional diversity and those without is a cause of considerable consternation among the English-language teaching personnel at UJI. The common concerns and

²⁸ See Appendix E for the original survey.

²⁹ See Appendix F2 for the transcript of the interviews.

experiences that faculty members reported will be analysed in this section, namely: time, trepidation, loneliness, responsibility, adaptation, unity and UDL. The table below provides an overview of the most frequently mentioned issues in the interviews, which will be analysed in greater detail in the following subsections.

Table 17. *Recurrent topics in the interviews with lecturers.*

Topic	Frequency
Shortage of time	63%
Trepidation	36%
Lack of guidance	90%
Sharing the weight of adaptations	27%
Willingness to adapt the material	100%
Trial and error methodology	18%
Unification of adaptations	27%
UDL in the EFL/ESP classroom	18%

5.3.1.1. Time is precious

Some of the questions and issues that arose during the guided interviews refer to lesson-preparation time. This was a topic about which English-language faculty members were primarily concerned in connection with the compensation, economic or otherwise, of the extra hours and effort they dedicate to lesson planning for a diverse classroom.

As mentioned earlier in this dissertation, teachers who have students with disabilities or special educational needs in their classroom are informed via an institutional message, ideally before the semester begins. Considering that sight and hearing loss pose a challenge for language learning

and the field of accommodations is not familiar lecturers, they need to prepare lessons and materials in advance in order to offer the same opportunities to all learners, for which receiving the notification a few months prior to the beginning of the module is appreciated. Nevertheless, some informants claimed said notification arrived once the course had started (e.g., Participant 3), thus, not allowing enough time for material adaptation, preparation, documentation or teacher training. Even when the message did reach faculty in a relatively timely manner, education professionals expressed their anxiety over time constraints and the onerous task lesson planning and material design entailed.

Although a number (63%) of English-language lecturer-participants have identified this issue, it was especially complicated for those professionals who were part-time teachers at the institution and had a primary occupation, such as adjunct lecturers. Over half of the respondents explicitly reported time being an issue with regard to the adaptations for VD students. Participant 1 emphasised the importance of time to get acquainted with the students' needs and their methods of study in order to determine what the best adaptation would be: "It takes time to meet the students and to understand what they need. And then, of course, it depends on the resources you have and the time you have."³⁰ At this point of the interview, the issue of time was raised. Time is also an issue directly linked to the quality of the adaptation, as Participant 1 also highlighted: "Depending on how much time you can dedicate to the subject, you can make a bigger or smaller effort to meet their needs." These results denote the implications that procuring adaptations can have on faculty

³⁰ All quotes taken from the interviews have been translated from the Spanish/Catalan original version into English by the researcher. The transcript of the originals can be found in Appendix F2.

members' personal and professional spheres, as already reported by Moriña et al. (2020) in their study.

Furthermore, Participant 2 requested more help from the institution in order to offer access to the syllabus. Alternatively, were that not possible, they proposed a reduction in teaching hours to redress the balance. As they put it: "I need either resources or fewer credits"³¹. Then all the hours I should be devoting to teaching, I can dedicate them to making adaptations." Therefore, agreeing with Participant 1 on that time is an issue when it comes to accommodating the syllabus or redesigning the curriculum in pursuit of inclusion and diversity in the English classroom. The provision of extra resources for teachers was touched upon by other participants but will be discussed further in one of the upcoming points below in this dissertation.

Along the same lines, some participants reported feeling overwhelmed and a tad anxious due to time constraints. Participant 3, for instance, declared that lack of knowledge and their uncertainty on the aptness of the adaptations led to dedicating long hours to lesson planning:

I usually plan for two-hour lessons, but I planned for four or five-hour lessons with different versions for these classes. [...] I spent every Sunday – the whole day - preparing for the Monday session, thinking and searching the Internet for options because I was overwhelmed by the thought of "what if the student with a visual impairment can't do that? or feels uncomfortable? or prefers to do something else?" [...] This (i.e. planning for different scenarios) is a lot easier for me than talking to someone at UJI, which I don't have the time

³¹ Teaching hours in the Spanish University System is measured in crèdits; one credit corresponds to 10 hours of teaching.

for. [...] The pressure I had for just three lessons, personally, was not worth it. It's like you do it for the fun of it.

Uncertainty about the materials' adaptation aptness was also another of the recurrent themes in the interviews with teachers. This subject shall be delved into later on in the dissertation. Returning to the issue of time, two other informants described a similar experience to Participants 1, 2 and 3. Participant 6 declared that “[i]t meant more work because I had to modify the materials for [them],” which coupled with Participant 4's information translated below further support the idea that material adaptation can be time-consuming for lecturers:

At first, I spent many hours adapting the material and converting it to Word so that [they] could do it. Then I found out that [they] had help, so I asked [them] to please not make me do it because I had no time. I did it at night because, of course, the course had already started but if you know it in advance, well, you can prepare it, but adapting it overnight ...
(Participant 4)

Participant 7 had a very similar experience in which they could not adapt an entire book to optical character recognition (OCR) for the VD learner to access. Nevertheless, all teachers felt that the onus was on them, either entirely or partly, to facilitate materials to learners with disabilities. This subject will be delved into below.

It is worth noting that the time-related obstacles to which faculty members refer in these excerpts of the interviews are related to the material adaptations for VD learners. Those made for D/HH did not suppose too much work, in the informants' views. These adaptations usually consisted of playing the recording more often and at a slightly higher volume, using body language, or just providing access to the materials in advance so that the learner could prepare them for the lesson,

as informed by Participants 1, 2, 3, 4, 5, 9 and 11. This study's findings on faculty stress and frustration are consistent with previous studies (Benet Gil et al., 2019; Hsiao et al., 2019).

Notwithstanding the fact that many English-language instructors share the same concern regarding putting in hours to offer students with visual disabilities equal access to the course materials, as also indicated by Hsiao et al. (2019), the agreement was not unanimous, and some other faculty members reported contrasting views. According to the accounts of Participants 5 and 10, the adaptations were not too laborious, seeing that they only entailed enlarging the font for VD learners. Regarding this matter, Participant 5 said, “[i]t is insignificant. Adapting the material means enlarging the font. Now with the facemasks, I have a D/HH student. I just wear the mask [with the window].”

To sum up, opinions might differ in relation to each person's experiences. Likewise, the degree of anxiety can vary depending on how much strain is placed on the lecturer. These extracts show teachers' sense of duty towards all their students. In order to obtain good results in education, be it lesson planning, material design, or diversity in the EFL/ESP classroom in higher education, time is essential.

5.3.1.2. Fret not, fear not

It is interesting to note that in 36% of the cases, lecturers used words related to trepidation or consternation. For instance, when asked how they felt when they first received the Diversity and Disability Unit notification, Participant 1 responded: “it's scary, isn't it? I don't know if they'll be able to follow my lessons.” While an innocent hyperbole, the word “scary” denoted a lack of confidence in their ability to adapt the materials to make the subject accessible for the learners in question. That fear (“miedo” in Spanish, as Participant 1 put it) should be better defined as a fear

of the unknown, or rather fear of failure to accommodate the module to the students with disabilities. Such insecurity might have been triggered by the unfamiliarity with the learners' needs and the pressure of the responsibility the lecturer feels, both of which shall be tackled later in this dissertation. Along the same lines, Participant 8's first thoughts when they encountered a diverse classroom were, "oh, my – what am I going to do?" This question perfectly summarises the stress the lecturer feels in front of an unknown situation in the English-language classroom, along with the pressure and responsibility of catering for all students' needs.

Similarly, and interestingly, Participant 7 also used the word "fear" ("miedo") with the same sense as before. However, they accompanied it with the word "curiosity," which made explicit their eagerness to learn and cater for the learners' needs, as well as clarifying that "fear," in a more colloquial sense, was meant as a synonym of "concern." Furthermore, Participants 2 and 4 also referred to psychological effects, such as "tedium" and "anxiety," respectively. Both implied that feeling was triggered by the thought of how much work and how many long hours would have to go into the adaptation, which brings us back to the previous issue discussed: time.

Additionally, Participant 3 acknowledged their worry about the consequences that teachers' lack of knowledge and unsupervised or unapproved adaptations might cause. For instance, they exemplified this by alluding to one student with a visual disability who needed to work on their skills to attain the language-level requirement established on the course guide in order to obtain a passing grade. The interviewee was troubled by the possibility that the student failed and the institution would side with the learner. The student with a visual impairment might be able to demonstrate more easily, according to Participant 3, that the exam adaptation was not appropriate than it was for the teachers to substantiate the learners' proficiency in the language. The interviewee's unfamiliarity with adaptations might have prompted this thought, which brings us to

the topic of faculty training. Teachers' training in the disabilities arena shall be discussed later in this dissertation.

In summary, even though some interviewees made their anxiety explicit, they also showed an interest and concern in improving their adaptations for sensory-diverse learners in the English classroom in the higher education context.

5.3.1.3. *Lack of guidance: "hung out to dry"*

The title for this point is a translation or linguistic equivalent in English from a Spanish expression used in a humorous tone by Participant 2 ("solo ante el peligro"), which summarised perfectly a common sentiment among some of the interviewees. The English idiom in the title seemed appropriate as it means 'to abandon somebody when they are in trouble.' The feeling of loneliness that this expression denotes highly correlates with the previous point (i.e., trepidation).

Despite the message that the Diversity and Disability Unit sent to notify lecturers of any cases of SEN in the classroom, English-language lecturers in the higher education institution where this study was conducted agree, almost unanimously, that communication was insufficient. Further support actions should be taken, according to those interviewed. As one participant put it, "my perception as a teacher is that we are informed, and that's it."

Most participants claimed that the notification outlined some advice to make the subject accessible to D/HH and VD learners. However, it was perceived as too generic. One participant claimed that "it was very aloof because I think I would have liked to receive more information [...] I understood I had to manage it myself as well as I could." Lecturers expected accommodations and adaptations accurately tailored around the students' visual and/or aural disabilities to cater for their needs with clear and concise indications. Instead, generic guidelines were offered. Some lecturers felt helpless

and frustrated when the suggestions did not meet these expectations, as 27% informed. When reporting on the vagueness of the recommendations, informants highlighted that messages notifying students' educational needs and requesting adaptations often include guidelines related to time flexibility. Participants said that this accommodation, the effectiveness of which 18% of the interviewees questioned, is one of the most commonly employed by the Diversity and Disability Unit, regardless of the disability.

Along the same lines, other participants reflected on the institution's attention to diversity, which is objectionable to their minds. In their view, inclusion is not attained by simply allowing an enrollment percentage for people with a disability in all undergraduate and postgraduate degrees. Instead, the interviewees argued that the institution should provide faculty members with the necessary means, such as teacher training courses, but mainly support personnel, which are two aspects directly linked to funding. When notification is the only measure taken, the onus is placed on the lecturer who "[most] of the time is not trained in curricular adaptations," a participant claimed. Genuine inclusion is not attained by only attempting to ensure diversity through a generic notification (Ainscow, 2001, 2005). Nevertheless, only a small percentage (0.09%) of participants, i.e., one participant, expressed their satisfaction with the service provided by the University.

Regarding the support given by the Diversity and Disability Unit, many participants considered it scarce and felt stranded in need of further assistance. These results coincide with those in Burgstahler and Doe (2006), Moriña et al. (2017) and Benet Gil et al. (2019), where they discussed the frustration of faculty members when they did not receive satisfactory support. In the interviews conducted for this study, some recommendations were made concerning the faculty's needs. For instance, some participants said that having a person dedicated to assisting in the adaptations of the materials alone, such as the digitalisation of hard copies or scanned documents, would be

appreciated. Along the same lines, other interviewees suggested having a professional in special needs derived from sensory disabilities supervise and approve adaptations. In this sense, Participants 2, 3 and 4 propose the alternative of reducing teaching hours to focus on the adaptation of the material. Should that suggestion be implemented, it could avoid a feeling of frustration expressed by some of the participants when they said, “it’s like you do it for the fun of it,” “[t]oo much is expected from us” or “[t]hat responsibility should be shared.” These quotations reveal an evident feeling of pressure and a burden that lecturers feel when they face the unknown situation of having to adapt materials.

On a different note, but still related to the lack of guidance, although this time it is related to the students’ awareness of the University’s services, many informants agreed that the students, whether visually, aurally diverse or other, sometimes do not report their needs. Some think it might be due to a lack of information on the resources available, in agreement with Matthews (2009) and Moriña et al. (2017). These findings are in correlation with those results obtained in the student survey, where many students, especially those in the D/HH group, did not inform their lecturers about their needs. As a solution, the faculty proposed that the service be advertised among the student body. However, other interviewees believe that students do not report it because the adaptations only make them feel different and stand out, in line with Moriña et al.’s study (2017). Were that the case, inclusion policies would have failed, as making the learner feel exposed or stigmatised on the grounds of their disability or SEN goes against the principles of inclusion.

All in all, 90% of the lecturers interviewed agree that they did not receive enough support from the Diversity and Disability Unit at the institution. In consistency with a previous study conducted by Moriña and Perera (2020), when guidance was provided, it was limited. These results show a shortage of personnel in the system that can offer advice to faculty members.

5.3.1.4. *Individual responsibility or sharing obligations?*

Another topic that was raised in all interviews, whether through a direct question from the researcher or in the participants' spontaneous speech, was the sense of responsibility regarding adaptations for students with functional diversity. The agreement was unanimous in that the educator plays a fundamental role. Nevertheless, there were some nuances expressed in various ways. To start with, Participant 1 emphasised the sense of responsibility, which also comes with the limitations of the lecturers' knowledge: "each lecturer does what they can." That statement summarises the pressure that the lecturer feels to make their classroom inclusive. If they do "what they can", it means that they are the ones responsible for making education accessible and offer equal opportunities to all learners, despite the lack of knowledge and tools. It is interesting to note that they "do what they can" rather than "do what they *know*." Such a short sentence, and insignificant in appearance, brings to light the need for more funding in inclusive practices in education.

Furthermore, Participant 3, being aware of their lack of expertise in the area of diversity, dedicated an entire day to a five-hour lesson plan that aimed to cover a two-hour session. This reveals the sense of responsibility placed on the lecturer to cater to everyone's needs so that nobody is left behind in the English-language classroom. Most informants coincide in adaptations being part of the lecturer's job inasmuch as an educator. Nevertheless, some others emphasise the fact that such responsibility should be shared. Participant 4 proposed that publishing houses should offer accessible materials, while participants 5 and 8 underlined the role of the Diversity and Disability Unit in providing teachers with the necessary support, as mentioned above.

However, when it comes to inclusion, the onus should not be on the teacher solely, as many of the informants felt. It is undeniable that the lecturers facilitate the context for learning to occur in a

classroom regardless of diversity (Ainscow & Sandill, 2010). Nevertheless, according to the literature on the topic, for that to happen, educators need to be furnished with the support and guidance that fosters learning in all students, which can only prevail if hierarchical roles in education disappear. In Lambert et al.'s view (2002 in Ainscow & Sandill, 2010) diversity and full inclusion be attained when experiences are shared in the education community and all education stakeholders work towards the same common goal, as opposed to the individualistic design in which each lecturer carries the weight of single adaptations.

5.3.1.5. Adaptations

The term *adaptation* refers to any change, small or significant, in pursuit of inclusion in the classroom. As explained in the Introduction chapter (i.e., Chapter 1) of this doctoral dissertation, it is an umbrella term that encompasses *accommodations* (i.e., small adjustments to overcome a barrier) and *modifications* (i.e., major changes).

The interviewees for this study were asked about how they adapted the material for their VD or D/HH learners and whether they thought those adaptations were effective, time-consuming, or even an unfair advantage. Opinions did not differ much amongst the informants who considered well-done adaptations were necessary, although they questioned the efficacy of the ones put into practice in their lessons.

Findings reveal that 100% of participants showed a willingness to adapt materials and assessment to learners, contrary to previous studies (Moriña, 2015). For instance, some did so by being flexible with the assessment criteria, disregarding some oral aspects of the evaluation, such as pronunciation, when assessing D/HH learners' performance (i.e., Participant 6). In this aspect, the results of this study match those in other studies (J. R. Nelson et al., 1990) in which faculty were

generally disposed to offer accommodations to learners. Along the same lines, another example was reported by Participant 10, who said, “I have always been a bit generous [...]. [If they need] 20 minutes more, make it 30 or 40, I don’t mind.” The second example could generate an advantageous situation for the learner. The lecturers who are untrained in diversity in the foreign-language classroom might find it hard to adhere to the Diversity and Disability Unit guidelines strictly. This can be the case, especially during an examination. As Martínez-Hernández and Bellés-Fortuño (2021) point out in their study, when a time-accommodation is not successful, it is difficult to determine the cause of the failure. The root of the problem might be in the accommodation itself, or it might lie with the learner’s level of proficiency in the language. In the event that the first option was true, the educator with no background in visual or aural diversity could not detect it and could only rely on the instructions received from the institution. In the event that the second option was true, giving more time to the learner would undermine validity and fairness. In any case, the untrained faculty member could not distinguish where the disability ends and foreign-language competence begins. The informant (i.e., Participant 10) acknowledged that they are more flexible with the adaptation than instructed. In some cases, due to a lack of training and awareness, the line between adaptation and leniency becomes blurry for foreign language educators. Sight and hearing are used in language learning as two primary sources of input, be it for reading, body language or oral communication. The fact that these are two senses that are constantly in use hinders the scope of a broader view that includes the possibility of communicating differently or finding alternatives. Therefore, from an untrained position, lecturers opt for leniency. This outcome is contrary to previous findings reported by Sweeney et al. (2002), where the authors concluded that faculty were not supportive of adaptations that could result in an advantage.

In line with J.R. Nelson et al.'s (1990) findings, participants in this study were concerned with maintaining academic integrity and standards. Some informants objected to the aptness of the measures taken in accommodations or modifications to ensure access to their courses. For instance, Participant 9 said, “a person that cannot hear 100%, the time accommodation, I don't know...” questioning to what extent giving extra time in an exam could counterbalance the disadvantage the student with a hearing disability could have. It is true that offering a time-accommodation in a whole exam could be unfair to the rest of the classmates. Nevertheless, if the accommodation befits the needs of the learner, the barrier could be overcome. For instance, instead of adding extra time to the entire exam, a time-accommodation could be provided for those parts where the learner might need it, namely listening and reading. In that sense, the written examination paper could be divided into parts (i.e., reading, grammar and vocabulary, listening, and writing). For the listening, two accommodations are possible: a) using a headset, or/and b) hearing the audio one time more. These two accommodations are not mutually exclusive but rather complementary if needed.

Many lecturer-participants hesitated whether adaptations had been carried out justly in their classroom at this point in the interview. In fact, 18% confessed to applying a trial-and-error methodology when it came to adaptations for VD or D/HH learners because they were unsure what could work. In that regard, when asked whether they generally considered adaptations to be an unfair advantage. They all (100%) agreed in the view that they are not – or should not be – if done correctly and thoroughly. On the contrary, they defended that it was a compensatory measure to attain equity in the classroom.

Nevertheless, when adaptations are not meticulously designed (i.e., Participant 6) or the lecturer lacks the knowledge about the students' techniques to learn or demonstrate knowledge, adaptations can result in favoured treatment (i.e., Participant 3). In fact, according to the participants, the most

commonly harnessed adaptation is to give students extra time on exam day, which many believe is sometimes not justified enough. An example of what some teachers considered could have been an advantageous situation for the learner was the accommodation of the exam to an online remote format. Participants 1, 2, 3, 4, 5 and 7 had to adapt the written exam to VD learners to an online modality. The lecturer-informants acknowledged that online exam adaptations are a trust game in which the lecturer needs to believe that the learner will be a hundred per cent honest in their examination. The instructions for this accommodation came from the Diversity and Disability Unit; not only was it encouraged due to the learners' disability but also owing to Covid-19. However, the rest of the classmates were not offered the opportunity to take the exam online, and they would take it on campus instead. In this case, the adaptation results in the exclusion (or positive discrimination) of the student with special needs and in a possible advantage over their classmates given that they are in their comfort zone and do not experience the same stress as their fellow peers.

5.3.1.6. *Call for unity*

In light of the confusion faculty members experience when it comes to the appropriateness of the adaptation in the foreign language classroom, coupled with the loneliness detailed above in this dissertation, informants were asked whether adaptations were included in the course plan and whether they thought it would be convenient to institutionalise adaptations by adding them to the course plan. The quotations below are the excerpts from participants 2, 3, 6, 8, 9, 10 and 11 in relation to formalising adaptations for people with disabilities in the corresponding English-course plan, which have been taken and translated from the interviews with lecturer-participants in this study, the original transcripts of which are found in Appendix F2.

[I]f we added a section to the course guide to address functional diversity, it should be something along the lines of “people with functional diversity will receive the necessary course adaptations according to their needs.” Period. We could not be any more specific than that because each person is different. (Participant 2)

I think course guides should be as general as possible [...]. So, maybe not in the course plan, but some sort of *addendum* with possible adaptations. (Participant 3)

No, it is not included because I will have a different case every year, then, which would be the optimal adaptation? There is no adaptation that applies to everyone; adaptations should match their specific needs. (Participant 6)

I think that is very complicated because there is so much diversity [...] that I think it would be very complicated. Maybe the course guide should include a section or recommendation where it states that the subject will be adapted to students’ special educational needs. (Participant 8)

[No]. You can’t foresee the cases you are going to have every year. It is not relevant information. What would be relevant is that the degree had a common framework [...] that effectively tackles the learner’s situation. [...] There is nobody to tell you what to do, and even if they did, there is no supervision. (Participant 9)

I don’t think so. You cannot add a general comment [...], and if it is too specific, it can be problematic. (Participant 10)

It would make things easier [...] to have unified criteria beforehand. (Participant 11)

Most respondents (63%) disagreed with the idea, mainly because they perceived the course guide as a restrictive document rather than an encompassing one. These results match those observed in an earlier study by Moriña and Carballo (2017), where they emphasised the individualistic nature of adaptations. Even though the course guide was dismissed as a potential document to unify adaptation criteria in a course, many informants (27%) agreed that a more comprehensive document could be useful. In that sense, some interviewees proposed unifying the criteria in the department, for instance, to ensure that the instructions for adaptations from the Diversity and Disability Unit did not come across as mere suggestions. Instead, lecturers would be encouraged to comply with the directions if their corresponding language department had a concrete course of action with tangible and specific instructions. Therefore, in this case, the Department of English Studies would have its own policy regarding diversity and inclusion in the foreign-language classroom, offering UDL procedures or adaptation strategies that provided lecturers with the right tools. In addition, should the notification from the Diversity and Disability Unit not arrive, lecturers would have an official document to which to resort.

5.3.1.7. Towards UDL – knowingly or unknowingly

One interesting aspect that came to light during the interviews is the use of UDL in English lessons. Participants 8 and 9 reported using an inclusive teaching methodology that did not stigmatise their D/HH learners in the mainstream foreign language classroom. Instead of opting for accommodations, they advocated for a change in their methodology, extending an adaptation that could benefit one learner to all the learners in the classroom.

On the one hand, when it came to listening comprehension activities, Participant 8 uploaded the audio track to the virtual classroom so that students could listen to it as many times as necessary before submitting the task. This technique could have been used as an adaptation for the D/HH

learner in the classroom. Instead, it was extended and generalised to all participants in the subject. Offering access to the audio track meant, for one, that the learner with a hearing impairment could listen to it as many times as needed from the comfort of their home in a noise-free environment and using any hearing aid device. Additionally, weaker learners in the classroom could also benefit from listening to the recording, having the chance to achieve the same or similar results as their peers with lower frustration rates. In essence, UDL aims at “reducing barriers” and “maximising learning” (Dell et al., 2015).

On the other hand, Participant 9 implemented the use of laptops or other devices in their on-campus classes in post-pandemic semesters. By encouraging all students to bring their headphones to listen to the audio track, on the one hand, the use of technology was embedded in the methodology (i.e., “technology normalisation” (Bax, 2003, 2011)), and on the other hand, inclusion strategies are in place. All learners are equal in this classroom setting where no individual accommodation exposes the learner with disabilities.

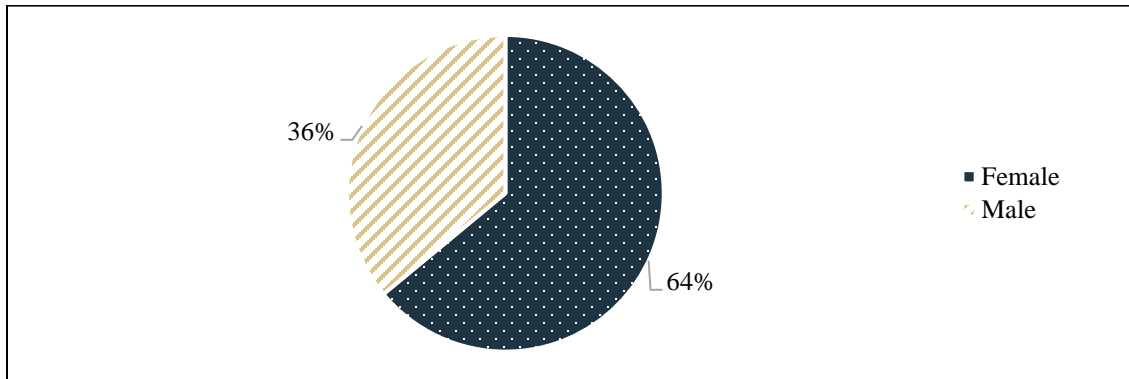
Another finding worth noting, contrary to the results in J. R. Nelson et al. (1990), is access to materials. According to J. R. Nelson et al. (1990), teachers were reluctant to share classroom notes or slide presentations with learners, thus implying that it was the learners’ responsibility to compile their own notes. Nevertheless, 100% of the English-language lecturers interviewed at Universitat Jaume I for this study facilitated some of the material to learners via the institutional virtual classroom. Aiming at UDL lowers the need for adaptations in the classroom, which can be contrary to the principles of inclusion. Yet UDL aims towards real inclusion. As contradictory as the two previous statements might sound, UDL and inclusion have the same goals on paper; they both seek to attain equality and equity in the classroom, leaving nobody behind. Nevertheless, the tenets of inclusion take an individualistic perspective, placing the needs of particular students in the centre

of attention. By doing so, the learner can feel exposed; thus, the concept of inclusion can result in the opposite, in what it tries to eradicate – namely, discrimination. For inclusion to be real, it needs to consider all the different backgrounds and diversity in the classroom (Gibson, 2015; Slee, 2008). That is where the concept of UDL takes centre stage. UDL attempts to create a one-size-fits-all setting that has already accounted for the variability of students' needs. Hence, the materials and methodology are inclusive from the outset, reducing the need for adaptations, accommodations or modifications (see Chapter 1, subsection 1.3.2. for a more detailed account on the concept of *inclusion*).

5.3.2. Survey for English-language lecturers

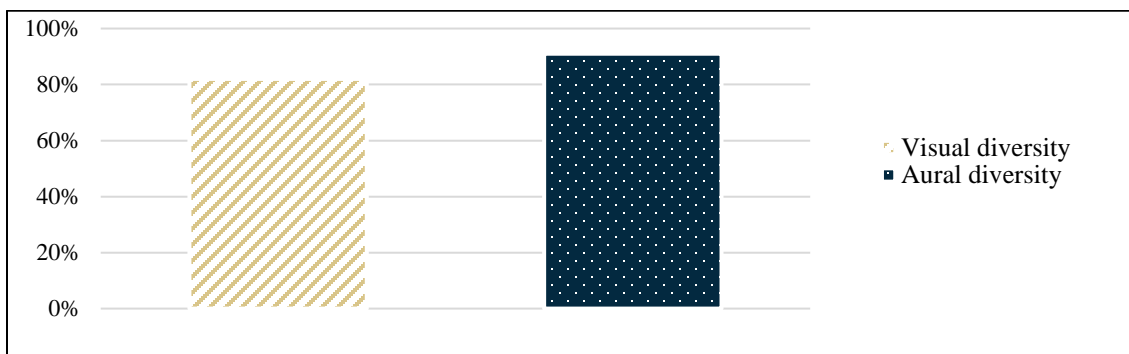
As explained in the Methodology chapter (i.e., Chapter 4), eleven out of nineteen eligible candidates agreed to participate in this study, all of whom completed the interview and the subsequent survey. Considering that the link to the survey was sent to this number of educators and the number of replies received to the said questionnaire (i.e., eleven) matched the number of participants, the overall response rate of 100% to the survey was more than satisfactory. Of this percentage, 63% of the respondents to the survey were female English-language lecturers, while 36% were male (Q2; Figure 57) (see Appendix E for the original survey).

Figure 57. Responses to Q2: Gender.



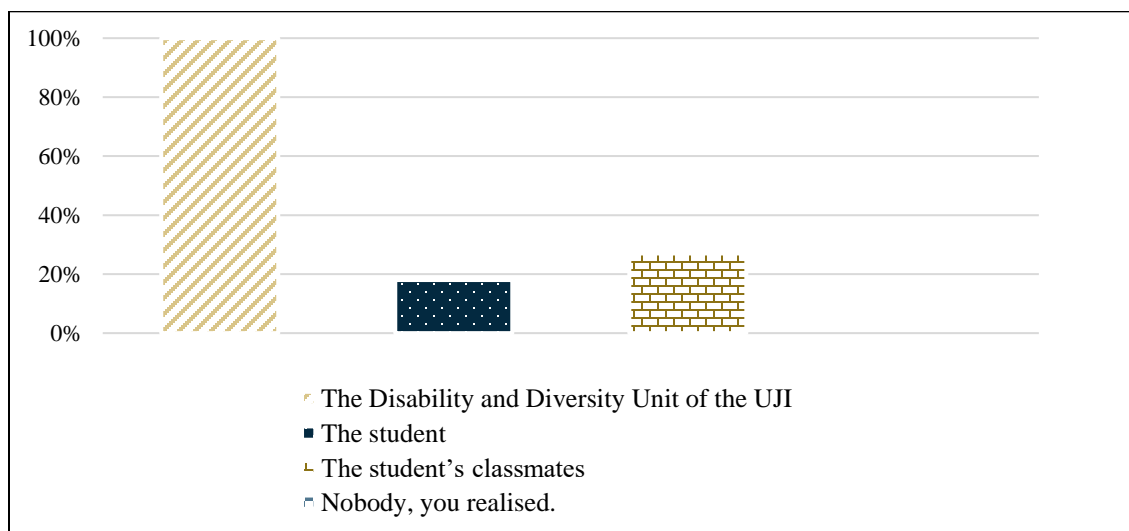
Regarding the lecturer-informants’ experiences in the higher-education English classroom with functionally diverse learners over the last three years (Q1), 82% reported having instructed VD students, while 91% have taught D/HH students. These percentages reveal that most respondents have had a student from both groups in the classroom except two lecturers (18% of the respondents) who only had experience teaching D/HH learners, and one lecturer (9% of the respondents) who reported having imparted English to VD learners only (see Figure 58).

Figure 58. Responses to Q1: “In the last three years of teaching, you have had students with:”



In Question 3, respondents were asked to indicate how they learnt about the functionally diverse student in their classroom. The options to choose from included the Disability and Diversity Unit at the University, the student in question, the student's classmates, or the teachers' ability to identify the learners' needs. In all cases, informants reported that they were informed by the Disability and Diversity Unit, which reveals the utility of such service within the institution. It needs to be highlighted that the Diversity and Disability Unit can only inform lecturers with the learner's consent (Moriña et al., 2017). Apart from the information with which the Unit could provide the lecturer, 27% of the informants replied having been informed by the learners' classmates, and 18% reported the learner themselves approached them to let them know the barriers they may encounter. Figure 59 below presents the percentages of how the faculty learnt about diversity in their classroom.

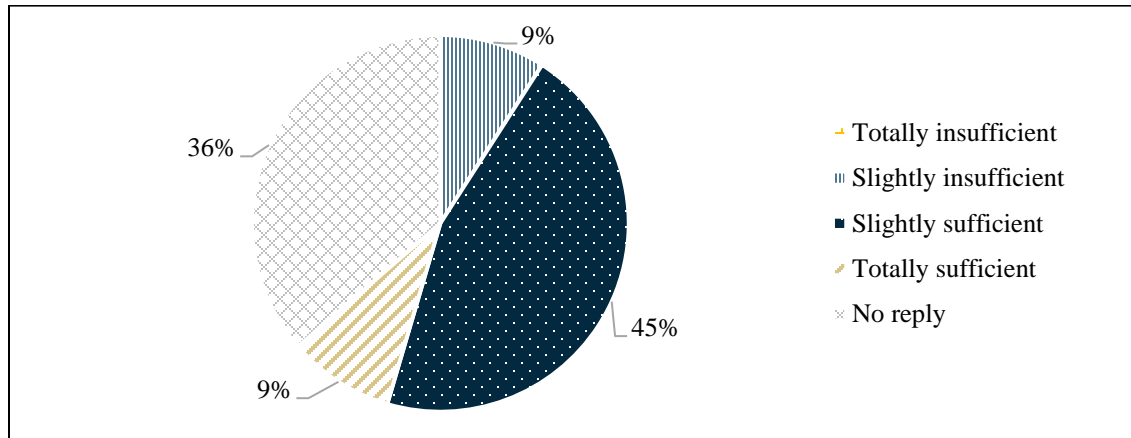
Figure 59. Responses to Q3: "Who informed you?"



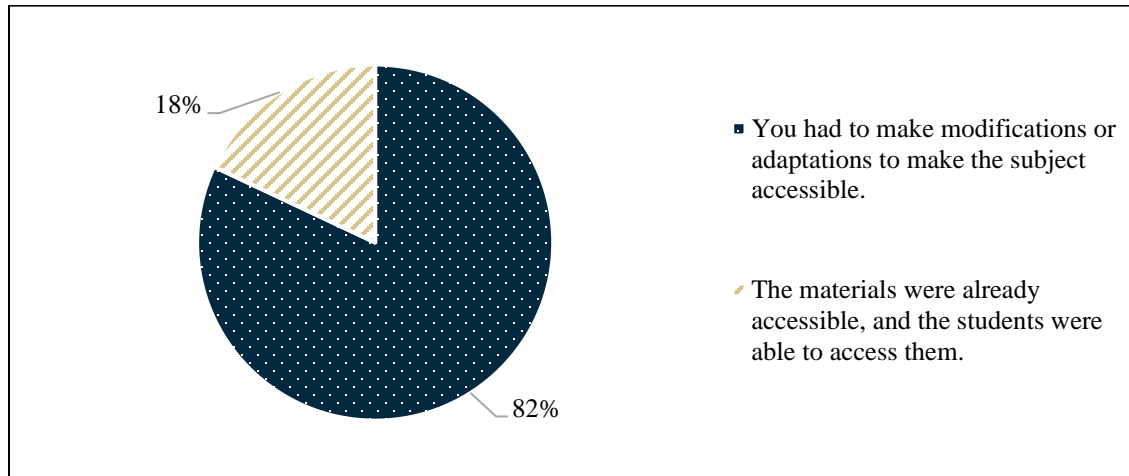
Even though all respondents acknowledged being informed and aware of diversity in the classroom, not all agreed on the opportuneness of the communication and notice from the Disability and Diversity Unit. While 64% of the lecturers who participated in the survey stated they received the notice from the Disability and Diversity Unit in advance, 36% did not. Along these lines, in response to the question “How long in advance did you know?” (Q5), a range of responses varying from weeks or months was elicited. In relation to Q5, the response rate was 55%.

In this sense, when the participants were asked whether they had the appropriate amount of time to modify and adapt the materials so as to make the subject accessible to diverse learners (Q6), a higher agreement rate was reported. There were seven answers to this question (64%), as the remaining four (36%) reported not receiving any information from the Disability and Disability Unit. One teacher (9%) considered the students’ needs were not notified early enough, which contrasts with another respondent’s reply who reported the notification was sent well in advance and providing them with enough time to make the necessary changes. Nevertheless, 45% of the participants believe there is some room for improvement in this aspect, and more time for preparation would be appreciated. Figure 60 below shows the statistics for this question.

Figure 60. Responses to Q6: “The time you had to make the changes, you thought was:”



The next question in the survey (Q7) required respondents to give information on the methodology and materials. Participants needed to indicate whether modifications or adaptations were needed, or the materials were accessible to all learners – in other words, if lecturers aimed at UDL, knowingly or unknowingly. As shown in Figure 61, the majority (82%) who responded to the questionnaire acknowledged some adaptations or modifications were necessary in order to grant access to knowledge and assessment to all students in the diverse classroom. Only 18% of the informants reported their materials and methodology to be accessible to learners.

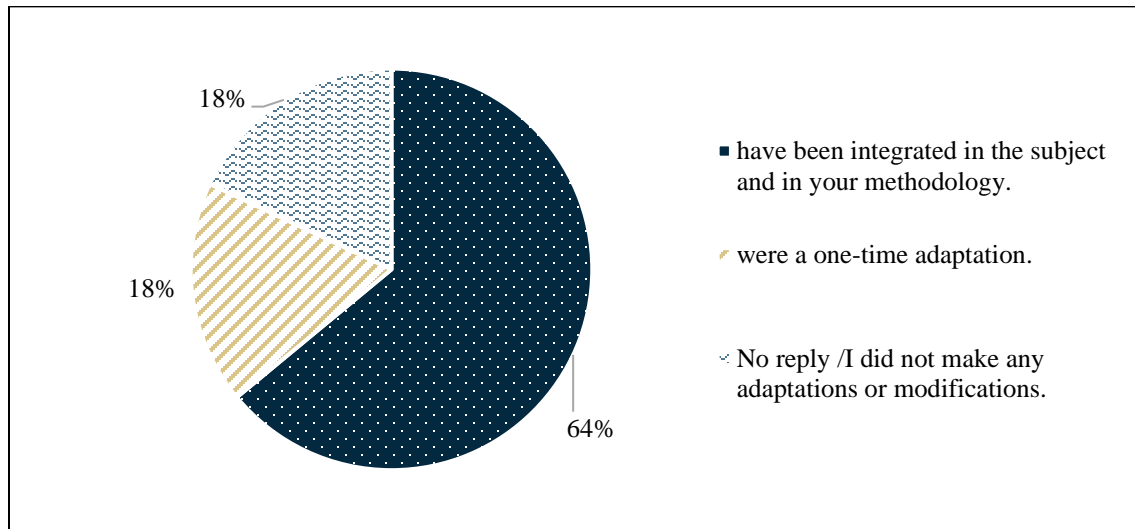
Figure 61. Responses to Q7: “In terms of methodology and materials,…”

Notwithstanding, that information might not be entirely accurate, and many factors might have influenced the success of those teaching materials and methodology. On the one hand, learners with functional diversity might have developed techniques to conform with the mainstream system over the years. Those students attending these lectures would have to be interviewed to evaluate the amount of effort or extra time they put into the subject in comparison to their non-disabled classmates. It is unfortunate that the scope of this study does not include this point as learners' identity was unknown and such data could not be collected. On the other hand, it is possible that educators did not see the need to make these adaptations if learners did not point out any barriers.

Along the same lines, participants were required to indicate whether those adaptations or modifications were specific for that situation, therefore, not planning on including them in future courses unless the same or similar situation occurs regardless of foreseeable diversity in the classroom, or, by contrast, they have been included in the methodology to aim at inclusive education. Alternatively, if participants had selected “The materials were already accessible”

choice in Question 7, Question 8 was omitted in the survey flow via a conditional equation. In relation to Q8, Figure 62 portrays the response rate to each of the options provided to participants.

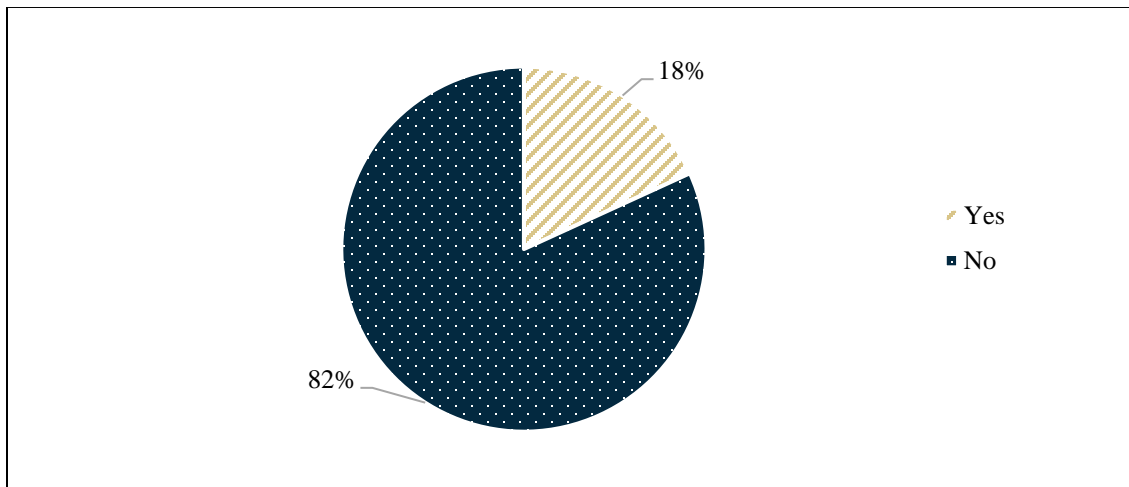
Figure 62. Responses to Q8: “Those adaptations...”



It was deemed relevant for this study to collect data on the knowledge that higher education English-language lecturers have of regulations regarding people with disabilities and their rights at national, regional, and institutional levels considering their labour and position in a public higher education institution. That was the purpose of Question 10. Interestingly, only a minority of respondents (18%) were familiar with those regulations that guarantee the rights of persons with disabilities to all stages of education and how institutions, and thus lecturers, must abide by these. Figure 63 below illustrates the percentages of those surveyed who are (un)acquainted with said provisions and guidelines. The results from this question tally with those obtained by Burgstahler and Doe (2006), Baggett (1994) and Leyser et al. (1998). In their studies, the authors reported their informants were also unfamiliar with legal provisions and other regulations regarding disabilities

in the classroom. These findings bring to light the need for teacher-training actions such as courses, workshops or symposia.

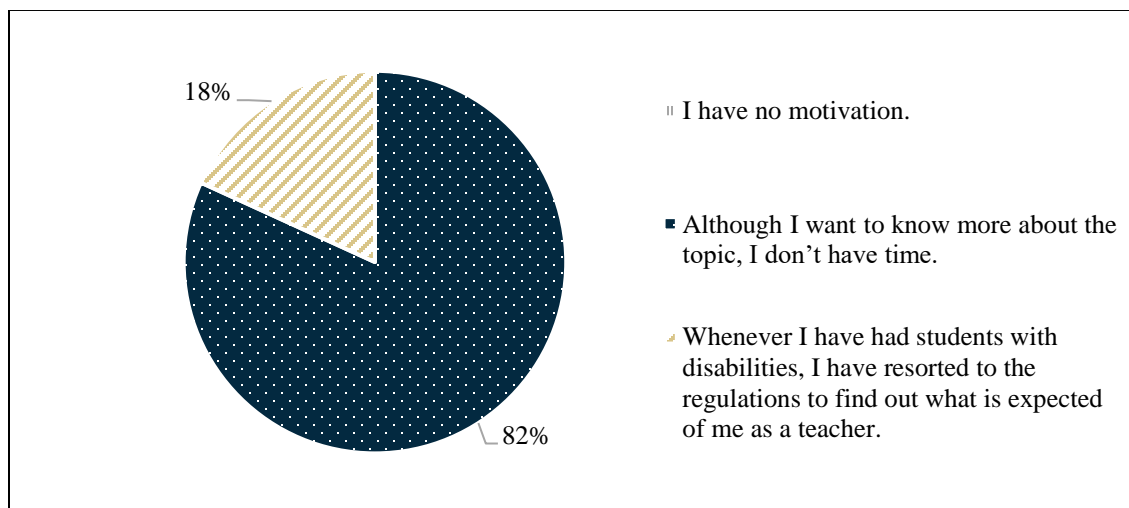
Figure 63. Responses to Q10: “Do you know the regulations regarding people with disabilities at the national, regional and institutional level?”



Apropos of Question 10, it was considered relevant for this research study to determine whether unfamiliarity with the regulations was due to insufficient motivation levels in the special needs arena (Q11). Surprisingly, no respondents showed a lack of interest. On the contrary, the results show that all participants surveyed express curiosity in this field. Nevertheless, most respondents (82%) regret time constraints derived from all their job responsibilities, which impede them from delving into this topic, as discussed in the previous section regarding the interview with faculty members. The remaining percentage (18%) coincides with those familiar with legal provisions and institutional guidelines to make education universal, as indicated in Q10, given that they declared resorting to those formal documents to meet the system’s expectations and demands. Figure 61

below presents the results obtained in Q11. A proposed course of action that derives from this research could be the reduction of classroom hours so that teachers could dedicate to teacher training.

Figure 64. Responses to Q11: “How would you define your motivation to apply the regulations?”

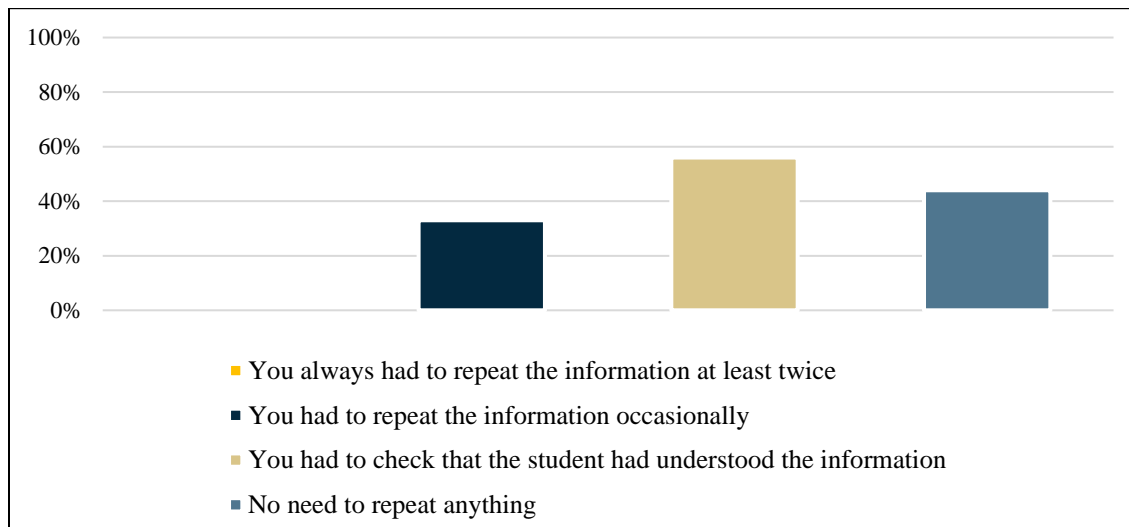


1.1.1.1. Block regarding D/HH student cohort

At the beginning of the survey (see Appendix D), lecturer-participants indicated whether they had had learners with visual or hearing disabilities in their classroom. The flow of the survey varied slightly on the grounds of their replies. That is to say, if the box for D/HH or VD had been checked in Q1, a set of questions related to the needs of these learners would be revealed after the general-questions block (i.e., from Q1 to Q11). In the event that both were selected, all questions would be shown, first those related to D/HH followed by those addressed to faculty members who had taught VD learners, as explained in the Methodology chapter (i.e., Chapter 4).

Moving to the first question of the block regarding the instruction to D/HH learners, it dealt with the need for repetition of the information, which might be needed in the diverse classroom with D/HH students for obvious reasons. Participants in the survey were asked whether they encountered such a situation and how often that was in Question 12 (see Figure 65). Just over half of the respondents (56%) agreed that they had to double-check that the message had been received correctly. A third of participants (33%) repeated information occasionally, while 44% did not feel the need to repeat any information. Figure 65 illustrates these percentages. This no need for repetition might have been due to several reasons. Firstly, learners' hearing loss might not be too severe that it hampers communication in the classroom. Secondly, it might be due to the learners' strategies to use other cues to decipher the meaning and understand the message. Alternatively, the teacher might not have considered repetition to be necessary by virtue of the learners' ability to conceal confusion and pretend they understand what the teacher is saying (Domagała-Zyśk & Podlowska, 2019). Lastly, no repetition might have occurred because the learner did not request it, and the lecturer took understanding for granted. Sources in the literature suggest that repetition should be encouraged to settle knowledge although word-for-word repetition should be avoided (Ferrández Mora & Villalba Pérez, 1996).

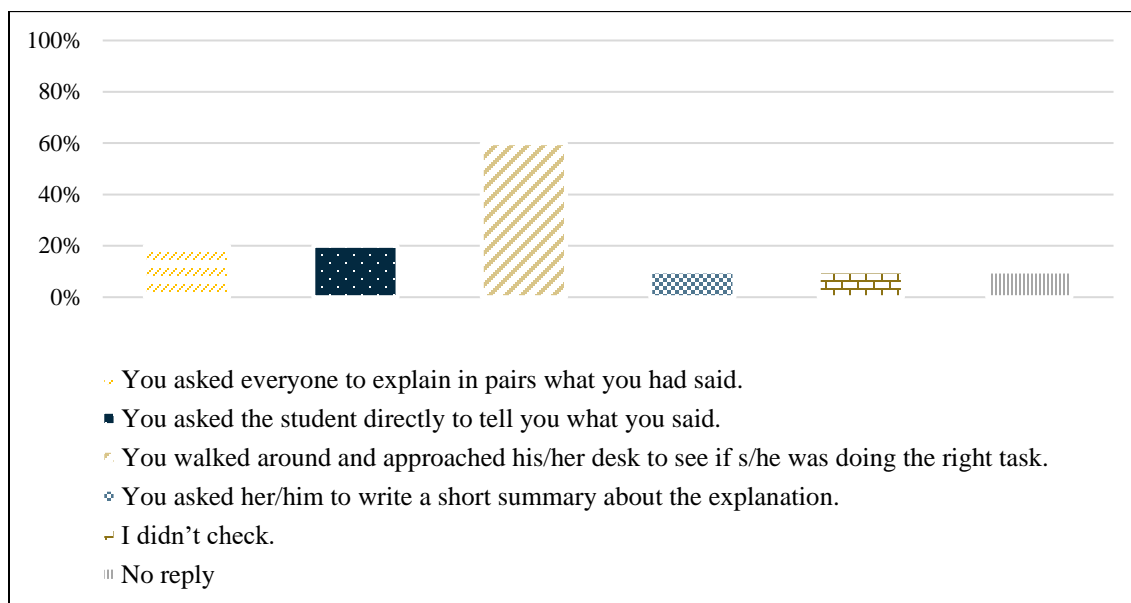
Figure 65. Responses to Q12: “Regarding your explanations in class with D/HH students, you noticed that:”



Along the same lines, in reference to D/HH learners’ comprehension, Question 14 gathered information on the methods used by teachers to check that students had understood the instructions or information delivered in class. Figure 66 provides the statistics for this question. Teachers used a combination of techniques depending on the moment and appropriateness for each task. The most popular technique, selected by over half of the respondents (60%), was to walk around the classroom and approach the students’ desks to confirm they were on task. Twenty per cent of participants indicated that pairing all students and asking them to tell each other what the teacher had said in their own words worked for them. The same number of respondents reported asking the learner in question to rephrase out loud what the lecturer had said to check comprehension. While this technique ensures the teacher hears all the words that the learner says and offers the chance to correct any misinformation, it might unnecessarily expose students in front of their peers, triggering anxiety and should thus be avoided. Pair-work is equally successful for such purposes,

and the D/HH learner would not be in the spotlight. Ten per cent of the participants used written summaries of the lesson from students to check their understanding. Another 10% confessed they did not verify students’ understanding of the topic explained or the instructions given, while another 10% did not reply. The figure below (Figure 66) shows the percentages to Q14.

Figure 66. Responses to Q14: “How did you check that the student had understood the information?”

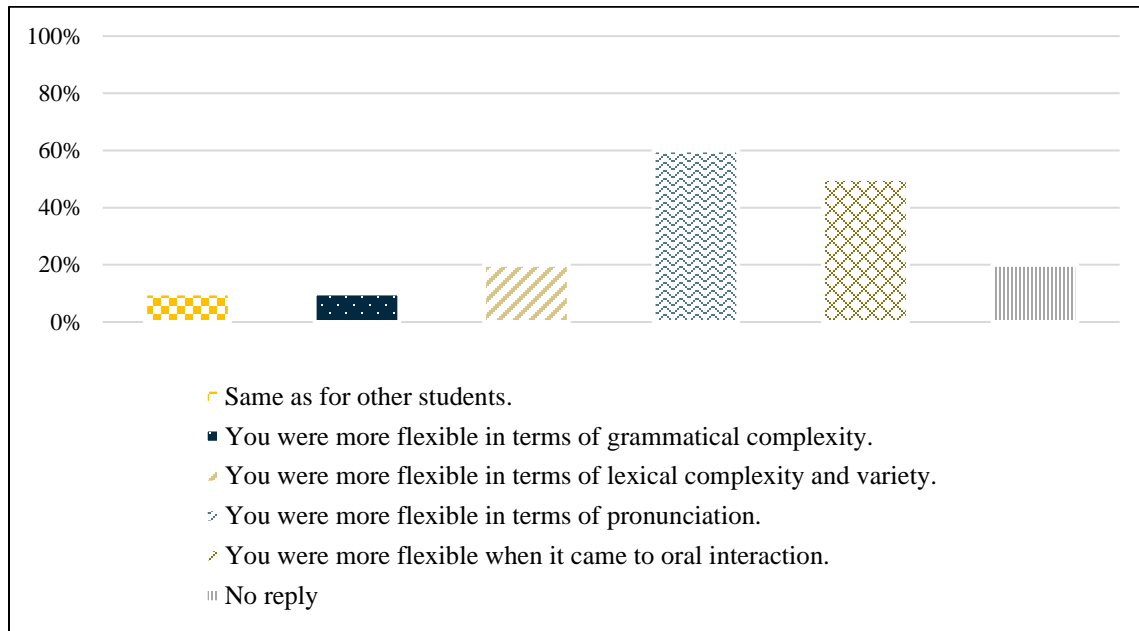


The following two questions in the survey were also based on the knowledge compiled in the literature. The purpose of Questions 15 and 16 was to measure teachers’ knowledge on adaptations and their flexibility when it comes to students with functional diversity. Some studies suggest that D/HH learners are not proficient in written and oral linguistic skills (Markschark et al., 2009; Strong, 1988), while more recent research in EFL is more specific about this conception and

establishes that D/HH learners can become as proficient in the foreign language as they are in their mother tongue (Domagała-Zyśk & Podlewska, 2019; Podlewska, 2016). Figures 67 and 68 show a breakdown of participants' responses. Concerning oral production (Q15), lecturers mostly assessed D/HH with due caution and flexibility. Half of the respondents (50%) admitted being more sympathetic when assessing interaction, 40% acknowledged being less strict in sound production and phoneme articulation accuracy, and 20 % of the surveyed faculty were concerned about lexical variety and complexity in students' oral outputs.

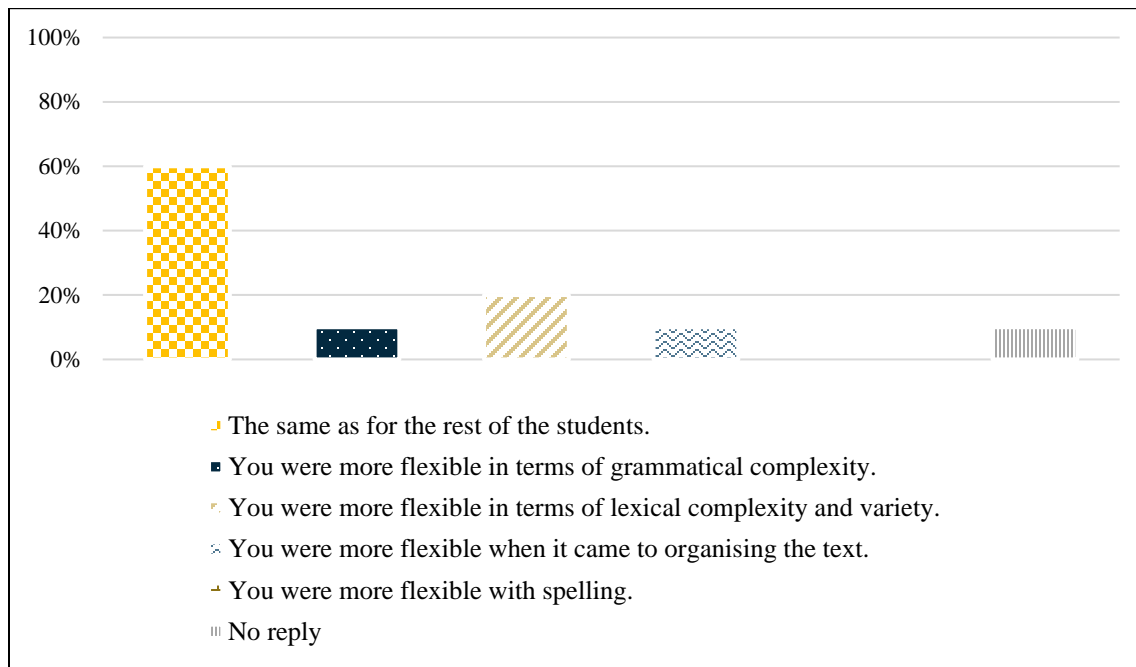
Surprisingly, even though some teachers reported being flexible in terms of lexical proficiency, the majority of respondents did not select this option, at odds with what some studies suggest. Strong (1988) concludes that grammatical structures by these learners tend to be shorter and simpler, although complexity increases with age. Only one lecturer-participant considered grammar could pose a challenge to D/HH learners in oral communication. It is also interesting to note that one participant did not offer any flexibility and demanded the same level of oral production as the rest of the students' peers. In contrast, another respondent offered completely the opposite and opted for flexibility in all respects. This last reply should be analysed further to determine whether such flexibility was applied to all students or only to D/HH learners and whether the curriculum's objectives were attained despite such openness. By contrast, 20% of the respondents did not reply to this question. The heterogeneity in the myriad of measures taken to accommodate the curriculum to D/HH learners might be due to the lack of guidance and previous knowledge on the subject.

Figure 67. Responses to Q15: “Regarding the oral production of students with hearing needs and their assessment, what criteria did you use?”



As regards written production (Q16), the most striking result to emerge from the data is that over half (60%) of the respondents did not consider written production could pose any barrier to D/HH learners. On the assumption that as it is not oral communication, there should not be any barrier and, therefore, the same level of exigency should be applied. Nevertheless, some research suggests that reading and writing skills can be poorer in D/HH learners (Gravenstede, 2009; Oficina para la Integración de Personas con Discapacidad (Universidad Complutense de Madrid), n.d.). Twenty per cent of the surveyed were lenient in vocabulary command, while 10% were slightly permissive in grammar and text organisation.

Figure 68. Responses to Q16: “Regarding the written production of students with hearing needs and their assessment, what criteria did you use?”



1.1.1.2. Block regarding VD student cohort

With regard to visually diverse learners, nine (82%) lecturer-participants, out of the eleven surveyed, selected the corresponding option related to teaching this cohort in Question 1 at the start of the questionnaire. In the same vein as before, a set of appropriate questions was shown. The first question in relation to teaching learners with a visual impairment (Q17) asked whether materials were facilitated in an alternative format or medium. 78% of those who have taught VD students provided materials in a different form adapted to their needs. The remaining 22% did not. Figure 69 presents this division. To those participants who reported an affirmative answer to Q17, Question 18 was launched in the survey flow to gather information on the methods employed to offer that adaptation. Figure 70 below illustrates the percentage of responses for each method

proposed in the question. The read-aloud option was the preferred adaptation for 44% of the lecturer-participants in the study. Sometimes this method was complemented with other adaptations. Eleven per cent of the surveyed informed about its combination with oral feedback on their performance and progress. Suggestions that also accompanied read-aloud were reported in the “Other” open-ended reply. All of these suggestions agreed on providing materials in digital format to facilitate access. The answer was filled in by 44% of the participants, which included offering an editable or OCR format of the materials to VD learners compatible with the students’ screenreading software and uploading materials to the virtual classroom for the student’s convenience. The percentage of participants who reported printing or sending materials in a bigger font size was in the vicinity of 20%. Interestingly, even though (a) 11% of the respondents appreciated the effectiveness of oral communication in providing feedback, (b) 44% of them acknowledged the importance of accommodating written materials to read-aloud, and (c) many suggested the usefulness of the compatible format of materials, no participants offered voice-recorded materials prior to the lesson.

Figure 69. Responses to Q17: “In the case of students with visual needs, did you have to provide them with the information/materials in a different way?”

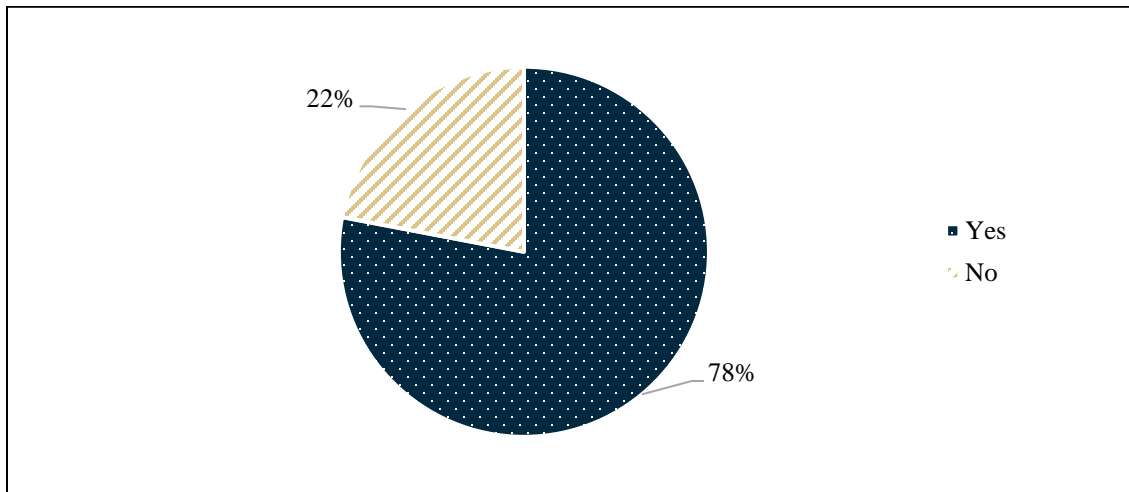
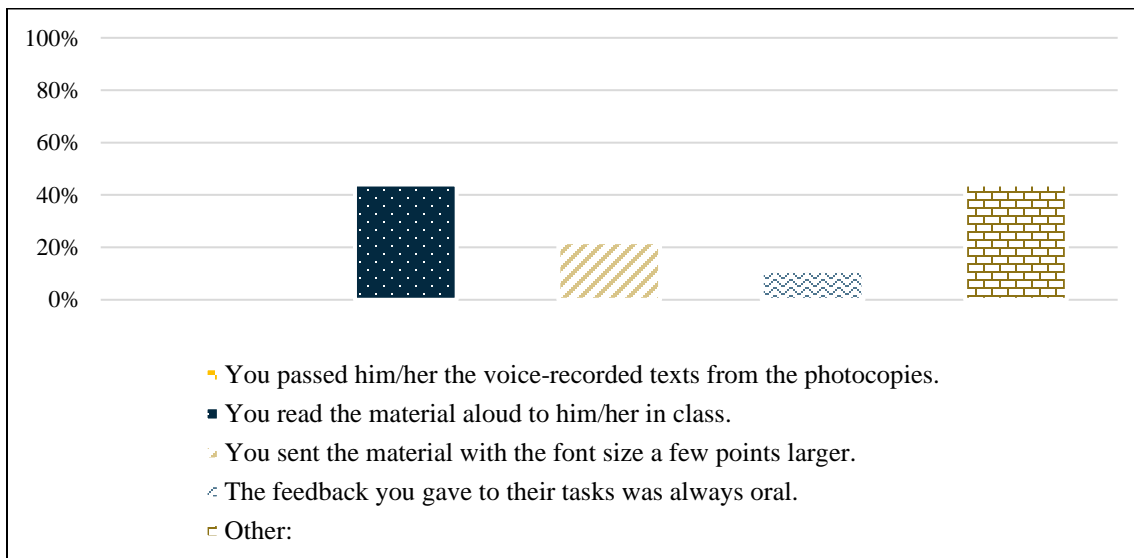


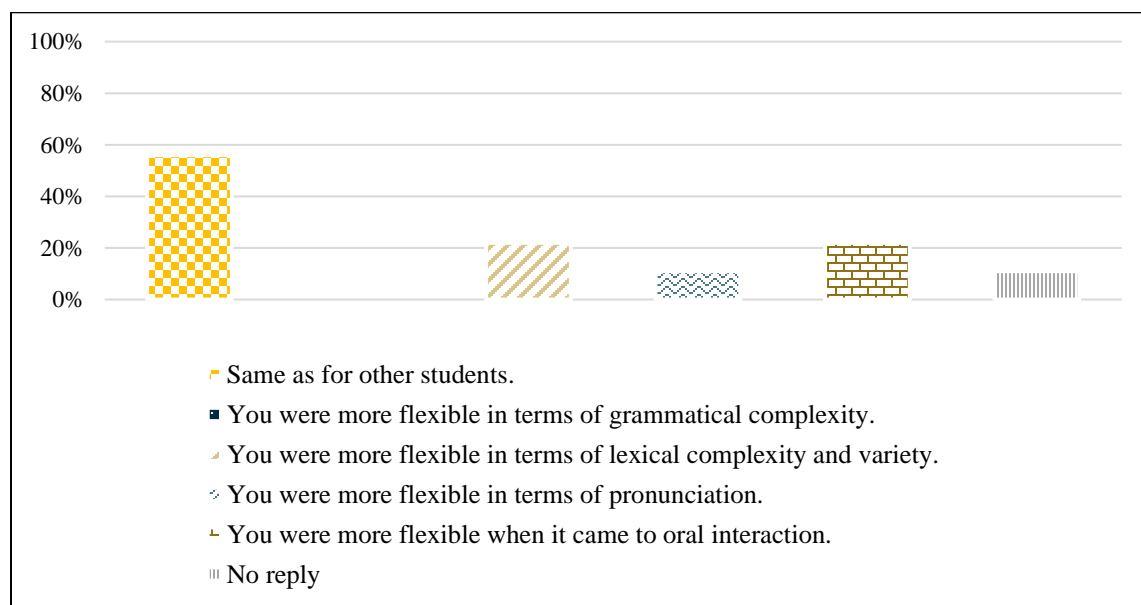
Figure 70. Responses to Q18: “How?”



With regard to teacher leniency in VD learners’ oral and written production, Questions 19 and 20 collected data on the relaxation – or lack thereof – of assessment criteria in these skills. Over 50% of the participants considered that no assessment adaptation was needed for VD students’ oral production, which, together with the no representation of grammatical criteria in the chart, bring interesting results to light.

Nevertheless, 22% of the faculty members surveyed were not too strict when evaluating oral interaction or lexical proficiency. In contrast to the few who opted for one of those accommodations, surprisingly, a minority of respondents (11%) were flexible in many aspects of the assessment, namely pronunciation, lexical variety and complexity, and interaction. Yet, another 11% abstained in this question. Figure 71 below provides the breakdown of results obtained for Q19.

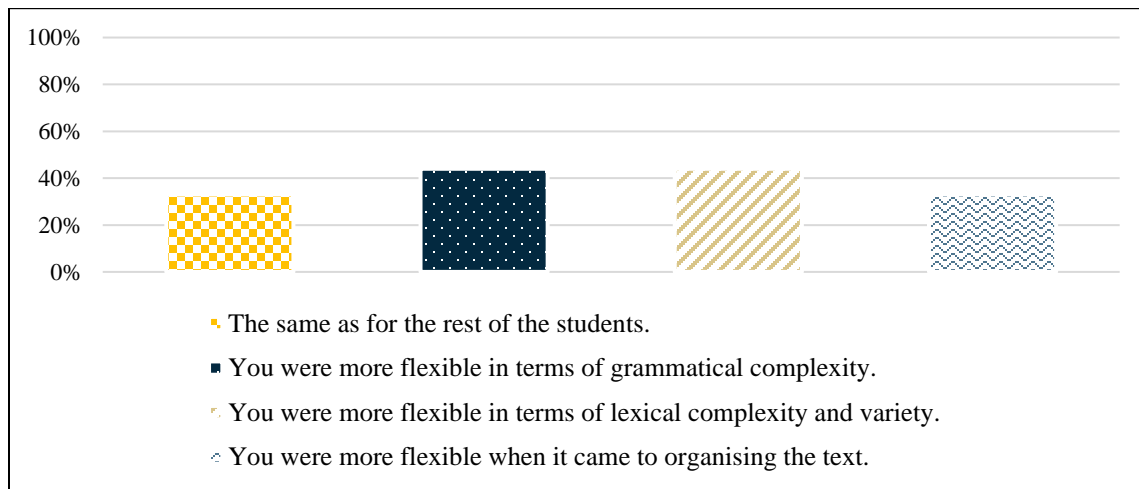
Figure 71. Responses to Q19: “Regarding the oral production of students with visual needs and their assessment, what criteria did you use?”



Even though 56% of the lecturer-participants surveyed in this study applied the same speaking assessment criteria to all learners, some others were flexible in some aspects of the oral production. This leniency in these assessment criteria regarding oral performance in the higher education English classroom might stem from the disadvantage that VD learners might encounter in an oral exam based on visual prompts (Martínez-Hernández & Bellés-Fortuño, 2021). However, when encountered with appropriate accessible conditions, some authors have reported VD learners' success in second or foreign language proficiency (Coşkun, 2013). For the right conditions to occur, visual prompts should be avoided and replaced with oral text, preferably.

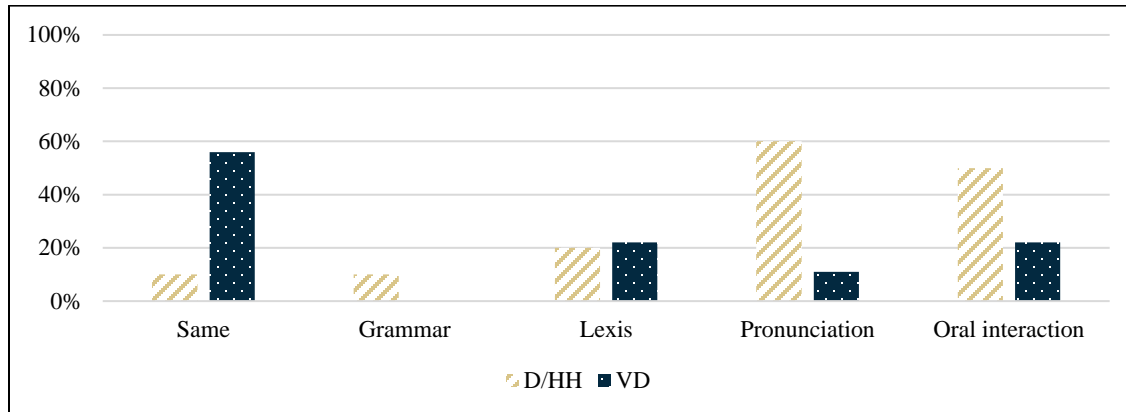
It has been found that English-language lecturers' expectations were not as high in VD's ability to produce written outputs compared with their oral skills, as seen above. Flexibility was present in many aspects of assessment, teachers reported. For instance, results show that faculty were lenient regarding lexical complexity and variety (44%), text organisation (33%) and grammatical proficiency (44%); 22% of the participants even agreed on a combination of those three. Conversely, another 33% thought it unnecessary to make any adaptations, and the same assessment criteria were applied to all learners. This might have been due to the universal design of the assessment criteria, low degree of learners' disability or teachers' lack of knowledge (Molina et al., 2016). Figure 72 presents the percentages in a graph.

Figure 72. Responses to Q20: “Regarding the written production of students with visual needs and their assessment, what criteria did you use?”

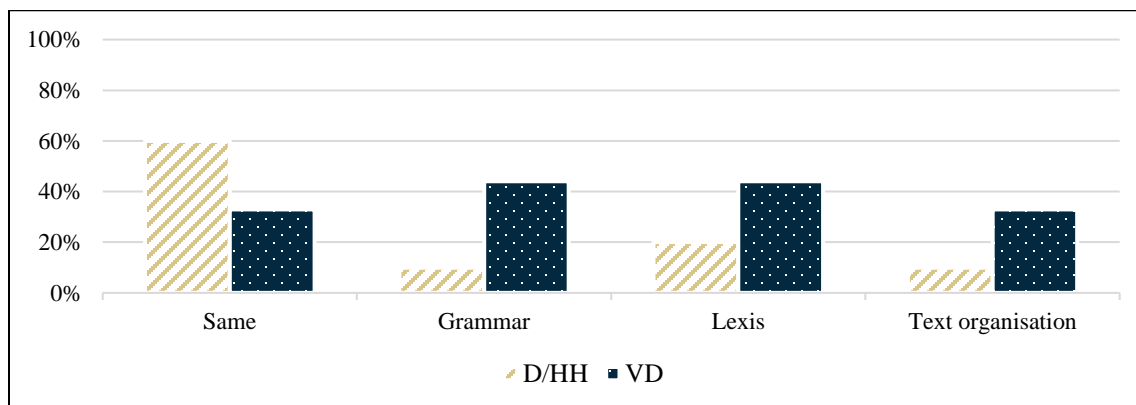


1.1.1.3. Assessment criteria adaptations: a comparison.

As it could have been predicted, the accommodations and actions taken by the faculty members to make tertiary education accessible to diverse students vary depending on the disability. The results obtained from both sets of questions launched to educators can be compared in Figure 73. It should be noted that opposite adaptations were made when contrasting the results of teacher flexibility in student assessment production. On the one hand, the ones applied to D/HH learners all relate to those criteria inherent to oral production, especially pronunciation or oral interaction. Nevertheless, the mainstream assessment criteria were mainly applied to VD learners, with exceptions in lexis, pronunciation, and oral interaction.

Figure 73. Comparison of replies to Q15 and Q19: oral production

The opposite occurs when the production is written and thus associated directly with sight. In that case, most respondents applied general assessment criteria for D/HH learners but showed leniency in grammatical, lexical and organisational aspects of text composition for VD students. The themes identified in the responses to Q16 and Q20 are set out in Figure 74.

Figure 74. Comparison of replies to Q16 and Q20: written production

The graph in Figure 74 shows a higher degree of leniency with VD learners than with D/HH students. In that sense, the outcome is somewhat consistent with the results obtained in previous studies (Leyser et al., 1998; Sweeney et al., 2002). The literature suggests that faculty members are reluctant to overlook grammatical or lexical errors. While that result tallies with the replies obtained in this survey regarding D/HH learners, lecturers seemed to show a higher margin of error to VD students in their written outputs.

Whilst these adaptations can be effective when only one of the two disabilities discussed in this dissertation are represented in the classroom, it is evident that when diversity is higher having both VD and D/HH learners in the classroom, these accommodations can be contradictory. That is to say, different accommodations need to be provided. This supposes extra work for the lecturer as well as bring to light the need to aim for UDL. These results are in line with those in previous studies (Lang, 2002; Moriña & Carballo, 2017). The results show that accommodations provided to learners discussed so far in this dissertation are ad hoc solutions that faculty members devise to bypass the socially constructed barrier for learners with sensory disabilities in the EFL/ESP classroom in tertiary education.

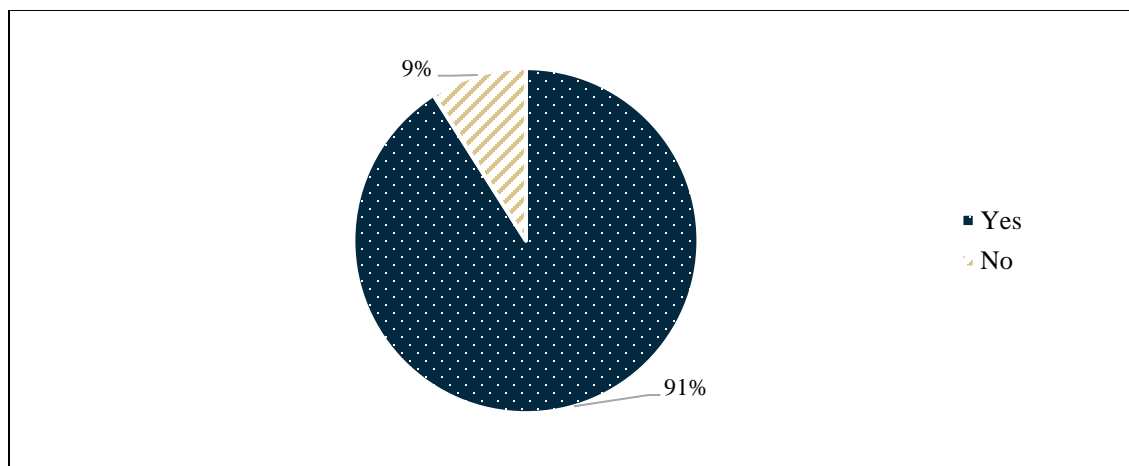
1.1.1.4. Teacher training: are faculty on board?

The last block of questions received a 100% of response rate. This set of questions was related to teacher training. It aimed to collect data on whether educators considered training essential and were aware of their limitations regarding diversity in the foreign-language classroom.

Question 21 was the first question of the block, which directly asked lecturer-participants whether they would benefit from training in this arena. The overall response was candid and almost unanimous. Ninety-one per cent of the respondents do not feel confident and consider training

would be in order. Nevertheless, 9% of the respondents were satisfied with the knowledge they had on the subject. The pie chart in Figure 75 below presents these results.

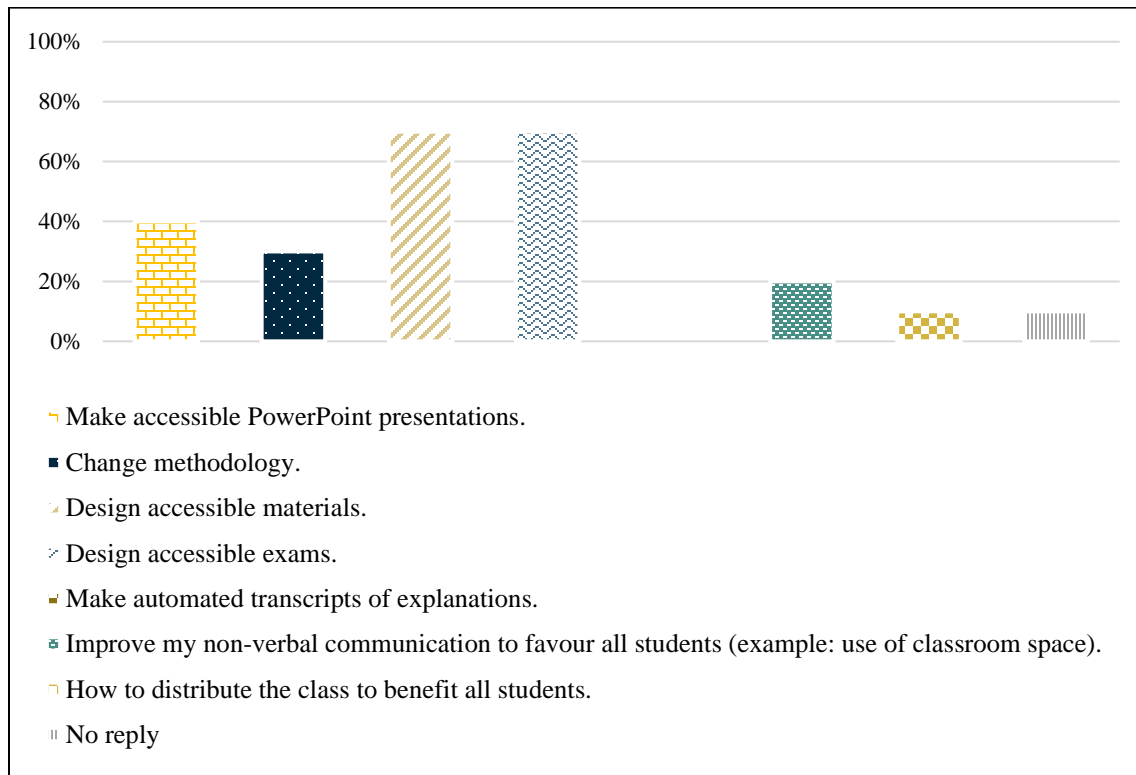
Figure 75. Responses to Q21: “Do you think you need training in this topic (i.e., catering for diversity in the classroom)?”



For those who answered affirmatively to Question 21, a new question requesting further information was shown. Participants were given a list of possible training they could receive, and they were asked to select which aspects they would be most interested in. Results show that there was significant interest in learning how to create accessible materials and exams. Seventy per cent of the survey respondents indicated that these two options would improve accessibility to their subjects. Furthermore, 40% believe their slides presentations should be accessible and, thus, would like to know how to make them so.

Additionally, 30% of the surveyed might consider changing their methodology to widen participation and reach a broader audience if trained on different teaching methodology approaches. Another 20% of the respondents were open to improving their non-verbal language in favour of communication with their diverse audience to foster foreign-language learning. A 10% of faculty members would also consider redistributing classroom furniture to favour all students' learning and communication. No interest was shown (0%), however, in speech-to-text technology to aid D/HH and other learners. Automated transcripts of explanations or conversations in the classroom could benefit D/HH learners (Prietch et al., 2014) as well as those who do not have proficient listening skills. Nevertheless, this technique does not seem to have awakened curiosity in lecturer-participants. Notwithstanding, it should not be disregarded and further research in this area is worth considering.

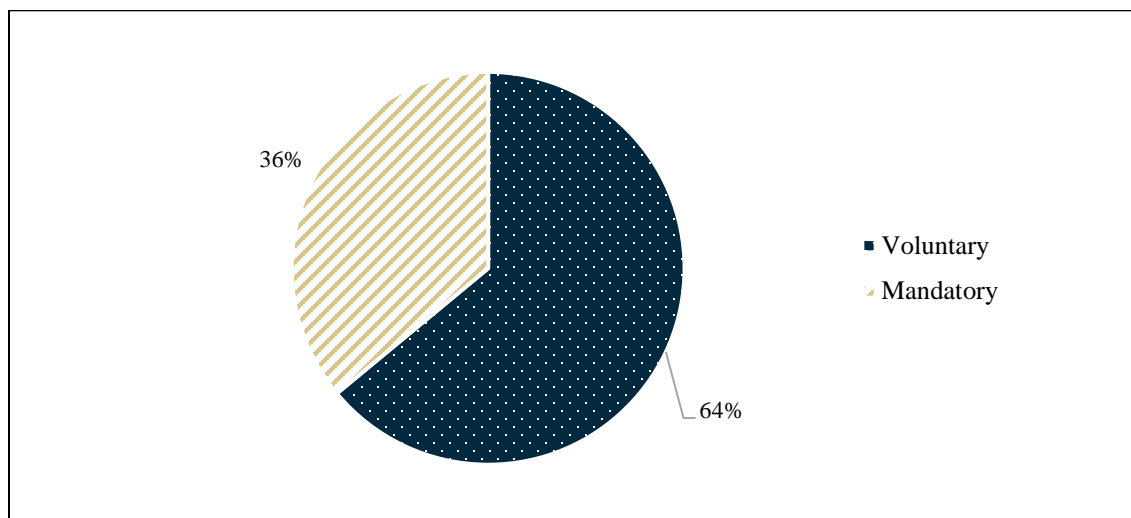
Overall, this question (i.e., Q22; see Figure 76) shows the aspects of teaching a diverse classroom or UDL with which teachers are less acquainted. At the same time, these findings could provide some insight into the needs of educators for the institution to design teacher training programmes.

Figure 76. Responses to Q22: “What do you need or what would you like to learn?”

The need for teacher training in diversity in higher education was already discussed by Moriña et al. (2015). In response to the question “Do you think that training for teachers in diversity should be: voluntary or mandatory?” despite participants’ willingness to improve their teaching techniques and make curriculum content accessible in their subjects, 64% opted for voluntary, while 36% believed it should be compulsory (see Figure 77). This outcome is slightly ironic when compared to the aforementioned findings from the interviews. Faculty members agreed that teacher training in this field is needed in order to attain inclusion in higher education, in general, and in English lectures in particular. Yet, more than half of them consider this should be an optional measure. The reason behind this might be found in the replies provided in the interviews, where the shortage of time was a predominant issue. Teacher training courses can be time-consuming,

which might have led them to indicate they should be voluntary. It is interesting to note the difference in the results obtained in this question (Q23; Table 16, Chapter 4) aimed at lecturer-participants in contrast with those obtained in Q101 and Q106 (Tables 10 and 11, respectively, Chapter 4) asked in the student survey. Students were unanimous in their replies. They all considered that their English-language teachers should have the necessary knowledge to ensure access to the curriculum and assessment of students with disabilities. Yet, as it can be seen in Figure 74 below, most teachers believe it should be optional. The results obtained in this study have reaffirmed the need for training in the field of functional diversity in the classroom. In order to ensure that faculty members subscribe to the idea of teacher training in diversity and inclusion, higher education institutions could find ways to reward it, by reducing teaching hours, for instance, as mentioned before in this thesis.

Figure 77. Responses to Q23: “Do you think that training for teachers in diversity should be: voluntary or mandatory?”



Moreover, lecturers seem disposed to use technologies to accommodate courses to diverse learners and, thus, facilitate access to the curriculum via sharing electronic formats of the course materials with visually diverse students, for instance, as mentioned earlier. However, consistent with the literature (Rony, 2017), this research found that participants are not inclined to exploit technologies for this purpose. Otherwise, respondents would have shown interest in automated transcription in Q22. The role of ICTs as support technologies should not be disregarded in the foreign language classroom to attain UDL enhancing all learners' skills.

5.3.3. SUMMARY

An underlying theme in all the previous topics mentioned is the need for training courses in the field of disability for academia, particularly for foreign-language lecturers. In line with the recent studies conducted by Komesarrof and McLean (2006), Benet Gil et al. (2019), Moriña and Perera (2020), and Csizér and Kontra (2020), the interviews conducted for this study bring to light a need for training, apart from the extra support needed from the University, as mentioned above. On the one hand, the anxiety and pressure that faculty members experience could partly be solved with professional training courses in diversity. On the other hand, a higher involvement from the institution providing additional resources and further support to teachers would relieve its faculty members of the strain.

These results reveal the urgency for higher education institutions in general, but UJI in particular, to listen to its faculty members' experiences and worries. By meeting the demands of education professionals, universities can improve the service they offer to society, but above all, ensure real equal access to knowledge and content to all students.

In summary, there is a general dissatisfaction among faculty members with the limited support provided by the Diversity and Disability Unit, which despite their efforts and useful work, as reported by students, fails to meet faculty members' needs, as already discussed in previous studies (Moriña & Perera, 2020). In order to avoid such frustration with the service provided, teacher training could be a solution, as many academics realise. However, most of them believe it should not be a compulsory part of their job, which contrasts with students' views. Furthermore, this training is needed to avoid one-time or temporary measures that only apply to a group of students. Instead, teacher training should aim at UDL so that materials do not require time-consuming adaptations.

5.4. Chapter summary

To conclude, this chapter has listed the results obtained from the interviews and surveys conducted. In summary, regarding D/HH learners, it is relevant to mention that not all the participants surveyed received adaptations; therefore, they resorted to the Diversity and Disability Unit as a mediator between them and their English lecturer. For those D/HH participants that received adaptations, having access to listening files seems to be the preferred choice. In the same vein, visual cues, such as videos, subtitles or transcripts, were suggested as possible future adaptations. VD learners, on the other hand, tend to resort to direct communication with their lecturer to request adaptations. Participants in the survey reported that they require more time to complete comprehension activities than their sighted peers; hence, they believe allowing more time is a suitable adaptation. Furthermore, after trying online synchronous tuition, VD participants considered this could be a possible accommodation that should not be dismissed.

As for faculty members, discontent is generally widespread among the lecturer-participants concerning the support provided by the Diversity and Disability Unit as many consider it insufficient. Faculty members concur that training in the field of functional disability and special needs could be a possible solution, albeit not perfect as it was also reported that knowledge in that arena should not be compulsory. The next chapter will provide a summary of the conclusions



6. CONCLUSIONS



6. CONCLUSIONS

6.1. Introduction

This chapter aims to provide some concluding remarks on this research study concerned with functional diversity in the inclusive English classroom at Universitat Jaume I, especially concerning hearing and sight loss. The research study has considered the concerns of the students with said disabilities as well as those of the faculty members to offer a comprehensive view on the subject. The motivation behind this PhD dissertation lies in the necessity to adapt the assessment and methodology in EFL/ESL courses to students with sensory disabilities, namely hard-of-hearing students (i.e., D/HH) and students with a visual impairment (i.e., VD). By outlining the principles of inclusion in Chapter 2 and recapitulating the history of regulations related to disabilities in education in Chapter 3, this doctoral dissertation attempts to highlight the need for equal opportunities in the English as a foreign classroom and sensitise to a social issue that requires social responsibility.

In this chapter, I will draw attention to the objectives established at the outset of the study. Furthermore, I will summarise the methodological procedure followed to obtain the results analysed in Chapter 5. Moreover, the most relevant findings will be highlighted, coupled with an overview of guidelines for inclusive practices in the EFL/ESP classroom. Later, the limitations of this study will be addressed, followed by pedagogical and practical implications of the findings. Finally, ideas for future lines of research will be proposed.

6.2. Concluding remarks

This study set out to analyse the status quo of inclusive policies in the English as a foreign language classroom at a Spanish higher education institution, i.e., UJI, paying particular attention to the needs of students with visual and aural disabilities. As regards the EFL/ESP classroom, linguistic communication primarily uses two sensory channels: visual and auditory. Considering that visual cues play a crucial role in language learning (Georgiou, 2020), learners with visual or aural diversity are especially at a disadvantage in the mainstream classroom, especially for D/HH students during Covid-19 due to facemasks unless materials and procedures were accessible from the outset, hence the need for this research.

This study has found that the most effective ways to overcome these barriers are via technology coupled with teacher training in accessible methodologies. The use of ICTs in the classroom to attain inclusion and comply with regulations that champion equal opportunities would avoid time-consuming ad hoc practices, such as accommodations or modifications (Bausela Herreras, 2002; Moriña & Perera, 2020; Moriña Díez & Perera Rodríguez, 2015; Riddell & Weedon, 2014). In turn, the use of ICTs, for instance, would also furnish (all) learners with more independence (Fuglerud, 2011; Martínez-Hernández & Bellés-Fortuño, 2021) by maximising the use of the virtual classroom to share materials in advance or subtitling audio-visual material. Bearing in mind a broad audience when making adaptations to traditional teaching methods fosters UDL practices and, thus, inclusion in the classroom. One clear example is, as one lecturer-participant mentioned in the interview, the use of laptops and individual headsets in the English-language classroom to ensure high-quality audio and background noise reduction. Furthermore, professional guidance and instruction in implementing UDL practices in the language classroom would relieve faculty members of stress, building their confidence in imparting knowledge to a diverse audience.

The aim of this research was threefold. Firstly, it intended to assess accessibility to English modules at Universitat Jaume I for people with visual or aural disabilities. Secondly, it aimed to gauge the need for teacher training in the field of functional diversity and disabilities in the classroom. Thirdly, it sought to detect UDL measures implemented in the English classroom at UJI and find ways to attain it. Taking into consideration these three objectives, the study set to answer three research questions (RQ):

- RQ1: *Regulations establish education must be inclusive and accessible to all, but how accessible is content in English-language courses to learners with visual or aural impairments?*
- RQ2: *Is faculty training in the field of functional diversity needed? If so, what aspects and techniques that would aid lecturers should be considered?*
- RQ3: *How is UDL in English language lessons attained in higher education at Universitat Jaume I?*

The methodology followed to gather data that would respond to those questions consisted of a combination of qualitative and quantitative methods. First of all, an interview³² was scheduled with the head of the Diversity and Disability Unit at Universitat Jaume I. Second, eligible student candidates were invited to participate in a survey to compile their views and experiences in the so-called “inclusive” English language classroom at UJI. Regarding the profile of the learner-participants, it was interesting to find that a high percentage were enrolled in degrees of the

³² See Appendix F1 for the transcript of the full interview.

Humanities branch, but there was no representation of the student body from the STEM branch, which might be owing to the practical nature of the latter (Palan, 2021; Stinson et al., 2014). Last of all, as for English-language faculty informants, interviews and a questionnaire were designed to gather qualitative and quantitative information, respectively.

Regarding RQ1, this research has identified the lack of inclusion in EFL/ESP lessons at UJI, which is not yet a reality despite seven decades of legislation (Moriña & Perera, 2020). In fact, many of the practices adopted by education professionals discussed in this study, such as accommodations, often result in a concealed form of segregation, as several previous studies also concluded (Artiles & Harris-murri, 2006; Black-Hawkins et al., 2007; Castellana Rosell & Sala Bars, 2006; Gibson, 2015; Järkestig Berggren et al., 2016; Moriña Díez & Perera Rodríguez, 2015; Skrtic, 1991; Slee, 2008; Takala et al., 2009; Wedell, 2005; World Health Organisation & World Bank, 2011). Such forms of unintentional segregation are the result of underprepared faculty (Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016; Moriña et al., 2020; Takala et al., 2009; Zhang et al., 2018). In order to overcome any barriers that the system might present for functionally diverse foreign-language learners, it is vital that their voices and experiences are heard, for which student-lecturer communication is a paramount aspect. Nevertheless, this study has revealed that D/HH students prefer to avoid this type of conversation with their lecturers, thus making low use of attention hours, which might be due to fear of being stigmatised and treated differently. Therefore, lecturers should draw special attention to establishing a close rapport with learners, who hold the key to successful inclusive practices. This reluctance to report their needs and request adaptations contrasted with VD students' experiences, who showed higher autonomy and informed their English-language lecturers about their needs.

Notwithstanding, it is important to highlight that students were generally satisfied with their English lecturers' job regarding material adaptation to make the lessons accessible to them. Yet the same cannot be said for their methodology, which unveils the need to go beyond materials and exam adaptations to make education inclusive and places the focus on an area that has often been ignored: methodology. The results in this study have shown that visually and aurally diverse learners are willing to participate and engage in the same degree and manner as their classmates, which is not a reality yet in spite of the endless list of regulations in force (Fuchs et al., 2005; Fuchs & Fuchs, 2001). One way of attaining inclusion in the English classroom, for instance, is by not omitting the assessment of certain skills. Functionally diverse learners do not want to be exempt (Domagała-Zyśk, 2019); they want to be included. One might think that D/HH students would not complete a listening comprehension activity successfully; therefore, to do them a kindness and save them the trouble, the lecturer might omit it from their assessment. This course of action should be avoided whenever possible since the hearing channel should be exploited regardless of the degree of hearing loss (Cuadrado Gordillo et al., 1998).

Even though visually and aurally diverse learners were ensured access to knowledge via adaptations and other adjustments, work remains to be done. It was significant that students considered that all faculty members should be trained in inclusive practices in the classroom. In fact, English-language teaching professionals in the higher education sphere who participated in this study acknowledged their doubts when adapting content and questioned whether the accommodations were appropriate or successful. When it comes to inclusive practices in the classroom, faculty members depend on the guidance provided by the institution, which is often insufficient, according to the results obtained in this study, which leads us to the next research question.

The second major finding provides an answer to RQ2. In line with previous research (Álvarez-Pérez & López-Aguilar, 2015; Colón et al., 2018; Fernández Batanero, 2012; Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016; Morgado, Melero, et al., 2016), this study has found that, on the one hand, faculty training is needed, considering that most lecturer-participants interviewed acknowledged implementing trial and error practices. On the other hand, further institutional support is requested from teachers to cater to a diverse classroom. Therefore, there was a general feeling of dissatisfaction on how attention to diversity and inclusion is carried out at the institution, bringing to light shortcomings in the system, such as lack of faculty training. Considering that inclusive practices are designed from an individualised perspective where adaptations are needed for each learner with a disability, foreign-language lecturers feel overloaded with work that arises from accommodations or modifications requests. However, it must be said that the student population with functional diversity in the higher education classroom is not significant. Nevertheless, lecturers' responsibilities include different aspects other than teaching, and sometimes, in the case of adjunct lecturers, they juggle more than one job. In that regard, many lecturers reported anxiety levels when ensuring access to students with visual or aural disabilities, which were caused by a combination of their lack of knowledge and time to do so. Therefore, the need for training and dissemination of knowledge in this area is evident. In fact, participants agreed, as long as it is not compulsory, or teaching hours are reduced to compensate those dedicated to training.

Notwithstanding the difficulty that faculty members might have encountered, they embraced their social and professional responsibility to accommodate materials to the students' needs. However, the lack of homogeneity in adaptations is salient. Even though adaptations have an individualistic nature and are often tailored around the students' special needs, some general aspects could be

implemented in the EFL/ESP classroom, together with some guidelines to bear in mind when designing materials to minimise extra workload and ad hoc practices. In that sense, there is a need to unify criteria in adaptations for English as a foreign language teaching and learning. I have gathered the adaptations that lecturer-informants reported using and successfully implementing in the classroom, along with those selected by students from the survey in the following subsection (see 6.2.1).

Furthermore, in response to RQ3, the results of the investigation show that technology normalisation (Bax, 2003, 2011) in the classroom would allow for higher accessibility. One example of this was when lecturers shared the audio files with D/HH learners. Another instance is the use of individual laptops and headsets in the classroom to ensure high-quality sound. Thus, whenever possible, technology should be used to guarantee access to knowledge, task completion and assessment in an inclusive environment to attain UDL in the classroom and not just as accommodations.

There is no doubt that the institution where this investigation was conducted, namely Universitat Jaume I, champions inclusive policies and embraces diversity. Nevertheless, the results of this study show that the measures applied do not successfully ensure inclusion in the foreign language classroom. Lecturers, for one, are not confident in the adaptations made or sometimes do not agree that the suggestions for adaptations (e.g., extra time) are the most appropriate course of action. Furthermore, this study, in agreement with previous literature on the topic, concludes that if there is a need for adaptations of the materials or assessment in the first place, then neither of those can be called “inclusive”, thereby creating the need for special treatment and differentiation from the rest of the students. Another aspect at which the institution has failed is furnishing faculty members with the suitable training and tools to make lectures accessible to any student.

The study has identified several concerns from faculty and students regarding disabilities in the English classroom at UJI. The results of this investigation show that students with disabilities or functional diversity expect higher involvement in the lessons by widening participation (Fuchs et al., 2005; Fuchs & Fuchs, 2001). Students generally resorted to other strategies when materials or methodology prevented them from engaging in classroom dynamics or following the lesson's pace. According to the results from the student survey, one way to ensure access to knowledge and materials is by sharing class notes well in advance to allow for preparation. Other results gathered from students replies underscore the importance of multiple means of representation (i.e., UDL) in the classroom, such as transcripts, subtitles, videos and accessible text formats. Learners believe that faculty members should be trained in this regard to make lessons accessible to a diverse audience. In fact, they propose such training be compulsory for educators, which contrasts with faculty's view on the matter, who mainly consider it an optional aspect of their profession.

Along those lines, this study confirmed previous findings (Dolan & Hall, 2001; Fernández Batanero, 2012; Hansen & Mislevy, 2008; Molina et al., 2016, inter alia) regarding the scarcity of teacher training in the field of diversity in the classroom and the support received. The research study has also shown that English-language lecturers feel insecure and underprepared to deliver lectures to a diverse classroom, not to mention the lack of support and little guidance they feel that the institution provides. This confirms the faculty's willingness to adopt the necessary changes to reach the broad spectrum of students in their classrooms. Furthermore, they call for more effective campaigns to raise awareness among the student body to inform them of their needs. Nevertheless, this could perpetuate the current new forms of integration rather than help achieve inclusion in the university context. Despite the evident positive attitude of education professionals at UJI towards change and social justice issues, the fact that the belief in reporting a visual or hearing impairment

is widespread helps one of the arguments made in this dissertation: teacher training is necessary to achieve real inclusion. Faculty and education institutions, in general, should aim to design accessible materials from the outset so that adaptations are not required and employ methodologies and teaching techniques that are inclusive, such as the ones detailed in this dissertation. That way, adaptations could not be regarded as – or result in – a favourable treatment to specific students, as discussed earlier.

Taken together, the results of this research suggest that further work is required to ensure inclusion in higher education in general and at UJI in particular. Additionally, equal access to knowledge and assessment in English lectures is not guaranteed for people with visual and hearing disabilities. The fact that ad hoc practices to bridge the gap, such as accommodations, are needed is indicative of the barriers that impede access to materials, assessment and participation in the English classroom. Despite the institution's regulations and principles to champion social justice policies, much remains to be done in order to reach a diverse student body in the higher education context.

In conclusion, full participation has not yet been achieved despite the plethora of regulations that embrace it, as seen in Chapters 2 and 3 of this dissertation. Access to knowledge is restricted to persons with disabilities due to social barriers, such as methodology and forms of assessment (UNESCO, 2013). Even though there has been a shift over the last decades in legislation and guidelines from segregation to (an attempt to) inclusion, passing through integration, much remains to be done for (real) inclusion to be a reality in society, in general, and higher education in particular (UNESCO, 2012, 2017).

6.2.1. Guidelines for English-language lecturers in pursuit of UDL

In this subsection within the concluding remarks of this dissertation, I have deemed pertinent to summarise a series of guidelines for English-language lecturers that have been mentioned throughout this thesis. Even though they have been designed with the needs of tertiary education in mind, these could be applied to inclusive English classrooms at other educational levels. Below are eight items that should be integrated into EFL/ESP teaching methodologies to pursue the principles of UDL.

- 1) Materials should be uploaded to the virtual classroom in an editable format, if possible. Alternatively, the pdf generated from the Word file is also valid. Photocopies or scanned documents should be avoided. An editable format (or a pdf from the Word version) ensures OCR and, thus, the text is accessible for the screen readers used by VD students. Furthermore, uploading materials in advance will allow all learners to check the lesson's contents before attending the lecture or the session. This technique would foster autonomous learning skills as well as facilitate interaction and participation in the classroom, considering that students could think of the questions before. Moreover, should the materials be in an editable format, this would allow students to customise them, for instance, by modifying the font size or the colour palette if they have colour vision deficiency (CVD).
- 2) Voice-recorded or video materials should be encouraged, both as assignment submissions from the students as well as to replace traditional handouts or slide presentations. The academic learning context has traditionally been laden with written text. However, with the use of mobile and portable devices, recorded materials, such as voice and video, can become the allies of the language classroom in higher education to pursue inclusion. Voice-

recorded materials could benefit VD learners as well as the average non-disabled student. For instance, if students have to read a relatively short text at home, voice-recorded readings are a good practice. On the one hand, it will be accessible for the VD learner, and the English lecturer would be assured that the input the student is receiving from the read-aloud text is the correct pronunciation, as screen readers might not be trustworthy. On the other hand, D/HH and non-disabled students can listen to it as many times as they need in order to improve their pronunciation and associate phonemes to graphemes. It is important to remember that the auditory channel should be exploited in D/HH students (Cuadrado Gordillo et al., 1998) whenever possible. Furthermore, should short explanatory videos replace slides presentations, the materials would be (1) more complete, as the voice-over would complement the slides that are usually an outline for the speaker and (2) all learners could rewatch the lessons more than once. However, subtitles should be activated, which brings us to the next point.

- 3) Subtitles should be activated and transcripts provided whenever possible, as indicated by the D/HH participants in the survey. While an aural input helps VD learners, a visual one offers support to D/HH students. For instance, by using live-captioning tools in the classroom, (1) D/HH learners have the opportunity to read the information they might have missed, and (2) listening comprehension skills can be enhanced in all learners as they associate phonemes to graphemes. By the same token, the transcripts for listening comprehension activities can be of help to all learners in the foreign-language classroom.
- 4) The above-mentioned use of recorded material brings us to ICTs, which should be integrated into the lessons. Normalising technology in the classroom can bring benefits to all students and avoid discrimination. For instance, as one interviewee mentioned in this

study, having an individual laptop and headset per student in the classroom ensures the completion of listening comprehension activities in the EFL/ESP classroom. On the one hand, this equipment guarantees high-quality audio and isolates background noise; on the other hand, the student can regulate the volume, speed and times that the track needs to be played.

- 5) A language classroom requires participation from the learners, not least in the inclusive English classroom at university. In this regard, participation should not be contemplated as a synonym of exposure, as it can occur in different ways, for instance, through peer to peer interaction or in groups. Learners' high or low participation in the classroom is not concomitant to their visual or aural disability or lack thereof. It is about engaging in classroom dynamics and being able to follow the pace of the lesson. Participation equals access to knowledge. Even though some learners might feel reluctant to be the centre of attention in the classroom, thus not willing to speak in front of others, they want to be engaged with the materials and participate in the classroom, as reported by participants in the student survey. Wider participation can be attained with a change in the methodology approach, aiming at UDL.
- 6) Establishing a linguistic exchange in a foreign language in the classroom with learners has countless advantages, although it can be a challenge as it is not without its downside, i.e., miscommunication. Information is often misunderstood or lost in everyday conversation, which can be extrapolated to the EFL/ESP classroom, with the added detail of the foreign language. This situation is prevalent in the inclusive classroom with D/HH learners; thus, the importance of repeating information. However, rephrasing should be the preferred technique whenever reiteration is needed, either for clarity or emphasis. This technique can

be advantageous to all students. On the one hand, D/HH students could have the opportunity to decode the message that they missed the first time around by putting together the intelligible pieces of language. On the other hand, VD and non-disabled students would develop their ability to express the same information differently, enhancing their grammatical and lexical competence. Paraphrasing could be integrated into the classroom methodology to (1) involve learners in the classroom dynamics and (2) make the lessons inclusive and accessible.

- 7) Many of the messages we communicate in our day-to-day lives are non-verbal; in fact, non-linguistic communication often helps with the disambiguation of meaning. The same can apply to the EFL/ESP classroom. Lecturers or teachers might feel the temptation to refrain from using body language in a formal context such as the academic one. However, body language helps convey the message more clearly, and it provides D/HH learners with visual cues to decipher the message.
- 8) Organisation and planning are crucial skills in teaching, especially in the inclusive classroom. In that sense, the material arrangement should be structured and methodical. In other words, constant flicking forward and backwards pages to complete specific activities should be avoided. Instead, the activities within the notes should follow a logical order and progress naturally from one to the next, building on the knowledge, namely, pre-task, main task and post-task. On the one hand, this orderliness allows VD learners to know where on the page or book they are at all times and what comes next; on the other hand, it ensures that all learners, including D/HH, follow the lesson more easily.

In the table below (i.e., Table 18), there is a summary of the aforementioned elements to be considered when designing materials for English-language courses, lesson plans or methodology

in the higher education context, which is aimed at lecturers in order to implement real inclusive practices.

Table 18. *Summary of inclusive practices to attain UDL in the EFL/ESP classroom.*

Inclusive practices	D/HH	VD	UDL
Materials upload	✓	✓	✓
Voice/video materials	✓	✓	✓
Subtitles & transcripts	✓		✓
ICTs	✓	✓	✓
Widen participation	✓	✓	✓
Rephrasing	✓	✓	✓
Body language	✓		✓
Organisation	✓	✓	✓

In this section, I have outlined the concluding remarks of this study and summarised the guidelines for lecturers in the UDL foreign-language classroom. The next section of this chapter focuses on the limitations of the study.

6.3. Limitations of the study

The results obtained should be interpreted with caution, and a number of limitations should be borne in mind. A larger sample with more detailed information would have proved beneficial for this study in order to provide more accurate results. Nevertheless, it was not possible due to data

protection restrictions. On the one hand, the context in which this research was conducted was restricted to one higher education institution, which might not allow for generalisations in the higher education context, although other studies support the same results obtained here. On the other hand, the sample size was limited to one area of knowledge, namely English language teaching and learning, further enclosing the context. In that regard, an uncontrolled factor was the amount of potential learner and lecturer candidates. The percentage of students with functional diversity at university is not high, but the number of those who were VD or D/HH and that had taken English in their degree was even smaller. In addition, not all eligible student candidates took part in the study as participation was voluntary. Apart from that, few lecturers have had students with visual or hearing disabilities in their English lessons.

Furthermore, it was unfortunate that the study did not include learner interviews. Due to data protection laws, which are an added difficulty in this type of study, it was not possible to conduct these without revealing the identity of the learner-participants to the researcher. It would have been insightful to hear about the learners' needs in a monitored discussion or interview, which could have provided more detailed information as their replies could have prompted new questions that delved further into the topic. However, the data collection method for which it was opted (i.e., a questionnaire) is a less dynamic approach in which questions cannot be modified, and there is no room for discussion. Nevertheless, their experiences and opinions have been heard and considered in the study in designing guidelines for faculty members taking into account what works for the diverse learner-participants. Therefore, work is needed in this respect to determine the extent to which technologies can ensure inclusion. As it can be observed, this study is not without its limitations, but it opens the door to much-needed lines of research.

6.4. Pedagogical and practical implications

In spite of its limitations, the study certainly adds to our understanding of the needs of people with disabilities in the higher-education English classroom. The insights gained from this study may be of assistance to language teachers at various educational stages. Given that this study was conducted in the higher education context, there is no doubt that English lecturers will find the results in this dissertation of considerable assistance to change their methodology and materials aiming at an inclusive or UDL design. Moreover, even though the context of this study was English learning and teaching in a higher education environment, the findings could definitely be extrapolated to language teaching in general, rather than limited to EFL. Additionally, the results might not only benefit English lecturers at universities. In fact, secondary education and professional training teachers might find inspiration in the results obtained in this study, thus, providing valuable insights to a broader audience. Furthermore, the results obtained in this research offer practical information on the needs of VD and D/HH learners for publishing houses that design materials for teachers and students.

From a broader perspective, the results from this study contribute to building a fairer society. By ensuring access to EFL/ESP courses in higher education, universities lead the much-sought transformation that guarantees participation in all aspects of life for people with disabilities, championing social justice and change.

6.5. Further research

This research attempted to shed some light on the state of affairs regarding English as a foreign language in higher education by providing the view of education stakeholders in the matter. In that regard, the study aimed to offer some insight into pedagogical applications in order to modify methodologies, forms of assessment and, above all, implement UDL practices.

This research has introduced several questions in need of further investigation. I believe that a natural progression of this work would be to analyse further the feelings and experiences of education stakeholders. In regard to faculty members, a possible study could measure and compare the confidence of lecturers in their methodology when imparting EFL lessons at university. The research could contrast the experience of two groups of lecturers: those who have been trained and those who have not. In reference to students, their experiences could be further detailed through qualitative data-collection approaches.

Another possible line of research stemming from the analysis of students' suggestions is the implementation of ICTs in the classroom to attain UDL. For instance, a study could be conducted whereby Natural-Language-Processing-driven technology enhances the language classroom experience. One possibility would be to implement real-time subtitling in the classroom to offer equal ground to D/HH students (Dolan & Hall, 2001; Douglas et al., 2009; Martínez-Hernández & Bellés-Fortuño, 2021; Nisbet, 2020), while at the same time offering students with weaker listening comprehension skills the chance to find the correspondence between sounds and written language. Incorporating ICTs in the mainstream classroom as part of the methodology and medium to attain task completion could ensure access to a broader spectrum of students.

The results obtained from the possible lines of research suggested could be beneficial not only to the education community in all stages but to society as a whole whereby equality of opportunities, equity and non-discrimination could be ensured.

6.6. Chapter summary

To conclude this chapter, it has outlined the conclusions reached based on the analysis of the results obtained in this study, namely the need to make EFL/ESP courses accessible and inclusive at

university level, the need for training faculty members into doing so and which practices could be implemented to achieve that goal. Furthermore, this chapter has also detected the limitations of the study, its pedagogical and practical implications and applicability in the English-language classroom in higher education, as well as further lines of research.

6. CONCLUSIONS (versió en Català/Catalan version)

6.1. Introducció

Aquest capítol pretén oferir unes conclusions sobre l'estudi que ací es presenta relatiu a la diversitat funcional a l'aula inclusiva d'anglès de la Universitat Jaume I, especialment pel que fa als alumnes amb pèrdua auditiva i visual. L'estudi de recerca ha tingut en compte les inquietuds dels alumnes amb aquestes discapacitats i les del professorat per oferir una visió global sobre el tema. La motivació d'aquesta tesi doctoral rau en la necessitat d'adaptar l'avaluació i la metodologia en els cursos d'anglès com a llengua estrangera o segona llengua (EFL/ESL en anglès, respectivament) als estudiants amb discapacitats sensorials, concretament als estudiants amb problemes d'audició (D/HH, en anglès) i als estudiants amb discapacitat visual (VD, en anglès). En esbossar els principis de la inclusió al capítol 2 i recapitular la història de la normativa relacionada amb la discapacitat a l'educació al capítol 3, aquesta tesi doctoral posa de manifest la necessitat de la igualtat d'oportunitats a l'aula d'anglès com llengua estrangera i sensibilitzar sobre una qüestió social que requereix responsabilitat social.

En aquest capítol se subratllen els objectius establerts a l'inici de l'estudi. A més, resumiré el procediment metodològic seguit per obtenir els resultats analitzats al capítol 5. A més, cal destacar les troballes més rellevants, juntament amb una visió general de les directrius per a les pràctiques inclusives a l'aula d'EFL/ESP. Seguidament, s'abordan les limitacions d'aquest estudi, així com les implicacions pedagògiques i les aplicacions pràctiques dels resultats. Finalment, es proposaran idees per a futures línies de recerca.

6.2. Observacions finals

Aquest estudi es va proposar analitzar l'*statu quo* de les polítiques inclusives a l'aula d'anglès com a llengua estrangera en una institució d'educació superior espanyola, l'UJI, parant especial atenció

a les necessitats dels estudiants amb discapacitats visuals i auditives. A l'aula d'EFL/ESP, la comunicació lingüística utilitza principalment dos canals sensorials: el visual i l'auditiu. Tenint en compte que els senyals visuals tenen un paper crucial en l'aprenentatge d'idiomes (Georgiou, 2020), els alumnes amb diversitat visual o auditiva estan especialment en desavantatge a l'aula ordinària, sobretot durant Covid-19 per als alumnes amb discapacitat auditiva degut a les mascaretes, tret que els materials i procediments foren accessibles des del principi, per això la necessitat d'aquesta investigació.

Aquest estudi ha descobert que les maneres més efectives de superar aquestes barreres són a través de la tecnologia juntament amb la formació del professorat en metodologies accessibles. L'ús de les TIC a l'aula per aconseguir la inclusió i complir amb la normativa que defensa la igualtat d'oportunitats evitaria pràctiques *ad hoc* que requereixen molt de temps, com les adaptacions o modificacions (Bausela Herreras, 2002; Moriña & Perera, 2020; Moriña Díez & Perera Rodríguez, 2015; Riddell & Weedon, 2014). Alhora, l'ús de les TIC (tecnologies de la informació i la comunicació), per exemple, també dotaria els alumnes d'una independència més gran (Fuglerud, 2011; Martínez-Hernández & Bellés-Fortuño, 2021) en maximitzar l'ús de l'aula virtual per compartir materials amb antelació o subtitular el material audiovisual. Tenir en compte un públic ampli a l'hora de fer adaptacions dels mètodes tradicionals d'ensenyament afavoreix les pràctiques de Disseny Universal per a l'Aprenentatge (DUA, or UDL, en anglès) i, per tant, la inclusió a l'aula. Un exemple clar és, com va esmentar un professor-participant a l'entrevista, l'ús d'ordinadors portàtils i auriculars individuals a l'aula d'anglès per garantir un àudio d'alta qualitat i reduir el soroll de fons. A més, l'orientació i la instrucció professional en l'aplicació de les pràctiques del DUA (UDL) a l'aula d'idiomes alleujaria l'estrès dels membres del professorat, augmentant la confiança a l'hora d'impartir coneixements a un públic divers.

L'objectiu d'aquesta investigació era triple. En primer lloc, es pretenia avaluar l'accessibilitat als mòduls d'anglès de la Universitat Jaume I per a les persones amb discapacitats visuals o auditives. En segon lloc, es pretenia calibrar la necessitat de formació del professorat en matèria de diversitat funcional i discapacitat a l'aula. En tercer lloc, es pretenia detectar les mesures de DUA (UDL) implantades a l'aula d'anglès de l'UJI i trobar maneres d'aconseguir-ho. Tenint en compte aquests tres objectius, l'estudi es va proposar respondre tres preguntes de recerca (PR):

- PR1: La normativa estableix que l'educació ha de ser inclusiva i accessible per a tots, però en quina mesura són accessibles els continguts dels cursos d'anglès per als alumnes amb discapacitats visuals o auditives?
- PR2: És necessària la formació del professorat al camp de la diversitat funcional? En cas afirmatiu, quins aspectes i tècniques que ajuden el professorat s'haurien de tenir en compte?
- PR3: Com s'aconsegueix el DUA (UDL) a les classes d'anglès a l'educació superior de la Universitat Jaume I?

La metodologia seguida per recopilar dades que respongueren a aquestes preguntes va consistir en una combinació de mètodes qualitius i quantitius. En primer lloc, es va programar una entrevista³³ amb la responsable de la Unitat de Diversitat i Discapacitat de la Universitat Jaume I. En segon lloc, es va convidar els alumnes-participants a participar en una enquesta per recopilar les seues opinions i experiències a l'anomenada aula d'anglès "inclusiva" de l'UJI. Quant al perfil dels alumnes-participants, va resultar interessant comprovar que un alt percentatge estava

³³ Vegeu Apèndix F1 per a la transcripció de l'entrevista.

matriculat en titulacions de la branca d'Humanitats, però no hi havia representació de l'alumnat de la branca de les STEM, la qual cosa podria ser deguda al caràcter pràctic d'aquesta última (Palan, 2021; Stinson et al., 2014). Finalment, quant als informants del professorat d'anglès, es van dissenyar entrevistes i un qüestionari per recollir informació qualitativa i quantitativa, respectivament.

Pel que fa a la PR1, aquesta investigació ha identificat la manca d'inclusió a les classes d'EFL/ESP a l'UJI, que encara no és una realitat malgrat set dècades de legislació (Moriña & Perera, 2020). De fet, moltes de les pràctiques adoptades pels professionals de l'educació que s'analitzen en aquest estudi, com ara les adaptacions, solen donar lloc a una forma encoberta de segregació, com també conclouen diversos estudis anteriors (Artiles & Harris-murri, 2006; Black-Hawkins et al., 2007, Castellana Rosell & Sala Bars, 2006; Gibson, 2015; Järkestig Berggren et al., 2016; Moriña Díez & Perera Rodríguez, 2015; (Wedell, 2005; Organització Mundial de la Salut & Banc Mundial, 2011). Aquestes formes de segregació involuntària són el resultat d'un professorat poc preparat (Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016; Moriña et al., 2020; Takala et al., 2009; Zhang et al. ., 2018). Per superar les barreres que el sistema puga presentar per als estudiants de llengües estrangeres amb diversitat funcional, és vital que les seues veus i experiències siguin escoltades, per això la comunicació entre estudiants i professors és un aspecte primordial. Tot i això, aquest estudi ha revelat que els estudiants amb diversitat auditiva (D/HH) prefereixen evitar aquest tipus de conversa amb els seus professors, per la qual cosa fan poc ús de les hores d'atenció, cosa que podria ser deguda a la por de ser estigmatitzats i tractats de forma diferent. Per tant, els professors haurien de parar especial atenció a establir una relació estreta amb els alumnes, que són la clau de l'èxit de les pràctiques inclusives. Aquesta reticència a informar de les seues necessitats i sol·licitar adaptacions contrasta amb les experiències dels alumnes amb

diversitat visual (VD), que van mostrar més autonomia i van informar el professorat d'anglès sobre les seues necessitats.

Això no obstant, és important destacar que els estudiants es van mostrar en general satisfets amb el treball dels professorat d'anglès pel que fa a l'adaptació dels materials per fer les classes accessibles. Això no obstant, no es pot dir el mateix de la metodologia emprada en les classes, cosa que revela la necessitat d'anar més enllà dels materials i les adaptacions dels exàmens per fer que l'educació siga inclusiva i es subratlle una àrea que sovint s'ha ignorat: la metodologia. Els resultats d'aquest estudi han demostrat que els alumnes amb diversitat visual i auditiva estan disposats a participar i comprometre's en el mateix grau i forma que els seus companys, cosa que encara no és una realitat malgrat les normatives vigents (Fuchs et al., 2005; Fuchs & Fuchs, 2001). Una manera d'aconseguir la inclusió a l'aula d'anglès és, per exemple, no ometre l'avaluació de certes destreses. Els alumnes amb diversitat funcional no volen estar exempts (Domagała-Zyśk, 2019); volen ser inclosos. Es podria pensar que els alumnes D/HH no completarien amb èxit una activitat de comprensió oral; per tant, per fer-los un favor i estalviar-los la molèstia, el professor podria ometre-la de l'avaluació. Aquesta manera d'actuar s'ha d'evitar sempre que siga possible, ja que el canal auditiu s'ha d'aprofitar independentment del grau de pèrdua auditiva (Cuadrado Gordillo et al., 1998).

Encara que els alumnes amb diversitat visual i auditiva van tenir garantit l'accés als coneixements mitjançant adaptacions i altres ajustaments, encara queda feina per fer. Va ser significatiu que els estudiants consideraren que tots els membres del professorat haurien de rebre formació en pràctiques inclusives a l'aula. De fet, els professionals de l'ensenyament de la llengua anglesa a l'àmbit de l'educació superior que van participar en aquest estudi van reconèixer els seus dubtes a l'hora d'adaptar continguts i es van qüestionar si les adaptacions eren adequades o tenien èxit.

Quan es tracta de pràctiques inclusives a l'aula, els membres del professorat depenen de l'orientació proporcionada per la institució, que sovint és insuficient, segons els resultats obtinguts en aquest estudi, cosa que ens porta a la pregunta de recerca següent.

La segona gran troballa proporciona una resposta a la PR2. En línia amb investigacions anteriors (Álvarez-Pérez & López-Aguilar, 2015; Colón et al., 2018; Fernández Batanero, 2012; Molina et al., 2016; Morgado, Cortés-Vega, et al., 2016; Morgado, Melero, et al., 2016), aquest estudi ha trobat que, per una banda, cal la formació del professorat, tenint en compte que la majoria dels professors-participants entrevistats reconeixen haver implementat pràctiques d'assaig i error. D'altra banda, se sol·licita més suport institucional per part del professorat per atendre una aula diversa. Per tant, hi va haver un sentiment generalitzat d'insatisfacció sobre com es duu a terme l'atenció a la diversitat i la inclusió a la institució, traient a la llum deficiències en el sistema, com ara la manca de formació del professorat. Tenint en compte que les pràctiques inclusives es dissenyen des d'una perspectiva individualitzada en què calen adaptacions per a cada alumne amb discapacitat, els professors de llengua estrangera se senten sobrecarregats de treball que sorgeix de les sol·licituds d'adaptacions o modificacions. Cal dir, però, que la població d'estudiants amb diversitat funcional a l'aula d'educació superior no és significativa. Això no obstant, les responsabilitats del professorat inclouen altres aspectes a més de la docència, i de vegades, en el cas del professorat associat, compaginen més d'un treball. En aquest sentit, molts professors van manifestar nivells d'ansietat a l'hora de garantir l'accés als estudiants amb discapacitats visuals o auditives, causats per una combinació de la manca de coneixements i de temps per fer-ho. Per tant, és evident la necessitat de formació i de difusió de coneixements en aquest àmbit. De fet, els participants es van mostrar d'acord, sempre que no siga obligatòria, o bé que es reduïsquen les hores lectives per compensar les dedicades a la formació.

Tot i les dificultats que els professors van poder trobar, van assumir la seua responsabilitat social i professional d'adaptar els materials a les necessitats dels alumnes. Tot i això, destaca l'absència d'homogeneïtat en les adaptacions. Malgrat que les adaptacions tenen un caràcter individualista i sovint s'adapten en funció de les necessitats especials dels estudiants, alguns aspectes generals podrien aplicar-se a l'aula d'EFL/ESP, juntament amb algunes directrius que cal tenir en compte a l'hora de dissenyar els materials per minimitzar la càrrega de treball addicional i les pràctiques *ad hoc*. En aquest sentit, cal unificar criteris en les adaptacions per a l'ensenyament i l'aprenentatge de l'anglès com a llengua estrangera. En aquest estudi, he recollit les adaptacions que els professors-informants van declarar utilitzar i aplicar amb èxit a l'aula, juntament amb les seleccionades pels alumnes a partir de l'enquesta al subapartat següent (vegeu 6.2.1).

A més, en resposta a la PR3, els resultats de la investigació mostren que la normalització tecnològica (Bax, 2003, 2011) a l'aula permetria més accessibilitat. Un exemple d'això va ser quan els professors van compartir els fitxers d'àudio amb els alumnes amb discapacitat auditiva (D/HH). Un altre exemple és l'ús d'ordinadors portàtils i auriculars individuals a l'aula per garantir un so d'alta qualitat. Per tant, sempre que siga possible, la tecnologia s'hauria d'utilitzar per garantir l'accés al coneixement, la realització de tasques i l'avaluació en un entorn inclusiu per assolir el DUA (UDL) a l'aula i no només com a adaptacions.

No hi ha dubte que la institució on es va dur a terme aquesta investigació, la Universitat Jaume I, defensa les polítiques d'inclusió i acull la diversitat. Tot i això, els resultats d'aquest estudi mostren que les mesures aplicades no aconsegueixen garantir la inclusió a l'aula de llengües estrangeres. Els professors, per exemple, no confien en les adaptacions realitzades o de vegades no estan d'acord que els suggeriments d'adaptació (per exemple, temps extra) siguen els més adients. A més, aquest estudi, en concordança amb la literatura sobre el tema, conclou que si hi ha necessitat

d'adaptacions dels materials o de l'avaluació en primer lloc, aleshores cap dels dos pot ser anomenat "inclusiu" o "inclusiva", creant així la necessitat de un tractament especial i de diferenciació de la resta dels estudiants. Un altre aspecte en què la institució pot millorar és dotar el professorat de la formació i les eines adequades perquè les classes siguin accessibles per a qualsevol alumne.

L'estudi ha identificat diverses preocupacions del professorat i de l'alumnat pel que fa a les discapacitats a l'aula d'anglès de l'UJI. Els resultats d'aquesta investigació mostren que els estudiants amb discapacitat o diversitat funcional esperen una implicació més gran en les classes ampliant la participació (Fuchs et al., 2005; Fuchs & Fuchs, 2001). En general, els estudiants van recórrer a altres estratègies quan els materials o la metodologia els impedièren participar a la dinàmica de l'aula o seguir el ritme de la lliçó. Segons els resultats de l'enquesta dels alumnes, una manera de garantir l'accés als coneixements i materials és compartir els apunts de classe amb antelació suficient per permetre la preparació. Altres resultats recollits en les respostes dels estudiants subratllen la importància dels múltiples mitjans de representació (és a dir, seguint els principis del UDL) a l'aula, com ara transcripcions, subtítols, vídeos i formats de text accessibles. Els estudiants creuen que els membres del professorat haurien de rebre formació en aquest sentit perquè les lliçons siguin accessibles a un públic divers. De fet, proposen que aquesta formació siga obligatòria per al professorat, cosa que contrasta amb l'opinió del professorat, que la considera principalment un aspecte opcional de la seua professió.

En aquesta línia, aquest estudi ha confirmat troballes anteriors (Dolan & Hall, 2001; Fernández Batanero, 2012; Hansen & Mislavy, 2008; Molina et al., 2016, entre d'altres) sobre l'escassa formació del professorat en matèria de diversitat a l'aula i el suport rebut. L'estudi de recerca també ha posat de manifest que el professorat d'anglès se sent insegur i poc preparat per impartir

classes a una aula diversa, per no parlar de la manca de suport i l'escassa orientació que consideren que els proporciona la institució. Això confirma la voluntat del professorat d'adoptar els canvis necessaris per arribar a l'ampli espectre d'estudiants a les aules. A més, demanen que es facin campanyes més eficaces de conscienciació entre l'alumnat per informar-los de les seues necessitats. No obstant això, algunes d'aquestes mesures podrien perpetuar noves formes d'integració en lloc d'ajudar a assolir la inclusió en el context universitari. Tot i l'evident actitud positiva dels professionals de l'educació a l'UJI cap al canvi i els temes de justícia social, el fet que la creença d'informar sobre una discapacitat visual o auditiva estiga estesa dona suport a un dels arguments exposats a aquesta dissertació: la formació del professorat és necessària per aconseguir una inclusió real. En general, el professorat i les institucions educatives haurien d'aspirar a dissenyar materials accessibles des del principi perquè no es requereixin adaptacions i emprar metodologies i tècniques d'ensenyament que siguin inclusives, com les que es detallen en aquesta tesi. D'aquesta manera, les adaptacions no es podrien considerar –o resultar– un tracte de favor a determinats alumnes, com s'ha comentat anteriorment.

En conjunt, els resultats d'aquesta investigació suggereixen que cal continuar treballant per garantir la inclusió a l'educació superior en general i a l'UJI en particular. A més, la igualtat d'accés als coneixements i l'avaluació a classes d'anglès no està garantida per a les persones amb discapacitats visuals i auditives. El fet que es necessitin pràctiques *ad hoc* per salvar la desigualtat, com les adaptacions, és indicatiu de les barreres que impedeixen l'accés als materials, l'avaluació i la participació a l'aula d'anglès. Tot i els reglaments i principis de la institució per defensar les polítiques de justícia social, queda molt per fer per arribar a un alumnat divers en el context de l'ensenyament superior.

En conclusió, encara no s'ha aconseguit la participació plena malgrat la plèthora de reglaments que l'acullen, com s'ha vist als capítols 2 i 3 d'aquesta tesi doctoral. L'accés al coneixement està restringit per a les persones amb discapacitat a causa de les barreres socials, com ara la metodologia i les formes d'avaluació (UNESCO, 2013). Tot i que en les darreres dècades s'ha produït un canvi en la legislació i en les directrius, passant de la segregació a (un intent d') inclusió, passant per la integració, queda molt per fer perquè la inclusió (real) siga una realitat a la societat, en general, i a l'educació superior, en particular (UNESCO, 2012, 2017).

6.2.1. Directrius per als professors d'anglès a la recerca del DUA

En aquest subapartat, dins de les observacions finals d'aquesta tesi, he considerat pertinent resumir una sèrie de directrius per als professors d'anglès que s'han esmentat al llarg d'aquesta tesi. Tot i que han estat dissenyades tenint en compte les necessitats de l'educació terciària, es podrien aplicar a les aules d'anglès inclusives d'altres nivells educatius. A continuació es presenten vuit punts que s'haurien d'integrar a les metodologies d'ensenyament d'EFL/ESP per tal de perseguir els principis del DUA (UDL).

- 1) Caldria pujar els materials a l'aula virtual en un format editable, si és possible. També és vàlid el PDF generat a partir del fitxer de Word. Cal evitar les fotocòpies o els documents escanejats. Un format editable (o un PDF a partir de la versió del Word) garanteix el reconeixement òptic de caràcters i, per tant, que el text siga accessible per als lectors de pantalla que utilitzen els alumnes amb discapacitat visual. A més, pujar els materials amb antelació permetrà a tots els alumnes comprovar el contingut de la lliçó abans d'assistir a classe o sessió. Aquesta tècnica fomentaria les habilitats d'aprenentatge autònom, així com facilitaria la interacció i la participació a l'aula, tenint en compte que els alumnes podrien

pensar en les preguntes abans. A més, si els materials estigueren en un format editable, això permetria als estudiants personalitzar-los, per exemple, modificant la mida de la lletra o la paleta de colors si tenen deficiència de visió cromàtica.

- 2) S'hauria de fomentar l'ús de materials gravats en veu alta o en vídeo, tant per al lliurament de tasques per part dels estudiants com per substituir els fullets tradicionals i les presentacions amb diapositives. El context de l'aprenentatge acadèmic ha estat tradicionalment carregat de text escrit. No obstant això, amb l'ús de dispositius mòbils i portàtils, els materials gravats, com la veu i el vídeo, poden convertir-se en els aliats de l'aula de llengües en l'educació superior per buscar la inclusió. Els materials gravats amb veu podrien beneficiar els estudiants amb discapacitats, així com l'estudiant mitjà sense discapacitats. Per exemple, si els estudiants han de llegir un text relativament curt a casa, les lectures enregistrades per veu són una bona pràctica. D'una banda, serà accessible per a l'alumne amb discapacitat, i el docent d'anglès tindrà la seguretat que la informació que l'alumne rep del text llegit en veu alta és la pronunciació correcta, ja que els lectors de pantalla podrien no ser fiables. D'altra banda, tant l'alumnat amb discapacitat auditiva (D/HH) com l'alumnat sense discapacitat poden escoltar-lo tantes vegades com necessiten per millorar la pronunciació i associar els fonemes als grafemes. És important recordar que el canal auditiu ha de ser explotat als alumnes D/HH (Quadrado Gordillo et al., 1998) sempre que siga possible. A més, si els vídeos explicatius curts substitueixen les presentacions de diapositives, els materials serien (1) més complets, ja que la veu en off complementaria les diapositives que solen ser un esquema per a l'orador i (2) tots els alumnes podrien tornar a veure les lliçons més duna vegada. Tanmateix, caldria activar els subtítols, cosa que ens porta al punt següent.

- 3) Sempre que siga possible, s'han d'activar els subtítols i s'han de proporcionar transcripcions, tal com van indicar els participants amb discapacitat auditiva a l'enquesta. Mentre que la informació auditiva ajuda els alumnes amb discapacitat visual, la visual ofereix suport als alumnes amb discapacitat intel·lectual. Per exemple, en utilitzar eines de subtitulat en directe a l'aula, (1) els alumnes amb diversitat funcional auditiva tenen l'oportunitat de llegir la informació que podrien haver-se perdut, i (2) les habilitats de comprensió auditiva poden millorar en tots els alumnes associar els fonemes amb els grafemes. Així mateix, les transcripcions de les activitats de comprensió oral poden ajudar a tots els alumnes a l'aula d'idiomes.
- 4) L'ús de material gravat esmentat anteriorment ens porta a les TIC, que s'han d'integrar a les classes. La normalització de la tecnologia a l'aula pot aportar beneficis a tots els alumnes i evitar la discriminació. Per exemple, com va esmentar un entrevistat en aquest estudi, disposar d'un ordinador portàtil i uns auriculars individuals per alumne a l'aula garanteix la realització d'activitats de comprensió oral a l'aula EFL/ESP. D'una banda, aquest equip garanteix un àudio d'alta qualitat i aïlla el soroll de fons; de l'altra, l'alumne pot regular el volum, la velocitat i els temps de reproducció de la pista.
- 5) Una aula d'idiomes requereix la participació dels alumnes, sobretot a l'aula d'anglès inclusiva de la universitat. Pel que fa a això, la participació no s'ha de contemplar com a sinònim d'exposició, ja que es pot produir de diferents maneres, per exemple, a través de la interacció entre companys o en grups. L'alta o baixa participació dels alumnes a l'aula no és concomitant a la seua discapacitat visual o auditiva ni a la no discapacitat. Es tracta d'involucrar-se en la dinàmica de l'aula i ser capaç de seguir el ritme de la lliçó. La participació equival a accedir al coneixement. Encara que alguns alumnes se senten reticents

a ser el centre d'atenció a l'aula i, per tant, no estiguen disposats a parlar davant dels altres, volen comprometre's amb els materials i participar a la classe, tal com van informar els participants a l'enquesta als alumnes. Es pot aconseguir una participació més gran amb un canvi en l'enfocament metodològic, amb l'objectiu del DUA (UDL).

- 6) Establir un intercanvi lingüístic en una llengua estrangera a l'aula amb els alumnes té innombrables avantatges, encara que pot ser un repte, ja que no està exempt d'inconvenients, és a dir, malentesos. Sovint es malinterpreta o es perd informació a la conversa quotidiana, cosa que es pot extrapolar a l'aula d'EFL/ESP, amb el detall afegit de la llengua estrangera. Aquesta situació és freqüent a l'aula inclusiva amb alumnes amb discapacitat auditiva; per això és important repetir la informació. Tot i això, la tècnica preferida quan cal reiterar alguna cosa, ja siga per claredat o per èmfasi, és la reformulació. Aquesta tècnica pot ser avantatjosa per a tots els alumnes. D'una banda, els alumnes amb diversitat funcional auditiva podrien tenir l'oportunitat de descodificar el missatge que la primera vegada no van entendre en unir els fragments intel·ligibles. D'altra banda, els alumnes amb i sense discapacitat desenvoluparien la seua capacitat d'expressar la mateixa informació de forma diferent, millorant la seua competència gramatical i lèxica. La paràfrasi podria integrar-se a la metodologia de l'aula per (1) implicar els alumnes en la dinàmica de l'aula i (2) fer que les classes siguen inclusives i accessibles.
- 7) Molts dels missatges que comuniquem al nostre dia a dia són no verbals; de fet, la comunicació no lingüística sol ajudar a la desambiguació del significat. El mateix es pot aplicar a l'aula d'EFL/ESP. El professorat pot sentir la temptació d'abstenir-se de fer servir el llenguatge corporal en un context formal com l'acadèmic. Tot i això, el llenguatge corporal

ajuda a transmetre el missatge amb més claredat i proporciona als alumnes amb discapacitat auditiva pistes visuals per desxifrar el missatge.

- 8) L'organització i la planificació són habilitats crucials a l'ensenyament, especialment a l'aula inclusiva. En aquest sentit, la disposició del material ha de ser estructurada i metòdica. En altres paraules, cal evitar el pas constant de pàgines cap endavant i cap enrere per completar activitats específiques. En el seu lloc, les activitats dins dels apunts han de seguir un ordre lògic i progressar de manera natural de l'una a l'altra, basant-se en els coneixements, és a dir, activitat introductòria, activitat principal i activitat per a consolidar el coneixement. D'una banda, aquest ordre permet als alumnes amb perduda visual saber a quina part de la pàgina o del llibre es troben en tot moment i el que ve a continuació; per altra banda, garanteix que tots els alumnes, inclosos els alumnes amb discapacitat auditiva, segueixen la lliçó més fàcilment.

A la taula següent (Taula 19), es resumeixen els elements esmentats que cal tenir en compte a l'hora de dissenyar materials per a cursos d'anglès, plans de classe o metodologia en el context de l'ensenyament superior, dirigit als professors perquè apliquen pràctiques inclusives.

Taula 19. *Resum de pràctiques inclusives per aconseguir el DUA (UDL) en l'aula d'EFL/ESP.*

Pràctiques inclusives	Auditiu	Visual	DUA
Penjar materials	✓	✓	✓
Materials enregistrats amb veu i/o vídeo	✓	✓	✓
Subtítols i transcripcions	✓		✓

TICs	✓	✓	✓
Ampliar la participació	✓	✓	✓
Parafrasejar	✓	✓	✓
Llenguatge no verbal	✓		✓
Organització	✓	✓	✓

En aquesta secció he esbossat les observacions finals d'aquest estudi i he resumit les orientacions per als professors a l'aula de llengües estrangeres amb un disseny universal (UDL). La secció següent d'aquest capítol se centra en les limitacions de l'estudi.

6.3. Limitacions de l'estudi

Els resultats obtinguts s'han d'interpretar amb cautela i cal tenir en compte una sèrie de limitacions. Una mostra més àmplia i amb informació més detallada hauria estat beneficiosa per a aquest estudi per tal de proporcionar resultats més precisos. No obstant això, no va ser possible degut a les restriccions de protecció de dades. D'una banda, el context en què es va dur a terme aquesta investigació es va limitar a una única institució d'educació superior, cosa que limita les generalitzacions en el context de l'educació superior, encara que altres estudis donen suport als mateixos resultats obtinguts aquí. D'altra banda, la mida de la mostra es va limitar a una àrea de coneixement, és a dir, l'ensenyament i l'aprenentatge de la llengua anglesa, cosa que delimita encara més el context. En aquest sentit, un factor no controlat va ser la quantitat de participants de l'alumnat i el professorat. El percentatge d'estudiants amb diversitat funcional a la universitat no és alt, però el nombre d'alumnes amb diversitat funcional visual o auditiva i que, a més, hagueren cursat anglès a la seua carrera encara era menor. A més, no tots els estudiants candidats que

complien els requisits van participar en l'estudi, ja que la participació era voluntària. D'altra banda, són pocs els professors que han tingut alumnes amb discapacitat visual o auditiva a les classes d'anglès.

A més, va ser desafortunat que l'estudi no inclogués entrevistes als alumnes. A causa de les lleis de protecció de dades, que suposen una dificultat afegida en aquest tipus d'estudis, no va ser possible fer-les sense revelar la identitat dels alumnes participants a la investigadora. Hauria estat interessant conèixer les necessitats dels alumnes en un debat o entrevista supervisada, que podria haver proporcionat informació més detallada, ja que les seues respostes podrien haver donat lloc a noves preguntes que aprofundiren en el tema. Tot i això, el mètode de recollida de dades pel qual es va optar (un qüestionari) és un enfocament menys dinàmic en què no es poden modificar les preguntes i no hi ha lloc per al debat. Tot i això, les seues experiències i opinions han estat escoltades i tingudes en compte a l'estudi a l'hora de dissenyar directrius per al professorat tenint en compte les preferències dels alumnes-participants. Per tant, cal treballar en aquest sentit per determinar fins a quin punt les tecnologies poden garantir la inclusió. Com es pot observar, aquest estudi no està exempt de limitacions, però obre la porta a línies de recerca molt necessàries.

6.4. Implicacions pedagògiques i pràctiques

Tot i les seues limitacions, l'estudi contribueix certament a la comprensió de les necessitats de les persones amb discapacitat visual o auditiva a l'aula d'anglès de l'ensenyament superior. Els coneixements adquirits en aquest estudi poden ajudar als professors d'idiomes en les diferents etapes educatives. Atès que aquest estudi es va dur a terme en el context de l'educació superior, no hi ha dubte que els professors d'anglès trobaran els resultats d'aquesta dissertació de ajuda considerable per canviar la seua metodologia i materials amb l'objectiu d'un disseny inclusiu o DUA (UDL). A més, encara que el context d'aquest estudi era l'aprenentatge i l'ensenyament de

l'anglès en un entorn d'educació superior, sens dubte els resultats es podrien extrapolar a l'ensenyament d'idiomes en general, en lloc de limitar-se a l'EFL. A més, els resultats no només podrien beneficiar els professors d'anglès de les universitats. De fet, els professors d'educació secundària i de formació professional podrien trobar inspiració en els resultats obtinguts en aquest estudi, proporcionant així idees valuoses a un públic més ampli. A més, els resultats obtinguts en aquesta investigació ofereixen informació pràctica sobre les necessitats dels alumnes amb diversitat funcional visual o auditiva per a les editorials que dissenyen materials per a professorat i alumnat.

Des d'una perspectiva més àmplia, els resultats d'aquest estudi contribueixen a construir una societat més justa. En garantir l'accés a les assignatures d'EFL/ESP a l'educació superior, les universitats lideren la transformació tan anhelada que garanteix la participació en tots els aspectes de la vida de les persones amb discapacitat, defensant la justícia social i el canvi.

6.5. Futures línies de recerca

Aquesta investigació ha intentat il·lustrar l'*statu quo* de l'ensenyament de l'anglès com a llengua estrangera a l'àmbit universitari, aportant la visió tant de l'alumnat com el professorat sobre la qüestió. En aquest sentit, l'estudi ha oferit una visió sobre les aplicacions pedagògiques per tal de modificar les metodologies, les formes d'avaluació i, sobretot, implementar les pràctiques del DUA (UDL).

Aquesta investigació ha introduït diverses qüestions que necessiten una investigació més detallada. Una progressió natural d'aquest treball seria analitzar més a fons els sentiments i les experiències de les parts interessades a l'educació. Pel que fa als membres del professorat, un possible estudi podria mesurar i comparar la confiança dels professors en la seua metodologia a l'hora de fer

classes d'EFL a la universitat. La investigació podria contrastar l'experiència de dos grups de professors: uns amb formació sobre la matèria de necessitats especials i altres que no hi han estat formats. Pel que fa als estudiants, les seues experiències es podrien detallar més mitjançant enfocaments qualitius de recollida de dades.

Una altra possible línia de recerca derivada de l'anàlisi dels suggeriments dels alumnes és la implementació de les TIC a l'aula per assolir el DUA (UDL). Per exemple, es podria fer un estudi on la tecnologia basada en el processament del llenguatge natural millorara l'experiència a l'aula d'idiomes. Una possibilitat seria implementar la subtitulació en temps real a l'aula per oferir igualtat de condicions a l'alumnat amb diversitat funcional auditiva (Dolan & Hall, 2001; Douglas et al., 2009; Martínez-Hernández & Bellés-Fortuño, 2021; Nisbet, 2020), alhora que se'ls ofereix la possibilitat de trobar la correspondència entre els sons i el llenguatge escrit a tot l'alumnat. La incorporació de les TIC a l'aula ordinària com a part de la metodologia i com a mitjà per assolir la realització de tasques podria garantir l'accés a un espectre més ampli d'estudiants.

Els resultats que s'obtinguen de les possibles línies de recerca suggerides podrien ser beneficiosos no només per a la comunitat educativa en totes les etapes, sinó per a la societat en conjunt, ja que es podria garantir la igualtat d'oportunitats, l'equitat i la no-discriminació.

6.6. Resum del capítol

Per finalitzar aquest capítol, s'han exposat les conclusions obtingudes a partir de l'anàlisi dels resultats obtinguts en aquest estudi, és a dir, la necessitat de fer accessibles i inclusivius els cursos d'EFL/ESP a l'àmbit universitari, la necessitat de formar el professorat perquè ho faça, així com també s'han detallat les pràctiques podrien implementar-se per assolir aquest objectiu. A més, en aquest capítol també s'han detectat les limitacions de l'estudi, les implicacions pedagògiques i

pràctiques i l'aplicabilitat a l'aula d'anglès a l'ensenyament superior, així com altres línies de recerca.



7. REFERENCES



7. REFERENCES

7.1. General references

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8. APPENDICES



8. APPENDICES

8.1. Appendix A: Original emails for students

8.1.1. First message

Benvolgut alumne / Benvolguda alumna:

A la Universitat Jaume I s'està duent a terme una recerca per a una tesi d'estudis de doctorat per a millorar la docència de la llengua anglesa per a persones amb diversitat funcional visual o auditiva. La doctoranda ens ha demanat fer distribució d'esta enquesta i per això ens posem en contacte amb tu. L'enquesta té una durada aproximada de 13 minuts i caldria contestar-la abans del 30 de juny. Us animem a que col·laboreu, ja que les vostres respostes seran totalment anònimes i ajudaran a tot l'alumnat divers que curse els seus estudis a l'UJI en un futur. A més, com més respostes s'obtinguen, més informació s'obtindrà per a millorar la docència.

Ací teniu l'enllaç a

l'enquesta: https://jaumei.eu.qualtrics.com/jfe/form/SV_6VXFEoCyQ9EEExP8

Salutacions,

8.1.2. Second message: reminder

Benvolgut alumne / Benvolguda alumna:

Com ja et vam comunicar en un correu anterior a aquest, una estudiant de doctorat està duent a terme una recerca per a millorar la docència de la llengua anglesa per a persones amb diversitat funcional visual o auditiva, i ens ha demanat ha demanat fer aquest recordatori perquè us animeu a contestar l'enquesta.

La vostra experiència com a estudiants és molt important per a poder dissenyar materials accessibles a tothom en l'àmbit de llengües i que la recerca continue endavant.

L'enquesta té una durada aproximada de 13 minuts i caldria contestar-la abans del 30 de juny.

Ací teniu l'enllaç a

l'enquesta: https://jaumei.eu.qualtrics.com/jfe/form/SV_6VXFEOCyQ9EEExP8

Us animem a que col·laboreu, ja que les vostres respostes seran totalment anònimes i ajudaran a tot l'alumnat divers que curse els seus estudis a l'UJI, i altres universitats, en un futur. A més, com més respostes s'obtinguen, més informació s'obtindrà per a millorar la docència.

La doctoranda us dona les gràcies per endavant pel vostre temps,

Salutacions,

8.2. Appendix B: Student questionnaire

Enquesta per a alumnes

Start of Block: INTRODUCCIÓ

Q107 Se't convida a participar en l'estudi de recerca d'Ana Isabel Martínez Hernández, dirigit per la Dra Begoña Bellés Fortuño, l'objectiu del qual és detectar les mancances en l'ensenyament de l'anglès com a llengua estrangera en una classe diversa amb alumnat amb discapacitat visual o auditiva a la Universitat Jaume I. Aquesta enquesta és part de la investigació. La durada aproximada de la enquesta és de 15 minuts.

Les teues respostes seran totalment anònimes i en cap moment es demanen dades personals. Contestant a esta enquesta acceptes a que les teues respostes siguin utilitzades en l'estudi abans nomenat. La participació és totalment voluntària i no seràs penalitzat/ada de cap manera si desitges no participar-hi o retirar-hi les teues respostes més endavant. Si tens qualsevol pregunta sobre aquest projecte d'investigació, pots consultar en qualsevol moment a Ana Isabel Martínez Hernández, email de la qual és anhernan@uji.es

Agraïm la teua participació per endavant, les teues respostes serviran per a localitzar les mancances del sistema i treballar per millorar-les en el futur.

Page Break

Q2 Gènere:

- Home (1)
 - Dona (2)
 - Altres (3)
-

Q3 Edat

- Entre 18 i 20 (1)
 - Entre 21 i 23 (2)
 - Entre 23 i 25 (3)
 - Més de 25 (4)
-

Q4 Curs actual:

- 1r (1)
 - 2n (2)
 - 3r (3)
 - 4t (4)
-

Q5 Centre d'estudis:

- Facultat de Ciències Humanes i Socials (1)
 - Facultat de Ciències de la Salut (2)
 - Escola Superior de Tecnologia i Ciències Experimentals (3)
 - Facultat de Ciències Jurídiques i Econòmiques (4)
-

Q6 Has cursat llengua anglesa o llengua anglesa amb fins específics a la teua carrera?

- Sí (1)
 - No (2)
-

Q7 La teua discapacitat és:

- auditiva (1)
- visual (2)

Q8 Grau de discapacitat reconegut pels organismes oficials:

- Inferior al 33% (1)
- Superior al 33% (2)
-

Page Break

End of Block: INTRODUCCIÓ

Start of Block: AUDITIU GENERAL

Q53 Marca totes les opcions que consideres. La Unitat de Diversitat i Discapacitat t'ha resultat d'ajuda:

- Per a informar al professorat de les teues necessitats sense haver d'intervindre personalment. (1)
- Com a punt de connexió i comunicació amb el professorat per a fer-los arribar les teues necessitats per a les adaptacions de materials i d'exàmens. (2)
- Per a supervisar l'accessibilitat dels materials que el professorat et feia arribar. (3)
- Per a adaptar des de la Unitat de Diversitat i Discapacitat els materials per a fer-te'ls més accessibles. (4)
- Per a portar un control del teu progrés durant l'any acadèmic. (5)
- Altres: (6) _____
-

Q54 Vas reservar tutories amb el professorat de l'assignatura d'anglès per a fer-los arribar les teues necessitats i concretar les adaptacions?

- Sí (1)
- No (2)
-

Q55 A l'aula d'anglès, el professorat adaptava els materials a les teues necessitats?

- Sí (1)
 - No (2)
-

Display This Question:
If Q55 = Sí

Q56 Quines d'estes tècniques es van emprar per a l'adaptació de materials?

- Es repetien els àudios més de dos vegades. (1)
 - Es posaven subtítols a tots els vídeos. (2)
 - Es rellentia la reproducció dels àudios o vídeos. (3)
 - Se'ns proporcionava el guió de la pista d'àudio o vídeo per escrit. (4)
 - Altres: (5) _____
-

Q58 Has necessitat suport i recursos addicionals com a alumne per a portar endavant l'assignatura?

- Sí (1)
 - No (2)
-

Display This Question:
If Q58 = Sí

Q59 Marca quins han sigut eixos recursos o suport adicional.

- Vas recórrer a l'ajuda dels companys per a la presa d'apunts. (1)
- Tenies un tutor que t'ajudava a casa. (2)
- Has utilitzat programari específic per a convertir els apunts en un format accessible. (3)
- Has passat temps a la biblioteca i cercant a Internet per a completar informació que no et donava temps a anotar en classe. (4)
- Altres: (5) _____

Q60 A la classe d'anglès, el professorat adaptava la manera de fer classe a les teues necessitats.

- Sí (1)
- No (2)

Display This Question:
If Q60 = Sí

Q61 Marca de quina manera el professorat adaptava la seua metodologia.

- El professorat compartia amb antelació els materials audiovisuals amb tu perquè te'ls pogues preparar a casa abans de la lliçó. (1)
- El professorat parlava sempre de cara als alumnes. (2)
- El professorat utilitzava gestos, voluntàriament o involuntària. (3)
- El professorat repetia les idees dels teus companys quan intervenien emprant altres paraules. (4)
- El professorat parlava de manera natural i fluïda, però pausadament i amb oracions senzilles. (5)
- El professorat utilitzava ferramentes de transcripció o subtitulació en directe per a facilitar-te l'accés a la informació. (6)
- Altres: (7) _____

Display This Question:
If Q60 = No

Q62 El teu professorat no adaptava la manera de fer classe. Com reaccionares?

- Vas deixar d'assistir a classe. (1)
- Vas contactar amb la Unitat de Diversitat i Discapacitat. (2)
- Vas sol·licitar al professorat adaptacions en la metodologia. (3)
- No vas fer res. (4)
- Altres: (5) _____

Q63 Consideres que has estat involucrat o involucrada en l'aprenentatge de la llengua?

- Sí (1)
- No (2)

Display This Question:
If Q63 = Sí

Q64 De quina manera et vas involucrar?

- Demanaves materials de suport al professorat. (1)
- Participaves en la classe. (2)
- Realitzaves tasques en equip. (3)
- Et comunicaves amb els companys i el professorat. (4)

Display This Question:
If Q63 = No

Q65 Com penses que podries haver estat més involucrat o involucrada?

- Podries haver demanat suport al professorat. (1)
- Els docents de l'assignatura et podrien haver fet més partícip en les classes. (2)
- Les tasques en equip t'hagueren fet sentir més segur o segura. (3)
- T'haguera agradat tenir una comunicació fluïda amb els companys i professorat. (4)

End of Block: AUDITIU GENERAL

Start of Block: AUDITIU: SKILLS

Q66 A l'hora de llegir un text relativament llarg en anglès a classe, trobes que:

- Necessites més temps que la resta de companys i companyes. (1)
- Pots llegir-lo en el mateix temps que els teus companys i companyes. (2)

Q77 Necessites rellegir el text més de dues vegades per a comprendre'l?

- Sí (1)
- No (2)

Display This Question:
If Q77 = Sí

Q78 Quantes lectures en total sols necessitar?

- 6 (1)
- 3 (2)
- 4 (3)
- 5 (4)
- més de 5 (5)

Q67 En l'aula d'anglès, si no sents o no entens que el que diu el docent, què fas?

- Preguntes si pot tornar a repetir eixa informació. (1)
 - No res, ja demanaràs els apunts als teus companys i companyes. (2)
 - No res, si és important ja ho tornarà a repetir. (3)
 - Mires al voltant per veure la reacció dels companys. Potser ha donat instruccions per a realitzar una activitat. (4)
 - Utilitzes un senyal que he acordat prèviament amb el docent perquè repetisca. (5)
 - Preguntes al docent els teus dubtes quan ha finalitzat la classe. (6)
 - Reserves tutoria per a preguntar els teus dubtes. (7)
-

Q79 En activitats que requereixen escoltar un àudio per a respondre les preguntes,

- et perds molta informació i et frustres. Esperes a que acabe l'àudio, no pots fer res més. (1)
 - Demanes al professorat si pot acompanyar l'àudio amb imatges en la pantalla. (2)
 - Sol·licites al professorat si pot compartir l'àudio amb tu abans de la classe per a poder preparar-lo en casa tranquil·lament. (3)
 - Preguntes si el podem escoltar una altra vegada més. (4)
 - Sol·licites al professorat la transcripció per escrit del text oral. (5)
-

Q80 Com consideres que es podria millorar la teua experiència amb els 'listenings' a classe d'anglès?

- Afegir subtítols o oferir la transcripció són dos elements que poden ser de gran ajuda. (1)
- Caldria substituir els àudios per clips de vídeo en què hi ha més informació no-lingüística com els gestos o llavis que ajuden a la comprensió. (2)
- Utilitzar imatges en una presentació de PowerPoint que actúe com a suport de l'àudio seria bona idea. (3)
- Relentir la velocitat de l'àudio. (4)
- Tenir accés a les pistes d'àudio amb antelació. (5)
- No es pot millorar. Consideres que hauries d'estar exempt de desenvolupar esta destresa. (6)
- Altres: (7) _____

Q81 Quan no sents o entens el que diu un company o companya que intervé durant la classe, què fas?

- Preguntes en veu alta si pot parlar més fort o repetir el que ha dit. (1)
- Espere que el docent repetisca el comentari. (2)
- No fas res. El que diuen els companys no és important. (3)
- No fas res durant la classe, però al final de la classe demanes al professorat si pot demanar que els companys i companyes parlen més fort. (4)
- Quan ho necessites, li recordes al professor que faça ús de la tecnologia (micròfon, aparell FM), perquè pugues sentir a tothom. (5)
- Et canvies de lloc per tal de poder veure-li els llavis i els gestos mentres parla. (6)
- Altres. (7) _____

Q68 De vegades, per a practicar la destresa oral es treballa en grups i per parelles, la qual cosa pot resultar en molt de soroll dins de l'aula. Tu també has de fer esta tasca amb un company o companya del teu grup de treball. El soroll crea interferència en la comunicació, què fas?

- No pots fer res. Només pots demanar a la teua parella o grup que parlen més fort. (1)
 - No pots participar gaire perquè no sents la teua parella o companys. (2)
 - Fas saber al professorat immediatament que tant de soroll t'impedeix distingir els sons amb claredat. (3)
 - Al final de la lliçó, t'apropes a la taula del professorat i li comuniqués els inconvenients que has trobat. (4)
 - Parles amb el professorat. Si esta situació s'ha de repetir al llarg del curs com a part de la metodologia, et deixes l'assignatura. (5)
 - No tens cap problema. Pots sentir la teua parella o els teus companys i realitzar la tasca. (6)
 - Altres: (7) _____
-

Q82 En l'examen oral, què fas si no entens la pregunta que et fa el professorat?

- No es fa examen oral. (1)
 - Demanes que la repetisca (paraula per paraula). (2)
 - Demanes que la reformule. (3)
 - Intentes trobar-li sentit i connexió a les paraules soltes que he sentit i conteste al que consideres que has entés. (4)
 - Altres: (5) _____
-

Q83 La comunicació i la interacció en l'aula és millor per a tu quan:

- El professorat repeteix les instruccions i informació important utilitzant diferents paraules. (1)
 - El professorat parla alt i clar. (2)
 - Les lliçons estan dclarament organitzades i són fàcils de seguir. (3)
 - El ritme de la lliçó i els continguts no és molt ràpid. (4)
 - El professorat fa a l'alumnat partícip en l'aprenentatge. (5)
 - Quan hi ha un intèrpret de llenguatge de signes a l'aula. (6)
 - Quan tot el que diu el professorat es transcriu a un document de text o en subtítols. (7)
 - Quan el professorat utilitza gestos per a acompanyar les seues explicacions. (8)
 - Quan el professorat passeja per l'aula. (9)
 - Quan seus a les primeres files. (10)
-

Q76 Vas tenir l'assignatura de llengua anglesa durant el confinament o durant la pandèmia?

- Sí (1)
- No (2)

End of Block: AUDITIU: SKILLS

Start of Block: AUDITIU COVID

Q85 Per quina modalitat online es va optar per a impartir l'assignatura de llengua anglesa durant la pandèmia?

- Síncrona (1)
 - Asíncrona (2)
-

Q86 Pensa ara en el període de pandèmia.

	Extre- madament fàcil (10)	Un poc fàcil (11)	Ni fàcil ni difícil (12)	Un poc difícil (13)	Extre- madament difícil (14)
Les classes durant temps de COVID, et van resultar (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skip To: Q93 If Q86 = Ni fàcil ni difícil

Display This Question:

*If Q86 = Extremadament fàcil
And Q86 = Un poc fàcil*

Q87 Tria les raons per les quals et va resultar més fàcil.

- Perquè et podies organitzar jo el temps i no havies de seguir el ritme de la resta de companys. (1)
- La tecnologia facilitava la interacció. (2)
- Perquè el professorat enregistrava les classes i les podies tornar a reproduir tantes voltes com necessitaves. (3)
- Perquè podies tenir totes les ferramentes necessàries al teu abast per a poder seguir la classe. (4)
- Altres: (5) _____

Display This Question:

*If Q86 = Extremadament difícil
And Q86 = Un poc difícil*

Q88 Tria les raons per les quals et va resultar més difícil.

- La tecnologia dificultava la interacció. (1)
- La qualitat de l'àudio quan parlava el professor no era molt bona. (2)
- La qualitat de les pistes d'àudio no era bona, ja que el professorat utilitzava els seus altaveus per a fer-nos arribar l'àudio a través del micro. (3)
- Altres: (4) _____

Q93 Pel que fa a les activitats d'expressió oral (speaking), indica quines d'estes afirmacions s'apliquen al teu cas.

- No es van fer activitats d'expressió oral durant la pandèmia. (1)
- No es van fer activitats d'expressió oral en tot el curs, ni durant ni abans de la pandèmia. (2)
- Les activitats d'expressió orals eren síncrones a través de la plataforma de videoconferència (e.g. Meet) amb tots els alumnes alhora. (3)
- Les activitats d'expressió orals eren individuals síncrones en hora de tutoria a través de la plataforma de videoconferència (e.g. Meet) amb el docent de l'assignatura. (4)
- Les activitats d'expressió orals eren per parelles o grups de manera síncrona en hora de tutoria a través de la plataforma de videoconferència (e.g. Meet) amb el docent de l'assignatura. (5)
- Les activitats d'expressió oral eren asíncrones. Enregistràvem la conversa amb els companys o grups a través de la plataforma de videoconferència (e.g. Meet) i enviàvem l'arxiu al professorat. (6)
- Altres: (7) _____

Q94 Quina metodologia hagueres preferit?

- Speakings individuals síncrons en hora de tutoria per videoconferència amb el docent. (1)
- Speakings síncrons per parelles o grups en hora de tutoria per videoconferència amb el docent. (2)
- Speakings asíncrons per videoconferència amb un company i enviar l'arxiu al docent. (3)
- Altre: (4) _____
-

Q95 Vas trobar cap entrebanc amb la manera de realitzar l'speaking?

- Sí (1)
- No (2)
-

Q89 Quant a la comprensió oral (listening), indica quines d'estes afirmacions s'apliquen al teu cas.

- No es van fer activitats de comprensió oral durant la pandèmia. (1)
- No es van fer activitats de comprensió oral en tot el curs, ni durant ni abans de la pandèmia. (2)
- El professorat compartia l'àudio per videoconferència i realitzàvem les activitats de manera síncrona, com en una classe presencial física. (3)
- El professorat pujava l'àudio a l'aula virtual i cadascú feia la tasca en horari de classe - ja fora en paper o a través d'un qüestionari d'aula virtual. (4)
- El professorat pujava l'àudio a l'aula virtual i cadascú feia la tasca fora d'horari de classe. (5)
- Altra: (6) _____
-

Q90 Quina metodologia hagueres preferit?

- Que el professorat compartira l'àudio per videoconferència i realitzar les activitats de manera síncrona, com en una classe presencial física. (1)
- Que el professorat pujara l'àudio a l'AV i cadascú fera la tasca en horari de classe, però amb control sobre la repetició de l'àudio. (2)
- Que el professorat pujara l'àudio a l'AV i cadascú fera la tasca fora d'horari de classe. (3)
- Altra: (4) _____
-

Q91 Vas trobar cap entrebanc amb la manera de realitzar les activitats de comprensió auditiva?

- Sí (1)
- No (2)

End of Block: AUDITIU COVID

Start of Block: AUDITIU: PROFESSORAT

Q97 Estàs d'acord amb estes afirmacions?

Q98 Se t'ha oferit accés al coneixement i la formació acadèmica com a la resta de companys.

- D'acord (1)
- Un poc d'acord (2)
- Ni d'acord ni en desacord (3)
- Un poc en desacord (4)
- En desacord (5)
-

Q99 El teu professorat universitari de llengua anglesa estava suficientment format per a poder fer l'assignatura accessible per a tu.

- D'acord (1)
 - Un poc d'acord (2)
 - Ni d'acord ni en desacord (3)
 - Un poc en desacord (4)
 - En desacord (5)
-

Q100 El professorat universitari de llengua anglesa hauria d'estar format en estratègies docents dirigides a l'atenció a la diversitat (exemple: alumnes amb discapacitats)

- D'acord (1)
 - Un poc d'acord (2)
 - Ni d'acord ni en desacord (3)
 - Un poc en desacord (4)
 - En desacord (5)
-

Q101 La formació per al professorat hauria de ser obligatòria.

- D'acord (1)
 - Un poc d'acord (2)
 - Ni d'acord ni desacord (3)
 - Un poc en desacord (4)
 - En desacord (5)
-

Q51 Altres comentaris que t'agradaria aportar per a la millora de l'ensenyament d'anglès en la universitat per a persones amb discapacitat auditiva.

End of Block: AUDITIU: PROFESSORAT

Start of Block: VISUAL GENERAL

Q14 Marca totes les opcions que consideres. La Unitat de Diversitat i Discapacitat t'ha resultat d'ajuda:

- Per a informar al professorat de les teues necessitats sense haver d'intervindre personalment. (1)
- Com a punt de connexió i comunicació amb el professorat per a fer-los arribar les teues necessitats per a les adaptacions de materials i d'exàmens. (2)
- Per a supervisar l'accessibilitat dels materials que el professorat et feia arribar. (3)
- Per a adaptar des de la Unitat de Diversitat i Discapacitat els materials per a fer-te'ls més accessibles. (4)
- Per a portar un control del teu progrés durant l'any acadèmic. (5)
- Altres: (6) _____
-

Q15 Vas reservar tutories amb el professorat de l'assignatura d'anglès per a fer-los arribar les teues necessitats i concretar les adaptacions?

- Sí (1)
- No (2)
-

Q16 A l'aula d'anglès, el professorat adaptava els materials a les teues necessitats?

- Sí (1)
- No (2)
-

Display This Question:
If Q16 = Sí

Q17 Quines d'estes tècniques es van emprar per a l'adaptació de materials?

- La lletra dels apunts era més gran per a poder facilitar-me la lectura. (1)
 - Les imatges que s'empraven tenien un text alternatiu. (2)
 - Els títols estaven clarament indicats amb format d'estil de manera que el lector de pantalla els identificava clarament. (3)
 - No s'emprava color en els apunts o presentacions de PowerPoint. (4)
 - L'aula virtual estava ordenada i era fàcilment navegable. (5)
 - Altres: (6) _____
-

Q19 Has necessitat suport i recursos addicionals com a alumne per a portar endavant l'assignatura?

- Sí (1)
 - No (2)
-

Display This Question:
If Q19 = Sí

Q20 Marca quins han sigut eixos recursos o suport adicional.

- Vas recórrer a l'ajuda dels companys per a la presa d'apunts. (1)
 - Tenies un tutor que t'ajudava a casa. (2)
 - Has utilitzat programari específic per a convertir els apunts en un format accessible. (3)
 - Has passat temps a la biblioteca i cercant a Internet per a completar informació que no et donava temps a anotar en classe. (4)
 - Altres: (5) _____
-

Q21 A la classe d'anglès, ¿el professorat adaptava la manera de fer classe a les teues necessitats?

- Sí (1)
- No (2)

Display This Question:
If Q21 = Sí

Q22 Marca de quina manera el professorat adaptava la seua metodologia. "El professorat..."

- descrivia els gestos quan s'emprava comunicació no verbal (1)
- evitava referències espacials (ací, allà, açò, ací) (2)
- llegia en veu alta el que anotava mentre escrivia a la pizarra o a la pantalla (3)
- compartia amb antelació les presentacions i el material que emprava per a la seua docència a través de l'aula virtual (4)
- Altres: (5) _____

Display This Question:
If Q21 = No

Q23 El teu professorat no adaptava la manera de fer classe. Com reaccionares?

- Vas deixar d'assistir a classe. (1)
- Vas contactar amb la Unitat de Diversitat i Discapacitat. (2)
- Vas sol·licitar al professorat adaptacions en la metodologia. (3)
- No vas fer res. (4)
- Altres: (5) _____

Q24 Consideres que has estat involucrat o involucrada en l'aprenentatge de la llengua?

- Sí (1)
- No (2)

Display This Question:
If Q24 = Sí

Q25 De quina manera et vas involucrar?

- Demanaves materials de suport al professorat. (1)
- Participaves en la classe. (2)
- Realitzaves tasques en equip. (3)
- Et comunicaves amb els companys i el professorat. (4)

Display This Question:
If Q24 = No

Q26 Com penses que podries haver estat més involucrat o involucrada?

- Podries haver demanat suport al professorat. (1)
- Els docents de l'assignatura et podrien haver fet més partícip en les classes. (2)
- Les tasques en equip t'hagueren fet sentir més segur o segura. (3)
- T'haguera agradat tenir una comunicació fluïda amb els companys i professorat. (4)

End of Block: VISUAL GENERAL

Start of Block: VISUAL: SKILLS

Q28 Pel que fa a la comprensió auditiva en l'aula d'anglès, si el ritme de la classe és molt ràpid per a tu i no et dona temps a prendre apunts què fas?

- Preguntes si es pot repetir eixa informació. (1)
- No res, ja demanaràs que els companys et passen els apunts. (2)
- No res, si és important ja es tornarà a repetir. (3)
- Preguntes al professorat quan ha finalitzat la classe els teus dubtes per a completar els apunts. (4)
- Reserves tutoria per a preguntar els teus dubtes. (5)

Q29 En les activitats que impliquen escoltar una pista d'àudio, tens temps suficient per a llegir l'activitat abans d'escoltar l'àudio?

- Sí (1)
- No (2)

Q30 De vegades, per a practicar la destresa oral (speaking) es treballa amb material visual per a fomentar el debat. Has de realitzar la tasca oral a partir del material visual, com la resta de companys, què fas?

- No pots fer res, ja que no veus bé el material de suport. (1)
- Sol·licites que s'augmente la mida de la lletra o la imatge del material per tal de veure-ho millor. (2)
- Sol·licites ajuda al teu company o companya perquè et descriga o llija el material. (3)
- Sol·licites al professorat que et llija o descriga el material en veu alta per tal de poder fer la tasca. (4)
- No cal demanar ajuda, ja que el professorat ha donat indicacions molt clares i amb molta descripció i detall. (5)
- Altres: (6) _____

Q31 A l'hora de llegir un text relativament llarg en anglès a classe, trobes que:

- Necessites més temps que la resta de companys i companyes. (1)
 - Pots llegir-lo en el mateix temps que els teus companys i companyes. (2)
-

Q32 Utilitzes alguna ferramenta per a llegir els textos en pantalla?

- Sí (1)
 - No (2)
-

Display This Question:
If Q32 = No

Q34 En eixe cas, necessites que la mida del text siga uns punts més gran?

- Sí (1)
 - No (2)
-

Display This Question:
If Q34 = Sí

Q35 Fas servir la ferramenta de zoom per a ampliar?

- Sí (1)
 - No (2)
-

Q36 Quan has de llegir textos d'una fotocòpia que reparteix el professorat o arreplegues de reprografia, com ho fas si l'has de llegir per a la pròxima classe?

- Escaneges el document a casa o a la universitat per a que el programa de text-a-veu el llija. (1)
- Preguntes a un company o companya si el pot llegir en veu alta i l'enregistres amb el mòbil o ordinador. (2)
- El tutor que tinc a casa t'ajuda. (3)
- Els teus familiars me'l lligen. (4)
- Demanes una versió accessible al professorat. (5)
- El professorat et llig el text en veu alta. (6)
- Utilitzes un aparell per a ampliar el text. (7)

Q37 En cas que hages de llegir el text durant la classe per a fer la pròxima activitat, com ho fas?

- Demanes al professorat si pot pujar el text amb antelació i en una versió accessible a l'aula virtual per a preparar-lo a casa. (1)
- Preguntes a un company o companya si el pot llegir en veu alta i l'enregistres. (2)
- Demanes al professorat si te'l pot llegir en veu alta. (3)
- Altres: (4) _____

Q38 Vas tenir l'assignatura de llengua anglesa durant el confinament o durant la pandèmia?

- Sí (1)
- No (2)

End of Block: VISUAL: SKILLS

Start of Block: VISUAL: COVID

Q39 Per quina modalitat online es va optar per a impartir l'assignatura de llengua anglesa durant la pandèmia?

- Síncrona (1)
- Asíncrona (2)

Q40 Pensa ara en el període de pandèmia.

	Extre- madament fàcil (9)	Un poc fàcil (10)	Ni fàcil ni difícil (11)	Un poc difícil (12)	Extre- madament difícil (13)
Les classes durant temps de COVID, et van resultar (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skip To: Q43 If Q40 = Ni fàcil ni difícil

Display This Question:

If Q40 = Extremadament fàcil

And Q40 = Un poc fàcil

Q41 Tria les raons per les quals et va resultar més fàcil.

- Perquè et podies organitzar el temps i no havies de seguir el ritme de la resta de companys. (1)
- Perquè el professorat enregistrava les classes i les podies tornar a reproduir tantes voltes com necessitaves. (2)
- Perquè podies veure el que escrivia el professorat en la pissarra millor que a l'aula física. (3)
- Perquè podies tenir totes les ferramentes necessàries al teu abast per a poder seguir la classe. (4)
- Altres: (5) _____

Display This Question:

If Q40 = Un poc difícil

And Q40 = Extremadament difícil

Q42 Tria les raons per les quals et va resultar més difícil.

- Perquè el professorat donava per sentat que podíeu veure el que ell compartia a la seua pantalla, però el teu lector de pantalla no ho llegia. (1)
- Perquè quan els companys i companyes intervenien pel xat alhora que parlava el professorat, el teu lector de pantalla s'activava i no senties amb claredat el que deia el professorat. (2)
- Perquè la mida de la lletra en la pantalla que compartia el professorat era molt menuda. (3)
- Altres: (4) _____
-

Q43 Quant a la comprensió oral (listening), indica quines d'estes afirmacions s'apliquen al teu cas.

- No es van fer activitats de comprensió oral durant la pandèmia. (1)
- No es van fer activitats de comprensió oral en tot el curs, ni durant ni abans de la pandèmia. (2)
- El professorat compartia l'àudio per videoconferència i realitzàveu les activitats de manera síncrona, com en una classe presencial física. (3)
- El professorat pujava l'àudio a l'aula virtual i cadascú feia la tasca en horari de classe - ja fora en paper o a través d'un qüestionari d'aula virtual. (4)
- El professorat pujava l'àudio a l'aula virtual i cadascú feia la tasca fora d'horari de classe. (5)
- Altra: (6) _____
-

Q44 Quina metodologia hagueres preferit?

- Que el professorat compartira l'àudio per Meet i realitzar les activitats de manera síncrona, com en una classe presencial física. (1)
- Que el professorat pujara l'àudio a l'AV i cadascú fera la tasca en horari de classe, però amb control sobre la repetició de l'àudio. (2)
- Que el professorat pujara l'àudio a l'AV i cadascú fera la tasca fora d'horari de classe. (3)
- Altra: (4) _____
-

Q45 Vas trobar cap entrebanc amb la manera de realitzar les activitats de comprensió auditiva?

- Sí (1)
- No (2)

End of Block: VISUAL: COVID

Start of Block: VISUAL: PROFESSORAT

Q102 Estàs d'acord amb aquestes afirmacions?

Q103 Se t'ha donat el mateix accés al coneixement i la formació acadèmia que a la resta de companys.

- D'acord (1)
- Un poc d'acord (2)
- Ni d'acord ni en desacord (3)
- Un poc en desacord (4)
- En desacord (5)
-

Q104 El teu professorat universitari de llengua anglesa estava suficientment format per a poder fer l'assignatura accessible per a tu.

- D'acord (1)
 - Un poc d'acord (2)
 - Ni d'acord ni en desacord (3)
 - Un poc en desacord (4)
 - En desacord (5)
-

Q105 El professorat universitari de llengua anglesa hauria d'estar format en estratègies docents dirigides a l'atenció a la diversitat (exemple: alumnes amb discapacitats)

- D'acord (1)
 - Un poc d'acord (2)
 - Ni d'acord ni en desacord (3)
 - Un poc en desacord (4)
 - En desacord (5)
-

Q106 La formació per al professorat hauria de ser obligatòria.

- D'acord (1)
 - Un poc d'acord (2)
 - Ni d'acord ni en desacord (3)
 - Un poc en desacord (4)
 - En desacord (5)
-

Q48 Altres comentaris que t'agradaria aportar per a la millora de l'ensenyament d'anglès en la universitat per a persones amb discapacitat visual.

End of Block: VISUAL: PROFESSORAT

8.3. Appendix C: Informed consent



Consent Form for Participation in a Research Study at Universitat Jaume I / Consentiment Informat per a la Participació en un Estudi de Recerca a la Universitat Jaume I

Functional Diversity in Higher Education: Curriculum accommodation for people with vision or hearing impairment in the English as a Foreign Language Classroom

Description of the research and your participation

You are invited to participate in a research study conducted by Ana Isabel Martínez Hernández, and supervised by Dr Begoña Bellés-Fortuño. The purpose of this research is to detect gaps in English-as-a-Foreign-Language teaching in a diverse classroom with students with visual or hearing impairments at Universitat Jaume I.

Your participation will involve an interview and filling out a survey. The interview will be video- or audio-recorded. On the one hand, during the interview, you will be asked questions about your teaching experience to students with a visual or hearing disability, as well as your opinion regarding curricular adaptations, among others. On the other hand, the survey will complement the information provided during the interview with multiple-choice questions, access to which will be facilitated through a link the researcher will share after the interview.

Risks and discomforts

There are no known risks associated with this research. Participants will be audio-recorded in case they do not feel comfortable with video-recordings.

Protection of confidentiality

Your personal data will be confidential at all times and your identity will not be revealed in any publication resulting from this study. Your replies to the survey and interview will be completely confidential. Information derived from this study will be treated in accordance with the EU General Data Protection Regulation

Descripció de la recerca i la seua participació

Se li convida a participar en l'estudi de recerca d'Ana Isabel Martínez Hernández, dirigit per la Dra Begoña Bellés Fortuño, l'objectiu del qual és detectar les mancances en l'ensenyament de l'anglès com a llengua estrangera en una classe diversa amb alumnat amb discapacitat visual o auditiva a la Universitat Jaume I.

La seua participació inclou una entrevista i emplenar un qüestionari. L'entrevista serà enregistrada en vídeo o àudio. D'una banda, durant l'entrevista se li realitzaran preguntes sobre la seua experiència docent amb alumnat amb discapacitat visual o auditiva dins de l'aula, així com la seua opinió pel que fa a les adaptacions curriculars, entre altres. D'altra banda, l'enquesta complementarà l'entrevista amb preguntes d'opció múltiple a la qual se li facilitarà l'accés a través d'un enllaç que compartirà la doctoranda amb vosté una vegada finalitzada l'entrevista.

Riscos i incomoditats

No hi ha cap risc associat a este estudi. S'enregistrarà només la veu a les entrevistes si els participants no es troben còmodes amb l'enregistrament de vídeo.

Protecció de confidencialitat

Les seues dades personals seran confidencials en tot moment i la seua identitat no serà revelada en cap publicació que resulte d'aquest estudi. Les seues respostes a l'enquesta i a l'entrevista seran també confidencials. La informació derivada d'este estudi es tractarà d'acord amb el Reglament (UE) 2016/679 de



Escola de Doctorat · ED

2016/679 and the Organic Law 3/2018 of Data Protection and digital rights.

Voluntary participation

Your participation in this research study is voluntary. You may choose not to participate, and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

Contact information

If you have any questions or concerns about this study or if any problems arise, please contact Ana Isabel Martínez Hernández at anheman@uji.es.

Consent

I have been informed that Ana Isabel Martínez Hernández, from Universitat Jaume I, will treat my personal data in accordance with the EU General Data Protection Regulation 2016/679.

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Protecció de Dades (RGPD) i la Llei Orgànica 3/2018 de Protecció de Dades i garantia dels drets digitals. (LOPDgdd).

Participació voluntària

La participació en aquest estudi és totalment voluntària. Té l'opció de negar-se a participar-hi, a més de poder retirar el seu consentiment per a participar en qualsevol moment. No serà penalitzat o penalitzada si desitja no participar o retirar la seua participació d'aquest estudi.

Informació de contacte

Si té qualsevol pregunta sobre aquest projecte d'investigació pot consultar en qualsevol moment a Ana Isabel Martínez Hernández, l'email de la qual és anheman@uji.es.

Consentiment

M'han informat que Ana Isabel Martínez Hernández, de la Universitat Jaume I, durà a terme el tractament de les meues dades personals d'acord amb el Reglament General de Protecció de Dades (UE) 2016/679.

He llegit este formulari de consentiment informat i he tingut l'oportunitat de preguntar i aclarir dubtes. Done el meu consentiment per a participar en este estudi.

Informació bàsica sobre protecció de dades	
Responsible for the data treatment / Responsable del tractament	Ana Isabel Martínez Hernández
Purpose of the treatment / Finalitat del tractament	Management of the data of the participants and recording of interviews. <i>Gestió de les dades de les persones participants i enregistrament d'entrevistes.</i>
Legitimacy / Legitimació	The legitimacy is based on the consent provided for in articles 6.a) and 89 of the GDPR and, in addition, on the public interest established in article 1 of Organic Law 6/2001, of 21 December, on Universities . <i>La legitimació es basa en el consentiment segons disposen els articles 6.a) i 89 del RGPD i, addicionalment, en l'interés públic establert a l'article 1 de la Llei Orgànica 6/2001, de 21 de desembre, d'Universitats.</i>
Addressees / Destinataris	No data will be transferred to third parties unless it is a legal obligation. <i>No se cediran dades a terceres parts tret que siga obligació legal.</i>

<p>Rights / Drets</p>	<p>You can exercise your rights of access, rectification, deletion and portability, and the limitation or opposition to the treatment by contacting the General Secretariat of the UJI through the Electronic Register (https://ujiapps.uji.es/reg/rest/publicacion/solicitud_generica) or, in person, at the Information and Registration Office (InfoCampus), located in the Àgora Universitària,14-15. <i>Pot exercir els seus drets d'accés, rectificació, supressió i portabilitat, i a la limitació o l'oposició al tractament adreçant-se a la Secretaria General de l'UJI mitjançant el Registre Electrònic (https://ujiapps.uji.es/reg/rest/publicacion/solicitud_generica) o, presencialment, a l'Oficina d'Informació i Registre (InfoCampus), situada a l'Àgora Universitària - Locals 14-15.</i></p>
<p>Additional Information / Informació addicional</p>	<p>You can find additional and detailed information about this data processing at https://www.uji.es/protecciondades/clausules/?t=1099 <i>Pot consultar la informació addicional i detallada sobre aquest tractament de dades a https://www.uji.es/protecciondades/clausules/?t=1099</i></p>

Participant's signature

Signatura del participant

Researcher's signature

Signatura de la investigadora

The researcher appreciates your participation in this study.

La investigadora li agraeix la seua participació en aquest estudi.

Please keep a signed copy of this consent form.

Per favor garde una copia signada d'aquest consentiment.

8.4. Appendix D: Ethics Committee approval



Beatriz Susana Tomás Mallén, secretaria de la Comisión Deontológica de la Universitat Jaume I de Castellón de la Plana,

CERTIFICO; que la Comisión Deontológica de la Universitat Jaume I ha emitido informe sobre la tesis doctoral de Ana Isabel Martínez Hernández, con número de expediente "CD/25/2021" Functional Diversity in Higher Education: Curriculum accommodation for people with vision or hearing impairments in the English as a Foreign Language Classroom. , presentado por Begoña Bellés Fortuño, por considerar que cumple con las normas deontológicas exigidas.

Castellón de la Plana, 15 de abril de 2021

Copia auténtica del documento firmado por Beatriz Susana Tomás Mallén, y sellado electrónicamente por la Universidad Jaume I el 22/04/2021 19.22 h. Se puede comprobar su autenticidad accediendo a la dirección <http://www.uji.es/documents> e introduciendo el código seguro de verificación BD2ECAFE8F317264347.

8.5. Appendix E: Faculty questionnaire

Enquesta per a professors

Start of Block: Experiència i metodologia

Q2 Gènere

- Home
 - Dona
 - Altres
-

Q1 En els últims 3 anys de docència has tingut alumnes amb:

- Discapacitat visual
 - Discapacitat auditiva
-

Q3 Qui et va informar?

- La Unitat de Discapacitat i Diversitat de l'UJI
 - L'alumne/a
 - Els/les companys o companyes de l'alumne/a
 - Ningú, et vas adonar tu
-

Q4 Vas disposar d'esta informació amb antelació?

- Sí
- No

Skip To: Q7 If Q4 = No

*Display This Question:
If Q4 = Sí*

Q5 Amb quant de temps d'antelació ho vas saber aproximadament? (dies, setmanes, mesos)

Q6 El temps del qual vas disposar per a realitzar les modificacions, et va parèixer

	Totalment insuficient	Un poc insuficient	Un poc suficient	Totalment suficient
El Temps per a modificacions va ser (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Pel que fa a la metodologia i als materials,

- Vas haver de fer modificacions o adaptacions per a fer l'assignatura accessible
- Els materials ja eren accessibles i l'alumnat va poder accedir-hi

Skip To: Q10 If Q7 = Els materials ja eren accessibles i l'alumnat va poder accedir-hi
Skip To: Q10 If Q7 = Els materials ja eren accessibles i l'alumnat va poder accedir-hi

Display This Question:

If Q7 = Vas haver de fer modificacions o adaptacions per a fer l'assignatura accessible

Q8 Eixes modificacions...

- han sigut integrades en l'assignatura i en la teua metodologia
- van ser una adaptació puntual
- no vas fer cap adaptació o modificació

Display This Question:

If Q8 = han sigut integrades en l'assignatura i en la teua metodologia
And Q8 = van ser una adaptació puntual

Q9 Qui et va orientar a l'hora de fer les modificacions?

- La Unitat de Discapacitat i Diversitat de l'UJI
- L'alumne/a en qüestió
- Els teus companys i companyes
- Vas buscar informació pel teu compte
- Altres: _____

Q10 Coneixes la normativa pel que fa a les persones amb discapacitat en l'àmbit nacional, regional i institucional?

- Sí
- No

Q11 Com definiries la teua motivació per a aplicar la normativa?

- No tinc cap motivació
- Tot i que tinc ganes per saber més del tema, no tinc temps.
- Sempre que he tingut alumnes amb discapacitat he recorregut a la normativa per saber què s'espera de mi com a docent.

End of Block: Experiència i metodologia

Start of Block: Auditives

Q12 Pel que fa a les teues explicacions a classe amb els alumnes amb discapacitat auditiva, et vas adonar que:

- havies de repetir la informació sempre, almenys dues vegades
- havies de repetir la informació ocasionalment
- havies de comprovar que l'alumne havia entés la informació
- no calia repetir res

Display This Question:

*If Q12 = havies de repetir la informació sempre, almenys dues vegades
And Q12 = havies de repetir la informació ocasionalment*

Q13 Has dit que calia repetir la informació, com ho feies?

- Paraula per paraula sense ajuda visual
- Paraula per paraula amb ajuda visual (gestos, expressions facials, dibuixos, imatges)
- Reformulant oracions
- Demanant a un altre alumne/a que explicara en les seues paraules

Q14 Com comprovaves que l'alumne/a havia entés la informació?

- Demanaves que tots per parelles s'explicaren el que havies dit.
 - Demanaves a l'alumne/a directament que et diguera què havies dit.
 - Passejaves i t'apropaves a la seua taula per veure si estava fent el que tocava.
 - Demanaves que escrigueren un breu resum sobre l'explicació.
 - No ho comprovava
-

Q15 Pel que fa a la producció oral dels alumnes amb necessitats auditives i la seua avaluació, quins criteris vas utilitzar?

- Els mateixos que per a la resta d'alumnes.
- Vas ser més flexible pel que fa a la complexitat gramatical.
- Vas ser més flexible pel que fa a la complexitat i varietat lèxica.
- Vas ser més flexible pel que fa a la pronunciació.
- Vas ser més flexible pel que fa a la interacció oral.
- Vas ser més flexible amb l'ortografia.

Q16 Pel que fa a la producció escrita dels alumnes amb necessitats auditives i la seua avaluació, quins criteris vas utilitzar?

- Els mateixos que per a la resta d'alumnes.
- Vas ser més flexible pel que fa a la complexitat gramatical.
- Vas ser més flexible pel que fa a la complexitat i varietat lèxica.
- Vas ser més flexible pel que fa a l'organització del text.
- Vas ser més flexible amb l'ortografia.

End of Block: Auditives

Start of Block: Visuals

Q17 En el cas dels alumnes amb necessitats visuals, havies de proporcionar-los la informació/materials d'una altra manera?

- Sí
- No

Skip To: Q19 If Q17 = No

*Display This Question:
If Q17 = Sí*

Q18 Com?

- Li passaves els textos de les fotocopies enregistrats en veu.
- Li llegies en classe el material en veu alta.
- Li enviaves el material amb la lletra uns punts més gran.
- La retroacció que li donaves a les seues tasques era sempre de manera oral.
- Altres: _____

Q19 Pel que fa a la producció oral dels alumnes amb necessitats visuals i la seua avaluació, quins criteris vas utilitzar?

- Els mateixos que per a la resta d'alumnes.
 - Vas ser més flexible pel que fa a la complexitat gramatical.
 - Vas ser més flexible pel que fa a la complexitat i varietat lèxica.
 - Vas ser més flexible pel que fa a la pronunciació.
 - Vas ser més flexible pel que fa a la interacció oral.
-

Q20 Pel que fa a la producció escrita dels alumnes amb necessitats visuals i la seua avaluació, quins criteris vas utilitzar?

- Els mateixos que per a la resta d'alumnes.
- Vas ser més flexible pel que fa a la complexitat gramatical.
- Vas ser més flexible pel que fa a la complexitat i varietat lèxica.
- Vas ser més flexible pel que fa a l'organització del text.

End of Block: Visuals

Start of Block: Formació i Aprenentatge

Q21 Consideres que necessites formació en este àmbit?

- Sí (1)
- No (2)

Skip To: Q22 If Q21 = No

*Display This Question:
If Q21 = Sí*

Q22 Què necessites o t'agradaria aprendre?

- Fer PowerPoints accessibles
 - Canviar la metodologia
 - Dissenyar materials accessibles)
 - Dissenyar exàmens accessibles
 - Realitzar transcripcions automatitzades de les explicacions
 - Millorar la meua comunicació no verbal per a afavorir a tots els/les alumnes (exemple: us de l'espai de l'aula)
 - Com distribuir la classe per a afavorir a tots els/les alumnes
-

Q23 Penses que la formació per al professorat en diversitat hauria de ser:

- Voluntària
- Obligatòria

End of Block: Formació i Aprenentatge

8.6. Appendix F: Interview transcripts

8.1.3. Appendix F1: Interview to the head of The Diversity and Disability Unit

Directora de tesi Nosaltres volíem saber, doncs això, la UJI, vosaltres sou la representació
(**Thesis** de la diversitat funcional dins de l'UJI, les dades per exemple que teniu
supervisor) generals quant a la universitat, i després Anabel té una sèrie de
qüestions.

Investigadora Sí, jo tinc preguntes que si van sorgint sobre la marxa t'aniré fent.
(**researcher**)

Directora de tesi Per exemple, quin tipus de diversitat funcional dins de la UJI és més
comú, si hi han facultats on es concentra més la diversitat funcional.

Cap de la UDD Això ho podríem fer i quedar un dia per a mirar dades soles.

(**Head of the Unit**)

Investigadora Això és possible, no?

Cap de la UDD Bé, jo t'explique un poc de la relació en la universitat, coneixes algo del
programa nostre de treball?

Investigadora A veure, l'única cosa que sé i perquè m'ha pillat a mi pel mig...

Cap de la UDD T'ha vingut una estudiant.

Investigadora ... vosaltres us poseu en contacte amb el professorat i feu una reunió i
ens doneu consells sobre com tractar eixa discapacitat en l'aula.

Cap de la UDD No saps res més, no? Vale.

Investigadora No en sé res més, no.

Cap de la UDD Bé, doncs t'explique un poc, si te pareix, i després tu vas perfilant amb preguntes a les que no et podré donar la resposta segurament. Doncs mira, jo estic treballant des de l'any 1991 i jo soc Orientadora Acadèmica de la universitat i soc pedagoga, per a situar-nos. Quan l'any 91 entre a la universitat, la part educativa que és la que jo treballo, les persones d'orientació el que fem és acompanyar els estudiants en el procés de decisió que són les diferents etapes educatives. Doncs en l'etapa prèvia en secundària, passant per les proves d'accés i la incorporació a la universitat que en aquell moment eren quatre gats en la universitat. La OIPEP i la ORI, per exemple, són posteriors. El nostre model de treball d'aquells primers dos anys abarcava altres coses que afortunadament ha anat creixent i s'ha anat perfilant. Què detectem? Doncs que el primer any es presenta una xica cega a Selectivitat i en eixos primers anys comencen a aflorar, molt en comptagotes, entre la gran massa d'estudiants que arriben a la universitat. De manera que van incrementant-se i comença a ser un col·lectiu, no identificant-se entre ells, que veiem que tenen problemàtiques determinades, inclosa el tema de la discapacitat. Llavors van creixent fins l'any 95 que fem una proposta per a que el govern del moment approve el Pla d'Atenció a la Diversitat. En eixe moment estem parlant de no arriba a 20 persones,

que no són moltes però... La primera estudiant que va començar era de Filologia Anglesa, una xica cega. Treballava en Braille, va arribar a vindre a la universitat amb gos guia..., però què va passar? Que clar molta bibliografia i no va poder assimilar tot el que suposava la titulació perquè nosaltres no estavem preparats per a donar resposta ràpida al requeriment d'una lectura, este llibre, tal. Va fer un canvi de titulació i es va encaminar des del títol de mestra i ahí sí que ja va poder acabar.

Va començar a venir alumnat amb discapacitat física. Per exemple, en eixa foto que veus, el programa ja s'havia consolidat. En eixe creixement estem aproximadament en unes 50 persones ja a l'any 2009 que és quan va entrar la meua companya a treballar i no estic soles en este tema fins a l'actualitat que treballem amb 400.

I ara et dic també d'eixe col·lectiu. Et situe un poc per a contextualitzar. En estos anys han passat moltes coses a nivell internacional que ens han marcat afortunadament a la universitat espanyola. Quan nosaltres comencem, la meua plaça que era unipersonal es deia "Servei d'orientació acadèmica professional" [...] No hi havia res i comencem nosaltres a donar resposta a estos estudiants. Però no hi havia res, som la primera universitat que comença a donar entitat perquè s'ha creat la plaça - tot i que no tenia l'oposició. La primera persona que hi ha externa que ho va fer és la Universitat de Barcelona. La Universitat de València, també a partir d'una unitat d'investigació dins del departament de psicologia demana una ajuda europea i creen una estructura

principalment d'investigació des de psicologia que comencen a atendre i que al final, en l'actualitat també és un servei. Però per això et dic que som els primers perquè s'assenta en l'estructura de la universitat. Nosaltres estavem en la etapa pre-estatutària i participem directament tota la gent que estem en l'elaboració dels estatuts, i som la primera universitat espanyola que té reconegut en un punt explícit en estatuts l'atenció a persones amb discapacitat. En tot tipus de discapacitat. Perquè per exemple, altres universitats com la Universitat de València, feia referència només a físics, visuals i auditius, soles. I nosaltres ja parlàvem d'atenció a tot el col·lectiu. Després en l'esdevenir dels anys, doncs també juga la manera de treballar de cada u. Jo treballo molt en equip i m'agrada tenir una visió global. Llavors, hem creat xarxes de treball i unir-nos en diferents grups. Per exemple, en el 2009 vam crear una doble estructura per iniciativa nostra, en l'àmbit de la Comunitat Valenciana ja hi havien programes o serveis que donaven resposta a l'estudiantat amb discapacitat i creem una estructura que es diu UnisVal, que és un grup de treball que estem en la comissió per a les proves d'accés a la universitat i altres. I paral·lelament, a la nostra universitat aconseguim que en CRUE es cree un grup de treball, en RUNAE hi han àmbits de treball, i aconseguim que es cree l'Àrea de Diversitat i Discapacitat. [...] El 2007 s'aproven els drets de les persones amb discapacitat a nivell internacional i al mateix nivell que els drets humans i això desenvolupa. Espanya de seguida ratifica la declaració i encadena,

estem en un procés des d'eixe moment que poc a poc es van donar passos. Des del 2010, si no m'equivoque, la normativa universitària indica que les universitats han de tenir en la seua estructura algun servei que done atenció a estos alumnes. En estos moments és obligatori des del 2010. Ja totes les universitats tenen a algú, algun servei o àrea que dona eixa resposta.

L'estructura nostra a nivell nacional es diu SAPDU, la que està vinculada a CRUE, són tots els responsables de les unitats, vam estar coordinant nosaltres com a universitat des del 2005 fins el canvi de govern. [...] Vam estar en la secretaria tota l'etapa de l'anterior vicerectora perquè en RUNAE, la persona de referència, i gràcies a la força que teniem des d'ací ella va estar coordinant l'àrea durant tot este temps. Nosaltres tenim les nostres reunions independentment amb SAPDU.

Els estudiants, que vas preguntar. Doncs ja veus, des d'una xica en el 91, en el 2009 perquè és el moment que entra la meua companya, eren 50, ara mateix en tenim 400. Ha canviat molt el col·lectiu de persones amb què treballem. Ha canviat perquè han canviat normatives i els processos de com arriben a nosaltres. Primer eren tot discapacitat sensorial i física; eren els més visibles. En estos moments treballem amb un col·lectiu molt més ampli i se'n va del que és "discapacitat". Des d'educació hi ha un concepte en les necessitats educatives especials que s'acunya en la declaració de Salamanca en el 1994 i sempre he treballat

amb eixa perspectiva. Estem parlant de persones que tenen necessitats de suport per qüestions mèdiques que no arriben a discapacitat. La discapacitat la marca Conselleria. La persona que siga, presenta els informes mèdics, se'ls fa les valoracions i es certifica la discapacitat. Per a tenir una discapacitat han de tenir un grau del 33%, però ahi queden fora les sordeses unilaterals, segons el nivell de pèrdua, pèrdua visual lleu, malalties cròniques... Per exemple, per a una classe de malaltia crònica per a que siga discapacitat necessita una temporalitat i que perdure en el temps i tinga conseqüències posteriors. Hi han certes problemàtiques que no són discapacitat però sí entren en les NEE.

En estos moments tenim unes altres que estan aflorant. En estos últims anys hi han moltes problemàtiques com Asperger, TDAH, que no existien abans - no hi havia diagnòstic. I després moltes situacions no viscuda en consciència per la persona que ve ací - que moltes vegades venen per exemple: ansietat, depressió... Patològiques, clar. Hi han xiquets que estem treballant-los que arriben i diuen: "em passa açò". A vegades detectem en les aules, o que ens arriben, que "mira que esta persona no sé què li passa que no em deixa fer classe, està interferint, no em deixa fer classe". En eixe cas no donem resposta a la persona, que també, però eixa persona de vegades no és conscient i hem de fer una actuació i donar resposta. Algunes situacions ens arriben des dels vicerectorats, per exemple. El que vull dir és que estem treballant amb 400 persones, de les quals un grup són persones amb discapacitat, altres

són NEE [...]. A voltes ens arriba la mort d'un familiar directe prop de la data de l'examen i esta persona està passant per un dol, cal fer-li un acompanyament a nivell acadèmic o, per exemple, un canvi d'identitat de gènere, que en principi això ho porta la Unitat d'Igualtat però moltes vegades ho detectem nosaltres primer i ens conten que tenen un problema. A voltes venen via Selectivitat. [...] Com nosaltres estem en contacte i estem treballant, de fet ara estem en eixe procés, preparant selectivitat amb els orientadors, directors de centre per als estudiants que aporten que tenen problemes, i clar les proves han de tenir unes característiques específiques de adaptacions de temps, d'una sala específica, si la persona té problema de dicció, a la millor el fa en ordinador. Per tant, la situació que siga, a vegades ja detectem situacions de gènere. Per exemple, vam detectar un cas i la persona tan sols no podia exposar-se en eixe canvi d'identitat que estava travessant.

Directora de tesi A mi ara m'ha sorgit un dubte. Els estudiants, per exemple, ells tu dius que hi ha casos que venen ací perquè saben que existiu i hi ha gent que ve ací. Però l'estudiant de primer curs que fa la matrícula en la universitat, per exemple, que té una discapacitat ja homologada per la generalitat, oficial, eixos, en la matrícula...

Cap de la UDD Tenen matrícula gratuïta. Com tenen la matrícula gratuïta, ells firmen, perquè els interessa, i nosaltres ja formen automàticament part dels nostre programa.

Directora de tesi En la matrícula no hi ha manera de que ella...?

Cap de la UDD En la matrícula, els nostres estudiants estan identificats per matrícula gratuïta o bé perquè tenen un camp on ho especifiquen.

Directora de tesi Aleshores, si volen, poden escriure.

Cap de la UDD Sí, per exemple “tinc una depressió i estic en tractament”. Podria posar-ho. Tenim tot el tema de protecció de dades, sempre. Es una de les legislacions que tenim clau. Després, quant al programa de la Unitat de Diversitat i Discapacitat, el Pla d'Atenció a la Diversitat, nosaltres treballem per a tota la universitat. O siga, treballem per a donar resposta a la persona que té una problemàtica, que té amb professors, amb alumnes, amb continguts, en metodologies, ferramentes, treballem amb el servei d'informàtica perquè siguin accessibles les aplicacions, treballem per a que el campus siga accessible i hi hagen rampes en comptes d'escales, perquè la normativa contemple la situació d'estos col·lectius. I dic “col·lectius” però vull dir “persones” perquè ells no s'identifiquen com a col·lectiu.

Investigadora Quan us poseu en contacte amb el professor per si s'han de fer adaptacions, quines guies doneu al professorat?

Cap de la UDD Això varia. Jo primer faig una valoració, nosaltres tenim tots els informes mèdics... Ací treballem sobre diagnòstic clínic. És a dir, l'altre dia, per exemple, estava amb un estudiant i el psiquiatra m'està traslladant quina situació té eixa persona i des d'ací treballem en una proposta d'adaptació.

Investigadora Jo estava pensant en el el cas sobretot en el cas de persones cegues.

Cap de la UDD Estes persones per exemple, si hi ha una pèrdua quasi total de la visió i és degenerativa, des d'ací pautem com es pot fer en la mesura que puguem. Sempre estem buscant solucions. En eixe cas treballem amb l'ONCE, amb qui estem treballant des del 2011. Perquè a voltes hi ha coses que no sabem com resoldre, o que l'ONCE assumeix. Amb un estudiant en concret, per exemple, que està tramitant la seua nacionalitat, no pot ser persona afiliada a l'ONCE i per tant, el primer que hem de treballar és ensenyar-la a moure's i treballem els itineraris. Normalment, això ho fa l'ONCE, la tiflotecnia. [...] Ella va amb el bastó buscant referències. Això ho treballem amb ells, però normalment ho fa l'ONCE. [...] Les referències d'ells són diferents que les nostres. La orientació a nivell auditiu, nosaltres no la gastem massa, però ells la utilitzen molt.

- Investigadora** Arran d'haver tingut alumnes amb discapacitat (visual i auditiva) m'agradaria centrar la tesi en estes necessitats.
- Directora de tesi** Per a l'ensenyament de llengua, vam estar comentant, és molt variada, però després des del punt de vista de les llengües el que més presenta un repte és una discapacitat auditiva i visual.
- Cap de la UDD** Ahí hi han entitats amb què també t'aconseje que parles, a banda de nosaltres, l'ONCE, per exemple que tracten la pèrdua visual total o parcial. Per una banda, en Castelló està ASPAS, que el món dels sords és molt complexe, ja t'ho avise. Estan per una banda els signants i una altra banda els oralistes. Això és un món que depèn com ho tractes és un conflicte. A veure, els oralistes, són aquells que van intentar reproduir l'entorn familiar, els professionals, van a intentar reproduir el so (emetre i captar) perquè el nostre món és molt oral i auditiu i, per tant, hem d'intentar-ho. Depèn del posicionament de la família i els professionals - que són el majoritari. Però no podem deixar a banda els signants, els que parlen la llengua de signes - una llengua amb les seues estructures i demés - i ells exigeixen que parlem llengua de signes però són dos realitats que tenim ahí. Xiquets escolaritzats en llengua de signes en la Comunitat València estan comptadíssims perquè el que es potencia es l'altre.
- L'implant coclear intenta captar el màxim de so possible. Que porte implant no vol dir que entenga. Eixa persona ha d'aprendre a interioritzar

i comprendre tota la comprensió auditiva - no és el mateix que jo t'estiga escoltant. Llavors, en eixa pèrdua, influeixen molts factors: el moment de la pèrdua, com s'ha produït... No és el mateix que siga pre-auditiv, post-auditiv, que no haja parlat mai, que és un xiquet o bebé que ja naix amb una gran pèrdua i va aprenent tot o se li pot implantar audífon i va aprenent...

Investigadora Com és un aprenentatge de llengua estrangera, partiré de la base de l'assumpció que l'alumne en algun moment ha pogut parlar o escoltar alguna cosa, si no no aprendria la llengua.

Cap de la UDD És que moltes vegades, quan se fa una comparació, dius em quede amb els sords, o amb visuals que és més fàcil? I això és un gran error, perquè primer nosaltres utilitzem moltes pautes visuals, però eixa persona s'està guiant per pautes auditives que van a marcar la temporalitat en les pauses i en el temps, mentre que els auditius no el tenen. I a voltes diem "és que els sords són més malpensats", per què? Perquè tu t'estàs rient però jo no sé de què t'estàs rient; "s'estarà rient de mi?", per exemple, no? O per exemple, un text escrit, per a que veges la comprensió, si una persona no ha adquirit un llenguatge previ i té interioritzat una bona comprensió del llenguatge previ, hi ha estructures que no les entén. Jo, m'he vist en Selectivitat, una de les coses que treballem és la comprensió per a que puguen - la comprensió lectora de la pregunta i després que tinguen en compte segons la resposta perquè tenen una llengua més pobre perquè a

eixa persona li costa interioritzar segons quin tipus de paraules perquè no les entén. En Selectivitat assegurem un poc eixa comprensió. A voltes, si fa falta, demanem “per favor, vine i explica-li, dis-li d’una altra manera la pregunta”. Jo m’he vist en una Selectivitat el canvi d’una pregunta que va dir “no sé la pregunta”, era de “relaciona no-sé-qué no-sé-cuántos”. I no sabíem què no podia entendre. I al final diem “açò ho entens?” “sí” “i açò?” “sí” “doncs on està el problema?” “què vol dir ‘relaciona’?” Hi han paraules abstractes que són difícils de comprendre. Per tant, són conceptes que al sords ...

Tenim primer la dualitat: signants i oralistes, que no sempre estan ben avinguts. Si nosaltres tinguérem un bebé ara mateix, sent oralistes, el normal és que no li parlarem en llengua de signes perquè intentariem reproduir, si és que té un potencial de pèrdua que facilite la comunicació. Però si utilitzem este mètode i té una pèrdua molt gran, no ho entén tot i es recolza en la lectura labial, però com a molt és un 30% com a moltíssim. I l’implant, si és possible, però no tot el món capta igual ni se li pot fer, és un tema complexe. Després estan els audífons, que són externs, l’implant és subcutani que requereix operació, mentre que l’audífon no i depèn del tipus de pèrdua i no tots són iguals. Alguns són interns per a que no es vegem [...]. Depèn com siga, després cal una FM per a classe. Nosaltres tenim una FM que és com un mòbil , per dir-ho d’alguna manera, que és un receptor que del que jo estic parlant i et va directe i aleshores el connectes i em pots estar escoltant. No garanteix

que escoltes exactament el que dic perquè segons com jo m'expresse pot ser que esta persona no l'escolte.

Investigadora Pot dependre del to de veu de la persona?

Cap de la UDD També, hi ha molts factors.

Investigadora És que vaig tenir una alumna que em va dir “és que a tu t'entenia millor” o em va demanar fer l'examen oral amb una persona en concret, perquè entenia tot el que deia.

Investigadora És que vaig tenir una alumna que em va dir “és que a tu t'entenia millor” o em va demanar fer l'examen oral amb una persona en concret perquè entenia tot el que deia.

Cap de la UDD Clar i la velocitat i pauses que fa una persona. Parlar sempre de cara. Buscar sempre el contacte visual.

Investigadora Però tornant a això que deies que no comprenen les estructures sintàctiques, això pot passar...

Cap de la UDD Pot passar segons la trajectòria prèvia educativa, nivell de lectura, si és una gran lectora doncs tindrà més facilitat d'expressió i major comprensió, estructures més complexes. Mentres que si és una persona que amb problemes auditius i damunt poc lectora, tot això és una càrrega...

- Investigadora** Aleshores tot això en qüestions d'avaluació de l'assignatura, s'hauria de modificar l'avaluació per a estes persones, baixar el nivell?
- Cap de la UDD** Això és molt difícil. El nivell és sempre el mateix.
- Investigadora** Clar, però quan adaptes un text i fas les estructures sintàctiques més senzilles, estàs baixant el nivell.
- Cap de la UDD** Bé, no necessàriament per a assegurar la comprensió, però clar estàs parlant en assignatures d'idiomes. Si estiguerem parlant d'assignatures de contingut, s'hauria de fer el text de lectura fàcil.
- Investigadora** Clar, perquè has de comprendre el text en general. Però en anglès, per exemple, has d'entendre el text amb les estructures que s'estan utilitzant i el vocabulari que hi ha.
- Cap de la UDD** Però ahí ja estàs parlant d'una situació d'especialització.
- Investigadora** Jo em vull centrar en l'aprenentatge d'anglès com a llengua estrangera.
- Cap de la UDD** [...] Per a arribar a ahí cal que la persona siga una bona lectora.
- Investigadora** Solen ser-ho perquè ja saben a què van a Traducció o Filologia són gent que els agrada consumir textos. Però en el cas que el professor notara una necessitat d'adaptació, s'hauria de fer?
- Cap de la UDD** Baixar nivell? Jo no en sóc partidària. Eixa persona ha de tenir el nivell que li correspon.

Investigadora Aleshores, en comptes d'adaptar el text, s'adaptaria l'activitat de comprensió, per exemple.

Cap de la UDD És que sempre la barrera que obstaculitza el treball està sempre en el context. Som nosaltres, el material, les formes, la porta que no s'obri, l'escala que no em permet pujar si vaig en cadira de rodes. Aleshores hem d'intentar que siguin documents que puga comprendre eixa persona. Se li han de facilitar les ferramentes, però ells han de tenir la capacitat de [realitzar l'activitat]. [...] Per exemple, una persona que siga cega de naixement, descriure imatges no pot. Pots donar-li una lectura i, a partir d'ahí, que faci l'examen oral. [...]. Per exemple, també la maquetació que a voltes es treballa, ella pot justificar, però veure si està més bonic un PowerPoint d'esta manera o no, eixa persona no té sentit d'això.

Investigadora Si, i a vegades, com a professor, intentes fer l'examen molt visual per a que els alumnes ho vegem tot amb un primer cop d'ull i estiga tot molt ben ordenat, però per a les persones cegues això no és relevant i tal volta necessiten un altre format.

Cap de la UDD Quan hi han coses súper xules que es menegen o fotos, no té sentit. Si és una foto, ha d'estar descrita, i si és una cosa que fa així (moviment amb les mans), això el que fa és que eixa pàgina no és accessible.

Directora de tesi I ahí em deia Anabel, jo és més per curiositat, utilitzen un software que és de text a veu...

Cap de la UDD Això, ja si voleu, a l'ONCE us podeu informar.

Directora de tesi Però ahí la universitat sí que fa una adaptació de l'expedient de matrícula.

Cap de la UDD Clar. En l'aplicació d'expedient, nosaltres tenim l'obligació - i més ara amb la normativa que acaba d'eixir en temes d'accessibilitat - però nosaltres tenim l'obligació que les persones usuàries nostres puguin accedir a la pàgina. Llavors, ho vam detectar ja fa molt de temps i ells poden reconvertir-lo en text pla. I en lloc de dir: "data, assignatura" que nosaltres veiem per blocs, ells ho veurien en text continu. [...]

En la universitat, normalment, quan fem la inscripció preguntem si tenen alguna problemàtica. Si hi ha possibilitat d'una persona sorda signant, malauradament i degut al cost econòmic que té, no tenim persones signants a la universitat, però si cap la possibilitat de que vinguen persones de fora i ens ho indiquen en la inscripció, busquem a algú. Contactem a FESOR i paguem una quantitat com a un intèrpret. T'ho dic perquè es poden obrir perspectives. I després, tenim nosaltres una publicació que hem fet des de SAPDU, ho tenim al web, publicat per l'ONCE: "La guia d'adaptacions a la universitat". [...]

Això és el consens de mínims. Totes les universitats tenim casos de tot tipus perquè ara tots tenim estos serveis. Vam crear la xarxa i entre molts

dels àmbits que treballem, el principal és l'atenció a l'estudiant, també tenim atenció a professorat amb discapacitat, inclús al PAS. Però tu m'estàs preguntant per estudiants. Aleshores sempre ahi tenim una guia d'adaptacions siga en temps, formats, presentacions, metodologia. Mai és una exigència. Llavors cada universitat vam treballar perquè teníem l'autonomia però volíem un consens ja que tots fem més o menys igual.

Investigadora Eixa era una de les meues preguntes. Qui regula les necessitats especials a la universitat?

Cap de la UDD Doncs la regulem les universitats i esta declaració de mínims amb què totes les universitats complim en estes situacions. Després hem de tenir en compte que dos persones amb el mateix diagnòstic no funcionen igual pel que t'he dit. [...]

Investigadora I si el professor volguera imprimir l'examen en Braille?

Cap de la UDD Doncs no passa res, perquè això m'ho dones i jo el porte a l'ONCE que és on està la impressora, nosaltres no en tenim perquè no té sentit donada la poqueta població que tenim d'estudiants que estudien en Braille. El Braille els serveix de lectura, no d'escriptura. Però ells treballen molt amb l'ordinador. Saben perfectament escriure i van canviant les ferramentes que utilitzen. Nosaltres controlem que no hi haja res en eixe ordinador més que l'examen. [...] Nosaltres tenim ordinadors de préstec per a examen. [...]

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- Investigadora** Quant als cecs que porten el software que llig tota l'estona les preguntes, quan arriba el moment d'escoltar un audio...
- Cap de la UDD** Ahí teniu un problema, perquè ha de fer pauses.
- Investigadora** A una alumna li vaig donar el doble de temps que la resta d'estudiants i va fer l'examen en un altre moment. Però vaig notar - ella em va dir - que era realment el format de les activitats que no podia.
- Cap de la UDD** Això ho hem mirat amb l'ONCE i no...
- Investigadora** Però per l'exemple d'esta alumna, per extensió, tots els cecs. Tenen eixa dificultat: tenen l'àudio que llig el programa i l'àudio que han de comprendre per a contestar les preguntes. Nosaltres tenim dos canals: visual i auditiu, però a ells els entra dos informacions alhora pel mateix canal.
- Cap de la UDD** Clar, això és molt difícil perquè nosaltres complementem amb vista.
- Directora de tesi** Ahí se'ls aporta una solució però no és 100% efectiva.
- Investigadora** Això vull abordar a veure com ho fem.
- Cap de la UDD** Això passa en els exàmens d'acreditació també. Tant si lligen en Braille - que és més lent que la vista. [...]

- Investigadora** L'alumne pot escoltar la pregunta i donar-li al *play*, ahí no hi ha cap problema. El problema ve quan l'activitat és tot preguntes seguides i és una conversa i has de respondre preguntes sobre eixa conversa que no para.
- Cap de la UDD** Primer caldria donar-li un temps per a llegir les preguntes.
- Investigadora** El temps per a llegir se li dóna a tots. L'alumnat cec necessita més temps, però si hi ha 6 preguntes, no pot recordar-se de les 6.
- Cap de la UD** És un problema que no té solució.
- Investigadora** En comptes d'adaptar l'activitat es pot fer una modificació. Tens el mateix àudio però l'activitat per a tu és diferent.
- Cap de la UDD** Clar, formular-ho d'alguna manera per a que l'alumne pugui. És que ella ha de fer un doble esforç.
- Directora de tesi** És una cosa que va detectar i hauríem de treballar una miqueta en eixe aspecte.
- Investigadora** Proposar per a eixe tipus de preguntes, proposar una alternativa des del punt de vista d'una activitat de comprensió auditiva. Apel·lar al disseny universal i les preguntes de vertader o fals poden substituir esta activitat.
- Cap de la UDD** Clar, això és fer una proposta perquè jo no sé si el *Listening* és millor d'esta manera o d'una altra i que acredite que realment té els coneixements o no els té.

[...]

Al principi parlàveu del terme “diversitat funcional”. Eixe terme és el que alguns del món de la diversitat prefereixen perquè a voltes “discapacitat” es veu com un terme negatiu pel “dis-”. No obstant això, la discapacitat està molt ben regulada per conselleria i “diversitat funcional” és un terme més ampli. “Discapacitat” és el terme que sempre s'utilitza en l'àmbit legal, institucional, de conselleria... Per què? Perquè “diversitat funcional” sóc jo que porte ulleres i també entre. Aleshores, el mateix món de la discapacitat, [...] es reivindica el terme de “discapacitat”.

Directora de tesi Això és una cosa que quan et fiques en este món genera dubtes. Nosaltres llegim la bibliografia en anglès i en anglès el concepte “special needs” que hi han moltes coses que Anabel m'ha passat, ja no s'està utilitzant sinó que la gent va més a “functional diversity”. Lo de “special needs” has dit que és del 1994, que són persones amb necessitats educatives especials. D'ahí el “disabilities” en anglès s'utilitza molt poquet.

Cap de la UDD És que allà no sé com regulen. Ací està el carnet de discapacitat. Però en altres països potser funciona diferent.

Directora de tesi Clar, però encara que mirem el model del Council of Europe, el nostre model és a nivell estatal i institucional de la Universitat Jaume I.

Cap de la UDD La terminologia ha evolucionat. Quan jo comence en 1991 com a pedagoga, el concepte de necessitats especials és un concepte educatiu. Però la persona amb discapacitat és una categoria jurídica. [...] La identificació a efectes jurídics i econòmics, el terme correcte és “discapacitat”, l’altre és tot el col·lectiu que també està ahí i que necessitem que l’educació siga al més inclusiva possible, però en els anys 90 era una altra terminologia. Abans es parlava d’integració (estar dins de l’aula) i ara es parla d’inclusió i ha de participar com qualsevol altre alumne. Hem de parlar del disseny de les activitats des del punt que tots han de poder treballar. El que no ens deixa treballar l’activitat o el contingut és l’entorn. [...] La Universitat Autònoma de Barcelona, que en els anys 90 tenien un programa que allí parlaven de persones “disminuïdes” que era un concepte que ara ens fa mal. En aquell moment a mi ja em xirriava, però ara mil vegades més. Afortunadament, el llenguatge evoluciona i fem que siga menys feridor. Ara mateix l’accent està en la capacitat.

Investigadora Ara que havies comentat la inclusió, com poden ser un més en l’aula si el professor utilitza la pissarra i l’alumne no veu?

Cap de la UDD Clar per utilitza situacions alternatives. L’entorn és l’incapacitant. El que posa la barrera és la pissarra. Haurem de llegir el que escrivim. També es pot facilitar el material amb antelació. Les persones cegues, el problema és que no visualitzen, aleshores el que és visual s’ha de

descriure, per exemple, “me’n vaig a la pissarra i mireu tots este cartell (lilig el cartell i el descriu)”[...]

Investigadora Com a professors ens veiem que no sabem com afrontar açò.

Cap de la UDD El màxim de naturalitat cap a la persona i preguntar-li directament. [...]
A mi m’encanta parlar de la meua feina, com veieu. Demaneu-me i jo en la mesura que puga...

Directora de tesi Jo li vaig dir a Anabel que hem de ser part col·laboradora i conèixer el procés d’evolució.

Cap de la UDD I quan acabes m’encantarà anar a escoltar el que dius.

8.1.4. Appendix F2: Interviews to faculty members

8.6.1.1. Participant 1

Investigadora Voy a hacerte preguntas como ya te dije sobre tu experiencia como (researcher) docente con alumnos con discapacidad visual y auditiva. Porque tú a parte de los dos alumnos del año pasado que también has tenido este curso, ¿has tenido alguno más?

Docente 1
(Participant 1) No, solamente la promoción que está ahora en segundo y ya está.

Investigadora Vale, pues te voy preguntando

Docente 1 ...y había otro más. Lo que pasa es que está ahora en cuarto y hasta tercero no fue a la USE a dar de alta su caso, digamos, entonces durante los dos años que yo lo tuve en inglés no sabía que tenía ningún problema auditivo. No sé si... supongo que ella ya lo sabría pero no fue a la use el aviso ya me llegó a partir de tercer.

Investigadora Entonces ese es [el caso de] la promoción del 2017-2018.

Docente 1 Sí

Investigadora Vale, es que la tenía por ahí por ahí que también la tuvo una compañera pero no ...

Docente 1 Pero claro porque en primero y en segundo no nos dijo nada. De hecho yo la tenía en clase como una más.

Investigadora ¿Y no os dijo nada?

Docente 1 No, en ningún momento. Era una chica un poco más tímida, un poco más parada, la verdad. No iba ella intervenir por iniciativa propia pero, vamos, si le preguntabas bien; en ningún momento pensé que tenía problema de oído. Por lo visto es un oído no son los dos, tenía problema de uno así que supongo que...

[problemas técnicos de micro]

Investigadora Sabiendo que ya has tenido experiencia con la alumna esta y ahora con estas alumnas de segundo, cuéntame un poco tu experiencia en el aula, si te has sentido un poco perdida, con falta de información, así en general: desahógate. (risas)

Docente 1 No, bueno, información en realidad yo con lo que me ponían en la USE de que tenía un problema de oído, que tenía más tiempo en los exámenes y que les hablaras de cerca claramente, que te vienen bien la boca y tal, yo siguiendo las instrucciones no he tenido ningún problema con estos chicos que he tenido en inglés. No cuento el caso de la chica que no nos lo dijo porque con ella ni siquiera lo sabía entonces cuando te hable de la experiencia no es de ella. Pero estas dos que he tenido en inglés 2 años, en realidad ningún problema. En clase viene la chica a darte el micrófono que tú te pones y ya está. Yo siempre le pregunto antes de empezar si me oye bien y dice así (asiente) que sí. (risas) Y en clase los trato como uno más, me dirijo a ellos siempre sin problema. Yo con la información de la USE

la verdad es que bien. También es verdad que como estamos en la universidad ya les das libertad. Yo confío en que si tiene algún problema me lo digan porque yo cuando ella viene a dejarme el micro - el otro chico hablaba menos con él, pero esta chica cuando venia a dejarme el micro y venía a recogerlo siempre le preguntaba “¿Bien? ¿Me has seguido bien?”, “¿tienes alguna duda?”. Ella siempre me decía que todo bien. O sea que yo claro, ahí ya confío en que ellos como alumnos te pedirán si necesitan algo en algún momento porque no puedes dar atención personalizada cómo te gustaría teniendo a 30 o 40 en clase. Pero bueno, la comunicación con ellos bien y la información de la USE yo entendía que era correcta - bien - y las instrucciones que me daban - pues bien - no tenía ningún problema de comunicación con ellos en clase ni nada.

Investigadora Ahora que has comentado que al final de la clase le preguntabas “¿todo bien?”, una clase tuya normal, ¿cómo es? La metodología que usas .

Docente 1 Las de inglés suelen ser, como suelo dar pocas clases, durante poco tiempo, suelen ser seguir el modelo de los otros profesores que haya, porque no me atrevo a llegar yo con mi sistema - que tampoco es que tenga un sistema propio definido pero suelo preguntar qué hacen los demás para acoplarme a su forma de trabajar.

(problemas técnicos - interferencias)

No sé qué te estaba diciendo

Investigadora Que te acoplabas a la metodología de los profesores.

Docente 1 Suelen ser con el libro de texto. Más o menos, lo que suelo hacer es mirar el tema - normalmente me toca un tema o medio tema o así. Entonces yo cojo la temática principal que suelen tener los libros de texto por unidad, veo las actividades que hay y a partir de ahí me organizo las clases de manera que sea prácticamente todo práctico. O sea, suele ser corregir deberes, luego alguna pequeña lectura que haya en el libro de texto o material adicional que yo les traiga, leerlo trabajar sobre eso y hacer algunas actividades más en clase y corregir. Suelen ser cosas dinámicas: ir haciendo actividades y corregir. Si hay alguna pequeña explicación gramatical o algo así, se explica también. Pero suele ser casi todo práctico y, sobre todo, enfocado a que ellos hablen, porque suele ser lo que más les cuesta, sobre todo en primero. Entonces la idea es hacer actividades para que participen. Siempre hay que meter algún *listening* de vez en cuando, siempre hay que corregir en detalle alguna lectura, pero bueno la mayoría suelen ser actividades para que participen.

Investigadora Y ahora qué dice este de la interacción. La interacción suele ser siempre entre ellos, o profesor alumno, ¿o cómo?

Docente 1 Las dos cosas. A mí me gusta dejarles, para que estén cómodos y se relajen y hablen, me gusta dejarles siempre ratos que trabajen en grupitos o

parejas o como mucho 4 - 4 me parece mucho, tres es lo ideal pero porque así hablan todos y no acapara ninguno y se suelen repartir. Entonces a lo primero ellos y yo voy paseándome por las mesas y si le llamas la atención un poco si han pasado el inglés o si ves algún les echas una mano. Y luego todos en común y les pregunto y ellos me contestan.

Investigadora ¿Y has notado que los alumnos con necesidades especiales visuales o auditivas se pierden o algo, o participan menos?

Docente 1 Parece como que les da un poco más de corte participar, bueno no, tampoco. La chica ciega por ejemplo participaba sin ningún problema cuando yo hacía preguntas en clase. Los chicos que tenían problemas de audición a lo mejor les costaba un poco más participar por iniciativa propia cuando es corregir actividades en el grupo en común. Pero bueno siempre que les preguntaba contestaban bien sin ningún problema.

Investigadora Y has dicho que de vez en cuando hay que hacer un listening o reading y tal. ¿Con el listening sigues tú unas pautas o es escuchar contestar?

Docente 1 El Listening no me acuerdo la verdad. La verdad no me acuerdo de lo que hice con ellos. El listening lo hago como el tipo de exámenes que les ponemos la grabación de la actividad que sea, la típica de página tal, actividad tal. La pongo completa dos veces. La pongo una vez, les dejo unos minutos y pregunto si tienen alguna duda sobre lo que han

escuchado, y después de eso se escucha una segunda vez y después de esa segunda vez se corrige.

Investigadora ¿Y previo al listening, hay una actividad de preparación sobre los temas que van a hablar en el listening o el vocabulario que se va a ver?

Docente 1 Sí, depende del listening que sea. Si está contextualizado... bueno lo ideal es que hayan hecho actividades antes de un tema similar y el listening también utilice ese vocabulario. Muchas veces el propio libro te lo facilita que sea así. Si no tiene nada que ver con el tema anterior, que también en el libro es raro que suceda eso, sí me gusta que a lo mejor, por supuesto, que lo lean primero y que tengan tiempo de leerlo. Y a lo mejor se te ocurre a ti un par de preguntas relacionadas con el tema y les haces un par de preguntas para que se sitúen un poco en la temática. Siempre les dejo tiempo para que lo lean por si tienen alguna pregunta de vocabulario o de lo que viene ahí. Y si el tema da pie a plantearles un par de preguntas que discutan primero en grupitos y luego se haga en el listening, pues lo intento hacer también. Pero bueno, eso depende por supuesto del tiempo que tengas en la clase, de lo que tengas planteado hacer en las 2 horas, lo que venga en el libro también, si quieres añadir cosas o no.

Investigadora Luego te pasaré un cuestionario que te hará más preguntas sobre esto. Volviendo a la USE, cuando te comunicaron que tendrías estos alumnos, ¿cuál fue tu reacción?

Docente 1 Pues me preocupé un poco porque no había tenido nunca casos así y, claro, lo primero que piensas es: “¿uff, lo haré bien? o sea, ¿me seguirán bien? Porque, claro, tu ves las instrucciones y dices “bueno, no hay que hacer nada en especial más allá de asegurarse de que te están siguiendo preguntarles y hablarles claramente a ellos. Claro, con esas cuatro pautas, de primeras mi reacción fue “¿qué miedo, no? No sé. No sé si me seguirán bien las clases”. Pero después de las dos o tres primeras clases pues dije “ah pues no no tengo muchos problemas con ellos”. Siempre, claro, les preguntas - como te he dicho. Aprovechando, por ejemplo esta chica que se acercaba con el micro pues siempre le preguntaba si había seguido bien la clase, y bien. De primeras un poco de miedo por no conocer la situación, pero ya luego bien.

Investigadora ¿Y ese “miedo”, te hizo sentir incómoda en algún momento por no saber cómo reaccionar?

Docente 1 No, la verdad es que no, porque también es que a mí no es ningún pr- al revés, me gusta trabajar con-, me gusta tener gente que tenga otras necesidades, otras capacidades porque puedes incluso aprender de ellos: ves cómo se plantean las actividades, ves qué preguntas te hacen, no sé me gusta. Y como también di una asignatura de accesibilidad relacionado con la con las necesidades y la accesibilidad, me gusta ver cómo trabajan en clase por si hay cosas que pueda relacionar, entonces en ese sentido incómoda no, al revés, más curiosidad que otra cosa la verdad.

Investigadora ¿Se contemplan posibles adaptaciones en la guía docente de la asignatura?

Docente 1 No, no, pero porque no te da la vida (risas). No te da la vida para atender a 90 alumnos, menos aún para atender a 90 teniendo distintas necesidades. Yo creo que más que la guía docente, cada profesor hace lo que puede conociendo a los alumnos que tienen clase. Es verdad que en toda clase, toda asignatura que tengas, la primera clase es clave para conocer el grupo y a partir de ahí ya dices “vale, pues reoriento las actividades por aquí o por allá según haya visto que funciona. Pero no, en la guía docente ahora mismo no, nada.

Investigadora Volviendo a la metodología. ¿Crees que la metodología que utilizas de normal en clase llega a todos los alumnos por igual?

Docente 1 No creo que llegue a todos los alumnos porque en una aula de - bueno, están repartidos en grupos pero en un grupo en total de 90 personas, necesariamente a unos le vas a llegar bien y otros no, simplemente por la cantidad de personas que tienes en clase. Entonces yo ahora mismo no sé si hay una metodología perfecta para cualquier persona, supongo que no. La que tenemos me parece que es flexible - lo que yo voy haciendo en clase por lo menos siguiendo el modelo de mis compañeros - me parece que es relativamente flexible porque te da pie a mucho tipos de actividades, hay poco de clase magistral que suele ser menos natural en un aula de idiomas, y hay muchas actividades orales, de participar, de trabajar en grupo, de dialogar, entonces creo que de esa forma siempre tienes

opción de dejarles sus pequeñas de dinámicas de grupito y tú ya acercarte para ver cómo funciona cada uno. En ese sentido creo que es una metodología flexible. Ahora, que llegue a todos pues no creo, porque dada la cantidad de gente que hay seguro que hay gente que no termina de sentirse cómoda en una clase donde tiene que hablar todo el rato. Supongo.

Investigadora ¿Crees que las adaptaciones son unas ventajas injusta o crees que es justo?
¿Qué opinas sobre las adaptaciones?

Docente 1 Depende de la adaptación que hagas. El problema de este tipo de adaptaciones es que al igual que en una clase de 90, no vas a encontrar la metodología perfecta para los 90, en una adaptación de necesidades especiales, no necesariamente estás adaptándolo 100% a las necesidades que tiene esa persona, sino que estás proponiendo una adaptación que supongo que ya luego irás viendo si funciona o no con el caso que tengas en el aula. Ventaja... no creo que sea una ventaja si está bien planteada la adaptación para compensar las necesidades que tenga la persona. Yo creo, precisamente, que no tiene que ser una ventaja, sino equilibrio entre lo que se le pide y lo que se le da para que lo consiga. También es verdad que en el caso, por ejemplo, el único caso que he tenido de una persona con problemas visuales sí que creo que la propia persona aprovecha un poco la situación para pedir más y exigir más. Y claro, a ti te sabe mal no darle más porque entiendes que no tiene otra forma de trabajar. Entonces si está bien planteada la necesidad no creo que suponga una ventaja. Creo que

depende un poco de la actitud que le ponga el alumno. Por ejemplo, las personas que tienen problemas de audición, con los dos que he trabajado, ningún problema. Todo muy bien. La persona con problemas de visión sí me ha parecido una persona un poco más difícil de trato. Pero eso supongo que es, no por las necesidades especiales, sino porque ella es así. A lo mejor sí que intenta sacar un poco de ventaja de la situación por lo que he visto, pero tampoco tengo mucha experiencia con ella, tampoco le he dado demasiadas clases.

Investigadora En ese sentido, en relación con las adaptaciones, ¿te preocupa que los alumnos con necesidades especiales lleguen a cumplir con los objetivos o son ellos mismos los que se tienen que adaptar para cumplir con la asignatura?

Docente 1 Hombre, tienen que poner de su parte, porque si están en un grupo, tengas las necesidades que tengas tienes que ir a la marcha del grupo. Si tienes unas necesidades más particulares pues tienes que hacer un mayor esfuerzo para estar de acuerdo con lo que se haga. No sé, no sé.

Investigadora Bueno, pues otra pregunta. Dices que hay una alumna que se aprovecha un poco de la situación, a tu parecer. ¿Hasta qué punto consideras que hay que dar ese apoyo, esa adaptación?

Docente 1 No sé porque no conozco el caso demasiado de cerca. Sí sé que la gente de la USE con la que trabajas, también ha contactado con la ONCE - tu

misma creo que contactaste también con la ONCE para buscar solución a cómo puede hacer los exámenes. Yo creo que apoyo tiene, lo que pasa es que, de nuevo, se ve que sabe que ella tiene otras necesidades e intenta aprovechar eso para que se le feliciten aún más las cosas. Pero yo creo que opciones tiene porque, claro, eso depende del profesor porque la USE le da un apoyo y luego también hay profesores que sabes que se las van a apañar para hacerle la cosa más fácil, cómo es tu caso por ejemplo y luego seguramente haya profesores que pasan. Entonces también dependerá del profesor con el que se encuentre, tendrá más o menos apoyo aparte del que tenga por parte de la USE. Pero yo por lo poco, de nuevo: lo he visto poco, pero por lo poco que he visto me parecía que la ayuda que tenía de la USE y las directrices que nos daban deberían suponer un apoyo para ella bien, suficiente.

Investigadora ¿Y has aprendido algo de toda esta experiencia?

Docente 1 Bueno, me reafirma que cada uno es un mundo. (risas) Eso es lo malo de los grupos grandes, como te digo, que tienes tal diversidad de todo, que al final es muy difícil llegar a todos. Aprendes que tienes que ... que es necesario tiempo para ver a los alumnos y para entender qué necesitan. Y ya luego, claro, depende de los medios que tengas, del tiempo que tengas, y de lo que le puedas dedicar a la asignatura puedes esforzarte más o menos por cumplir con lo que los alumnos necesiten. Pero de primeras, lo que he visto es que necesitas tiempo para conocer qué quieren los

alumnos, qué esperan y qué les puedes dar y qué equilibrio puedes conseguir con ellos. Sobre todo eso.

Investigadora ¿Has impartido clases durante la pandemia a estos alumnos?

Docente 1 No. No porque terminé las clases justo antes. Bueno los que están ahora en segundo sí les di clase al comienzo de curso época COVID pero estábamos en el aula, era presencial, o sea, que no eran clases virtuales. Sí nos llegó aviso de la USE de que tenían más problemas porque llevábamos mascarillas. Igual que los niños de primero de ahora, parece que hay un muro entre ellos y tú, en buena medida, por la mascarilla, sí parece que los chicos que están en segundo ahora también han tenido un poco más de inconvenientes en seguir a los profesores por las mascarillas porque si están acostumbrados a leerte los labios y a seguirte por la expresividad de la cara y tal, sí parece que les ha costado un poco más y dieron, creo que la USE nos facilitó mascarillas transparentes, lo que pasa es que yo terminé las clases mucho antes de que eso pasara. Así que en ese caso confié en que si tenían algún problema me lo dijeran en clase cuando empezaba o terminaba a la clase, poco más.

Investigadora Bueno si no has hecho clases en línea, esa era la última pregunta.

Docente 1 Muy bien.

Investigadora Gracias. Paro la grabación.

8.6.1.2. Participant 2

Investigadora Bé, doncs, tu has tingut alumnes amb discapacitat visual i auditiva. Quina **(researcher)** ha sigut la teua experiència com a professora una classe diversa, conta'm un poc: com t'has sentit tu?

Docent 2 A vore també cert que la situació en la qual jo tingut la meua docència ha **(participant 2)** sigut especial perquè ha sigut en post-pandèmia i aleshores no és exactament la mateixa situació a la qual jo m'haguera enfrontat si haguérem tingut classe tradicional 100% presencial. Això és així. I dic que això ha sigut un factor limitant perquè ha fet que s'hagin de canviar o adaptar certes metodologies perquè la persona que tenia deficiència visual va aconseguir no haver de vindre a classe en cap moment; és a dir que totes les seues intervencions sempre van ser de manera telemàtica. Aleshores això ja canvia molt les dinàmiques de la classe, no sols pel que fa a la metodologia, que també, perquè jo m'havia preparat ... jo tinc dos sessions a la setmana, jo les havia preparat de tal manera que una sessió era 100% presencial i l'altra 100% remota, perquè precisament el que jo volia evitar és haver de fer dos classes alhora amb mig grup en casa i mig grup en classe i, al final per culpa de l'alumna amb deficiència visual, doncs és el que vam acabar per tindre. Doncs això va limitar moltíssim com va ser la meua relació docent-discent amb l'alumna amb discapacitat visual. L'alumna amb discapacitat auditiva va vindre a classe sense problema després - l'alumna autista no t'interessa?

Investigadora No perquè és només de visual i auditiva.

Docent 2 Doncs l'altra va vindre a classe. Amb l'alumna amb discapacitat auditiva com que ella portava la seua pròpia adaptació, ella té una mena de micròfon que li retransmet la senyal acústica al seu implant coclear, aleshores no donava molt de problema en el sentit que no calia fer una adaptació agressiva dels materials o de la metodologia simplement ella es posava en les fileres de davant i jo em posava el micròfon i ja està. Sí que és cert que la universitat em va facilitar una mascareta amb la finestra transparent la qual jo me vaig negar a portar perquè la universitat no em garantia que fora com una mascareta FFP2 sinó que el nivell d'eficàcia de la mascareta era el mateix que el d'una mascareta higiènica. Aleshores, sentint-ho molt per l'alumna, vaig prioritzar la meua salut i no la vaig fer servir. De tota manera crec que no va ser molt de problema per a l'alumna amb discapacitat auditiva. Sí que és cert que hi havia certes coses que les havia de repetir i sí que cert que l'alumna tenia una altra companya que li feia moltes vegades de vincle o de guia quan jo parlava massa ràpid o alguna cosa per l'estil, però no va tindre molt de problema; ni ella ni jo a l'hora de seguir la classe. L'única qüestió era que en les classes telemàtiques, les sessions de divendres, ahí ella tenia la part positiva que és que podia mirar-me els llavis. El que passa és que moltes vegades no hi ha una sincronia labial per qüestions informàtiques, el so arriba una miqueta abans - o després, no tinc ni idea perquè no sóc

informàtic - que la imatge. Però, bo, ahí podia mirar-me la cara en *primerísimo plano*, però li costava més. Jo ahí sí que notava que li costava més en les classes remotes.

Investigadora Si? Online li costava més?

Docent 2 Sí. I amb l'alumna amb discapacitat visual, doncs, ha anat molt per lliure durant el semestre. Ella va tindre accés als materials de l'assignatura molt molt tard. De fet, ella no va reclamar els materials de l'assignatura fins a finals de semestre. A principis de semestre jo vaig posar-me en contacte amb l'editorial, ella va posar-se en contacte amb mi i jo em vaig posar en contacte en l'editorial per a que li facilitaren els materials i l'editorial, per alguna raó, em va dir que ho parlaríen i em contestarien. Mai em van contestar i a mi, honestament, se'm va oblidar.

Investigadora Aleshores, com seguia l'alumna les classes i no tenia el material? Si calia fer una lectura una activitat de *listening* que tu posaves, com ho feia?

Docent 2 Honestament, no ho sé, perquè ella estava en casa. Jo sí que sé que ella tenia accés als materials perquè moltes vegades estàvem fent exercicis i ella estava fent eixos exercicis, però clar el que no tenia era els materials adaptats a les seues necessitats i, de fet, ella no els va reclamar fins a finals de semestre i ahí va ser quan jo me'n vaig recordar i vaig dir "ostres, que no me van contestar de l'editorial!" I aleshores en comptes d'enviar un e-mail a l'editorial vaig telefonar directament per a dir-los "Escolta, que fa

un mes i mig et vaig demanar els materials adaptats per esta alumna i vau quedar que em contactaríeu i ací no m'ha contactat ningú.” Doncs també és cert, clar, que com ella estava en casa tampoc no veia com era la seua manera de treballar. En les sessions de divendres, el mateix. Saps que passa? Moltes vegades és molt difícil separar on comença la discapacitat i un acaba la voluntat. Això és molt molt difícil de destriar on comença una i acaba l'altra. És a dir, fins a on l'alumna que té discapacitat auditiva arriba perquè ella fa *the extra mile*? I fins a quin punt l'alumna amb discapacitat visual no arriba perquè no li dona la gana en més d'una ocasió - i més de dos ocasions. En classe de divendres hi entrava i quan començàvem a fer faena se n'anava de la sala i ja estava la classe del dia feta. És això perquè no tenia els materials adaptats? Doncs no ho sé. Si ella no m'ho diu, jo no puc saber-ho.

Investigadora I tu en cap moment li vas preguntar tampoc, no? “per què te'n vas?” o...

Docent 2 No, perquè jo no vaig mai darrere dels meus alumnes. “Per què te'n vas? Perquè vols.” És com quan venen a classe o no venen. Jo sé que hi han companys que passen llista. Jo em negue a passar llista. Aleshores, doncs, ella se n'anava i ja està. Era perquè no tenia els materials? Honestament, no ho sé. El que sí que feia jo amb esta persona era que li donava el *planning* de la sessió la setmana d'abans. És a dir, per a que ella poguera anar preparant-se coses. Perquè a mi, honestament, jo pensava que ja tenia els materials perquè com no m'havia dit res, és que ni vaig caure.

Investigadora I veies que seguia la classe bé...

Docent 2 Clar! Ella seguia la classe a la seua manera, clar “bé” és una paraula molt forta de dir perquè com jo no la veia, no la tenia davant, que ella es connectava des de casa, jo no sé si ella està connectada però està mirant la tele. Aleshores, doncs no sabia dir-te si la seguia bé o la seguia malament. No tinc ni idea, perquè no hi havia retroalimentació per la seua part. El que sí sé és que, de tant en tant, contribuïa amb els exercicis o les coses que estàvem fent. Amb la qual cosa jo suposava que estava seguint les classes bé i que hauria pogut digitalitzar-se ella el llibre, per exemple. Perquè el que jo feia era: totes les setmanes, sí jo tenia la sessió de classe conjunta els dilluns, el que feia és que jo cada dilluns li donava el *planning* per al següent dilluns, de manera que ella tinguera tota una setmana per si hi havien textos que poguera llegir els textos amb calma, si tenia exercicis, que es poguera mirar els exercicis amb calma, perquè jo entenc que és molt més lent si tens una discapacitat visual i jo els dic “teniu 15 minuts per llegir el text.” Doncs, molt probablement ella necessita prou més de 15 minuts per a llegir el text. Aleshores jo li facilitava tota la informació una setmana abans. Però després, clar, òbviament, tots els materials que jo penjava a l'aula virtual que eren materials propis, exercicis complementaris, tal, mentre que a l'aula virtual ho posava en format PDF, a ella li ho enviava en un format compatible amb les seues necessitats. Però com mai no vaig rebre cap resposta negativa de dir “no

arribe” o “no tinc això”, jo entenia que tot estava anant correctament. Resulta que no. Al final del semestre me diu “és que no tinc els materials”. Han passat sis mesos, no puc entendre com és possible que tu, de manera proactiva, *uno*: hages telefonat a l’editorial perquè tens X anys; dos: que no m’hages dit res *en plan* “escolta tu vas quedar que me demanaries els materials, què ha passat que no els tinc encara?” Perquè, de fet quan jo me'n vaig adonar, que ella me va dir això, i vaig telefonar a l'editorial, ella va tindre els materials en 72h: tres dies va costar. Però clar és un poc: fins a on acaba la seua responsabilitat i on comença la meua responsabilitat? Per a mi el gran problema ha sigut: “perquè he d'anar darrere d'una persona, quan jo mai vaig darrere de cap alumne?”

Investigadora El que vols dir és “si tots els alumnes són independents..., no?”

Docent 2 Bueno, no són indep-...

Investigadora En certa manera sí.

Docent 2 Tenen cert grau d’independència. Però jo perquè donar-li més a un alumna quan institucionalment, and *quote me on this*, institucionalment no he rebut cap tipus d'ajuda per part d'una universitat que se vanagloria de dir que té programes d'accés a la diversitat per als alumnes que tenen diversitat funcional?

Investigadora Ja que comentes això, la USE no te van dir res? No te van enviar un comunicat de tindràs aquest alumne?

Docent 2 I això per a què val? Jo com a docent, a mi de què em serveix un e-mail en el que me diu “esta xica és cega. Dona-li el doble de temps per a fer l'examen”. No, perdona. Això no és el que jo necessite. El que jo necessite és ajuda física, material. Jo necessite ajuda per a digitalitzar documents. Jo necessite ajuda per a veure si el disseny de la meua classe està ben fet o no està ben fet. A mi, que me dones un e-mail amb indicacions abstractes, que al final és un “copia-pegar” per a tots els alumnes - perquè a final si mires els diferents e-mails que t'envien sempre és: “el doble de temps per a fer l'examen”. No, perdona. Jo no necessite això. Això m'ho dius i ja està. Jo el que necessite és que digues “vols a algú que t'ajude a digitalitzar coses?”

Investigadora O a dissenyar, l'examen per exemple, no? Si l'examen és accessible si no ho és. Eixe tipus d'ajuda, no?

Docent 2 I que m'ajuden a posar-lo. Algú que m'ajude a posar-lo. Mira jo tinc experiència amb alumnes amb problemes visuals en tres institucions diferents: l'UJI, l'UV i en un institut en Regne Unit el primer any que jo vaig ser tutor de 1r de l'ESO. D'acord que no és ensenyament universitari, és Ensenyament Secundari i són països diferents, però he tingut tres experiències amb persones que tenien problemes visuals. Tant a l'UJI com a l'UV, la meua sensació és que les unitats de suport educatiu, es diguen com es diguen, no fan la seua faena. I no pense que això siga perquè no volen fer-la, sinó perquè no tenen els mitjans i les persones que

toça. Que des de la part de la universitat creen unitat de suport educatiu que no valen per a res perquè no tenen suficient personal, però les creen per a després vanagloriar-se i dir a l'exterior que tenen uns programes d'atenció a la diversitat - que són mentida, perquè si jo ho compare amb el meu alumne en Regne Unit que era pràcticament cego, jo tenia un *classroom assistant* que s'encarregava d'adaptar els materials de classe, d'adaptar els exàmens; és a dir, jo li donava als materials i ell feia l'adaptació per a la persona amb problemes visuals, perquè ell era expert en tractar amb persones amb problemes visuals - no jo. I s'entenia que jo tenia una classe de 35 alumnes i que jo no podia donar una atenció personalitzada a un alumne dels 35 per davant dels altres 34. Mentre que a la universitat sí que se m'“exigeix” - entre cometes - que jo li done atenció personalitzada a un alumne quan tinc classes de 55 alumnes. I ahí és on me toquen els nassos, i eixa és la meua sensació. A mi me pareix perfecte que les universitats... - *bueno* allà a l'UV, ja ni te conte. Per a fer l'examen, la xiqueta va haver de vindre amb son pare amb un ordinador que era com jo de gran perquè era l'ordinador que li permetia mirar les coses en una grandària que podia entendre, perquè la universitat no tenia ordinadors adaptats per a este tipus de persones. Aleshores, va haver de vindre ella amb son pare, muntar l'ordinador en l'aula per a que la xiqueta poguera fer l'examen. O siga, em va aparèixer de tindre una poca vergonya i després dir que tens alumnes de diferents capacitats, perquè no és veritat. És a dir, tu deixes que es matriculen però després

immediatament trasllades tota la responsabilitat del seu procés d'aprenentatge al seu professorat que el 99,9% no està format en adaptacions curriculars. Però ja no en adaptacions curriculars, *ojo*, no està format en didàctica - anem a començar per ahí. Primer, no està format en didàctica perquè en la universitat la part d'ensenyament és com el valor en la Legió: se pressuposa. Si tu saps de la teua matèria, saps ensenyar la teua matèria. Això ja és un salt de fe que a mi me pareix increïble que fem eixos salts de fe. Però no sols estem fent el salt de fe de que se pressuposa que tots tenim un rerefons didàctic que ens permet ensenyar la nostra matèria, és que, a banda, fem un altre que és que també sabem adaptar la nostra matèria a les persones que tenen diferents discapacitats. *Bueno pues así nos va*. I ja està, així és com em sent.

Investigadora No, molt bé, perquè en una pregunta m'has contestat 50.000, o siga que bé. I la teua reacció quan t'ho van comunicar, quan te van enviar el missatge, quina va ser la teua reacció? O realment, l'any anterior, quan ja sabies que te tocarien estes alumnes?

Docent 2 Exacte. Jo vaig rebre el correu d'atenció a la diversitat, ja sabia què m'esperava perquè les alumnes ja venien de primer curs i jo ja havia parlat amb les meues companyes de primer curs i ja sabia com havia sigut el procés d'adaptació per a elles i les complicacions o problemes que havien sorgit al llarg del semestre o dels dos semestres anteriors on els alumnes havien estat en primer. Però quan vaig rebre l'e-mail la meua reacció va

ser de - no sé com explicar-ho - molt possiblement, *de hartazgo*, de dir “Mare meua, la que se me’n ve ara al damunt.” Perquè en les assignatures de llengua de primer i ha tres desdoblaments, aleshores tu tens, com a molt, 30 d'alumnes en classe - com a molt - i si li lleves als que no venen, se queden en 25, en 22, però les meues són dos desdoblaments. Aleshores tinc entre 55 i 60 alumnes. I jo vaig dir “ara, mare meua, ara la que se'm ve al damunt”. I a banda també, per la problemàtica especial amb la COVID, i a banda també perquè ha sigut una promoció en què hi ha molts alumnes amb necessitats d'adaptació curricular. És que en la mateixa aula són tres alumnes amb problemes auditius, una alumna amb problemes visuals, una alumna autista, etcètera, ja està realment. Però en un grup que són 100 alumnes, tindre a cinc que cadascú presenta necessitats d'adaptació diferents - i a banda, també idiosincràcies diferents. És que clar, quan parlem “esta persona és sorda” - No, perdona. És que les tres persones que tenien discapacitat auditiva en la meua classe cadascuna era diferent de l'anterior. Sí que és cert que tenien una cosa en comú que és que no sentien bé, però després cada alumne tenia un nivell de llengua diferent, perquè una cosa és l'adaptació pel que fa a la seua necessitat i una altra cosa és que després cadascuna d'eixes tres persones té un nivell de llengua diferent. Aleshores són tres adaptacions diferents, *claro*. O sols adapte la part relacionada amb la seua discapacitat? És difícil, aleshores la meua reacció quan vaig veure els e-mails, sobretot perquè no van vindre tots el mateix dia. Va vindre un que, per exemple de les persones amb

problemes auditius jo sols m'esperava una, de sobte me'n van eixir tres. N'hi havien dos que jo no estava assabentat, aleshores quan de sobte comence a rebre més e-mails de “esta persona té problemes auditius” va ser de: “però què?” Com és possible que d'un grup en total de 100, eren cinc persones que necessitaven adaptació curricular. Cinc persones de 100, és una burrada per a una persona que no té cap tipus de rerefons sobre adaptacions curriculars a persones amb discapacitat. Perquè jo encara tinc la sort que sí que tinc estudis de didàctica Encara tinc la sort. Però per als meus companys que no, que al final el seu vessant educatiu o el seu vessant didàctic consisteix a aplicar la tècnica de l'assaig i l'error: “Ho faig així, funciona; ho faig així, no funciona, el canviaré per a l'any que ve”. Aplicar eixe tècnica a persones amb discapacitat...és que, *en fin*, però quina altra tècnica hem de fer?

Investigadora Per la teua reacció, entenc que no et vas sentir massa còmode (o si?) fent classe a una classe diversa?

Docent 2 No, ni còmode ni incòmode. O siga, realment, no. De fet, a mi, el meu problema més gran respecte a les persones que tenien diversitat funcional en la meua aula era que la persona que tenia problemes visuals estiguera a casa; eixe per mi va ser el problema més gran. Si haguera estat en classe...

Investigadora Si haguera estat en classe, haguera sigut més fàcil per a tu?

Docent 2 Sí, molt més fàcil. Primer, perquè no m'haguera obligat a detindre o a dividir la meua atenció entre persones que estan en classe i persones que estan en casa, i aleshores, sí, haguera sigut molt més fàcil. Però no és "còmode" o "incòmode", a mi això m'és igual, jo en classe estic a gust. Jo estava còmode en classe perquè tota la faenada d'abans és la de preparació prèvia. Una vegada tu entres en classe ja està tot preparat. Aleshores i tu has fet els teus deures i has fet les adaptacions com toquen, quan tu entres en classe no cal que estigues incòmode, perquè ja saps que cadascú té la seua adaptació feta. El problema és quan tu no te sents segur del que has fet o segur de que has preparat; aleshores sí que pot ser un problema. Però còmode, jo estava còmode.

Investigadora I en la guia docent de l'assignatura es contemplen adaptacions?

Docent 2 No. No.

Investigadora I creus que caldria incloure alguna cosa d'adaptació d'avaluació o adaptació dels continguts?

Docent 2 Les guies docents són una estafa. Anem a començar per ahí. Estic completament en contra de les guies docents. Si tu mires l'essència d'una guia docent, està completament en contra de l'esperit de Bolònia. És a dir, l'Espai Europeu d'Educació Superior ens diu que hem d'afavorir entorns d'aprenentatge on els alumnes estiguen al centre, que siguin els responsables de la construcció del seu coneixement. És a dir, el que fan

és dins d'un plànol - d'una perspectiva post-positivista de l'educació, se situen en un espectre més o menys constructivista. Aleshores parlar de l'educació en termes post-positivistes o parlar de l'educació superior en termes constructivistes implica parlar de la importància del context en l'educació. El context com a factor limitant. I d'ahí sorgeix la qüestió de la situacionalitat. Si l'aprenentatge situat a mi me diu que de cara a organitzar la meua assignatura, i de cara a preveure com és l'aprenentatge dels meus alumnes, he de tindre en compte el context dels meus alumnes, ja en diràs tu com és possible que jo en abril de 2021 haja de deixar clar com serà la meua assignatura de setembre del 2021 al juliol del 2022 quan no conec els meus alumnes, no conec el nivell dels meus alumnes, no conec encara quins professors faran eixa assignatura. És a dir, hi ha tota una sèrie de factors que són essencials a l'hora de dissenyar una assignatura que jo en març de 2021 no conec però m'obliguen a deixar-me feta una guia per a quan comence el curs al setembre. Aleshores com puc afavorir aprenentatge situat en la meua aula des de perspectives constructivistes si em constrenyeixes, si em limites la meua activitat sis mesos vista abans de jo saber quines són les necessitats del grup. I això que en l'UJI encara tenim sort, perquè hi ha universitats com ara la Universitat d'Alacant que en la guia docent inclouen un cronograma. Que a mi això ja me pareix el sùmmum [...]. És a dir, un cronograma de sessions. I jo què sé. I jo què sé com es van a desenvolupar les sessions. Nosaltres no tenim cronograma però encara hi han moltes universitat a

Espanya que tenen cronograma en la guia docent. És que això és encorsetar el procés educatiu i l'aprenentatge dels meus alumnes. I això està completament en contra de l'esperit situat de l'educació superior. Aleshores “penses que les guies docents haurien d'incorporar un apartat d'atenció a la diversitat?” Doncs no. Perquè si posarem un apartat en la guia docent per a dirigir-nos a l'alumnat amb diversitat funcional hauríem de dir: “les persones amb diversitat funcional rebran una adaptació en funció de les seues necessitats”. *Punto pelota*. Perquè no podríem ser més específics perquè cada cas és diferent. Aleshores per a posar una secció generalista que no dius res, per a què l'anem a posar? Per a *raise awareness* de que existeix alumnat amb discapacitat? Okay. Però és que pot ser hi han altres maneres. Si el que volem és conscienciar a l'alumnat universitari que hi han companys o companyes que tenen necessitat, doncs es pot fer d'altres maneres, no en una guia docent que després no mira ningú. Passa el mateix, per exemple, amb l'avaluació, amb els percentatges d'avaluació, com se'ns obligar a prendre decisions moltes vegades en les meues assignatures de tercer i quart, jo el que presente als meus alumnes el primer dia de classe és la Guia Docent, i després la Guia Decent. Aleshores els explique la diferència entre la guia docent i la guia decent i els done la possibilitat d'acollir-se a la guia decent. Jo els he de donar el sistema d'avaluació, etcètera, que posa en la guia docent però és que això és antipedagògic. En una assignatura que jo impartisc des de fa set anys i que els percentatges d'avaluació siga 90% examen i 10%

portfolio de traduccions... És a dir, al llarg del curs presenten 24 traduccions escrites i això compta un punt i l'examen en compta nou. Doncs, qui va dissenyar eixa guia docent? No tinc ni idea. Però no té sentit que impartisca eixa assignatura des de fa set anys i que jo això no ho puc tocar. Per això estic en contra de les guies docents i per això també estic en contra d'incloure apartats per a diversitat funcional, perquè pense que no serien útils i que al final l'única cosa que inclourien serien *guidelines* generals que no que després s'haurien de modificar cas a cas, aleshores per a què? I ja està. Hui pareix que estic odiant-ho tot, però... (risos)

Investigadora Em va bé que ho odies tot, perquè em generes material. Tu penses que la metodologia que fas servir en classe, penses que arriba a tots els alumnes?

Docent 2 Què vol dir “arribar”?

Investigadora Si tots els alumnes poden seguir la classe bé i tot se senten còmodes en certa manera en eixa metodologia?

Docent 2 No. Jo crec que no tots els alumnes poden seguir la meua classe i pense que no tots els alumnes se senten còmodes. Això no vol dir que pense que jo estic equivocat - Mare meua, és que estic quedant com una persona supèrbia. En les assignatures de llengua hi ha un component afegit molt important i és el nivell de llengua de l'alumne. Aleshores, doncs, l'alumnat que arriba en primer de carrera - jo sols ha fet classe una vegada en primer que va ser 2014 - 2015 i vaig fer únicament un crèdit i mig. És a dir, vaig

aparèixer vaig dir “hola” i me'n vaig anar. Però l'alumnat no està acostumat a fer una classe 100% en anglès, l'alumnat no està acostumat a fer una classe en la qual l'accent del professor no és un accent molt marcat en espanyol, l'alumnat no està acostumat a parlar en veu alta en anglès davant de tots, l'alumnat no està acostumat a mobilitzar altres competències com puga ser habilitats crítiques o formar una opinió i ser capaç de desenvolupar-la. No estan acostumats a fer res d'això, aleshores quan arriben a la meua signatura i se n'adonen que jo no adapte el meu nivell de llengua perquè el nivell de la meua assignatura és un C1. Aleshores un C1 és un usuari independent de la llengua. Entenc que pot accedir a discursos de caire generalista - a tots. Pot ser, de tant en tant amb dificultats puntuals però hauria de ser capaç d'accedir a tot tipus de discursos orals i escrits llevats de contextos d'especialitat que són textos i contextos que no es tracten en la meua classe. Aleshores jo no adapte el meu nivell de llengua, jo parlo amb els meus alumnes de la mateixa manera que parlaria amb qualsevol persona en anglès que me trobara estant de viatge al Regne Unit o amb companys de feina que són estrangers. Això causa en els meus alumnes certa inquietud, perquè després hi ha factors extra - anava a dir extratextuals però no - o contextuals de l'aula. És a dir, no únicament és que potser, *uno*, no arriben amb el seu nivell de llengua per a entendre'm o, dos, sí que arriben a entendre'm però no arriben a produir textos orals, y en la meua classe saben que cada dos minuts sempre hi ha alguna persona parlant perquè

les meues classes són un diàleg de dos hores amb els meus alumnes. Hi ha un altre factor que és la pressió del grup. És que moltes vegades la síndrome de l'impostor que tenen els nostres alumnes, i que tenim tots perquè ens comparem sistemàticament amb altres companys, i això causa certa sensació d'angoixa que li posa una capa de pressió extra als alumnes que fa que no se senten còmodes dins la classe. Però això és una dimensió extra acadèmica. És a dir, hi ha paràmetres que són - i això ho veig per exemple en les meues avaluacions docents. Ara ja no però fa uns anys que jo tenia comentaris que deien "l'ambient de la classe es pot tallar amb un ganivet; estem dues hores en tensió" i el següent comentari era "el millor és l'ambient que crea el professor". Dos alumnes, mateixa assignatura, mateix curs; dues per visions completament oposades. En què es basen? Doncs molt possiblement es basen en la seua confiança com a individus i com a aprenents d'una llengua. Aleshores crec que els alumnes se senten còmodes? Fins a cert punt, no. Sí que és cert que a mesura que passa el curs es relaxen molt més. El primer dia, quan jo comence a parlar és com que "uff", se queden un poc *shockeados*. Però a mesura que em coneixen, i a mesura que també capten el meu sentit de l'humor... Perquè clar, no modular el nivell de llengua, vol dir incloure en les teues converses de classe referències extratextuals, ironies, humor... És a dir, tots els mecanismes de la llengua de llenguatge figurat que tu faries servir en el teu dia a dia, jo les incorporen la meua classe. Aleshores als alumnes els

costa accedir-hi. Una vegada entenen què és el que estic fent s'introdueixen poc a poc, però els costa, la veritat.

Investigadora I tornant de les adaptacions i modificacions que hem comentat abans consideres que fer eixes adaptacions és un avantatge que els estàs donant a les persones amb necessitats especials?

Docent 2 No. No crec que siga un avantatge per a ells perquè quan tens necessitats especials, tens necessitats especials. És a dir, parteixes d'una situació de desavantatge respecte el grup. Aleshores jo no opine que una adaptació siga una discriminació positiva. Jo opine que una adaptació el que intenta fer - el que aspira a ser - és a donar-li la mateixa plataforma que té la resta d'alumnat. El que fa és compensar, no discriminar positivament. Aleshores no, no crec que siga un avantatge.

Investigadora Val. Abans comentaves que el professorat no està format per a donar estes suport, per a fer les adaptacions. Però fins a quin punt hem de donar suport? És a dir no sé si realment me l'has contestat al principi de tot. Clar, no estem formats. Com ho fem? Què fem? És la pregunta que sempre ens ronda els professors. Fins a quin punt consideres que hem de donar suport? Fins a quin punt som responsables d'eixe suport?

Docent 2 Clar, és que eixe és el debat que jo feia al principi. Quin és el meu paper i quin és el paper de la institució? Per a mi això és clau. Si jo tinc alumnes que volen cursar la meua assignatura, doncs jo tinc certa responsabilitat

cap a ells - però no cap a ells, sinó cap a tots. Perquè al final, per a mi la relació que jo tinc amb els meus alumnes és contractual. Establim un contracte de voluntats; és un acord de voluntats entre ells i jo. Ells fan certes coses i jo faig certes coses. I si ells fan el que toca i jo faig el que toca, tots guanyem. Fins ahí estem contents. Aleshores com en qualsevol acord de voluntats o com a qualsevol contracte, jo tinc responsabilitats front a l'altra part. I a mi no m'importa, i jo pense que forma part de la tasca del professor responsabilitzar-se. No ja de manera grupal, sinó individual amb els teus alumnes. Abans em preguntaves i perquè tu tens tanta gent en tutoria? Jo pense que una de les raons és perquè jo m'interessa moltíssim pel meu alumne com a persona, a banda de com a aprenent d'anglès i per això van a les meues tutories. Moltes vegades venen a tutoria l'última cosa que volen és parlar de llengua anglesa. Sempre tenen una excusa relacionada amb la llengua anglesa: mira'm este *writing*, mira'm no-sé-què, però jo me preocupe per la formació dels meus alumnes com a agents crítics de la societat i per a fer això. jo me d'interessar per ells com a persones. Ahí està el secret de la docència a tots els nivells. Si tu eres capaç d'establir una relació un a un amb el teu alumnat i el teu alumne és conscient que tu estàs interessant per eixa persona com a persona i no com alumne o com a aprenent de llengua, doncs ja està. Ja el tens guanyat. Aleshores, jo perquè tinc moltes tutories? Doncs perquè venen contar-me mil coses i a banda fem coses d'anglés, però venen perquè tenen un *writing* -mil coses- però hi ha una dimensió

extra. Aleshores forma part la meua responsabilitat cap a ells, no sols l'aprenentatge de llengües sinó també fomentar que les persones esdevinguin agents crítics. I com faig això? Doncs aprofite la meua assignatura, per exemple mitjançant la temàtica dels *writings*. Un exemple ràpid: han de fer un *discussive essay*, i aleshores vam aprofitar el tema dels *riders* i les empreses de lliurament a domicili. Aleshores els done un parell d'articles en castellà o en català - a mi m'agrada molt el multilingüisme dins de l'aula - i un parell d'articles en anglès. Els han de llegir i després fer la seua producció textual. I si et fixes el que estic contribuint és que, un, desenvolupen hàbits lectors, dos, sobretot que se formen una opinió perquè els articles estan seleccionats per a que siguen articles que tracten la problemàtica de manera crítica. Aleshores açò aplicat als alumnes que tenen necessitats especials curriculars. Sí forma part de la meua relació contractual amb ells. El problema és que jo no puc, o no sé, o no tinc temps perquè tinc 200 alumnes més. Ahí és quan entrà el paper de la universitat i de la institució. I ahí és on la universitat ha de tindre programes forts que me donen suport. Jo no necessite que m'ho facen, però jo necessite que m'orienten, que avaluen allò que jo faig o les meues idees, i que me tiren una mà potser en tasques tècniques, per exemple si s'ha de digitalitzar coses. Jo no vull que em creen materials, jo crearé els materials, però si per a crear materials necessite primer que me'ls digitalitzes totes estes coses doncs, escolta, no estaria de més. Jo necessite recursos o que me lleven crèdits, que em reduïsquen POD.

Aleshores totes les hores que jo hauria d'estar dedicant a POD, puc dedicar-les si realment la universitat no pot contractar a més persones. D'acord, no contractes a persones en la unitat de suport educatiu, però allibera'm de crèdits. Jo dedicaré eixos crèdits a l'adaptació curricular que és el que es fa en primària o secundària, per exemple. Tu en educació infantil, si tens un xiquet que necessita adaptació curricular, eixe xiquet compta per cinc en el aula. Tu tens un xiquet autista i si l'aforament de la teua classe són 20 xiquets, l'aforament ja passa a ser 15 d'eixos 20 perquè se suposa que tens un xiquet un xiquet que té necessitats especials.

Investigadora Has après alguna cosa amb esta experiència?

Docent 2 Clar! Mira, he après moltes coses. La primera, que els programes d'atenció a la diversitat són una estafa. Això és el primer que he après. Que estàs *solo ante el peligro*, per molt que la universitat s'òmpliga la boca de dir coses. Tu eres qui ho ha de fer i no vas a tindre a ningú que ho faça per tu, ni que t'ajude, ni que t'oriente. Això és el primer que he après, que quan tens un alumne amb dificultats especials, tu eres qui ho ha de treure endavant. *Punto pelota*. També he après a quan planifiques o crees materials, he après a fer-ho amb una altra mirada. Ara quan estic creant activitats o recursos o coses, me planteja fins a quin punt són accessibles, que en principi no hauria de ser el problemàtic si no tinc alumnes que tinguen necessitats específiques, però sí que és cert que el pensament està ahí. Al final estàs creant materials - jo ara per exemple, ja

no faig l'assignatura, però estava creant materials per a una altra assignatura i pensava si l'any que ve tinc a esta alumna, això ho puc fer així. És a dir, ja instintivament busques vies alternatives per a l'adaptació de materials crec que això és positiu perquè al final el que fa és obrir-te la ment i la teua ment comença a crear *scenarios*: si passa això, *aixina*, si passa això, *aixana*. Això al final és estar previngut i crec que això també ha sigut molt positiu per la meua part. I crec que això són les dues coses que jo he après en tota esta...- clar tu pensa que tampoc era la primera vegada que jo tenia...- pensa que alumnes autistes, doncs, esta és la tercera xiqueta que té autisme que passa per la meua aula, alumnes amb problemes visuals també la tercera què passa per les meues aules i també vaig tindre un alumne que tenia paràlisi, venia en cadira de rodes, no podia...- vull dir, al final a mesura que estos alumnes passen per les teues aules, al final cada vegada és més senzill com tot en la vida; més senzill de crear adaptacions i de crear materials. I això és el que he après.

Investigadora Doncs, moltes gràcies. Aturaré ja la gravació perquè les preguntes ja estan.

8.6.1.3. Participant 3

Investigadora Doncs, segons la informació que jo tinc, tu has tingut alumnes amb
(researcher) discapacitat visual i auditiva, no?

Docent 3
(participant 3) Sí

Investigadora Val. Aleshores, tu podries fer-me en general una breu descripció de com
són les teues classes, la teua metodologia i quina interacció hi ha i això?

Docent 3 Sí. Breument també t'explicaré que només he tingut mig crèdit. Jo he donat 4 classes només, aleshores ha sigut un poquet aixina caòtic en el sentit que no són totes les classes igual. He fet tres classes que eren la unitat 5 sencera i meitat de la unitat 4 del llibre que estàvem fent. Aleshores, un dia m'he focalitzat més en comprensió oral i altres dies m'he centrat més en l'escriptura, en el *writing* i gramàtica per a anar variant un poquet com van ser tres classes et puc dir que dos eren més de tipus gramàtica i *writing*, i un altra era més oral i *listening*. I després, l'última classe, va ser es una revisió del llibre de lectura perquè teníem l'examen la setmana següent.

Investigadora Amb tant poquets crèdits no et dona temps a gaudir l'assignatura

Docent 3 Ha sigut súper ràpid, la veritat. No m'ha donat temps de quasi res; de fet, quasi no els conec.

Investigadora I les teues classes quan fas classes de listening, writing o reading i això, quina estructura hi ha? Tens alguna estructura fixa?

Docent 3 En general, sí però en estes tres classes m'he amoldat a la poca llibertat que tenia en el sentit que al ser tan poc temps he hagut de seguir el llibre sí o sí perquè no tenia molta llibertat per a planificar un curs com jo vullguera perquè jo era tipo *comodín* entre un professor i un altre per a cobrir una baixa. Aleshores el que feia era, com són les classes 2 hores, intentar fer al principi de la classe correcció d'activitats del *homework* que tingueren posa-li 15 minuts més o menys explicat perquè quan alguna cosa estava malament i d'ahí lligar-ho amb un poc de gramàtica tipus teoria. Per a totes les classes preparava un Power Point amb conceptes gramaticals que després anavem a veure en classe, després ho practicavem segons si la classe era més oral i *listening* o era més de *reading* i *writing*, jo acoplava l'explicació gramatical del PowerPoint a tot el que anavem a fer després, per a que ho practicaren. Després fèiem o bé *listening* o bé *reading* però seguint les activitats del del llibre aleshores jo triava dins de la unitat que ens toca el que més s'acoplava o bé del *workbook* o bé del *Students' book* - segons - per a tindre prou. I al final de la classe intentava fer sempre un poquet més de *listening* què és el que crec jo que els falla més als alumnes, o bé coses que no estigueren planificades dins del llibre sinó que o bé jo buscava per YouTube o que tenia jo preparat, de altres recursos que jo... perquè com fa tant de temps

que faig classe, per això ja tenia i tal. I, doncs, identificar formes gramaticals que havíem vist o terminologia, parlar un poquet del vocabulari del vídeo, etcètera i això és el que més o menys fem.

Investigadora Perfecte, gràcies. I a veure, quan et vas a assabentar que tindries alumnes amb discapacitats visual i auditiva, quina va ser la teua reacció a esta informació?

Docent 3 Doncs per als alumnes amb discapacitat auditiva, cap problema en el sentit de que jo sabia que tenien el seu implant coclear o audífon. I que, a vore, en principi jo em pose la mascareta amb la finestreta que ens van donar per a que em puguen veure bé, sempre que pose un àudio o un vídeo, el pose molt alt per a que el puguen escoltar. El reproduisc diverses vegades i els pregunte a més com va la cosa. La que per a mi ha resultat de més dificultat ha sigut l'alumna amb discapacitat visual. Això per a mi ha sigut complex. L'alumna m'havia donat a entendre que ella no tenia els llibres adaptats quan ja li'ls havien enviat, però ella no havia consultat el correu. [...]

A mi la veritat és que l'experiència amb esta alumna se'm va fer molt difícil. A mi se'm va notificar “tens una xica amb discapacita visual a l'aula” - i jo: *okay*. Però jo què faig? En el sentit de que jo he de continuar el llibre, ella em deia que no tenia el llibre - quan sí que tenia però no havia obert el correu amb l'arxiu. Vaig parlar amb un company que em va dir “esta xica demana més coses de les que tal vegada li fan falta”

perquè em va demanar que li transcriguera jo tot el llibre per a que fora editable i tal. La meua resposta va ser “ho parlare a veure” i em van dir que no calia que fera això. Però clar, jo ni m’he format específicament en donar classe a gent amb discapacitat visual, ni sé exactament com apropar-me a la situació per ajudar-la a ella però sense deixar de donar classe a la resta perquè és molt difícil donar classe tots a la vegada, tenint en compte que hi han 60 persones a l’aula es fa molt difícil dedicar-li tota l’atenció que ella volguera. Aleshores el que jo feia més és totes les activitats que jo poguera enfocar-me més al *listening* i *speaking* perquè ella participarà més - perquè jo sé que òbviament en el *reading*, ella no ha de llegir i coses de gramàtica i tal com impliquen que ella llija en algun moment alguna cosa pot ser més difícil. Aleshores a ella li donava la sensació de que estava participant més al jo fer-la parlar més quan fèiem activitats de *speaking*. Això, encara que no fora una classe només centrada en això, en totes les classes ho feia. La primera classe que vaig fer de totes, se’m va oblidar que hi havia una alumna amb discapacitat visual en classe, i com que m’apareixia la primera en el llistat li vaig dir “pots llegir esta activitat?” I em diu “No, que sóc cega”. I clar, jo em vaig quedar un poc “ostres, se m’havia oblidat!”

Investigadora Clar, tu la informació la tenies però no havies relacionat el nom amb eixa persona.

Docent 3 La primera classe de totes va ser tot online. Aleshores això que molts no se posen la càmera, que no saps qui és qui, doncs va ser un poc difícil per a mi.

Investigadora I pel que fa la teua reacció - ja no “durant” que eixa era una altra pregunta que et volia fer però me l’has contestat ja - però abans, quan reps el correu de l’USE o t’assabentes que les professores de primer tenen esta situació en l'aula. Quin és el teu sentiment? Quina és la teua reacció això?

Docent 3 Sincerament jo no sabia que anava donar anglès perquè jo faig [una altra assignatura] i jo sabia que em tocava en tercer però però calia cobrir un crèdit per una baixa i em van posar en anglès. Aleshores en aquell moment no vaig relacionar molt. Jo sabia que hi havien persones amb necessitats en el curs i hi havia una xica autista - que cap problema, la gent que tenia més dificultats per a escoltar. Jo sabia que per a mi el problema personalment a l'hora d'anar classe anava a ser l’alumna amb discapacitat visual.

Investigadora I aixà dificultat, eixa traba et va fer sentir incòmoda en algun moment?

Docent 3 Incòmoda, no. Però però vaig pensar “Ostres, m'he de preparar les classes molt, molt”. I per exemple aixina com normalment quan jo em prepare una classe, em prepare un parell d'hores per a cada classe, per aquestes classes em preparava 4 o 5 hores amb diferents versions. Per exemple si l’alumna amb discapacitat visual necessita açò, faré aquesta

activitat; si està activitat no la pot fer, vaig a preparar una activitat per a donar-li només a ella però que estiga relacionada. Aleshores va ser un poc... més que incòmode, és faena no sé com dir-ho, és “uf menys mal que tinc un crèdit només”.

Investigadora Ara per ara es contemplen d'adaptacions a la guia docent?

Docent 3 Ara per ara estem fent-la i crec que, d'adaptacions, no se n'ha parlat molt.

Investigadora I consideres que s'hauria de parlar d'això incloure'l o no?

Docent 3 Sí i no. Jo pense que les guies docents han de ser al més generals possibles per a que ens donen... O siga, jo és que una guia docent no m'ajuda. Jo preferisc que les guies docents siguen generals perquè així és més fàcil adaptar a tot el que te ve. No me pareix que siguen tanta ajuda en general. O siga, jo pense que a mi com a professora una guia docent me limita més que que m'ajuda en qualsevol moment. Aleshores tal vegada en la guia no, posar un *addendum* d'algun tipus, això tal vegada si en plan “adaptacions possibles si estos casos”. Això sí que ho posaria. Tal vegada no a la guia directament però posar-ho un poquet més separat.

Investigadora Pel que fa a la metodologia que tu utilitzes en classe, consideres que tots els alumnes se senten còmodes amb la metodologia i se senten còmodes com per a participar i arribar tots o consideres que algú es queda darrere?

Docent 3 Jo crec que arriba a tots perquè en les meues classes, els faig parlar a tots vulguen o no. Perquè jo pense que un dels problemes que tenim, en general, és el nivell d'idioma i m'agrada que participen tots no que estiguen “vale, doncs jo vaig a classe per a estar-hi i ja”. Com aprovar l'examen és relativament fàcil si et prepares, el cap i a la fi és un examen que és prou aprovable, m'agrada que treballen, no? Aleshores els pregunte sempre, vaig preguntar-los un per un tot i jo crec que va bé.

Investigadora Pel que fa a les adaptacions o modificacions del temari, tu consideres que és un avantatge injust per a l'alumnat amb discapacitats o no? Què n'opines?

Docent 3 No, home no. No crec que siga injust. Necessiten que se'ls adapte. Almenys ajudar-los a que compreguen i puguen seguir la classe. A mi no em pareix injust. No, estic pensant però la veritat és que no crec que tinguin un avantatge injust. Avantatge injust em apareix quan se'ls donen coses i demanen més encara. Quan una alumna ja té el material adaptat i per a fer els exàmens també més temps i que a banda em demane que jo transcriga coses em pareix passar-se.

Investigadora Consideres que les adaptacions que s'han fet en classe han funcionat? Com per exemple això de donar-li més veu al *listening*, donar-los més temps els alumnes amb discapacitat perquè facin les tasques... creus que eixes adaptacions han funcionat?

Docent 3 Sí, però l'examen sí sé que si volen treure avantatge d'això poden treure'l perfectament perquè així com tots els alumnes venen a classe per a fer l'examen, l'alumna amb discapacitat visual el farà des de casa en l'aula virtual per què per la pandèmia ella ara està en casa. Clar a part que ella té una hora més per a fer l'examen, jo no sé si ella li diu al seu professor anglès particular “fes-me a l'examen”, que sí que es pot fer posant una càmera per a veure que és ella qui l'està fent, però tu no saps tot el que ella pot tenir davant que jo no veig o tinc accés.

Investigadora Et preocupa que estos alumnes arriben a complir amb els objectius de l'assignatura? O si es queden darrere, això et preocupa o consideres que arribaran?

Docent 3 Sincerament... puc ser sincera?

Investigadora És el que vull.

Docent 3 Segurament aprovarà i la realitat és que jo considere que no està per a aprovar. Però estic convençuda que aprovarà perquè si ella es queixara, la universitat es posaria del seu costat.

Investigadora Per què penses que la universitat es posaria de la seua part?

Docent 3 Per tenir una discapacitat. Perquè quan tu tens una discapacitat tan gran, perquè jo crec que tenint en compte el tipus d'assignatura que és, no poder veure el material és una gran dificultat, jo crec que és més fàcil per

a l'alumnat alegar que l'adaptació no estava ben feta, que per a nosaltres dir que no té el nivell.

Investigadora I esta alumna t'ajuda d'alguna manera o reps orientació d'algun lloc per a fer estes adaptacions?

Docent 3 No, no gens.

Investigadora I t'ha ajudat algú?

Docent 3 No

Investigadora I com ho has fet, aleshores?

Docent 3 Jo? Buscant per internet, tal qual en Google “qué hacer si tienes un alumno con discapacidad visual en clase: ideas”. Així. Google i jo.

Investigadora No has buscat dins de la universitat suport d'alguna manera?

Docent 3 No, i te dic per què. Si jo haguera d'haver fet la classe durant molt de temps, ho hauria fet d'una manera diferent però realment sent una revisió d'un llibre, i sense més, realment només tres classes; per a tres classes a mi em va resultar més fàcil anar en Google i buscar idees: doncs fer més exercicis d'este tipus, donar-li més la paraula en certes coses per a que veja jo que puga practicar d'altra manera. Això em resulta molt més fàcil que anar a parlar en l'UJI amb algú, que no tinc temps.

Investigadora I els alumnes amb discapacitat auditiva, tu veies que complien amb els objectius de la lliçó com tocava o havies de de fer alguna cosa extra?

Docent 3 No res, són una perla tots. Tots estupendament. No he tingut cap problema de res.

Investigadora Estaves parlant abans del tema de fer les transcripcions del llibre a l'alumna amb discapacitat visual per a que ella poguera tindre-hi accés i li vas comentar que ho consultaries. Des del teu punt de vista, fins a quin punt el professorat ha de donar suport a este tipus de qüestions?

Docent 3 No sé fins a quin punt, però a mi em pareix que això és massa. Tant com per a transcriure el llibre... Jo crec que se'ns ha de facilitar material per a nosaltres donar classe. Jo si haguera hagut de fer esta signatura sencera, per exemple, a mi m'haguera agradat abans de començar el curs rebre, encara que fora, un parell de classes amb algú que m'explicara bé com fer les coses per a jo estar preparada. Jo no he de saber sempre - per molt que jo siga professora, no he d'estar preparada per a cada discapacitat que existeix. Al cap i a la fi, jo crec que també t'ha d'ajudar un poc la universitat, sobretot per 300 euros que cobrem al mes, vull dir...

Investigadora Has fet classes online durant la covid?

Docent 3 A mi em va pillar una classe online, dos en persona.

Investigadora I vas notar si tant alumnes amb discapacitat visual com els de discapacitat auditiva seguien millor en una modalitat en un altra?

Docent 3 Seguien millor en classe tots. L'alumna amb discapacitat visual no ha vingut mai a classe, perquè pel covid no pot eixir de casa. Els altres sí que han vingut. Bé, en persona molt millor, més participatius que per exemple online.

Investigadora I online, encara que només tingueres una sessió, vas trobar com a docent algun entrebanc per a comunicar-te amb els alumnes o per fer-los participar?

Docent 3 Sí, però en general ja no si tenien una discapacitat o no, i això m'ha passat en totes les assignatures que els alumnes estan prou menys motivats quan estan online que quan estan en persona. No volen participar a no ser que jo diga el nom.

Investigadora I quina alternativa vas trobar el per a donar-los suport durant eixa lliçó, per exemple, vas trobar alguna manera?

Docent 3 Vaig agafar la llista i preguntant-los individualment però una cosa que em va passar i em va enfadar és que si no volen contestar es desconnectaven, això és un poc de mala educació.

Investigadora I trobaves que els alumnes amb discapacitat auditiva, havies de repetir les coses més tu - ja no l'audio el listening, sinó tu?

Docent 3 No, no la veritat és que ho seguien súper bé i a l'hora de participar, participaven igual. De fet una d'elles sí que sí que em vaig adonar que tenia certes característiques en el seu parlar pròpies d'una persona amb pèrdua auditiva però participava molt, sense cap problema.

Investigadora I ja estem arribant al final. De tot això, has après alguna cosa?

Docent 3 Que m'agradaria no tindre mai una persona amb discapacitat visual en classe.

Investigadora Doncs la de l'experiència amb l'alumnat amb discapacitat visual no ha sigut gens bona pel que veig.

Docent 3 És que és molta faena. És molta faena i estic molt a soles. Tinc molt poca guia de com fer les coses. Potser si les coses hagueren sigut diferents - i també s'ha de dir que la personalitat de l'alumne fa molt. [...]

Investigadora I ja has comentat que és molta faena. Com creus que es pot reduir eixa quantitat de faena?

Docent 3 Doncs tenint activitats ja preparades per a este tipus de situacions. Jo no en tenia res preparat o sabia ben bé per on tirar. Ja te dic, jo era buscar per internet a veure com fer les coses i feia plan a, plan b, i plan c.

Investigadora I consideres que eixes activitats les ha de tenir preparades el professor com tu dius amb plans alternatius?

Docent 3 No sé si el professor l'ha de tenir, jo és el que he fet jo perquè no sabia tampoc ben bé que esperar al no haver tingut mai esta situació. És que mai havia tingut jo res així, aleshores tampoc sabia ben bé com fer-ho. Si els havia de donar activitats diferents tota l'estona o els havia d'adaptar l'activitat que estiguera fent la resta, o si havia d'adaptar d'una manera diferent; aleshores jo preparava diferents coses i a veure què cau. O siga, a veure a què responien millor.

Investigadora I la preparació de la classe, quant de temps de portava?

Docent 3 Doncs... cinc hores, més o menys.

Investigadora Cinc hores per a una classe?

Docent 3 Sí

Investigadora És a dir, tota una vesprada per a una sessió de dues hores?

Docent 3 Correcte. Sí, sí, sí. Jo estava tots els diumenges tot el dia per a preparar la sessió de dilluns pensant i buscant en internet per a tindre opcions perquè me m'agobia molt el fet de pensar “i si l'alumna amb discapacitat visual no pot fer això? o se sent incòmoda? o preferix fer una altra cosa?” També el fet que, anem a veure, nosaltres com a professors associats i tal qual estem en este moment que som noves dins de la universitat, depenem molt de les avaluacions que tenim dels alumnes i això és una pressió molt gran perquè si de sobte esta alumna o qualsevol altre posa

una queixa, això és una pressió molt gran tenint en compte que jo he donat tres classes. La pressió que jo he tingut per tres classes, a mi personalment no em paga la pena. És que com ho fas 90% per *amor al arte*, el fets que haguera de passar-me tots els caps de setmana pensant i preocupant-me de veure com fer-ho i tenint tan poca direcció - com si diguérem - per part, ja no sé si del Grau o de la universitat o no sé o què, doncs m'agobiava un poc.

Investigadora Doncs, si això és el que has après, eixa ara l'última pregunta què volia fer-te. Moltes gràcies. Ature la gravació.

8.6.1.4. Participant 4

Investigadora Según la información que yo tengo, has tenido alumnos no con
(researcher) discapacidades visuales y auditivas, no?

Docente 4
(participant 4) Sí

Investigadora ¿Me puedes hacer una breve descripción de cómo son tus clases de
normal, o el año pasado cuando los tuviste?

Docente 4 ¿A qué te refieres?

Investigadora La metodología en general, los pasos que hay en tu clase para el listening,
para el writing, para el reading...

Docente 4 Pues, a ver, dependiendo de cada día se trabajan unas destrezas y
normalmente cuando entras al principio siempre hay un poco de
introducción, hablar un poco como están, haces un poco de speaking más
que nada para situarse y luego vamos siguiendo un poco el libro aunque
no en orden, pero bueno siguiendo las unidades del libro. Cuando damos
por ejemplo gramática, se les explica o se les pregunta primero los
conocimientos previos que tienen para a partir de ahí ir profundizando,
dependiendo también del tema de la gramática hay veces que se les
entregan ejercicios para hacerlo a la inversa: para que primero intenten
resolver el ejercicio y a partir de ahí explicar la gramática, o primero se
explica y después hacer los ejercicios. Una vez acaba la gramática pues

se hace ahí algo para que la practiquen. En el caso del Reading pues parecido. Se hacen unas actividades introductorias para que practiquen skimming y scanning, y luego ya hay veces que lo hacemos en común, aunque normalmente lo suelen hacer individualmente porque en este nivel no les gusta leer en voz alta. Entonces se le suele dejar 10 minutos para que lo lean y cronometrar que en 10 minutos lo tengan más menos hecho, y ya se corrige y se confirma que hayan subrayado la respuesta correcta. En este caso los que tenían discapacidad visual tienen el libro digitalizado y lo pueden hacer en el ordenador y pueden seguir el ritmo eso no les solía causar más problema que ese. Luego, por ejemplo, la redacción se explica en clase cómo se hace, pero luego la hacen en casa nunca hemos hecho en clase porque es mucho tiempo y la mitad no están motivados para hacerlo en el momento y necesitan inspirarse. Entonces eso se suele dejar para que lo hagan en casa. Yo les dejo el mínimo una semana, o más depende. ¿Y luego, qué más falta?

Investigadora ¿En el listening y speaking notaste que los alumnos con necesidades auditivas seguían bien o les costaba un poco más, notaste algo ahí?

Docente 4 Ellos se solían poner en la primera fila. Siempre estaban cerca. Yo me ponía el micrófono para que me oyeran bien, entonces en la parte del speaking no había problema, se integraban bastante bien. Bueno, el problema era cuando había interacción con los compañeros porque a mí me oían bien, pero si había alguien que participaba entonces sí que era un

poco más difícil porque solo había un micrófono. Entonces lo que yo hacía era repetir lo que la otra persona había dicho. Siempre cuando alguien hablaba yo lo repetía en voz alta y así la persona con discapacidad auditiva me escuchaba a mí. Claro eso terminó en contra suya porque únicamente me escuchaba a mí, no escuchaba otros acentos pero bueno es la opción que teníamos. Lo ideal hubiera sido que en cada mesa hubiera habido un micrófono, pero eso es imposible. En cuanto al listening también como yo llevaba el micrófono, me ponía al lado del ordenador y no solía haber problema. Alguna vez, porque sí que hay veces que yo trabajo con vídeos de YouTube sobre todo para coger vocabulario y crear para el speaking: muestras el video, coges el vocabulario y luego sale una discusión sobre [el tema] o planteas una pregunta y se crea un debate sobre ese tema de vocabulario. En ese caso, pues sí que me paso alguna vez que por falta de tiempo a lo mejor no me había dado cuenta, pero bueno que fue un vídeo [corto] que no tenía subtítulos - que no estaba subtulado. Y eso sí que causó...me supo súper mal, porque claro la chica que tenía problemas auditivos pues le... para los que tienen problemas visuales nada, porque escuchaban y ya está, pero la chica que tenía problemas auditivos ahí sí que ese vídeo le causó... - bueno yo le expliqué lo que decía, tampoco era muy largo pero bueno. Normalmente, ahora ya he aprendido la lección y lo reviso antes porque claro ni había caído que podía haber un vídeo de YouTube sin subtítulos y pues ahora sí que lo reviso más.

Investigadora Y antes has comentado la palabra interacción, que cuando hablan los compañeros los alumnos con discapacidad auditiva no podían seguir [la clase]. ¿La interacción en el aula cómo suele ser? ¿Suele ser solo el profesor al alumno, alumno hacia el profesor, grupos parejas...?

Docente 4 Sí, de todo tipo. Hay interacción de todo tipo. Depende de qué actividad sea pues muchos trabajan en parejas, si hay alguna actividad de vocabulario también pueden trabajar en parejas o en grupos también, hay veces que se van en grupos de tres. Y luego en el speaking, sobre todo al principio son muy tímidos, entonces al principio muchas veces les planteo el tema o les planteo la actividad que vamos a hacer y muchas veces tenemos imágenes que están proyectadas y los dejo a ellos que las comenten con sus compañeros que tienen alrededor, ya sean parejas o grupos de 3, y luego ya que lo compartan con todos porque si no solo hablaría en conmigo y muchos estarían callados pero les cuesta mucho. Entre ellos sí que hablan más pero, sobre todo el primer año, hablar delante de la clase les cuesta mucho pero bueno poco a poco sí que...

Investigadora Y los alumnos con discapacidad auditiva, ¿notaste si tenían dificultad en los trabajos en grupo, las discusiones en grupo o por parejas porque si el micrófono - entiendo que es el micrófono del implante coclear, no?, lo que tú llevabas - si el micrófono lo tenías tú ellos podían entender al compañero?

Docente 4 Sí, la verdad es que...sí. Cuando había... es más, siempre se solían poner juntos los mismos, en grupito y los que tenían discapacidad auditiva siempre hablaban bastante con la chica de al lado sí que hablaban con su grupo. Luego, a ver, les costaba más que al resto, pero sí eran grupos pequeños sí que se integraban. También es verdad que el año pasado la distribución del aula era diferente, eran mesas redondas; entonces en las mesas redondas entre ellos sí que...no es como este año que por el COVID estamos todos en fila y es más complicado interactuar. El año pasado al ser mesas redondas sí que se podía participar más en grupo e incluso podías hacer hasta juegos, era mucho más dinámico.

Investigadora ¿Cuándo te enteraste de que tendrías alumnos con necesidades visuales y auditivas?

Docente 4 Cuando empecé, ya había empezado casi. No sé si habíamos dado la primera clase y si no era la misma semana.

Investigadora ¿Y cuál fue tu reacción cuando te enteraste?

Docente 4 De primeras pues un poco de agobio, porque claro ya tienes todo el material preparado, ya tienes todo diseñado, las actividades que vas a hacer en el curso... y adaptarlas es mucho tiempo, y más si eres asociado y tienes otro trabajo - que yo dispongo de las mañanas. Entonces el caso de la alumna de discapacidad visual, de primeras, yo le pasaba todas las ... porque claro muchos materiales que yo tenía estaban en PDF y muchos

son de libros antiguos o son libros que tienes por ejemplo y fotocopia y eso escaneas. Y eso no se convierte automáticamente. Entonces, en principio, pasaba muchas horas adaptando al material y pasándolo a Word para que ella lo pudiera ...pero muchísimas horas pasándose todo. Luego ya me enteré de que se ve que tenía ayuda, entonces ya le pedí que por favor no me hiciera pasárselo todo porque es que yo no tenía tiempo, yo lo hacía por las noches porque claro el curso ya estaba empezado pero si lo sabes con tiempo pues ya lo preparas con tiempo, pero de un día para otro adaptarlo... Y encima es que el año pasado no era un caso, eran muchos (discapacidad visual, auditiva y Asperger). Entonces era mucha carga en tan poco tiempo para adaptarlo todo. No es que no sea posible, es que no había tiempo material para adaptarlo. Pero bueno, salimos un poco.

Investigadora ¿Y te sentiste cómoda dando clase a una clase tan diversa?

Docente 4 Sí la verdad es que no me sentí... A ver, al principio lo del micrófono fue un poco raro porque no estás acostumbrada, pero al final yo creo que nos acostumbramos a todo. A mí, por ejemplo, no me gusta aparecer en fotos y no me gusta aparecer en ningún lado, y con el COVID me he acostumbrado a estar en videoconferencias, a grabarme la clase, que algunos estén online que otros estén presenciales... Al final nos adaptamos a todo. Sí que es verdad que al principio no lo es, no es cómodo, pero luego ya te adaptas.

Investigadora ¿Y en algún momento te sentiste insegura?

Docente 4 ¿Insegura? Hombre yo creo que para eso no es necesario tener alumnos con discapacidad. Yo creo que al principio cuando no conoces los alumnos, los primeros días siempre tienes nervios porque no sabes a lo que te vas a enfrentar. Luego ya vas cogiendo confianza pero no es necesario que tengan discapacidad para... A ver, insegura en el plano de la discapacidad era porque es todo nuevo y no sabes cómo llegar a ese alumno; en ese sentido sí, un poco. Pero, bueno, también es verdad que ellos también saben cómo... por ejemplo la chica con discapacidad visual me dijo cómo podía adaptar el material para que fuera accesible para ella entonces... el problema es el tiempo más que la dificultad.

Investigadora ¿Y cómo ha sido tu experiencia como profesora en una clase diversa?

Docente 4 A ver, a nivel de enseñanza, yo creo que ha sido igual. Pero a nivel de estrés ha sido mucho superior, pero sobre todo por eso, porque es mucho tiempo adaptar los materiales y tenerlo todo preparado para tanta diversidad. El problema es el tiempo - lo que ha causado estrés: el tiempo que faltaba.

Investigadora ¿Las adaptaciones que has hecho durante el curso, por ejemplo, ahora se contemplan - o se contemplan posibles adaptaciones en la guía docente

de la asignatura? O sea, en base a las adaptaciones que hiciste, ¿ahora se contemplan en la guía docente o se contemplarán?

Docente 4 En un principio, no. Creo que no se va a contemplar. Creo que vamos un poco sobre la marcha. Cada año si hay alguien pues te avisan en el momento y tienes que buscarte la vida para... bueno, a ver que sí, que te dan algún consejo, pero en un principio “te dan consejo” es lo que te decía antes: “tienes que adaptar el PDF a Word”. Pero no te dan ayuda para pasar el material, no te dan ayuda para adaptarlo. Entonces no, no en la guía docente no aparece. Yo creo que, para mí, personalmente, me ha servido porque si me encontrara otro caso sabría cómo actuar pero eso no queda reflejado; si yo me voy para el que venga detrás, no le queda reflejado y tendrá que aprenderlo por sí solo.

Investigadora ¿Y crees que debería quedar reflejado de alguna forma en la guía docente o de alguna otra forma?

Docente 4 Yo creo que debería quedar reflejado, claro.

Investigadora ¿Y alguna idea, no sé, un Drive en el departamento una adenda en la guía docente...?

Docente 4 Sí, podría ver un Drive y ahí ir incluyendo todas las adaptaciones que se han ido creando. Lo que pasa es que claro, como también de año en año cambiamos de materiales, pues entonces los materiales que has adaptado a lo mejor para el curso siguiente ya no te valen porque el nivel es

diferente porque los intereses son diferentes. Entonces claro, el problema es que yo creo que debería estar más a nivel editorial. A nivel editorial ya darte el material que vas a utilizar adaptado para distintos tipos de discapacidad, más que hacerlo el profesor sobre la marcha. Porque claro, es que cambia. Da igual que tengan discapacidad que no, todos los años yo cambio materiales no siempre utilizo el mismo material porque cada curso es un mundo, entonces hasta que no empiezas con el curso por mucho que lo tengas todo preparado, modificas muchas cosas y muchas cosas que tenías ya no las utilizas porque esos conocimientos ya los han adquirido o porque son demasiado elevados para el nivel que tienen. Entonces vas modificando mucho sobre la marcha en el momento.

Investigadora ¿Y crees que las adaptaciones con modificaciones que tú haces al material para adaptarlo para hacerlos accesibles a estos alumnos es una ventaja injusta de cara a los otros alumnos?

Docente 4 No, no creo que sea una ventaja. Creo que es lo justo. A los otros alumnos se les da un material que es accesible para ellos y con el que ellos pueden aprender y adquirir los conocimientos. Por el mismo motivo estos alumnos que tienen discapacidad pues hay que darles el material que se adapte, que sea accesible para ellos para adquirir el mismo conocimiento. Sería justo lo contrario; sería justo. Si les das un material al que no pueden acceder, no les sirve de nada, no van a aprender nada.

Investigadora Antes comentabas que para la alumna con discapacidad visual le adaptabas los materiales al principio y se lo pasabas todo a Word. ¿Hasta qué punto consideras que nuestra responsabilidad dar apoyo en este sentido?

Docente 4 A ver, yo creo que es nuestra responsabilidad como profesores que los alumnos aprendan y darles sobre todo las herramientas necesarias para que puedan adquirir los conocimientos que están establecidos en cada nivel. Eso sí que es nuestra responsabilidad. Si para ello tenemos que adaptarlo pues hay que adaptarlo. No creo que no sea mi responsabilidad adaptarlo. Lo que sí que creo es que eso a lo mejor debería verse reflejado y que te quitaran horas lectivas y te den tiempo. Ni si quiera que te paguen más, porque aunque te paguen más no te va a dar tiempo de hacerlo, entonces que te reduzcan [horas] o que te den ayuda por otro lado, que otra persona pase los materiales o quitarte a ti carga para poder adaptarlos. No es viable hacerlo todo tú porque... yo lo hacía por las noches y claro depende de la persona. A lo mejor si solo tienes un trabajo... pero si es asociado y a parte tienes otro trabajo, no es viable o no hay vida. Una de dos. Tú lo haces porque es tu carácter, porque es lo que me pasaba a mí y al final no tienes vida porque te pasas las noches adaptando material para poder dar la clase durante el día.

Investigadora Volviendo a la metodología, ¿tú crees que la forma de dar clase (tu metodología)- crees que llega a todos tus alumnos? ¿Crees que alguien se queda atrás o alguien no te sigue?

Docente 4 A ver, yo creo que hay alumnos de todo tipo. Yo intento variar mucho con la metodología, o sea, no ser muy estricta. Intento cambiar, adaptar, muchos contenidos diferentes, aplicar técnicas diferentes, pero llegar a todos los alumnos es complicado. Muy complicado. Porque hay muchas veces que tampoco depende de ti a veces también depende de la predisposición que tengan ellos y cambiar eso es muy difícil. Hay veces que se puede, y hay veces que no. No lo sé, yo creo que los alumnos aprenden - que podría ser mejor, por supuesto, porque siempre podemos aprender nuevas metodologías, yo siempre voy aprendiendo, voy modificando y voy cambiando las técnicas; no tengo nada estático. Pero intento que haya mucha variedad: primero en vídeo, luego un papel, que trabajen con el ordenador, con su móvil si así van a trabajar mejor. Intento que se motiven, pero bueno no sé supongo que a todos no llegaré, lo veo complicado.

Investigadora ¿Te preocupa que los alumnos con discapacidad lleguen a cumplir con todos los objetivos de la asignatura?

Docente 4 A ver, yo creo que todos, con discapacidad y sin discapacidad tienen que alcanzar el nivel y el objetivo es que todos lleguen a ese nivel. No por tener discapacidad luego van a necesitar un nivel inferior para [ejercer el

trabajo]. Si ellos quieren ejercer ese trabajo, tendrán que tener unos conocimientos previos. Entonces, sí: todos. Cualquier alumno tiene que conseguir ese nivel para luego poder ejercer [ese trabajo].

Investigadora ¿Aparte del tiempo, que ibas muy corta de tiempo, has encontrado alguna otra dificultad?

Docente 4 Aparte del tiempo, ha habido - aunque yo creo que tampoco eso tiene que ver - ha habido casos de, en el caso de la alumna con discapacidad visual tuvo problemas con otros compañeros de la clase, pero era por carácter - podría haber pasado con otro - más que por discapacidad. Entonces yo creo que no tenía nada que ver con la discapacidad, yo creo que los alumnos lo llevan bastante bien. Es más, había una chica que siempre que estaba con ella, la ayudaba y la acompañaba al ascensor. Entonces desde la clase, los compañeros, lo han llevado bastante bien. Y en el plan de trabajo, pues sí a ver, sobre todo el tiempo, eso ya lo he insistido y es lo que peor he llevado. Luego sí que hay actividades que a lo mejor te gustaría hacer y no puedes hacer por qué... no sé, imagínate que quieres jugar al Trivial, pues no puedes. Sería más complicado. Tendrías que ponerla con un compañero que leyera entonces eso ya retrasa a los compañeros, la retrasa ella, ya no es lo mismo. Entonces hay actividades que sí que tienes que cambiarlas, tienes que modificarlas porque esa actividad no funciona en ese grupo. Pero a lo mejor tampoco funcionaría en un grupo con gente sin discapacidad, o sea que depende del grupo.

Investigadora ¿Has impartido clase a alumnos con discapacidad visual y auditiva durante la pandemia?

Docente 4 También, sí.

Investigadora ¿Por qué modalidad se ha optado: síncrona o asíncrona?

Docente 4 Durante la pandemia, por asíncrona cuando estaba yo con los de discapacidad.

Investigadora ¿Y notabas si seguían sí sigue mejor las clases en presencial, cara a cara, o online?

Docente 4 A ver online es que tampoco puedo... porque yo con ellos estuve cuando empezó lo de la pandemia que ni siquiera teníamos herramientas para hacerlo síncrono. Cuando empezó la pandemia más de 3 personas no podían haber en videoconferencia entonces nos fuimos adaptando todos y fue muy complicado llevarlo todo. Entonces yo creo que, si esa situación se hubiera dado este año que sí que ha sido todo síncrona, hubiera sido diferente. Yo creo que lo habrían llevado igual. En ese momento, es que tampoco puedo opinar mucho porque fue apenas un mes, no llegó ni al mes. Entonces coincidió que estaba en medio Pascua y eso, serían 15 días. Entonces, no sé. La experiencia que tuve es que lo llevaron igual que el resto, lo pasa es que lo llevaron todos mal. Lo llevamos todos mal. Pero que no lo llevaron peor que el resto, lo llevamos todos mal porque fue todo de golpe, no estuvimos que amoldar. Entonces los

primeros 15 días nos costó a todos y yo creo que a ellos les costó también. Pero aun así, lo mismo si había que entregar un trabajo, lo entregaban, si había que hacer las tareas, las hacían, a las tutorías venían a hacer las preguntas que tenían, pero bueno que fue complicado.

Investigadora ¿Eso te iba a preguntar, sobre tutorías notas si había más horas de tutoría con ellas que en presencial o lo mismo?

Docente 4 Lo mismo. Lo mismo sí. Este año ha sido todo otra historia, pero el año pasado cuando la pandemia al principio, la impresión que me dio a mí fue que los alumnos se creyeron que ya se había acabado, que no habían clases, que no había nada, y que estaban aprobados. Entonces fue luchar con ellos para que se conectaran, para que trabajaran, para que hicieran. Entonces las tutorías sí, se conectaban, pero se conectaban porque les obligabas. Pero pasaba lo mismo con ellas que pasaba lo mismo con el resto de los alumnos: “tutoría obligatoria, me conecto; si no es obligatoria, no tengo preguntas”. Pero no había un cambio por tener discapacidad. También es verdad que fueron 15 días lo que estuve con ellos en pandemia y este año no he tenido a nadie con discapacidad entonces no puedo valorarlo.

Investigadora Y ya la última pregunta. ¿Has aprendido algo de toda esta experiencia?

Docente 4 ¿He aprendido algo? Sí, claro, un montón. En el caso de los que tenían discapacidad auditiva tampoco es que hubiera que hacer muchos cambios.

Era únicamente estar con el micrófono, estar pendiente, repetir cuando hablaban, mirarlos cuando hablabas, pero bueno si aprendes las técnicas, aprendes a vocalizar más, que te vean la boca, a mirarles hacia ellos no mirar hacia otro lado, comprobar que tienen subtítulos los videos en YouTube. Y en el caso de los alumnos con discapacidad visual también, claro, adaptar porque ni siquiera sabía que tenía un programa para leer pdf y pues si lo tienen pues ya es mucha más ayuda; y a cómo adaptar el material para llegar a estos alumnos. En ese sentido, yo creo que sí se me diera el caso ya no partiría de cero. Sí que he aprendido un poco; no lo suficiente, por supuesto, siempre se puede aprender más, pero sí que a cómo llevarlo.

Investigadora Vale pues esa era la última pregunta ya paro la grabación y te pasaré también la encuesta.

8.6.1.5. Participant 5

Investigadora Según los datos que yo tengo, has impartido clase a alumnos con
(researcher) discapacidad visual o auditiva.

Docente 5 Sí.
(participant 5)

Investigadora ¿Me podrías hacer un resumen general de cómo son tus clases, la metodología que utilizas, las secciones que hay en tu clase...?

Docente 5 La clase depende de la asignatura. Normalmente son clases teórico-prácticas. Es instrucción explícita porque suelen ser alumnos de primero, no tienen mucha idea, y luego práctica siempre, y un enfoque comunicativo. Hago preguntas, ellos responden, igual que cuando explico la teoría. Siempre al final hay una diapositiva con alguna pregunta sobre los puntos que se tratan. Otra cosa es que ellos respondan o dejen de responder.

Investigadora ¿Cuál fue tu reacción cuando te informaron de que ibas a tener a este alumno/a en clase con discapacidad visual auditiva?

Docente 5 Lo primero, leer el informe que nos pasan del PAD (programa d'atenció a la diversitat) y ahí nos marcan unas pautas para actuar. Y yo suelo esperar dos semanas a que se pongan en contacto conmigo por correo y si no me pongo yo y les ofrezco los apuntes para que... les paso todo en formato que puedan editar, nada de PDF - Word o PowerPoint - para que lo tengan

antes y puedan ajustarselo a lo que necesitan. O incluso también he tenido alumnos TDA y lo mismo. De alguna forma les motivaba, les mandaba los apuntes antes porque no me gusta dejarlo todo; como va por unidades, si lo dejo todo, ha habido años que no... “ya tengo todos los apuntes, ya iré al examen.” Entonces les dejo unidad por unidad. Tan pronto como la empiezo, lo dejo pero a ellos les daba todo sobre todo por los TDA, para que lo viera antes de clase, vieran los ejercicios que se van a hacer y pudieran... que adaptación de asignaturas que fuera un poco más completa además de si tienen algún problema, alguna duda, tutorías... correos... yo estoy a tope con todo.

Investigadora ¿Y tu reacción cuando te llegó el mensaje del PAD, ese informe, como reaccionaste [...]?

Docente 5 Es parte del trabajo, no lo veo como algo extra. Además es una tontería. Adecuar el material es darle más tamaño, menos tamaño; ahora con la mascarilla ahora tengo una alumna con déficit auditivo, pues me pongo la mascarilla - la de Darth Vader, no, la normal, la que se me ve el morrillo. [...] la de la ventanita porque la otra me la probé y se empañan mucho más y no sé porqué. No sé si las has visto. Es como lo que llevan los buzos para respirar. Esa es la que utilizo yo y se empaña menos que la otra que hay es como si fuera un bozal de perro, básicamente, de plástico transparente, se ve todo y se supone que tiene un filtro. Entre lo que se empañaba y poner el filtro, nada, perdía mucho tiempo básicamente, así

que dije pues me pongo la otra y le envié un correo a la chica a ver si estando cerca y con el uso de la mascarilla pues me entendía un poquito más y le costaba menos seguir la clase. De todas formas hice lo mismo que con todos: le mando el tema antes para que se lo pueda mirar y sepa de qué voy a hablar en cada clase, que además está pautada cada clase lo que se va a ver.

Investigadora ¿Y tu experiencia como profesor en una clase diversa, cómo ha sido: positiva, negativa, harías algún cambio ahora que tienes más conocimientos? Cuéntame un pelín.

Docente 5 Yo más de lo que hago la verdad es que no se me ocurre. También depende del alumno. La alumna que tengo este año con déficit auditivo se sienta en primera fila, intenta estar cerca de mí, yo me pongo cerca de ella - aunque no debería, es cerca respetando el metro y medio, pero vamos, lo llevo bien. Después hay alumnos que sí, que sabes que tienen TDA pero van a la suya. Y de déficit visual... no recuerdo el año que la tuve, pero también. Era una una estudiante y también se sentaba lo más cerca del proyector posible. Entonces no... de todo he visto. Hay gente que te llega el informe, contacta contigo y le haces la adaptación. Que ya te digo, no suelen pedir mucho: “por favor, envíame los apuntes en el formato editable.” Las primeras veces sí que era más a demanda de ellos, yo era un correo general “lo que queráis o que os vaya a facilitar el aprendizaje, me lo decís,” porque ir a clase para no adelantar no lo veía justo para ellos. En principio

no es una - según las pautas que nos marcan - no es una tarea que consuma entre 30 a 40 horas de trabajo. Es un ratito y arreglar los apuntes, los 8 temas ¿qué te lleva media horita ponerlo más grande? Luego enviar un correo, enseguida está enviado; no es una mega carga. No sé si alguna adaptación o algún otro entrevistado hace adaptaciones más fuertes o más completas que sí que les requieran más tiempo, pero ya te digo yo les doy facilidades en todo; a veces me contactan, a veces no. Tengo un alumno con TDAH que me mandó el correo y me dijo pero no te preocupes que yo sigo la clase bien y no tengo ningún problema. Y poco más. Este año tengo un alumno con disgrafía (no lo había oído nunca) y lo mismo: “pásame los apuntes por correo, yo me los haré...” se pone en una hoja pautada las líneas para hacer los ejercicios y todo y eso lo hace él, no me ha dicho toma la hoja y adaptámelo, no tú mándamelo y yo ya me apaño. Y qué más te puedo comentar tengo una alumna también este año con una enfermedad rara y, está en Barcelona de hecho, la adaptación de ella pues son las clases en streaming que es un poco arriesgado. Es un poco “arriesgado” porque si las hago en streaming a lo mejor alguien dice “pues me quedo en casa”, por eso he optado por secretismo entre la alumna y yo. Antes de que baje el proyector donde ellos ven lo que estás haciendo ya pongo la videoconferencia del MEET y ella sigue la clase desde dónde está porque claro tratamiento lo tiene en Barcelona y cómo sigue teniendo episodios pues la están tratando allí. Y tampoco es de recibo que venga clase y tengo algún episodio de estos raros, bueno “raros” no, de la

enfermedad que tiene, y me ponga a mí en un compromiso que eso sí que no me gustaría.

Investigadora Hablando de sentirte incómodo en clase porque no sabes cómo reaccionar, ¿te ha pasado alguna vez con alumnos discapacidad visual o auditiva que no sepas cómo hacerles llegar los contenidos de tu clase y no sabes cómo reaccionar en ese momento?

Docente 5 No, por ahora no. Y además las evaluaciones docentes que tengo suelen ser bastante buenas, por no decir muy buenas,

Investigadora ¡Enhorabuena!

Docente 5 Sí, sí. ¡Uy, lo mío me cuesta! El porcentaje de alumnos sí que es muy reducido pero, vamos, ninguna queja.

Investigadora Referente a las adaptaciones que me has ido comentando, que les pasas los apuntes y eso, ¿en la guía docente de la asignatura se contemplan adaptaciones o posibles adaptaciones en algún apartado?

Docente 5 No, creo no, pero es que creo que eso no está en ninguna guía docente. Creo recordar.

Investigadora ¿Crees que debería incluirse?

Docente 5 No sé si la legislación obliga a incluirlo. Lo que se debe hacer es informar a todo el estudiantado que si tiene algún tipo de enfermedad o déficit (cognitivo o visual o ...), lo tiene que informar. La semana pasada me pasó

que una chica tuvo un episodio de migrañas y faltó dos semanas, y mira que a veces con la mascarilla los alumnos me bailan porque no sé si son o no son. Y me mandó un correo “mira qué me pasa esto” y yo pues la informé ponte en contacto con el PAD con Olga o con Encarna, que son fantásticas y coméntaselo por si acaso. Imagínate que te da un episodio en temporada de exámenes, tendrás que aportar el justificante médico pero además que sepamos los profesores que puedes empezar a faltar a clase porque tengas un episodio de migraña fuerte y tengas que estar encerrada en la habitación con las persianas bajadas y sin moverte, quietecita. O sea que hay muchos alumnos que todavía o no se les informa o no saben. ¿Que esté en la guía docente para facilitar eso? Pues no sé hasta qué punto la guía docente, porque yo a día de hoy, hace dos semanas “¿y cuántos temas hay?”. Está en la guía docente, hay 7 temas pues nos quedan 3 aun para acabar, o sea que no la miran. Lo que se debe hacer es visualizar un poquito más. Además del compromiso del profesorado, depende del profesor algunos era por obligación de diga “[...] ¿ahora tengo que hacer...?” Otro porque sí, como yo y también informar al alumnado de las opciones que tiene y ya está.

Investigadora Me comentabas antes que les mandas a los alumnos los Words, los apuntes en formato editable, ¿crees que estas adaptaciones o modificaciones que se hacen pueden resultar en una ventaja injusta de cara al resto de compañeros?

Docente 5 Una ventaja injusta... depende de muchas cosas. Si es que lo llevo pensando todo el cuatrimestre porque la chica de Barcelona no va a venir al examen, porque no puede, no porque no quiera. Y le tengo que adaptar el examen a modo online. Si yo me tengo que ceñir a las obligaciones docentes mías, el examen tiene que ser el día que es y yo no puedo estar en la clase con los 80 y pico alumnos y luego tener a una persona en videoconferencia haciendo el examen adaptado online que necesita un poquito más de tiempo. Tengo que temporizar las preguntas para tampoco darle esa ventaja, y confiar ciegamente en ella que no va a estar mirando los apuntes, porque aunque yo la vea igual que nos vemos tú y yo, yo no sé lo que tienes delante. Yo tengo dos pantallas ahora mismo y puedo estar pasando apuntes y completando - sí, sí, las dos pantallas una pasada - y copiando. Ese punto sí que lo veo una desventaja, también que tengan los apuntes antes... no sé hasta qué punto ellos ... También sería preguntarles a ellos hasta qué punto revisan ellos los apuntes “antes de”. Quiero decir, en fin de semana voy a leerme todo el temario a ver de qué va a hablar este señor. No creo que sea malo que tengan los apuntes, que sea una ventaja que tenga los apuntes antes. Los apuntes, al fin y al cabo, son apuntes es cómo leerse un libro. Lo que realmente la docencia implica es ir a clase y que el profesor, aparte de los apuntes, te explique, que esté contigo, resuelva dudas y si no vienes a clase todo eso te lo pierdes. O si vienes a clase con un déficit y realmente aprovechas, si de normal se aprovecha entre un 70 y un 80 por ciento de la clase, pues imagínate que

aprovechas un 50-60%, ya te estás perdiendo mucho. ¿Compensa? De alguna forma sí, por eso no lo veo una ventaja, el que tengan los apuntes, otra cosa son los exámenes online que eso sí que lleva tiempo para editarlo, para ajustar los tiempos porque encima tiene que ser online entonces no puedes darle mucho tiempo para que no copie, pero tienes que darle tiempo extra porque lo necesita porque te viene en el informe del PAD entonces ahí sí que veo que puede haber una ventaja.

Investigadora ¿Hasta qué punto consideras que hay que darles apoyo en ese sentido? Es decir, en el caso de la alumna que tendrá que hacer el examen online, hasta qué punto hay que darle todo ese apoyo o si tiene que recaer todo sobre ti esa adaptación tiene que estar hecha por otra persona, porque como dices consume tiempo calcular todos los tiempos y aparte añadirle el tiempo extra que ella necesita. ¿Crees que todo eso es responsabilidad tuya debería ser compartida?

Docente 5 Esa responsabilidad debería ser compartida. Yo me la puedo echar a la espalda porque me supone tiempo pero no me importa. Además hay que mirar por el beneficio del alumno que está pagando la matrícula entre 800 y 1000€ y pues ese dinero se tiene que emplear en que aprendan lo que sea. El problema es que siempre vamos al Plan B, que es haz la adaptación, como docente apáñatelas, intenta seguir los criterios que te mandamos que realmente son sugerencias. Habrá compañeros que no las aplicarán por el tiempo extra y estoy segurísimo. ¿Cuál era la pregunta? Es que me enrolló.

Investigadora Perdona es que la pregunta a lo mejor la he hecho demasiado larga, la quería acotar... ¿Hasta qué punto crees que hay que dar apoyo y hasta qué punto ese apoyo cae sobre el profesorado?

Docente 5 Debe haber un plan, en mi opinión: plan A y plan B, no directamente el B que es que el docente se cargue con todo lo que tiene que hacer y adelante. En el caso de esta alumna, a mi parecer, en primer lugar debería haber contemplado en plan A: “¿usted podría venir a hacer el examen el día tal a tal hora según el tratamiento que lleva?” Y preguntarle al estudiante también o que se genere un informe médico: “supone un riesgo que esta persona se someta a un nivel de estrés elevado durante el examen”. Estupendo, pues que lo haga en su casa online, que ese sería el Plan B. Pero no se contempla “vamos a preguntar a ver si la estudiante por obligación (porque están obligados) va a hacer el examen en clase en condiciones de igualdad, o en condiciones de examen igual que todos los alumnos, pero presencialmente en el taburete, con un boli, con lo que te has aprendido y ya está. Eso sí que no lo acabo de ver bien que sí, como has comentado recae todo en el docente y está el Plan B que es el docente. Entonces no hay plan A. Lo mismo que pasa con los casos de la pandemia si tienes persona vulnerable, no vas a hacer examen presencial lo vas a hacer online. Vale, ¿y si mejora esto? ¿Y si está comprobado que con la mascarilla estamos en clase y no hay contagios porque tenemos abierto y el sistema de extracción es bueno, realmente por qué tienes que estar tú en

tu casa con todas las facilidades y la - entre comillas - “tranquilidad” que te ofrece? No le veo sentido.

Investigadora Y ahora que comentas la pandemia, ¿has tenido alumnos con necesidades auditivas o visuales durante la pandemia?

Docente 5 Sí, sí tengo una alumna con déficit auditivo pero en marzo por ejemplo estamos encerrados, este año en segundo cuatrimestre la sigo teniendo. En marzo las clases online, sí y no me ha dicho nada. Entiendo que si me ve, porque yo la cámara me la pongo, si me ve explicando...

Investigadora Porque se ha optado por la modalidad síncrona, ¿no?

Docente 5 Nosotros sí. Yo sí, en mis clases sí. Yo eso de subir los apuntes, y que se lo lean y un cuestionario en mi asignatura no se puede y además es que no lo veo... lo veo muy mal, no me gusta, no tiene gracia.

Investigadora No, por lo que comentabas antes también que parte de la enseñanza 50% es ir a clase que el profesor te explique y abordar dudas esto es la asíncrona, pues no está tan presente.

Docente 5 En enseñanzas teórico-prácticas, como son mis asignaturas, eso debe ser así. Otra cosa es que tuvieras literatura aunque sigue siendo teórico-práctica porque tienes que aplicar unos modelos de análisis, pero a mí modo de ver, con un modelo o dos puedes, más o menos sortear la asignatura: esto se hace así, así y así. Pero mi asignatura, que es nociones

básicas que tratamos desde el sustantivo diferentes tipos de sustantivos, de verbos, identificar en texto frases, el análisis morfosintáctico, eso es muy complicado de hacer si no vas a clase.

Investigadora ¿Has notado alguna diferencia en cómo entiende la alumna en este caso los conceptos, si tenías que repetir más online o en presencial tienes que repetir más las cosas o simplemente no has notado nada?

Docente 5 No, la alumna no me pide repetir tengo alumnos que no tienen ninguna necesidad especial que sí que me piden “¿y esto por qué? ¿Esto lo puedes repetir?” Claro, sí, enseguida. Pero justo estos dos alumnos, el alumno con disgrafía y la alumna con déficit auditivo suelen preguntar pero son dudas no es repetición.

Investigadora En los dos casos, ¿no?: ¿la online y la presencial?

Docente 5 Es que también va con el carácter de la persona, si tienen más o menos vergüenza. Creo que eso se extrapola a cualquier tipo de estudiante. Hay gente que tiene un poquito menos de vergüenza y si no lo tengo claro yo estoy pagando la matrícula, esto me lo tienen que solventar. Tienen derechos y también tienen obligaciones, que a veces las obligaciones ya sabemos que no se cumplen, pero bueno nosotros tenemos que, de alguna forma, hacer las adaptaciones y estar ahí tanto para los alumnos tienen déficit como para los que no lo tienen.

Investigadora ¿Y crees que tu metodología, la metodología que utilizas que me comentabas al principio, llega a todos los alumnos o crees que alguien se queda atrás?

Docente 5 No lo sé, y no me lo pregunto porque las evaluaciones vienen positivas. Además ellos bajo pueden comentar: “explica muy rápido” o “no se le entiende al hablar” o lo que sea, “hay mucho temario” o “los conceptos son difíciles” no encontrado nunca. También la metodología la rige la asignatura; mis clases han de ser teórico-prácticas. Yo no puedo, pues “el sustantivo”, ala, estudiate: tipos de sustantivo, las formaciones de plurales, los plurales irregulares, las formaciones en latín que se han quedado, eso necesita un poquito de base teórica y sobre todo la parte práctica donde ellos identifican y aplican lo que vemos en clase.

Investigadora Esa era mi última pregunta referente a la covid y a la metodología. Ahora ya para cerrar, ¿has aprendido algo con esta experiencia con los alumnos de discapacidad visual y auditiva?

Docente 5 He aprendido adaptar, a hacer las adaptaciones. Lo que pasa, bueno “lo que pasa”... el profesorado desconoce ciertas enfermedades o ciertos... y bajo mi punto de vista, el informe del PAD se queda corto. Yo siempre pondría un poquito de descripción de la enfermedad o qué problemas puede tener, aunque sea una hoja que yo me la voy a leer, y las pautas para la adaptación también quedan un poco cortas: “dar más tiempo en el examen, dar más tiempo en clase para dar los ejercicios” y ya está; o

adaptar la docencia a online online síncrona porque la estudiante no puedo ir a clase por el motivo que sea. Si no sale del mismo docente o del estudiantado “¿puedes enviarme los apuntes?, ¿puedes hacer esto por mí?” Claro yo también entiendo que el alumno se siente..., además alumnado de primero, de alguna forma forzado a informar directamente al profesor - que deberían hacerlo pero entiendo que a lo mejor es una barrera: “¿y ahora tengo que mandar un correo al profe diciéndole que tengo esto o lo otro?” Como que hoy en día tenemos miedo a que nos etiqueten y más en la adolescencia. Entonces hay alumnos que sí, que sin ningún problema, el chico con disgrafía, la segunda semana ya tenía un par de correos informándome de la enfermedad, de lo que necesitaba, de lo que iba a necesitar para el examen que es el papel pautado que me ha dicho que me lo va a dar él. Pero también hay otros, como la chica con déficit auditivo, que no me ha pedido nada, ni me ha dicho nada. Yo me puse en contacto con ella. Respuesta: “sí, si te han enviado el informe pues ya está”. Y la pauta era esa, intentar estar cerca de la persona manteniendo la distancia de seguridad, ponte la mascarilla que te pueda leer los labios porque eso sí que les facilita pero claro si al final se empaña y ya no sé si me lee los labios o llega un momento que dice “mira, ya está.” Igual que utilizar el micro. El micro inalámbrico funciona hasta hora y media, y ahí ya la batería muere.

Investigadora Dices el micro del aula, ¿no? ¿No lleva implante coclear que te da un micro aparte sino el micro del aula?

Docente 5 No esa chica no, no lleva ningún implante coclear. No me he fijado porque lleva el pelo largo pero no, creo que no, porque con la mascarilla y el pelo largo, les ves el antifaz; es una locura.

Investigadora Bueno pues muchas gracias, esa era la última pregunta. Voy a parar la grabación.

Docente 5 Muchas de nada.

8.6.1.6. Participant 6

Investigadora Bon dia, doncs com ja et vaig dir, la meua tesi va sobre necessitats (researcher) especials visuals i auditives dins de l'aula d'anglès. Segons les dades que jo tinc, has impartit classe a este grup d'alumnes

Docent 6 He anat tenint alumnes al llarg d'estos anys. Des del PAD m'arribava la (participant 6) notificació de l'alumne i diguem que un a l'any, una mitjana d'un any, he tingut. Potser ha hagut algun any que pot ser no, però normalment n'he tingut.

Investigadora I quines necessitats han sigut? Han sigut sempre necessitats visuals i auditives o has tingut Asperger i d'altres?

Docent 6 Visuals en vaig tindre un fa anys, però l'alumne tampoc s'ha expressat massa. O siga, jo tenia una notificació, sí que vaig parlar -crec- amb l'alumne de cara a l'examen perquè clar la recomanació que em feien era ampliar la grandària dels del full. Aleshores ho vaig parlar amb l'alumne, l'alumne no volia, jo li vaig dir que li portaria els dos models i ell triaria el que volguera, que jo no anava a ficar-li - que jo també entenia la seua postura. Jo també entenc que tots els companys ho estan fent en un DIN A4 i ell ha de fer-ho en un...

Investigadora A2 o A1.

Docent 6 Clar. Jo li ho vaig ensenyar a ell però va dir que no volia perquè se sentia malament. A veure, no tenia molts problemes de visió però sí que suficient

com per a que se li poguera ampliar però no tenia gran problema. Porta es seues ulleres, el seu tractament i tal i estava bé. Sí que vaig tindre en un curs de llengua, fa anys, persones invidents. Això si que va ser complicat. Això va ser molt complicat perquè eren dos, d'això ja fa molts anys, això va ser un curs de llengües de SAUJI pot ser. Ahí sí que va ser complicat perquè clar diguem que l'aula virtual, com a que els llegia -crec- la informació que tenien i, clar, segons com jo l'ordenava la informació, ells rebien la informació. I a la millor jo ho estic ordenant de manera que visualment és efectiva però no auditivament; i un problema. I havies d'estar molt pendent per a ajustar el material. I després, els PDF - te parle de fa anys - els PDF no els llegia com ara. Suposo que ara ha avançat la tecnologia en eixe sentit, però en eixe moment els PDF eren complicats. Ell crec que era completament invident i ella es veia un poc. Això va ser un poc complicat. Després he tingut també TDAH. D'aquesta persona que estic pensant, jo no en tenia notificació - però d'això farà quatre anys o cinc - estàvem fent presentacions de prova a classe i vaig notar alguna cosa peculiar en ell i en acabant la classe vaig parlar amb ell, perquè li vaig dir que l'havia vist nerviós, un poc alterat i que estigués tranquil; simplement com per a tranquil·litzar-lo i donar-li *feedback* per a que estiguera tranquil en la pròxima sessió i tal. I en eixe moment va ser quan me va dir que era TDAH.

Investigadora O siga, t'ho va dir l'alumne

Docent 6 Sí, ell no estava notificat. A mi no m'havia arribat la notificació i, si no recorde malament, em va dir que ell no havia volgut que es notificara, era una assignatura de tercer ja; ja portava anys a la universitat i va dir que preferia que no perquè diguem que ja portava un rodatge en la universitat i que considerava que ell ho duia prou bé i que no necessitava en eixe moment... Amb ell no sap fer cap tipus d'adaptació perquè no se podia perquè si no està notificat, jo no puc fer res, però no va tenir cap problema tampoc. Després he tingut casos Asperger, n'he tingut dos crec - crec que dos - i han sigut complicats. Un no era extremadament complicat havies d'aprendre a portar-lo un poc però l'altre era molt complicat. Molt complicat. Perquè se li sumava a l'Asperger crec que un altre trastorn, que no recorde quin era, i eixe era molt complicat. D'Asperger, perdona, tres n'he tingut i dos cap problema i l'últim que vaig tenir que va ser fa un any: complicat, molt complicat per a mi.

Investigadora I amb necessitats auditives, n'has tingut algun cas?

Docent 6 No, que jo recorde, no. No n'he tingut cap, no.

Investigadora Val. És a dir: visual, Asperger i TDAH.

Docent 6 Sí

Investigadora Quan reps la notificació del PAD, o t'ho diu l'alumne "Mira que tinc X", quina és la teua reacció?

Docent 6 La veritat és que no tinc cap problema. Els trastorns mentals i això és una cosa que no... A veure, els entenc. No els entenc per formació meua sinó per perquè a la meua vida personal tinc psicòlegs, per exemple, que treballen en estos casos. Vull dir, que per a mi és una cosa natural, no és una cosa que me sorprèn que haja pel món un TDAH perquè estic acostumada a que en la meua vida personal que hi haja gent que està tractant estos casos; aleshores per a mi no és una sorpresa i he tingut la sort de poder consultar a nivell personal què faig en un cas d'estos; vull dir, al principi sí que ho feia quan per exemple m'apareixia un Asperger, tot i que la universitat t'ha de donar suport, el suport al cap i a la fi és sempre molt semblant, i bé, consulte. Faig una consulta a la persona que em pot ajudar perquè està dedicada a clínica i li consulte "què faig realment amb aquesta persona a l'aula?" Però no em sorprèn, no em preocupa, simplement ho trobe com a "Vale, he de treballar d'esta manera." Sóc receptiu, intente ajudar-los. Ara bé, hi ha alumnat que no es deixa ajudar de cap manera, com el que vaig tenir l'any passat, i ahí si que ho vaig passar jo malament, perquè era impossible, era molt complicat. I des de la universitat intentàvem fer tot el que podíem, estàvem en contacte amb la gent del PAD, i de fet el primer que faig quan arriba una notificació és contestar-la i en funció del tipus de patologia, inclús parlar amb elles per telèfon, estic en contacte amb elles durant el curs; o siga, em coneixen de sobra elles dos perquè m'implique amb elles. Vull dir, en el moment que arribe o parle amb elles i no... però no em suposa un problema i el que

és un trastorn mental no m'espanta en el sentit que he de tindre a l'aula llevat que fora *algo* molt complicat, no.

Investigadora Val tornarem amb això en una altra pregunta que tinc perquè volia aprofundir un poquet més en esta. En el cas dels alumnes amb discapacitat visual, per exemple, vas tenir la mateixa reacció de “Bueno, açò és...o penses d'una altra manera: és més feina, a veure com ho faig, no tinc cap persona que m'ajude...” perquè en cas de trastorns mentals sí que tenies un psicòleg.

Docent 6 Sí. Ahí em va passar que no estava la notificació del PAD perquè era un curs que no pertanyia... Els dos, bé ell almenys havia cursat els estudis universitaris ací, en el PAD el coneixien de sobra a esta persona i jo el coneixia. Pensar que un curs de anglès d'estos de SAUJI o del servei de llengües pots trobar-te gent que coneixes. De fet, el xic crec que era de la meua edat, vull dir havíem entrat a la universitat en el mateix període i el coneixia i a més era col·lega d'uns col·legues meus aleshores la relació amb ell era més senzilla perquè ell m'anava explicant; ell m'anava ajudant a mi. Ell me servia de guia perquè hi havien moltes coses que jo no sabia com fer-les i ell i m'explicava el tema de l'aula virtual, com llegien l'Aula Virtual, portava com una espècie d'ordinador on podia analitzar-ho tot es posava el *pinganillo* i tal. I ell m'ha anava explicant i jo em funció del que ell m'anava explicant, jo anava adaptant un poc. M'ha suposat més feina perquè havia de modificar material per a ell i per a ella i sí que va resultar

més complicat perquè era una cosa a la qual m'enfrontava novedosa per a mi totalment. Sí, em va costar més. No sabia per on tirar. A més, la interacció en classe és molt complicada perquè, clar, tu els dones veu a ells, igual que la resta. Però és molt complicat a voltes fer-los entendre que ja està bé, que ara ha de parlar un altre. Perquè visualment no ho estan veient, i a vegades en el to de veu, potser, no l'acaben d'entendre en eixe moment. Però passa el mateix amb els Asperger. Un dels Asperger que vaig tindre parlàven *mogolló* en classe, però *mogolló* és que és “massa” i havia de parar-lo ahí. Literalment li havia de dir-li que “vale, que estupendo, però que havíem de continuar amb altres persones” i li ho havia de dir explícitament. Amb altres persones, visualment ells entenen quan ja estàs dient que canvies de torn o canvies de persona perquè utilitzem estratègies encara que siga amb les mans tu li estas donant veu a una altra persona. Tu estàs dient que “vale” i ara l'altre. Amb este Asperger, jo no podia. Explícitament havia de dir-li que ja havia acabat el seu torn i que ara estavem escoltant altres veus. L'alumne ho entenia perfectament, però si jo no li ho deia, ell no callava i les persones invidents exactament igual. Me costava més.

Investigadora I en aquesta dificultat que vas trobarà i aquestes cosetes d'alguna manera et feien sentir incòmode dins de l'aula?

Docent 6 Però dels tres casos o el Asperger?

Investigadora No, en tots. En els casos de visual, auditiu, Asperger...

Docent 6 A veure, amb l'Asperger sí que em trobava un poc incòmode perquè eren ... hi havien situacions en què hi havien vora 90 alumnes. No. No només tenia... no, eren sols la meitat. Jo tindria uns quants 45 alumnes en eixa classe. Esta persona, clar, al principi jo sabia des del primer moment, a veure ell al principi no participava molt, amb mi me va agarrar confiança - que eixa és una altra, no? - Ho vaig aconseguir, aleshores amb mi sí que parlava molt en classe, en altres classes m'ha arribat la informació que no era tan participatiu, però la meua assignatura també es prestava i jo també tinc una actitud positiva cap a ell, que pot ser va ser una mescla de tot. I sí que em costava un poc perquè a més estic veient a la resta d'alumnes com estan mirant perquè, clar, els alumnes no saben res, els companys no saben la situació perquè és una cosa privada d'eixa persona - Ai, ara te diré una cosa que sí que vaig tindre un auditiva, ara què pense...

Investigadora Val ara em contes.

Docent 6 Aleshores, clar, jo de vegades notava com els companys estaven mirant perquè jo intentava parar-lo i aquell no parava i li havia de dir explícitament que ja vale, que *estupendo*, que havíem de continuar amb un altre. Sí que hi havien alumnes que em miraven i hi havien alumnes que com no en tenien res, evidentment ells no saben res, feien cares rares per l'actitud de l'alumne, no per mi. Clar, si no saps res, no entens la situació. Jo entenia la situació i jo sabia però soc molt discret. Encara sabent-ho he de ser discret per eixa persona. Vull dir, intente ser molt suau

a l'hora de dir-li, per exemple, que calle. Que no és que calle, sinó que ja està bé i ara continua una altra persona. Intente ser suau per a que no se sentisca agredit ni res, però la resta t'estan mirant i és un moment un poquet incòmode perquè em sap greu que se visualitze alguna cosa que l'alumne no vol que es visualitze. Aleshores, és un poc complicat. Amb la gent invident és evident i els companys ho estan veient i en aquell grup eren com 15 persones i molta gent se coneixien entre ells i hi havia molt de respecte. Si que hi havien moments en què com no paraven, no paraven de parlar i encara que jo els diguera que havíem de continuar, ells seguien. I em tocava dir: “no, no, que ja, que ja ho sé”. I ahí un poquet de conya en eixe moment hi havia gent que a la millor sí que era un poc com “uff, no callen”. Era més en plan “pobre profe que no li estan fent cas”. El tema auditiu, que no se m'oblida, vols que te'l comente ara?

Investigadora Sí, per favor.

Docent 6 Val, mira. El vaig tenir fa uns tres anys. Vaig tindre un alumne que va vindre i al poc temps va deixar assignatura perquè li havien de fer un implant. Li va anar l'operació tot bé i a l'any següent va tornar a la classe i havia d'anar amb un *pinganillo*, un casco i jo m'havia de posar una espècie de ràdio, que això li ho deixaven a ell des del PAD. I vam fer proves amb ell, li van ensenyar com funcionava, a mi l'alumne em va explicar com havia de fer-ho i jo crec que ho vaig gastar un parell de voltes perquè l'alumne un dia va arribar que no tenia bateria, un altre dia que “se

lo había dejado en casa”. L'alumne al final jo crec que dos dies ho vaig gastar completament, després un día la bateria i altre se l'havia deixat en casa. Al final em va dir “mira, no lo hagas; prefiero que no lo hagas”. Ell s'assentava en primera fila, sí que em va demanar que jo, clar, era una aula d'estes grans, que m'ubicara físicament més a prop d'ell perquè ell em mirava a mi quan jo estava parlant. Aleshores, ahí ell me seguia, em deia que “el problema és quan te desplaces que em perd. Però quasi que preferisc no dur-lo perquè em sent incòmode.” Ell se sentia incòmode. Clar, el *pinganillo* és aparatós, no és tan subtil com un casc (auricular) que és un poquet més aparatós. I l'aparató que jo duia era molt més gran que un mòbil. Potser que fora de les dimensions del mòbil però de grossor era molt més que un mòbil. Era, no sé, com una ràdio, no sé.

Investigadora Si com una ràdio d'estes portàtils o un Walkman o una cosa així.

Docent 6 Sí, una cosa així. I jo crec que a ell li donava com *palo*. Ell com em coneixia de l'any anterior que ja havia - clar, el problema el tenia igualment i s'havia de fer l'operació per a poder millorar - com ja el coneixia, ja havia parlat amb el PAD, sí que havíem arribat a acords per a estar un poquet més a prop d'ell o quan a la millor demanava una tasca, doncs després em posava amb ell i parlava amb ell a veure si ho havia entès. Ell se sentia còmode així. De l'altra manera jo crec que se sentia un poc incòmode. Però bé, o siga, després li va anar tot bé. Va fer l'assignatura completa, va fer les seues activitats d'àudio sense problema;

sí que la va fer en un altre en una tercera aula, si no recorde malament, que va vindre la persona del PAD i li ha va posar l'àudio més voltes. Després ja va tornar amb mi a l'aula jo estava pendent també d'ell i estava la persona del PAD amb ell i ja està. Però cap problema. A més, és una meravella de xaval; m'ho va fer tot súper fàcil a mi perquè per a mi era una cosa nova, ell m'anava explicant, m'anava contant com eren les coses; vull dir que jo he après més per ells que per... saps? He après molt en eixe sentits però ja et dic que el tema que no volen en estos casos com l'Asperger, no és que no volguera visualitzar-ho, era una situació diferent però esta altra era que per exemple com a que no volia que se visualitzara tant. Saps? Ell me deia “yo te sigo; o sea, si te apartas, no voy a seguir, pero si estás cerca de mí, te sigo”. I jo ho veia com un poc innecessari, tampoc vull forçar-lo a que l'utilitze la ràdio esta. I fa més anys vaig tindre un altre problema auditiu. Este sí que va ser extremadament complicat i sé que vam estar treballant moltíssim amb ell des del PAD. Havia de fer un examen oral amb mi - jo només donava la part oral - el problema és que jo no l'entenia quan parlava. Era impossible; em costava moltíssim. El vaig ajudar per a que poguera fer la part oral de la millor manera possible, vaig arribar a l'acord amb el PAD i al final va fer un examen oral mitjanament decent per a poder ... - eixa part era molt poquet de l'assignatura - ho va fer mitjanament decent i va tenir l'apte per la meua part i ja està. És que no, era molt complicat; la seua actitud, pel que em van dir, tampoc era la millor i crec que l'any següent ja es va deixar la

titulació, es va canviar o es va deixar la universitat, alguna cosa així. Li vam perdre un poc la pista. El xic era molt agradable, intentava fer tots els possibles però al final també com a que deixava de vindre a classe no... Són coses complicades per a ells.

Investigadora Va perdre la motivació un poc.

Docent 6 Sí, sí. Estos són els casos més o menys t'he fet un resum així general.

Investigadora No, no, està està molt bé. Has tingut molta experiència en estos casos.

Docent 6 Potser se m'oblida algun cas, estos han sigut els casos més seriosos. A veure, seriosos que m'has donat més treball d'estos dos auditius ja no me'n recordava. Pero, *vamos*, normalment sí l'alumne... bé, si jo tinc la notificació i jo puc parlar amb l'alumne, les coses van millor. I si l'alumne té una actitud positiva, les coses van bé. El que vaig tindre fa un any que era Asperger, que se li sumava un altre trastorn que no recorde, era molt complicat treballar amb ell. Impossible. Súper difícil.

Investigadora Bé, estaves parlant d'adaptacions, que si l'alumne es comunica amb tu, doncs l'adaptació és més fàcil i tot. Es contemplen adaptacions en la guia docent o en algun lloc de l'assignatura?

Docent 6 No, no ho tinc posat perquè clar diguem que cada any tindrè un cas diferent i després quina seria la d'adaptació òptima? Vull dir, no hi hauria una òptima que s'acoplara a tots, sinó que en funció de les necessitats

hauries de fer una adaptació. Després hi han adaptacions que són comunes que podem establir però “donar més temps a un examen”...? Sí, jo als alumnes els he dit “et puc donar més temps” i m'han dit que no volen alguns que els pareix una *tonteria*. Un dislèxic que vaig tindre fa anys, no vaig muntar cap història però n'hi ha una altra persona que sí, que sí que s'havia de muntar moltes històries. Jo em vaig posar en contra de muntar històries perquè si la persona no diu res, deixa-la estar. Perquè si no l'estàs marcant. I crec que hi ha gent que no ho entén. Va ser una assignatura compartida. Un dislèxic és que justamentestic un poc familiaritzat aleshores no em pareix tan greu. A veure, no vaig a parlar de nivells de gravetat però si la persona ha arribat a la universitat sent dislèxica, eixa persona també ha desenvolupat certes estratègies. És que ho sé de sobra. Vull dir, ha desenvolupat estratègies, no necessita un examen que estiga imprès d'X manera, en colors. No, deixa'l 'estar; si no et demana res, no molestes perquè eixa persona ho passa pitjor si l'estàs visualitzant d'eixa manera. És que no sé, és que crec que és innecessari. Ahí no vaig estar d'acord amb l'adaptació que es va fer. No em corresponia a mi, jo tenia a eixa persona en una part de l'assignatura oral i la part escrita la tenia una companya. I la companya havia de fer tot un festival, s'havia de donar tot per eixa persona i jo considerava que era innecessari perquè era... és que no feia falta, és que és dislèxia. És que no passa res. A veure, què fem amb un miop? Val, són coses diferents, però perquè siga miop anem a assenyalar-lo i dir-li “tu, així”. I el dislèxic - que insistisc, que si has

arribat a la universitat, que has tingut treball darrere, que has fet un esforç, pots seguir endavant. Vull dir, no hi ha cap problema, tens X problemes a l'hora de processar certa informació. Però si necessites un poc més de temps per a fer l'exercici o per a llegir un text, jo te'l done. Però ja marcar en colors, *no-sé-què*, la grandària del full, de la lletra... si no és necessari, no cal. Jo crec que no cal fer el que no siga necessari i hi ha gent que intenta fer més i més - no entenc per què, perquè l'alumne tampoc ho vol moltes vegades. I et parle jo que he tingut molts casos que la majoria volen amagar-se, vull dir, ells el que volen és estar amb els companys. No volen una altra cosa. L'any passat, va haver un alumne que no estava notificat en el PAD, va vindre a parlar amb mi a juny. Havia suspès l'assignatura, va parlar amb mi en juny i em va dir un trastorn que no me'n recorde, potser TDAH amb alguna cosa més i em diu "és que no he volgut notificar-ho" perquè és que "no me da la gana" em va dir; "joestic bé, i porte tota la vida". Ell em deia que tenia el seu tractament, el seu suport psicològic fora de la universitat i que ell no necessitava res. Em deia que volia estar amb els seus companys, "no vull que se me marque" me deia "perquè no tinc res". A veure, "no tinc res", "tinc *algo*", me deia "però que no m'està impeding fer una vida normal. El problema és quan comencen a marcar-nos sí que comencen a desplaçar-nos." Este xic, per exemple, no estava notificat i a mi m'ho va contar, em va dir "que sapigues açò", i li vaig dir que gràcies per contar-m'ho. És que són persones normotípiques. Quan no són normotípiques és quan - a veure, depèn del tipus del diagnòstic, sí que

podríem parlar de què no són normotípics, no?, però una dislèxia o un TDAH ben tractat, inclús un Asperger que no et complique molt, pots fer la classe perfectament si l'alumne està amb tu. Si l'alumne està amb tu, i tu estàs amb ell, no hi ha absolutament cap problema. És la meua experiència, eh? Vull dir, altres experiències poden ser diferents.

Investigadora I consideres que eixe tipus d'adaptacions, per exemple donar-los més temps o coses d'estes poden ser un avantatge injust de cara a la resta de l'alumnat?

Docent 6 Tal volta, en algun cas, sí. Jo per exemple donar-li més opció a l'alumne que té problemes auditius que el vídeo - eren dos vídeos en este cas - que el veja més voltes (perquè crec que van ser tres, la resta van ser dos, i ell va veure tres - ho vam pactar amb el PAD) i que estiga en una sala a part i que estiga tanquil, me pareix perfecte. Vull dir, no tinc cap problema. Té un problema auditiu, vaig a ajudar-te a que intentes ... després la resta de l'examen la fas com els teus companys perquè no tens cap altre problema. Este xic deguera utilitzar 15 minuts o 10 més que la resta. No crec que perjudique ahí a ningú. Altres casos en què fins i tots se'ls dona una hora per tindre Asperger, si no està justificat crec que no té sentit. Vull dir, està justificar que un Asperger tinga una hora més que un que no siga Asperger? On està la base científica que argumenta això? Si està justificat, no tinc cap problema, si no trobe que és innecessari. I no crec que estiga fent mal a la resta, però és que, insistisc, si no està justificat, crec que no

té sentit. És que inclús hi ha gent que després de l'examen és quan m'han dit el que li passava i no ha volgut notificar-ho perquè no volen eixe tipus de històries. Vull dir, TDAH que m'han fet l'examen en el mateix temps que la resta - han sigut dos TDAH els qui no van voler notificar-ho - perquè no ho necessiten. Ells em deien que no necessiten notificar-ho, que no volen quedar-se més temps, que no volen ningun tipus de tractament especial. Ells volen estar amb els companys, com la resta i han fet l'examen en 2 hores 2 hores i mitja - en funció del temps que vulgues donar-los - tres hores i no han necessitat més temps. Jo no entenc el motiu del temps. Sí està justificat científicament, sí; si no, no - i mai se m'ha argumentat.

Investigadora I fins aquí fins a quin punt consideres que hem de donar suport al professorat en estos aspectes?

Docent 6 Suport al professorat crec que és necessari. Crec que és necessari perquè moltes voltes el professorat s'enfronta a situacions desconegudes. Possiblement formar-los durant l'any per a sensibilitzar-los podria ser una idea, però ahí no podries a la millor aprofundir en cap tipus de trastorn, no et donaria temps. Potser una campanya de sensibilització. I després si tens un cas puntual jo crec que hauries de tindre formació sobre el tema. Clar, és complicat, no? Que anem a fer un curs enguany sobre Asperger perquè hem vist que tenim en tota la universitat 5 matriculats que afecten a 5 professors en eixe primer semestre, al segon semestre, cinc més? És molt

complicat, crec jo. El que sí que considere és que ha d'haver més suport per part de l'entitat. Crec que hi ha poc personal dedicat això. És complicat. I crec que no hi ha... una cosa es un pedagog, altra cosa és un psicòleg i des de psicologia hi ha moltes àrees i jo crec moltes vegades fa falta la visió clínica per a entendre el que pots fer en la psicologia educativa o en educació. Crec que la clínica et dona pautes que, després lligades a la part més pedagògica, poden funcionar. Una visió només pedagògica crec que no és suficient. I de fet, jo a nivell privat, jo he hagut de recórrer a gent que té una visió clínica perquè jo també estic més implicat en la part clínica que la pedagògica en eixe sentit i considere que sense la clínica no puc entendre l'altra part però des de la universitat el suport és pedagògic total i crec que es queda curt i fa falta més personal.

Investigadora Fins a quin punt és tasca del professor fer eixes adaptacions, dona-li si suport a l'alumnat... en definitiva: “estar ahí”?

Docent 6 Jo crec que si hi haguera més personal, podrien tirar-nos una maneta perquè al final se'ns demana massa. Vull dir, arriba un punt en què has de saber sobre Asperger mínimament per a poder tractar-lo en classe. No me suposa un esforç és una cosa que “vale, vaig a fer-ho” però que no se m'obligue a saber tant quan no vull. Vull dir, no és que no vullga, és que no és el meu treball. És que arriba un punt en què si estic fent això, no puc fer altres coses. I se m'està demanant com a PDI una barbaritat de coses que al final no pots amb tot. Jo crec que si hi haguera més suport,

simplement si hi haguera més persones de suport, tal volta eixa comunicació seria més fluïda, et podrien ajudar millor a elaborar material o tal volta tindrien més recursos per a... encara que siga tu per a dir “Vale estar persona necessita este tipus d'àudio i cal baixar-li la velocitat” - jo que sé. A veure que es pot fer en un moment però potser hi ha gent que no sap fer-ho. Doncs que eixe personal de suport també te tire una mà, no sé. I és que a vegades, no arribes a tot. És que no pots arribar a tot. És que no pots arribar, i a mi se m'escapen moltes coses amb els alumnes que tinc en classe i estan notificats. Se me passen moltes coses perquè no pots arribar a tot. Encara així, jo crec que mostre sensibilitat cap al tema i els alumnes venen a contar-me el que els passa, vull dir, ells mateixos venen a mi moltes vegades però crec és sobrecarregar-nos. No és que no vullga fer-ho, però si tinc més suport, crec que estaré millor.

Investigadora Has tingut alumnes amb necessitats visuals o auditives durant la pandèmia?

Docent 6 No, durant la pandèmia, no, perquè visuals van ser fa més anys - fa igual 5 anys i l'auditiu va ser just abans de la pandèmia [...].

Investigadora Val doncs ja l'última pregunta. Has après alguna cosa de totes estes experiències que has tingut?

Docent 6 Totalment. Sí, sí. A veure és un tema m'agrada, per això vaig a la psicologia clínica perquè és un tema que m'agrada, em motiva; per eixa

part no tinc problema. Possiblement em motive més la part de trastorn mental que no els trastorns auditiu o visual. El mental pot ser súper complex i molt difícil i de fet és el que et pot acceptar més a tindre una vida més normotípica o no. Els altres si prens cura, sí hi ha suport, tot i que un impediment visual ha de ser *tremendo*, potser no es complica tant com un trastorn mental en el dia a dia - no ho sé, eh? No ho sé perquè és tot molt complicat. Però jo sí que he après molt d'ells, perquè ells em conten la seua situació. Els TDAH que han parlat amb mi m'han explicat que els passa i què els ha passat quan eren adolescents i quines experiències han tingut els invidents m'han contat com fan les coses perquè jo no sé com he de fer les coses amb ells i m'expliquen com he d'actuar. Me diuen que no me preocupe tant. Me diuen “és que potser tu eres qui no sap com tractar-me, però t'estic dient que me tractes com al del costat - o siga, no et *ratlles*”. A més que a este xic el coneixia i com ens coneixíem ja era en plan, em deia “tranquil”. I amb els auditius, és el cas que et deia, no?, per exemple d'este xic que portava l'implant, portava la ràdio i tal i ell em deia “no, no, lleva-te-la i parlem normal i oblida't”. I ell també em conta la seua experiència. Sobretot he après molt de les seues vivències - amb els qui he pogut parlar - perquè després els d'Asperger són diferents. Amb els Asperger tindre una conversa, a mi m'ha costat i no ha sigut tan fàcil. Però, sí, he après clar, sobretot d'ells, perquè ells te conten; si tu t'obris, ells t'ho conten. Estic content d'haver-los tingut perquè he après coses [...] i ells et conten el que necessiten. I entenc moltes

vegades per què no volen que se sàpiga. I prepares un material que saps que val per a esta persona m'ha servit, si l'any que ve tinguera un cas, podria reutilitzar-ho. O inclús, ja no materials, les estratègies que has utilitzat tu per a dirigir-te a ell, les pots reutilitzar amb altres alumnes. És tot un aprenentatge.

Investigadora Sí que ho és, sí. Doncs eixa era la meua última pregunta, vaig a aturar la gravació i ara et passaré l'enquesta.

Docent 6 Val.

8.6.1.7. Participant 7

Investigadora Bueno pongo esto a grabar ya y así cualquier cosa que me cuentes queda (researcher) registrada, que hemos empezado directas al grano. Bueno me estabas contando que la alumna que tuviste era Erasmus.

Docente 7 Era Erasmus y las clases empezaban a finales de septiembre. Pasó todo (participant 7) octubre y, a finales de octubre fue cuando me llegó la notificación, incluso antes de que ya hubiera empezado a venir. Y dije, vale, una alumna Erasmus, estos problemas, está dificultad... vale. Y ella lo que me comentó es que había tenido problemas a la hora de que la aceptaran en asignaturas, y que al final pues, un poco por descarte, terminó en la mía. Yo dije que ningún problema, que yo la ayudaría en todo lo que pudiera. Claro, al ser asignatura de expresión oral todo lo que eran debates o *speaking*, no había ningún problema porque ella en ese aspecto no tenía ningún problema; lo hacía genial. Ella siempre iba acompañada de una compañera...

Investigadora Estamos hablando de una alumna con discapacidad visual, ¿verdad?

Docente 7 Sí, visual. Era ciega totalmente, no veía nada. Entonces en mi clase al menos cuando era clase presencial estaban todos separados pero ella sí que se sentaba con su compañera porque además me dijeron desde el PAD que vivían juntas y que no había ningún problema, que por contacto podían estar juntas que en ese sentido no había problema. A las clases presenciales vino prácticamente a todas, pero a las clases online sí que es verdad que no se conectaba a ninguna. Yo le pregunté pero me dijo que

era porque como era Erasmus, y tenía asignaturas de varios grados y de varios cursos, le coincidía. Y a lo mejor el día que nosotros teníamos online, ella estaba presencial y tenía problemas para conectarse. Eso es lo que me dijo, entonces no te puedo hablar de mi experiencia teniendo clases online con ella porque no llegó a conectarse.

Investigadora Vale, esa era una de las preguntas que te iba a hacer hacia el final, o sea que ya no te la haré.

Docente 7 Ella, a todos los emails, te contestaba enseguida. Por ejemplo, si tenía una duda le decía “pues, tutorías, nos conectamos por Meet y tal”, y me decía “no, yo por mail ya me aclaro”. Y, obviamente, yo no la voy a obligar a nada pero sí que es verdad que costaba [la comunicación], porque además se le daba incluso mejor -era francesa- el español que el inglés entonces todo en español los mails cuando normalmente los alumnos que tengo lo hacemos todo en inglés entonces en ese aspecto lo que a ella le era más cómodo. Sin embargo lo que fueron los exámenes los hizo online conmigo. Yo hablé con el PAD y me dijeron que todo lo que le pudiera adaptar por ejemplo el examen en vez de ser... el resto de alumnos lo hicieron físicamente en la UJI y ella lo hizo online y me dijeron que le tenía que pasar el Word del examen y que ella de ahí iba haciendo y, eso, estuve con ella, la estuve ayudando [...]. Luego, digamos que la otra parte de la asignatura era un examen de *listening*; tampoco tuvo problema, o sea, le pasé los audios, lo estuvo haciendo conmigo... En clase lo que

hacía era que, como cada día ellos ya sabían qué se iba a hacer, ella se lo veía todo antes. Por ejemplo, yo le decía “vamos a hacer este” y ya el día de antes en casa se veía todo.

Investigadora Y ahora que me has comentado lo de examen, esa fue la adaptación, ¿no? ¿Ella lo hacía desde casa y el resto lo hacían presencial o fue online también?

Docente 7 No, no. El resto lo hizo todo presencial. De hecho, lo hicieron en el pabellón. El *listening* test, también, lo hicieron presencial otro día. Ella no, ella lo hizo online.

Investigadora Online en el mismo horario o en otro horario.

Docente 7 No, otro día, otro horario, todo. Sí porque realmente lo que me dijo el PAD fue “tú dale todo el tiempo que necesite”. Entonces, claro, como yo no sabía cuánto tiempo iba a necesitar, claro yo no podía decir “de esta hora esta hora pongo a esta chica y luego...” No. Le di toda la mañana. Me cogí toda una mañana para ella por si acaso, porque pueden haber problemas de conexión o cualquier cosa.

Investigadora Y crees que esa adaptación que le hiciste pueda suponer una ventaja en comparación con el resto de alumnos.

Docente 7 Yo creo que lo necesitaba realmente. También es verdad que... espérate que ahora me estoy acordando. Perdón se juntó todo. Vale, no. Ella lo

tenía que hacer en Word y lo tenía que hacer con su ordenador, eso es lo que me dijeron. Perdona ahora me estoy acordando. Y, de hecho, quedamos un día varios Erasmus que se tenían que ir antes y entonces lo iban a hacer todos presencialmente en el seminario y yo iba a estar pues aparte con ella ayudándola y ella haciéndola un Word. ¿Qué pasó? Que estuvo en contacto con un caso COVID, entonces por eso fue que tuvo que hacer, lo mismo, en Word pero desde casa. Es verdad, ahora me acuerdo. Perdón no me acordaba.

Investigadora O sea que lo de casa no fue la adaptación sino que fue por COVID.

Docente 7 Sí, fue por COVID. Ella no lo tenía, le hicieron hicieron las pruebas y todo pero claro sin saber el resultado yo no podía quedar con ella, obviamente. Me dijeron “estamos en esta situación” y les dije “vale, pues lo hacemos [online]. Es verdad. Yo sí que tenía claro que lo hizo en Word pero es verdad que yo sí que al principio le ofrecí hacerlo con ella estar ahí con ella, ayudarla y cualquier duda que tuviera...

Investigadora ¿Y el resto de alumnos cuánto tiempo tenían para hacer el examen?

Docente 7 2 horas

Investigadora ¿Y ella no tenía tres o cuatro, ella...?

Docente 7 No, pero acabó como ellos o antes. Fue muy rápida, la verdad.

Investigadora Bueno, a la primera pregunta que tenía preparada, porque hemos ido un poco al grano y me gustaría que me describieras un poco cómo es una clase cualquiera tuya: la metodología que utilizas y si esa metodología crees que llega a todos los alumnos por igual tengan discapacidad auditiva visual o cualquier otra, o ninguna.

Docente 7 Si tienen discapacidad visual... bueno, claro depende. Mis clases son de expresión oral. Digamos que nos centramos en *speaking* y *listening* y un poco de *Use of English*, entonces todo lo que es la parte del *listening*... claro, discapacidad visual, ella en ese aspecto no tiene ningún problema y en cuanto a lo que era el texto lo preparábamos antes con ella, entonces en ese aspecto no. Auditiva, claro ahí sí que ya tendríamos problema - no he tenido a nadie con discapacidad auditiva pero no sé cómo podría adaptar eso, con los *listenings*, por ejemplo. Luego, toda la parte de *speaking* - tenemos un libro donde hay varios tests, hay un montón de ejercicios de *speaking*, hay discusiones, todo. Entonces, en ese aspecto, como todo lo que ponía ahí yo se lo decía y lo explicábamos, no hay ningún problema. Y luego también dedicamos una parte de la clase a hacer los ejercicios del *Use of English*. Ahí ella sí que tuvo un poco más problema porque yo le dije “vamos a hacer este libro”, digamos. El material no lo preparo yo, yo no soy la responsable de la asignatura, a mí me dicen “este es el material, tienes que dar esto, y yo la dije “este es el libro”. Y ella me dijo - que incluso se lo pasé en PDF - ella me dijo que solo podía leer algunos PDF,

algunos tipos de PDF, otros no. Y que lo que iba a hacer era enviárselo a una asociación que hay en Francia que lo que hacen es que se lo transcriben todo, se lo pasan todo a Word; que ella lo había pasado ya otras veces y que no tenía ningún problema en eso. ¿Qué pasó? Que al final con todo esto del COVID no se lo hicieron. Ella no consiguió que le pasaran el libro entero a Word entonces lo que hacíamos claro, a ver, su compañera la ayudaba en cada ejercicio, pero claro yo entiendo que no es lo mismo que que ella pueda, de alguna forma, ir leyendo. En ese aspecto dependía muchísimo si lo tenía su compañera o estábamos más encima de ella con esos ejercicios... en ese aspecto sí que tenía problemas. Claro, si tú no tienes un material que esté adaptado a ellos, porque claro yo pensé “no me puedo poner para transcribir todo un libro entero de 300 páginas”. Tuvimos reunión con el PAD también. Nos dijo “intentad adaptarle todo”. Hay asignaturas que trabajan con materiales sueltos; claro, si es solo una hoja pues no hay problema, se lo pasas y ya está pero cuando trabajas con libros físicos... pues, ahí sí que me he sentido un poco mal porque no la pude ayudar en ese aspecto. Claro, también vino más tarde. A lo mejor si hubiera sido al principio - no sé - hubiera podido... no sé, yo personalmente no le pude pasar todo el libro a Word. Entonces en ese aspecto sí que entiendo que fue un problema para ella, aunque luego se le daba bien todo lo del Use of English y aprobó y todo pero ahí sí que siento que yo no le pude ayudar.

Investigadora Y ahora que hablas de cómo te sentiste tú en ese momento, que no le podías ayudar y sentías que era tu responsabilidad, ¿no?

Docente 7 Claro, es que yo era su profesora, y yo también, por ejemplo, le he preguntado al PAD y me dijo “no, tú tranquila; no pasa nada, le vas ayudando en clase”. Luego le pregunté a la responsable y me dijo “bueno, tú adáptale todo lo que puedas”. Claro, pero todo lo que puedas, yo no puedo adaptar un libro entero.

Investigadora Y en base a ese sentimiento que tú tenías, ¿hasta qué punto crees que es responsabilidad del profesor dar ese apoyo?

Docente 7 A ver... hasta qué punto...

Investigadora ¿Son preguntas muy difíciles?

Docente 7 No, a ver, yo sí que sentía que era mi responsabilidad; no, por ejemplo, de la responsable de asignatura, porque, claro, ni la conocía, ¿sabes? Pero claro había cosas que ¿cómo se las adaptaba? Es que yo tampoco sabía bien cómo adaptarselas. A mí por ejemplo, el examen, a mí porque el PAD me dijo “no le pongas muchos puntos suspensivos porque eso ella cuando lo lee le empieza a decir *punto, punto, punto, punto, punto*”. No sé, cosas así me decía. Yo eso no lo sabía. Yo si a mí no me lo dicen, pues hubiera hecho el examen como al resto. Que tampoco es que haga yo un gran [examen], ponía “1” y ponía la frase. “Tú ponle los *brackets* y pones una X, y ella ya sabe que ahí va algo”. Yo se lo hice así, tal cual me explicaron

pero yo aún así el día del examen le expliqué todo cómo tenía que hacerlo. Claro es mi responsabilidad hacer eso. Pero aún así yo siento que no le pude ayudar todo lo posible en el tema material porque luego en clase estaba para ella y para todos y no había problema pero...

Investigadora Luego había ciertas cosas que estaban a tu alcance y otras que no, es lo que quieres decir.

Te sentiste cómoda enseñando una clase diversa en el sentido de, por ejemplo, pones una imagen - porque has dicho que es de expresión oral - das una imagen y el resto sí que tiene esa imagen para hablar, para la expresión oral, pero tienes que pensar cómo explicar esa imagen para darle la oportunidad a la alumna con discapacidad visual. ¿Estuviste cómoda haciendo estas adaptaciones?

Docente 7 Sí, cómoda en clase sí, en ese sentido no ... todos intentábamos ayudar. Ella a lo mejor en lo que eran los *speaking tests*, las partes de las imágenes, ella hacía digamos la parte de las preguntas pero claro que era describirla si ya se lo describíamos ... pero luego había muchas preguntas, subapartados y secciones de contestar preguntas y discusión. Ella, digamos, hacía de todo el test hacía el 90-95% pero claro lo de las imágenes, ella directamente me dijo “no, no, yo eso no”.

Investigadora Antes comentabas que tú no sabes cómo tienes que adaptar el examen. Ese *no-saber*, esa “ignorancia” en cierto modo de cómo adaptar las cosas, ¿en

ningún momento te hizo sentir insegura, incómoda en el aula de “a ver cómo salgo de esta”?

Docente 7 No, porque ella además sabía que nosotros estábamos en contacto con el PAD y que nos iba a decir cómo adaptarlo. Entonces, en ese punto... yo sabía que yo iba a hacer lo que me dijeran - mejor o peor, pero yo lo iba a intentar.

Investigadora Y en el momento recibes la notificación - que me has dicho que la recibiste bastante antes...

Docente 7 No, por ejemplo, si me llegó el 23 la notificación, ella vino el 26 o algo así. Unos días.

Investigadora ¿Y cuál fue tu reacción al recibir esa notificación de “tendrás una alumna con discapacidad visual en aula”?

Docente 7 Se lo comenté a la responsable. Le dije “mira, me han escrito del PAD, me han dicho esto.” “Ah, vale, vale, tú tranquila, ya le daremos todo”. Y yo: “vale”. A ver fue como... sorpresa porque era la primera vez realmente que tenía una alumna con discapacidad visual y dije “bueno, pues ya iremos viendo en clase cómo puedo ayudarla”. Y luego ella vino y la verdad que genial, ella en todo momento estaba dispuesta a todo. Fue un poco más como curiosidad y miedo - no, tampoco miedo, pero bueno “dije va a salir bien”.

Investigadora Dificultades como docente, aparte de esa inseguridad de cómo adaptar las cosas, ¿no te encontraste nada más?

Docente 7 No, con ella realmente no, porque luego sí que he tenido otros que han tenido problemas de ansiedad y claro eso ya es a lo mejor - incluso te diría - más difícil. Aunque ella realmente el problema que tenía con el material - el formato del material - pero luego ella lo hacía todo, trabajaba súper rápido y lo hacía súper bien. Otra cosa ya es, por ejemplo, el tema de que no podía venir a las clases online que claro perdía mucho de temario pero yo ahí ya... el tema de que fuera Erasmus y que le coincidían clases online, que tuviera que estar la UJI, conectarse... La asistencia no es obligatoria entonces, no, tampoco no le podía decir mucho.

Investigadora Vale, como me dices que en las clases en línea no se ha conectado y tenía una apartado de clases en línea durante el COVID, pues realmente esas son las preguntitas que te quería hacer. Me lo has contestado sin apenas preguntarte. O sea que voy a parar ya la grabación

Docente 7 Vale

8.6.1.8. Participant 8

Investigadora Bé, tu has tingut alumnes amb discapacitat visual i auditiva o només n'has
(researcher) tingut d'una?

Docent 8 A veure, jo he fet ha sigut treure les notificacions del PAD, m'ho he imprès
(participant 8) i així te puc comentar els casos que he tingut, si vols.

Investigadora Ai, que bé! Que apanyada, molt bé, moltes gràcies. Així millor.

Docent 8 Si no no me'n recorde, saps que te vull dir? Perquè he estat mirant i te puc
comentar un poc els casos que hem tingut al llarg d'aquests anys.

Investigadora Doncs sí, comencem per ahí. Situa'm un poc.

Docent 8 Prefereixes que comencem de més enrere o més recents? Comencem des
del principi?

Investigadora Sí, comencem pel principi però ens centrarem només en discapacitats
visuals i auditives; si has tingut TDAH, això no és rellevant per a la meua
tesi.

Docent 8 Val, visuals només tenia dos

Investigadora Val, doncs, comencem per eixes si vols.

Docent 8 Aquest any he tingut a un alumna en un grup, només que aquest grup és
un grup especial perquè és un grup anomenat Zeta. Estos grups anomenats
Zeta vol dir que són titulacions que estan a extingir. Aleshores, com avui

en dia [...] tenen un pla nou, aquesta assignatura ja no rep docència. Aleshores en el cas d'esta alumna en concret, què ha passat?, que tenia una un problema auditiu i em van enviar una notificació que deia que a la consergeria podia anar a arreplegar la mascareta comunicativa, transparent. A veure, realment vaig anar a per ella però en esta alumna mai ha tingut docència perquè aquest grup Zeta només té dret a examen. Aleshores en l'examen, era un examen online que se'ls feia mitjançant elements electrònics; aleshores no mai vaig tindre que fer ús d'esta mascareta comunicativa, perquè a pesar que aquesta alumna tinguera aquesta necessitat, al no tindre classe no vam tindre eixa necessitat de posar-me la mascareta perquè no em vaig comunicar amb ella *face-to-face*. Esta xiqueta el que tenia era, em van dir, “una estudiant amb problemes auditius”.

Investigadora Val. I en la teua assignatura, en l'examen per exemple, tenien algun tipus de listening, alguna activitat d'àudio?

Docent 8 Sí ara que pense, sí, tenia un listening, però no jo no vaig fer cap tipus d'adaptació. Però ella tampoc no em va dir cap tipus de [comentari]; com és un listening que el pots escoltar les voltes que volgueren, tenien els cascos a casa, i no hi havien sorolls... La veritat que jo sí que vaig tractar amb ella el tema de què no ens faria falta fer cap actuadaptació, y em va dir que “sí”, que “correcte”. La xica va fer el listening normal, i tot.

Investigadora Val, no tenien un temps limitat per a fer el listening?

Docent 8 No, en eixe cas no perquè la majoria de vegades els diem que en un parell de vegades ja està, però donades les circumstàncies del covid-19 i les dificultats que ja hi havia de fer-ho a distància... i per al grup Zeta, perquè a veure, el grup Zeta, t'ho vaig dir a tu amb sinceritat: és un grup d'estudiants que a la millor porten esta assignatura i ja és la cinquena vegada que se presenten, saps?, que tampoc... Els pots donar molta ajuda, encara així...costa, costa. Aleshores, en este cas, podien escoltar el listening totes les vegades que volgueren. No hi havia un límit. I això seria en el cas de la xica que tenim en el grup Zeta, que ja te dic que no necessitat aquesta mascareta comunicativa aquest curs.

I després, la xica que tenia problemes visuals, a veure a aquesta xica, sí que vaig tindre una alumna que tenia problemes visuals i en aquest cas tenia una pèrdua important de visió. [...] El PAD em va recomanar llegir el que escrivia a la pissarra, jo en el meu cas, la veritat és que a la meua assignatura no solc escriure en la pissarra escric sempre en un full de Google Docs i el que faig és posar-ho molt gran. La veritat que no compte perquè sempre pose en la pantalla molt gran i sempre, sempre, ho amplie moltíssim.

Investigadora Ara que comentes que utilitzes un Google Docs, eixe enllaç el vas compartir amb l'alumna?

Docent 8 No, no; amb tots. Així Google Docs que és com si diguerem la pissarra que tenim nosaltres, jo des de principi de curs sempre la tinc compartida

amb tots els estudiants i així ells poden tenir-lo al seu abast des del primer moment. D'esta manera ella sempre té accés a poder ampliar-se aquest document. I el mateix també amb els meus materials, a banda que estan sempre en reprografia, sempre els tenen tots penjats a l'aula virtual de manera que no és realment una adaptació per aquests casos que tenen alguna discapacitat visual perquè ells poden ampliar-s'ho tot el que vulguen. A la millor ho faig fatal, eh Anabel, que jo també... després em dius tot el que he de millorar perquè jo la veritat...

Investigadora D'això tracta la tesi; de trobar les maneres de cobrir eixes mancances que tenim com a professorat.

Docent 8 Després em suggereixen que utilitzem molt i l'aula virtual, i realment la utilitzem moltíssim. [...]. Jo la veritat és que l'aula virtual sí que la gaste una barbaritat. I ací després, l'última pauta de treball que ahí sí que vaig haver de fer una adaptació va ser a l'examen que em van demanar l'ampliació fins al 50% més de temps; òbviament si l'examen va durar dues hores, ella va tenir tres i crec recordar que no es va gastar totes i sí que vaig haver de fer-li els exàmens al final. Sempre ho ajustes per a que, perquè a pesar de ser un examen llarg i tal, sempre intentes ajustat l'espai al mínim. Aleshores, en el seu cas, sí que me'n recorde que vaig haver de fer... si els alumnes tenien sis pàgines d'examen, ella en tenia 14 o 15. Li vaig ampliar molt moltíssim la lletra per a que poguera veure bé.

Investigadora Clar, perquè ella només necessitava que li feres la lletra més gran, no? No porta cap pinganillo connectat a l'ordinador que llegira el document?

Docent 8 No, no, d'això no. Ella només era una qüestió que se li ampliara la grandària sempre. La veritat és que no la vaig veure amb pinganillo a ella. I a vore, en casos auditius o visuals són estos, la majoria de casos que solem tindre solen ser dislexia, no sé perquè, però tots els anys tinc dislexia.

Investigadora Sí dislèxia i TDAH són els més comuns, crec jo també.

Docent 8 Sí. Dislèxia, TDAH alguna vegada. Després si que vaig tindre una vegada un cas molt molt greu que no sé què haurà passat. Era una estudiant amb discapacitat intel·lectual, aleshores sí que eren molt molt complicades les classes. Això sí que va ser...uff. Al final s'ho va deixar, jo crec que es va deixar el grau en si. Era molt complicat tot perquè no jo era incapaç de comunicar-me perquè no l'entenia de cap manera, i això que intentava estar molt damunt d'ella, ajudar-la, correus, però la comunicació era molt... no podia ni en castellà. ni en valencià, i molt menjar en anglès, clar.

Investigadora I ara que comentes eixa experiència teua, que et senties un poc indefensa ...

Docent 8 Sí, clar, sense tindre cap recurs, saps que et vull dir?

Investigadora Quan vas rebre les notificacions del PAD que anaves a tenir alumnes amb discapacitat visual i auditiva o les altres, quina és la teva reacció? Quan reps estes notificacions, què passa pel cabet?

Docent 8 A mi, en el cas per exemple d'estes que te dic, que potser són molt més greus però tots estos eren estudiants que podien seguir les classes amb molta normalitat, em pareix un procediment correcte. Però per exemple, en el cas d'estat xica crec que va ser molt gelat perquè crec que m'haguera agradat rebre un poc més d'informació; perquè clar tu esta informació a principi de curs i vaig a la classe me vaig trobar ara un panorama que no m'ho esperava per a res, aleshores sí que em vaig quedar molt en xoc de dir "ostres, i ara com faig front a açò i que... i com l'ajude, i com li explique quines.." Clar, el primer dia és el típic dia que fas els criteris d'avaluació, i a banda era una persona major que volia fer preguntes, volia...tenia interès de veritat, saps què vull dir? Aleshores me'n recorde que vaig passar un - crec que va estar un mes, mes i pico i la dona sempre venint a classe, mostrant interès, i la veritat que sí que va ser... però jo sense recursos i ja te dic que em vaig sentir molt frustrada de no poder ajudar-la i entendre-la. Ja t'he dit que no podia entendre-la, i al final, amb el temps anava pillat un poc el que em deia però era horrible. I clar, jo crec que em vaig posar en contacte amb el PAD. Sí perquè tinc ací "perfecte, parlarem demà". I de fet parlarem [...] I sí que vaig arribar a parlar amb elles, ara que pense, i em van dir que això és un cas que n'hi ha un

percentatge d'estudiants que poden entrar i que, bé, un poquet em van dir que m'apanyara com poguera, que sabien que no era un problema que depenia de l'assignatura meua, sinó que era un poc més general. En poques paraules em van dir que la tinguera i que no sé... És que jo els vaig dir, és que ella mai no pot aprovar l'assignatura perquè hi havia una carència de comunicació total, saps què et vull dir?, a pesar del seu interès i jo no sabia com fer front a aquest cas, la veritat.

Investigadora Doncs només te'n vas sentir un poc incòmoda, frustrada, insegura davant eixa situació, no?

Docent 8 Exacte. La resta si vols que et diga la veritat no perquè amb els altres era molt... estudiants que no tingueren cap necessitat especial, saps què vull dir?, o així m'ho van fer entendre a mi. Sobretot, ja t'he dit que en el cas d'una alumna, la d'enguany de la mascareta, que el meu contacte amb ella ha sigut nul, podríem dir, perquè com no tenien dret a examen me la vaig trobar el dia de l'examen i ja està. En el cas de l'altra estudiant que venia sempre a classe era una estudiant molt participativa i tot bé, tot correcte. Sí que em recorde que em va dir "recorda que hem de fer el meu examen més gran per a l'examen final" i jo, "sí, sí, ho tinc en compte".

Investigadora I fins a quin punt consideres que els professors han de donar suport este tipus d'alumnat amb les adaptacions i modificacions, fins a quin punt és la nostra responsabilitat o és del PAD?

Docent 8 A vore, jo compte que tot professor té - hauríem de tindre - eixa responsabilitat d'atendre a tot l'estudiantat siga el que siga la seua -és que no sé si se diu bé la paraula “discapacitat”, o la seua diversitat funcional crec que se diu ara millor. Aleshores nosaltres sí que crec que hem de tindre en compte tot l'estudiantat tinguen un millor nivell d'angles o pitjor nivell d'anglès, tinguen un problema auditiu, un problema visual...Aleshores sí que hem d'intentar fer front a aquestes... a esta diversitat que tenim a l'aula i ajudar en la mesura del possible. Encara que, òbviament, hi ha un servei que el seu rol és assessorar-nos de com fer-ho millor, no? Nosaltres sí que compte que tenim una carència de formació sobre aquest tema. Avui dia cada vegada està més... s'està enfortint el tema de la diversitat funcional i sí que hem fet algun curs, jo vaig fer un curs farà 3 o 4 anys sobre Asperger però sí que és veritat que crec que hem de tindre un poquet un sistema més enfortit sobre atenció a la diversitat a l'aula.

Investigadora les adaptacions i modificacions van suposar en algun moment, tot i que no en vas fer moltes, una càrrega extra a l'hora de fer classe perquè havies d'estar pendent d'altres qüestions que de normal no hi estaves?

Docent 8 En el cas dels alumnes amb diversitat visual i auditiva no, perquè ja te dic que només podem parlar del cas del estudiant discapacitat visual. En el que sí que vaig haver de fer un esforç molt gran i titànic va ser amb la xica amb discapacitat intel·lectual. Sí, ahí sí que va ser..vullgues que no, era

tota l'estona, doncs volia fer-la partícip de la classe perquè ella volia ser-ho, i aleshores sí que tots els dies doncs teníem ella volia parlar i la deixes parlar i no la podia entendre i era molt molt frustrant. I la veritat que tots els estudiants, tot el món entenem eixa diversitat que tenim a classe. I la veritat que jo també estava molt contenta per la reacció de l'estudiantat d'escoltar-la, de dóna-li el seu temps per a contestar i crec que vam fer tots prou esforç perquè aquesta alumna poguera estar satisfeta de la docència però perquè era molt frustrant per a ella també.

Investigadora I consideres, per exemple, que s'haurien d'incloure adaptacions de la signatura en el programa o SIA de l'assignatura en comptes de recórrer constantment el PAD, per exemple?

Docent 8 Crec que és molt complicat això, perquè jo compte que hi han tantes diversitats a l'aula que seria molt complicat parlar de com adaptariem la docència a estudiants amb Asperger, com adaptar la docència, a estudiants amb discapacitat visual, com adaptar la docència a estudiants amb discapacitat auditiva, TDAH, bla bla bla. I crec que seria molt complicat. El que potser sí que hauríem de contemplar totes les guies docents és una recomanació o un una secció en què se diga que aquesta assignatura s'adaptarà a les necessitats educatives dels estudiantat que tingues en aquest moment. Això pot ser sí que fora interessant que ho contemplaren tots i tenir-ho en compte i estar conscienciats que cal fer-ho i que hem d'estar preparats per a qualsevol tipus de diversitat a l'aula i intentar fer-

ho el millor possible perquè aquest estudiantat estiga bé i a gust a l'aula i aprenga el ritme de la resta.

Investigadora L'alumna amb discapacitat visual m'has dit que la vas tenir l'any passat, no?

Docent 8 Fa dos, abans del COVID.

Investigadora Per ahí anava jo, per a preguntar-te sobre qüestions durant la pandèmia. Aleshores, en pandèmia només has tingut a l'alumna amb discapacitat auditiva, però no hi ha hagut comunicació, o siga que la part del COVID ens la saltarem.

Docent 8 I a esta xica la vaig tindre fa dos anys, una xica que sempre venia a classe, era molt participativa. Ara que pense, jo també he tingut un cas molt fort a la universitat però no en Grau, en postgrau, en el curs de Capacitació de valencià. Vaig estar ahí un parell d'anys de profe que i sí que vaig tindre un estudiant que tenia jo crec una discapacitat visual total. Només que mai vaig tindre notificació, com estos casos no són com si diguerem... no sé, no sé no vaig veure cap notificació del PAD ni res, tal vegada perquè és un curs de postgrau; no sé molt bé la motivació per què, però bé m'ho vaig trobar a l'aula i ja està.

Investigadora I com vas eixir d'ahi?

Docent 8 Al principi, la veritat és que em vaig quedar molt impactada i la meua companya d'assignatura - perquè eren dos grups grans, a més eren grups molt nombrosos, de 60 persones - i aleshores jo sí que em vaig quedar molt molt molt trastocada perquè era evident que tenia un problema visual, perquè anava amb el bastó, era un problema visual total, i dic “mare, ara jo què faré?” Ahí sí que em vaig quedar molt de dir “Ostres, i açò com se fa? i què faig amb els materials i com...?” No sé, no tenia ni idea de com fer-ho. I el primer dia sí que no vaig parlar amb ell perquè em vaig quedar molt en *shock*, i damunt el meu primer dia de l'assignatura, no?, *lo* típic, que no saps bé... que tu mateixa estàs insegura i no... I el segon dia vaig dir “mare, amb este xic he de parlar sí o sí”. Aleshores quan va acabar la classe sí que vaig dir-li “pots quedar-te un momentet?” i vaig parlar amb ell i li vaig dir, “jo com puc ajudar-te per a seguir la classe?” i em va dir, “tu com les fas, les classes?” I jo dic “jo tot el que intente transmetre i això estarà a l'aula virtual tots els documents i sobretot jo sempre faig presentacions PowerPoint” i dic “això te serveix?” I me diu, “Sí, sí, que jo això ho pose en un software - o no sé què- i puc escoltar-ho tot.” Total que em va dir això, “tu si en l'aula virtual estan tots els documents i està tot penjat i està tot, estan els PowerPoints i això, jo puc seguir la classe perfectament bé sense necessitat de de fer res adient al problema visual i aleshores vam quedar així. La veritat és que el xic súper bé, participava molt també i per a mi va ser molt impactant perquè a voltes penses que no s'entera o que no pot veure-ho i la veritat és que estava super adaptat a tot

a la docència, la dinàmica i la veritat que em va sorprendre molt per a bé. Ells també van fer una presentació oral en grups i va exposar, va eixir i va fer una exposició que em va deixar al·lucinada, la veritat, saps?, i el PowerPoint seu també amb animacions. Tot una barbaritat. Jo em vaig quedar molt impactada amb aquell xic.

Investigadora Aleshores vas seguir fent la teua classe com de costum i va ser qui va saber adaptar-se, no?

Docent 8 Exacte, es va auto-adaptar ell. Jo li vaig dir, “jo com te puc ajudar? Què puc fer?” i ell em va dir “mentres penges tots els documents...”. Alguna vegada sí que em va dir, “este document no el puc llegir”, no el podia escoltar o el que fora. Aleshores sí que agafava jo eixe document i el tornava a passar a un altre PDF, li donava una altra versió i ja podia. La veritat és que no em digues com ho feia però sé que ho llegia tot amb un programeta que tenia. I molt bé, ja te dic, sí es va auto-adaptar ell a tot i si tenia algun problema ja te dic que ell m’ho feia saber. I per a ell si que no vaig rebre mai cap tipus de notificació o recomanació o pauta per a ajudar-lo.

Investigadora I tu per la teua banda tampoc no vas trobar recursos alternatius? O simplement ell et va dir que podia seguir i ja està?

Docent 8 La veritat és que no vaig fer altre tipus d’adaptació perquè al parlar amb ell el segon dia sí que em va dir que estava acostumat, que havia fet la

carrera de grau i que estava molt acostumat a apanyar-se ell a soles a fer-se les seues coses i que si tenia algun problema, que m'ho comunicaria, i ja te dic que va ser només algun document que em va dir “no puc escoltar-lo” i era tan simple com canviar-ho, no recorde si de word a pdf o... però amb això ja tenia suficient ell.

Investigadora I per a acabar, de totes estes experiències, què has après? Quines conclusions has tret?

Docent 8 La veritat és que el missatge per a mi és positiu perquè en casos molt greus com el d'este xic doncs te poden donar una lliçó molt gran. Crec que poden ser persones que a vegades poden ser “rebutjades” -entre cometes- per la seua condició i crec que te poden donar una lliçó com te dic perquè és sorprenent com, a pesar de la seua discapacitat visual en el cas d'aquest alumne que te dic que era una discapacitat molt greu, podia fer-ho tot amb normalitat, que podia ser un estudiant més, de fet diria que era dels més brillants. Amb això vull dir que la gent no pot tenir prejudicis d'altres perquè et poden deixar molt bocabadada del que poden fer i, òbviament, ho poden fer, clar que sí. I en els altres casos potser, dic jo, era una cosa molt lleugera. En cas de l'alumna de fa dos anys, amb pèrdua visual del 79% que entenc que és molt, aleshores és una altra lliçó. Saps què et vull dir? Una estudiant acoplada en el grup, una estudiant que tenia moltíssima autonomia molt participativa...

Investigadora I tu ara et veus amb les ferramentes que necessites per a poder adaptar l'assignatura a una persona amb discapacitat visual després d'este recorregut?

Docent 8 De discapacitat visual, sí. En altres discapacitats com esta que t'he dit tan greu intel·lectual, no sabia ni per on començar, no sé com es fa això. No tinc ni idea. Per a la discapacitat visual sí que et pots adaptar i tenir ferramentes i més avui en dia, jo crec que fa uns anys no perquè fa uns anys quasi tot era format paper; hauries d'haver fet un material nou per a eixa persona, com em va passar en l'examen, que eixe examen sí que el vaig haver d'adaptar. Però avui en dia que quasi tots els continguts els tenim digitalitzats i totes les ferramentes estan en l'ordinador, és el mateix estudiant qui es pot fer l'adaptació, ampliar-ho, reduir-ho, passar de format. Aleshores jo compte que ells tenen moltes més ferramentes que nosaltres per a adaptar els continguts a les seues necessitats en el seu moment. Crec que amb l'aula virtual tenen eixa facilitat.

Investigadora i ara que has tornat a comentar l'examen, una pregunteta que se m'ha oblidat fer-te abans: havies dit que l'alumna amb discapacitat visual tenia el 50% més de temps, o tres hores en comptes de dos. Consideres que esta adaptació de temps pot ser un avantatge injust de cara a la resta dels alumnes?

Docent 8 A veure, jo crec que no. Crec que és la pauta més recorreguda del PAD, jo per exemple tots els que tinc de dislèxia és sempre... en totes em deien

això. Bàsicament era una de les adaptacions que sempre et recomanen. Aleshores crec que és una ajuda que se pot fer a aquest tipus d'estudiantat amb una discapacitat visual és donar-los un poc més de temps per a llegir bé l'examen; i jo crec que la resta d'estudiantat mai ha tingut cap problema de dir, "és injust, no em pareix bé". Crec que la gent sol ser prou generosa i prou no sé...crec que mai he tingut cap problema i crec que és el normal. Si algú té algun tipus de discapacitat que està reconeguda el normal és intentar ajudar-los en la mesura de lo possible o bé ampliant el temps o bé no sent tan estricta en el cas dels dislèxic amb el que són les faltes ortogràfiques.

Investigadora Doncs això sí que era ja l'última pregunta que se m'havia oblidat fer-te-la on tocava. Doncs ara si et pareix bé, t'enviaré l'enquesta que tardarà 5 minutets i doncs ja ho tindriem. Gràcies. Vaig a parar la gravació.

8.6.1.9. Participant 9

Investigadora Bueno, pues ya está grabando. ¿Tú que has tenido alumnos con (researcher) discapacidad visual o auditiva, o de los dos?

Docente 9 Yo he tenido... visual, no, auditiva. Este año tengo una alumna... ¿me (participant 9) tienes que hacer preguntas? ¿Es semiestructurada o te voy contando?

Investigadora Es semiestructurada pero si quieres ve contándome y si hay algo que no me comentas ya te lo pregunto yo.

Docente 9 Hazme preguntas que si no va a ser un mareo luego para analizarlo. Hazme preguntas y yo te contesto porque si no...

Investigadora Vale. Tienes alumnos con discapacidad auditiva, ¿no? Vale. Hazme una descripción general de las clases en las que la tengas, porque supongo que tendrás más de una asignatura. ¿Cómo son las clases, la metodología que utilizas?

Docente 9 En la que la tengo... bueno, luego te cuento si quieres. Tuve hace tiempo un alumno que tartamudeaba, pero es otro caso. Si quieres luego te lo cuento, ¿o te lo contesto a la vez en la pregunta?

Investigadora Creo que deberíamos centrarnos en la de auditiva porque el otro no me servirá mucho.

Docente 9 Vale, en este caso, la he tenido en la parte de laboratorio. Este año, en las clases, por el tema de la pandemia, las clases de teoría se han dado online.

Esta chica tiene acceso con un bucle a través de aparatos electrónicos no tiene problema porque no tiene una discapacidad auditiva muy grande. Leía los labios y si se sienta cerca, escucha. No es algo muy grave. Sin embargo, si está lejos, le cuesta. Las clases de teoría se daban online, entonces no ha tenido problemas porque ha sido una más. A través del modo online, como tenía el bucle, pues no había ningún problema. Y luego, las que se han hecho presenciales son las de laboratorio y lo que hemos hecho ha sido prácticamente listening y algo de speaking. Entonces, este año lo que he hecho - el laboratorio no ha sido en el sótano, sino que por el tema de la pandemia ha sido en su clase habitual y se han traído portátiles y... Claro, en una situación normal, lo que habría hecho - o sea, yo normalmente hablo en clase, introduzco el vocabulario, hago preguntas sobre el tema y luego hago el listening: el pre, el listening y luego recapitulamos para cada uno de los listenings. Claro, yo ahí, lo primero que hice fue, una vez me comunican que tengo esta estudiante, me pongo en contacto con ella a través de Meet y le pregunto qué es lo que necesita. Y para mi sorpresa, me dijo que ningún profesor de su grado le había preguntado, que yo era el primero. Y mi preocupación era también el uso de la mascarilla porque en casa, pues no estoy con mis padres viviendo pero los días de pandemia les llevaba la comida porque son mayores y claro las mascarillas que hay ahora no son FFP2, sino que son una *caca*, de verdad. Las que nos dan, estas que llevan la parte de delante transparente se empañan mogollón. Ese mensaje que te pasé el

otro día es el único que nos han pasado diciendo que podemos utilizar lavavajillas para que no se empañen pero la protección es cero porque tienen huecos por todos los lados y no están homologadas, o sea que... en fin. Entonces le pregunté qué es lo que necesitaba. Entonces me dijo “si yo me siento cerca, no hace falta leer los labios, por lo tanto si quieres llevar tu mascarilla FFP2, puedes llevarla”. Y digo “bueno, pues probaremos y según veamos...” Yo llevaba siempre la otra por si acaso, para que me leyera los labios pero no ha tenido problemas. Ella se sentaba cerca, yo gesticulaba más, yo hablaba más -no gritando pero hablaba más, digamos un poco más despacio cuando está la parte de interactuar...

Investigadora Proyectabas más la voz, a lo mejor.

Docente 9 Exacto, exacto. Hacía más mímica también. Hacía más teatro, como si dijéramos. Entonces luego, en vez de proyectar y hacer el listening conjunto para toda la clase, lo que les dije implícitamente sin decir nada a nadie, obviamente, es que cada uno se trajera su par de auriculares y yo les pasaba las pistas y los materiales. Entonces cada uno lo hacía desde su ordenador. Yo les decía “reproducirlo dos veces” y así la chica pues no tenía problemas en oírlo e implícitamente era igual que los demás así minimizaba un poco las diferencias.

Investigadora Sí, es más inclusivo.

Docente 9 Claro, entonces luego para corregir igual. En los exámenes de listening, ella como hemos hecho el examen dos pruebas de listening utilizando el ordenador, entonces, claro, como con el ordenador no tiene problemas, no he adaptado nada en ese caso porque ella lo hacía todo a través del ordenador y a través del ordenador oye igual que cualquier otra persona.

Investigadora Ahora que comentas adaptaciones, ¿en la guía docente se contemplan adaptaciones para la asignatura?

Docente 9 No

Investigadora ¿Y crees que se debería?

Docente 9 No

Investigadora ¿Por qué?

Docente 9 Porque es algo que no está dentro, desde mi punto de vista. Es algo que debe estar explicado, debe haber un marco que utilice cualquier tipo de adaptación que sea necesaria porque no puedes prever a priori que casuística vas a tener cada año. Es información que no es relevante. Lo que sí sería relevante es tener algo en el grado para ir en conjunto, no una asignatura y otra asignatura sino en el conjunto de asignaturas que aborde de una forma efectiva la situación de ese o esa estudiante. Yo también me he encontrado a veces que cada uno hace lo que le sale porque no hay nadie que te diga cómo lo tienes que hacer y aunque lo digan, no hay un

control para decirte esto lo tienes que hacer así, así o así. Obviamente cada asignatura es de una forma y tiene su casuística, pero yo creo que algo más en bloque sería lo suyo. Y sobre todo más soporte, más ayuda al profesorado porque no todos podemos adaptarlo de un día para otro.

Investigadora En relación a eso de más apoyo y “de un día para otro”, con cuánto tiempo de antelación te han avisado que ibas a tener este tipo de alumnado?

Docente 9 A principio de semestre. A ver, si es para el segundo semestre, lo anuncian a lo mejor a principio de curso pero no te dicen mucho tampoco lo que ... no sé. Hay veces que es a mitad de semestre. Si la alumna no lo comunica... Porque yo creo que hay también desconocimiento entre los alumnos sobre el programa de atención a la diversidad y yo cuando tengo alguno así despistado les digo “háblalo con el grado y con la USE que hay un programa y tienes que comunicarlo porque si no lo oficializas, es una historia”. A veces son reticentes, y yo lo entiendo también pero es que claro... si no pues estamos más atados de mano. Pues me lo han comunicado con tiempo relativo. Pero las adaptaciones son: “més temps”. Pero claro, una persona que no oye 100%, pues lo del tiempo no sé, y lo de la mascarilla que tengamos que usar mascarilla que no protege...No sé, yo creo que deberían hacer una entrevista, no sé si la hacen, imagino que la harán y deberían informarse, y creo que se informarían pero no sé hasta que punto es fácil de aplicar en cada asignatura la tesitura del alumno. Mi percepción desde el profesor es que nos lo comunican y ya está.

Investigadora Que necesitas más apoyo e información.

Docente 9 No sé si es información o formación. No sé si la formación es necesaria tampoco. Debería haber personas formadas para adaptar pedagógicamente las necesidades del estudiante y del profesorado.

Investigadora Y crees que esas personas no deberían ser el profesorado en sí, sino otras personas de apoyo, ¿no? ¿o cómo?

Docente 9 En el colegio hay psicopedagogos, pues en la universidad debería haber una persona formada. Porque no podemos los profesores... ¿que tenemos que tener cinco carreras? Claro, y no podemos estar previniendo todo lo que te va a pasar, es que no puedes. Entonces cuando tengas una casuística puedes prevenir esa persona que esté formada en diferentes casuísticas de diversidad funcional y cuando venga pues se adapta y se ayuda al profesor o alumno/a. Creo que es la forma más funcional de proceder pero ese es mi punto de vista.

Investigadora Y hablando también de esta comunicación, cuando te comunican que tendrás una alumna con estas características, ¿cómo reaccionas?

Docente 9 Pues seguramente si hubiera sido discapacidad visual, habría entrado un poco más de pánico. Como ha sido auditiva y en el caso de idiomas sé que pueden paliarlo, pero si es total... no sé cómo habría podido hacerlo. Yo lo primero fue “osti, tío, a ver cómo lo adapto” y lo segundo “qué trabajado” y lo tercero “voy a llamar a la alumna a ver qué hay que hacer”.

A la USE ni la llamé. Sólo me puse en contacto con ellos cuando las mascarillas para pedir homologadas. Y me dijeron “no, es lo que hay”, “ah pues muy bien, gracias”. Y ya está.

Investigadora Antes has comentado que con los listenings les dijiste que se trajeran sus cascos y sus portátiles. Esta metodología llegó bien a todos los alumnos o notaste, por ejemplo que unos acaban antes, la otra alumna se quedaba detrás...

Docente 9 No, iba al unísono con el resto. Ellos para hacer la clase presencial llevan el portátil en todas las asignaturas de grado entonces la alumna era una más. Salvando esto de las explicaciones orales que se hacían un poco más con más teatro, digamos, el resto igual.

Investigadora volviendo a lo que comentábamos antes, una persona que de apoyo al profesor y al alumno. ¿Hasta qué punto crees que es responsabilidad del profesor dar ese apoyo al alumno?

Docente 9 Yo creo que en tanto que son alumnos tuyos debes adaptarte. Primero tienes que estar abierto a adaptarte y creo que cualquier persona que esté dando clase y se niegue... A lo mejor debería haber unos límites de quién puede entrar en clase pero no creo que eso lo debamos decidir nosotros, ni tan solo los políticos. No voy a entrar aquí, el tema de los coles con personas con diferentes casuísticas, con diversidad funcional a nivel cognitivo. La inclusión está muy bien pero hay que dar medios y vías para

eso. Este es otro caso del cole. No puedes meterle al profesor una persona con unas necesidades concretas especiales y pretender que el grupo funcione igual. Necesitas más apoyo, personas de apoyo. Y aunque tengas el profesor de apoyo, estoy hablando del cole, pues no es igual. Está muy bien la inclusión pero hay que poner medios. Y en el contexto de la universidad, pues también. Nosotros debemos estar abiertos y en la medida de lo posible adaptarnos, pero necesitamos ayuda. No puede recaer solo sobre el profesor. Si la universidad determina que puede estar en el grupo, debe paliar la diferencia que hay con el resto de alumnos. O sea, debe poner medios para ayudar a paliar porque el profesor está para estar haciendo su tarea y adaptarla en la medida de lo posible, pero las adaptaciones necesitan apoyo del resto. No puedes pretender una adaptación in situ cada día sin ayuda. Hasta ahora vas tirando como puedes pero para que sea efectivo necesitas a alguien que se encargue de eso o que trabaje contigo.

Investigadora Y ahora que comentas también adaptaciones, ¿crees que las adaptaciones o modificaciones que se puedan hacer al material o al examen pueden resultar en una ventaja injusta?

Docente 9 Pues en algunos casos sí. Sobre todo si no están bien hechas.

Investigadora ¿Por ejemplo? ¿Te viene algo a la cabeza?

Docente 9 Me viene otra vez un caso pero no es de esta alumna. Hubo un caso hace unos años de un chico que tartamudeaba mucho asociado con ansiedad. Claro, hablar en público era lo más, era impresionante, claro no podía. Al final, la parte de fluidez al final la tuve que obviar de la rúbrica porque no se puede, y la pronunciación también. Pero claro, hasta qué punto es justo para el resto. En el examen lo que hice es dejarlo solo en el seminario con una cámara grabándole para que no hubiera nadie escuchando aunque él sabía que alguien lo iba a ver después por lo que la ansiedad le daba igual, pero por lo menos hizo la presentación. No le quité ese ítem de evaluación. ¿Adaptado? Pues como pude y hablando con él qué sería lo menos invasivo para él. Claro, si no tienes una persona que te diga esta necesidad cubre esto y se puede hacer esto, esto, y esto. Si las adaptaciones están bien adaptadas, pues no serían una ventaja, pero si no lo están, probablemente sí.

Investigadora Para el examen de la alumna con discapacidad auditiva, ¿cuál era la adaptación para el listening?

Docente 9 Ninguna porque como se hacían a través del ordenador. Yo le dije que si necesitaba tutorías o algo de apoyo fuera de clase que me lo dijera, pero no me lo ha dicho así que intuyo que va bien.

Investigadora Cuando tienes alumnado con alguna discapacidad, ¿te sientes cómodo en el aula o te agobias porque no sabes cómo reaccionar o si está llegando todo bien al alumno?

Docente 9 Pues no sé decirte. Yo las veces que he tenido este tipo de alumnos - con visual no he tenido nunca y seguramente me agobiaría porque hay un problema de comunicación gorda, sobre todo de apuntes, preparar materiales y que les lleguen a tiempo para la clase. Ahí sí que me agobiaría. El resto si se puede paliar, pues bien. Si es una persona que no escucha bien pero puede leer los labios, pues bien. Y si no puede, pues yo puedo hacer lo que pueda, pero no puedo hacer más pero no puedo aprender lenguaje de signos. Por eso te digo que debería haber otros medios.

Investigadora Por el caso COVID ya me has dicho que se están haciendo online, la alumna lo sigue bien todo, y creo que ya será la última pregunta para acabar. ¿Has aprendido algo con estas experiencias con alumnos diversos en el aula?

Docente 9 Pues he aprendido sus condiciones: como están, como viven y lo que tienen que pasar. Y he aprendido que mucha gente no es sensible a eso. Que yo pudiera ser más sensible, posiblemente pudiera, pero soy sensible en la medida que puedo también. Yo desde luego me he ofrecido para ayudarles en lo que sea necesario y en lo que me han dicho lo he hecho.

Investigadora Eso lo has aprendido como persona, y cómo profesor, has aprendido algo que cambiarías en tu metodología?

Docente 9 [pensando]

Investigadora Puedes decir que no, eh?

Docente 9 ¿Si cambiaría algo en base a esas experiencias para alumnos sin ningún tipo de diversidad funcional?

Investigadora Sí, implementarlo en tus clases de normal.

Docente 9 Pues de momento, no.

Investigadora Esa era la última pregunta realmente. “Turno abierto de palabra” ahora. ¿Qué me querías decir antes?

Docente 9 He tenido este año, otra cosa es el tema que es importante que comuniquen al grado y a la USE, al PAD, sus condiciones porque eso nos permite adaptarnos. Porque hay gente que tiene dislexia, les digo habla con la vicedegana y con la USE y yo lo adapto porque si lo adaptas sin justificación ya estás creando un agravio comparativo con el resto de alumnos. Y a veces esas cosas se hacen así de... yo hablé con una chica que estaba en cuarto y me dice este año que tiene dislexia. Y yo le digo “¿no has sabido decirmelo antes?”. Ella me dijo que otros profesores lo saben. Pero hombre, tienen que de alguna forma, formalizarlo para que se pueda hacer la adaptación. Hablé con otra profesora y me lo confirmó. Pues como tiene dislexia, el *spelling* lo lleva mal; si tiene una pregunta de *fill-in-the-gaps* pues lo lleva mal. Entonces, le hice una adaptación al listening de *multiple-choice*. Ella me dijo que así no se liaba. Le dejé más tiempo también. Cambié el tiempo también. Seguramente ahí la

adaptación no ha sido... igual ha salido ganando ella. Me dijo que con opción múltiple no tendría problemas. El *spelling* no se ha evaluado pero bueno. En el examen escrito estoy viendo si es solo que se le van las letras, pues omitir esa parte. No contabilizarle errores de que le bailen las letras.

Investigadora ¿Pero en ningún caso se ha puesto en contacto con el PAD?

Docente No. Tengo otra alumna que durante la pandemia estuvo muy mal en el primer semestre y quería recuperar la asignatura.

Le dije que entiendo su situación y me sabía mal que estuviera mal pero le dije que necesitaba que se lo comunicara a la vicedecana de grado y si me permitía los ítems de evaluación del curso y te hago la recuperación. Pero yo sin esa comunicación oficial, no puedo abrirte los ítems de evaluación que ya han pasado. No era diversidad funcional sino depresión o alguna cosa así. Pero claro, ¿qué soy yo? Si te lo hacen todas las asignaturas en bloque pero si te lo hago yo solo... [...] Ya no obtuve información. Si es grave, que lo justifique y yo no tengo problema. A lo mejor hay que hacer un poco de pedagogía a los alumnos sobre este programa y que sin eso pues van a tener más problemas. Comunicándolo, no va a trascender a terceras personas si no es necesario y que van a tener adaptaciones por parte del profesorado que sin eso no van a tener ayuda. No sé si la USE lo estará haciendo pero habría que darle más difusión.

Investigadora hasta que no se normalice todo esto que se vea como algo por lo que podemos pasar todos, los alumnos no se sentirán con la confianza de

comunicarlo y se sentirán estigmatizados y señalados de alguna forma.
Bueno, pues creo que ya me has contestado a todas las preguntas. Voy a
parar la grabación.

8.6.1.10. *Participant 10*

Investigadora
(researcher)

Hola, ¿cómo estás?

Docente 10
(participant 10)

Por fin coincidimos, perdona por la otra vez.

Investigadora

Nada, no te preocupes. Gracias por encontrarme un huequecito.

Docente 10

Pues te cuento. Hace años, yo me acuerdo hace bastantes años, 10 ó 12, que tuve una alumna que no veía bien. Pero es que nunca me han dado problemas lo único es que tenía que hacerle el examen la letra Times 14 y no 12 o 10 - ningún problema, ningún problema.

Investigadora

No, si más que problema es las adaptaciones que tú les has tenido que hacer trabajo extra para ti como profesora o sobre las recomendaciones que te ha dado la USE también, y cositas así.

Docente 10

Yo, así haciendo memoria, de los únicos -que ya digo ninguno me ha dado problema, si me incluyes en tu tesis dí que hay muy buena conexión de alumnos, luego que nos lo comunican, eso sí que lo quiero dejar claro. Y que a mí no me han dado problema, solo mínimos cambios, pero que no es problema. Ya te digo que esta alumna por no ver, pues le tenía que ampliar la letra, otra persona - y no te sé decir el año, eh, tendría que buscarlo - por problemas intestinales, etc.

Sí que tuve uno [...] con problemas auditivos y yo siempre le hablaba de cara, se acercaba, le hablaba bien alto pero precisamente en esa titulación no suelen venir a tutorías, es más por email, no se desplazan de una facultad a otra. Y tampoco me dio ningún problema. Yo me lo anoto todo lo que me manda la USE. Como les hago evaluación continua, yo tengo desde principio de curso mi listado de todos los alumnos que ahí añado una anotación porque luego los mails, lo siento, pero las notificaciones las tiro. Pero bueno, me lo añado. Deportista de élite he tenido muchos no es ninguna cosa que necesite algo extra pero yo, si me lo han puesto, lo incluyo, que me lo noto todo y de verdad que problemas ninguno.

Este año también en [nombre de la asignatura] había un chiquillo el primer día de clase cuando yo les expliqué “pues os voy a pedir trabajos en el aula; en la parte práctica, que es conmigo, tendréis examen oral y luego los trabajos de la evaluación. En la parte teórica, tendréis un examen final y trabajos” pero yo se lo expliqué todo y me vino después a decir “mira, yo tengo dislexia. Si pones algún trabajo en el aula con un tiempo, yo igual tardo un poquito más yo lo que sí que...yo le dije “conmigo no vas a tener examen escrito, va a ser oral” no tiene que leer nada, y trabajos escritos que yo los pidiera durante el curso ya le dije que sabiéndolo no me importa como el que me dice hoy no puedo ir a clase porque porque mi hermana ha dado positivo en el covid y tengo que estar aislado, pues que me lo manden por email. Conmigo no va a tener problema, sí que le recomendé que fuera a la USE, y fue. Era por dislexia solamente. Lo único

que es que cuando teníamos el examen escrito -no era mi parte pero estaba cuidando también- como lo sabíamos, le dejamos un poco más, nos daba igual. Mi compañera dijo “¿qué te queda?” Yo iba a tener exámenes orales a posteriori me daba igual esperarme lo que fuera. Pero es que de verdad que problemas no me han dado ni uno, pregúntame tú.

Investigadora Pues vamos a ver con las preguntas que tengo aquí escritas a ver si sacamos algo. Primera pregunta la metodología de tus clases, ¿cómo es? ¿Combináis un poco de todo, todas las destrezas, os centráis más en una...?

Docente 10 Sí. [...] Yo siempre doy la práctica, una colega mía da teoría [...]. Yo en la práctica intento hacerlo práctico con un dossier sencillo, todo relacionado al ámbito [...] y bueno, incluyo lectura, escritura, hablar me gustaría hacerlo más y listening poquitos pero bueno lo que se oye en el aula, sí los cuatro *skills*.

Investigadora Y los apuntes que has dicho, ¿los tienen en el aula virtual o van a reprografía?

Docente 10 En el aula virtual.

Investigadora ¿Y es un pdf de fotocopia o escaneado, o un pdf de Word?

Docente 10 Es un pdf de Word que lo hago yo, no es fotocopia de nada. Unas cosas está extraídas de algún sitio como textos, etcétera, pero es un pdf que tiene

en el aula virtual y el alumno que tarda en matricularse - ya te comento son de primer año y de primer semestre, algunos tardan - ya han empezado las clases y yo lo que hago es ponerlos como invitados en el aula virtual para que tengan acceso. [...]

Investigadora ¿Y qué tipo de interacción hay en clase? Has dicho que hacéis speaking, poquitos pero..

Docente 10 *Speaking* lo que se hace en clase, algún debate o cosas por el estilo. *Listenings*, les pongo 3 listenings tal cual los típicos del libro que no me gustan, pero pronuncian tan claro, y una peli *Piratas de Silicon Valley*, de la historia de Apple y Microsoft y ahí les hago un *quiz*. Y el resto del listening es lo que me oigan a mí o cuando hay actividades de un debate, ahí sí hablan en inglés pero cuando son actividades que pueden hacer en grupito ellos hablan en castellano.

Investigadora Entonces la interacción la mayoría del tiempo en clase es casi siempre profesor-alumno, ¿no? O sea, de ti a ellos y de ellos a ti.

Docente 10 No, hay que hacer mucho en grupo porque en el dossier que les doy hay actividades de vocabulario - de vocabulario tienen mucho porque nos lo piden, vocabulario del ámbito - y a veces les dejo pues 5 minutitos hacer esta actividad y que lo hagan en parejas o como quieran y así se avanza más. Pero ellos suelen hablar en castellano.

Investigadora ¿Y en esta asignatura, has tenido alumnos con discapacidad auditiva o ha sido en otra?

Docente 10 En esta tuve, pero hace años. [...] El alumno con discapacidad visual necesitaba que en todas las aulas hubiese una tabla digital, y tenía problemas para ver la pizarra. Bueno ya la pizarra escribía pequeñas cositas de “cuidado con este error de...” y poco más todo lo escribía en el proyector con la letra grande [...] Y se llevaba su portátil o su tablet pues él se ajustaba el tamaño; yo lo ponía - proyectaba desde el ordenador - pero si lo quisiera más grande...

Investigadora Los alumnos con discapacidad visual, has dicho, que todos se traían su portátil, ¿no? ¿Los dos que has tenido hasta el momento?

Docente 10 Sí. En los que he tenido este curso ponía [en la notificación de la USE] que debía ser todo de manera informática para que ellos se conectaran y lo “vieran”. Entonces no ha habido problema porque todo lo tenían online. [...]

Investigadora Para los alumnos con discapacidad visual, ¿te daban algunas pautas aparte de que estuviera todo digitalizado?

Docente 10 Tuve a una chica hace unos años que me decían que en el examen escrito debía tener el folio con letra más grande, y así lo hice y ningún problema.

Investigadora Para el examen de este año, por ejemplo, ¿has tenido que hacer alguna adaptación? ¿Ha sido online?

Docente 10 No, este año he pedido trabajos y les he hecho un examen oral, no escrito.
[...]

Investigadora Me decías antes que también has tenido casos de alumnos con discapacidad auditiva, en esos casos ¿has hecho adaptaciones para los listening, por ejemplo, o alguna adaptación a la metodología?

Docente 10 No porque eso fue hace años y no creo que me figure aquí. Es que si en el listado que estoy viendo yo me figurara el nombre, me acordaría pero sólo figura quién me lo ha mandado. [...] Vamos hablando mientras esto carga.
De problemas auditivos - no. Sí que me mandaron la notificación y llevaba aparatito y...

Investigadora ¿“Aparatito” es implante coclear o audífono?

Docente 10 Audífono. Juraría que es audífono, como uno que lleva mi padre - más grande, porque hace años - pero yo intenté cuando lo vi hablar a la cara y tampoco tuve necesidad de chillar - no me dijo nunca nada, porque yo tengo buena voz, yo no tengo problema en eso, no he usado nunca un micro en el aula más que cuando, en máster, era necesario grabarlo para alumnos online.

Investigadora Y para el alumno con discapacidad auditiva que tuviste hace tanto tiempo, ¿los *listenings* los oía bien en el aula no tenías que darle más voz o reproducirlo más veces o algo?

Docente 10 No. Se lo reproducía más veces de lo normal a todos y con el máximo [de volumen] que permitía la mesa multimedia. Y aún así se lo colgaba en el aula virtual.

En la plataforma de eujier nos daban nos dan indicaciones, por ejemplo, más tiempo.

Investigadora ¿Y a ti con esas indicaciones te resultaba suficiente; se te acoplaban bien?

Docente 10 Sí.

Investigadora Y “más tiempo”, ¿cuánto tiempo era?

Docente 10 Recomiendan generalmente media hora o depende. [...] Pero a veces no lo especifican pero si hace falta les dejamos más. [...]

Investigadora ¿Crees que estas adaptaciones pueden ser una ventaja injusta de cara al resto?

Docente 10 Según el caso, pero como nos lo recomiendan, yo lo sigo. Podría ser, pero yo lo tengo en cuenta.

Investigadora ¿Te has sentido acompañada en todo el proceso?

Docente 10 Sí.

Investigadora ¿Te ha supuesto trabajo extra realizar todas las adaptaciones necesarias?

Docente 10 No. Ya te digo, no me han dado ningún problema. Yo lo he puesto todo en AV y ellos tenían siempre acceso a todo.

Investigadora Entiendo que estas adaptaciones no están en la guía docente, porque no están en ninguna, pero ¿crees que se debería incluir en la guía docente las adaptaciones o en algún otro sitio?

Docente 10 Yo creo que no y te voy a decir por qué. [...] No porque no se puede poner un comentario general de “se atenderan circunstancias especiales de los alumnos”. Y si se hace muy específico, puede ser un problema. Un ejemplo podría ser “en caso de dislexia, problemas auditivos o visuales, contactad con la USE”. Pero no que yo les vaya a hacer algo, a mi que me lo diga la USE. Por eso lo digo. Quizás algo informativo para ellos en caso de problemas de salud, auditivos, visuales... contactar con: y pongo el link de la persona. Pero no dejaría... yo lo dejaría ahí en vago, en general “el que tenga problemas tranquilos que os podemos más tiempo” - eso no. Claro.

Investigadora Claro, pero por lo menos dar visibilidad al Programa de Atención a la Diversidad, ¿no? ¿Es lo que comentas?

Docente 10 Ya te digo que a este de dislexia le dije “tranquilo, que conmigo no tienes examen escrito, se lo comentaré a mi colega, pero aun así acude a la USE.”

Y lo hizo. Comprobado. Pues no yo nunca he tenido problema y siempre me lo he anotado y además yo siempre he sido un poquito generosa.

Investigadora Con todas estas experiencias que has tenido, ¿has aprendido algo como docente para adaptar tu metodología o actividades?

Docente 10 No, porque no me han dado problemas. Cualquier duda me lo decían, cualquier cosa... no. Y cuando me he tenido que adaptar- ya te digo - adaptar la letra en el examen: sin problema. Dar más tiempo: ninguno. Que falten a clase por cualquier motivo: ningún problema. Además, estando notificada, ya has visto que me lo anoto todo.

Investigadora ¿Y la USE con cuánto tiempo de antelación te envía las notificaciones, más o menos?

Docente 10 Yo creo que es a principio de curso casi siempre. O a principio de semestre. Yo creo que es cuando los alumnos se ponen en contacto porque me llegan muchas veces al principio de semestre y otras veces más tarde, pero intuyo que es porque los alumnos lo han comunicado más tarde. O sea que yo con la USE, fenómeno, ningún problema. Si ha sido más tarde es porque el alumno ha acudido más tarde a contarle su problema intuyo que es eso.

Investigadora ¿Te has encontrado con algún alumno que haya sido más reticente como por ejemplo “tengo dislexia pero no quiero que se sepa”?

Docente 10 No, cuando me lo han dicho ha sido “pues mira que si fallo o que si me mandas leer y lo hago mal es que ...” No, no he notado vergüenza. El que la haya tenido seguro que no ha ido a la USE, pero a mí no me han comunicado nada ni “no-quiero-que-se-sepa-pero-te-lo-digo”, tampoco

Investigadora Y en la docencia en línea, porque claro has tenido alumnos durante el Covid -

Docente 10 Durante el primer semestre yo lo he dado todo presencial y el año pasado en el segundo semestre no tenía docencia.

Investigadora Vale, o sea que de Covid no me puedes comentar nada.

Docente 10 Y este año, así como en Estudios Ingleses se variaba una semana presencial y otra semana online incluso había asignaturas que eran en streaming. En mi caso ha sido todo presencial todo: master y grado.

Investigadora Vale, pues esa era la última pregunta sobre el Covid.

Docente 10 ¿Ya hemos acabado, chiquilla? ¡Qué rapidez!

Investigadora Sí, suele durar eso media horita o 45 minutos, depende lo que me tengáis que contar.

Docente 10 Ya te digo, lo único que te puedo contar es que te pasen de la USE un listado (si pueden). Porque en las notificaciones del PAD no pone en todos la discapacidad qué es; en algunos sí que pone automáticamente “problemas visuales” desde la primera línea antes de entrar pero en otros

tienes que entrar porque solo pone “alumnos con necesidades especiales”.

[...]

Mira, mi conclusión es la que yo te dije hace tiempo: que no me han dado ningún problema, que me anoto todo lo que me mandan de la USE porque enseguida el email se va al garete, que si no se me acumulan y me lo anoto todo y cumplo con todos. Si son 20 minutos más, ya serán 30 o 40, me da igual. Si tienen dislexia y necesitan más tiempo ya seré un poquito benévola corrigiendo, pero no me han dado ningún problema. Te lo prometo.

[...] Ahora que me acuerdo, hace muchos años, yo tuve una chica con discapacidad visual que tenía los apuntes en braille, y no sé como lo consiguió. No me dio ningún problema pero yo no hubiese sabido a quien acudir, yo no sabría hacerlo. [...]

Investigadora Muchas gracias y ahora te mando el enlace a la encuesta.

Docente 10 Mucha suerte y mucho ánimo que sé que es costoso y largo. Hasta ahora.

Adiós

Investigadora Muchas gracias. Hasta luego.

8.6.1.11. *Participant 11*

Investigadora Bueno pues empezamos. En primer lugar, gracias por aceptar a la **(researcher)** entrevista. ¿Me podrías hacer un breve resumen de la metodología que utilizas en tus clases de lengua inglesa en la universidad?

Docente 11 Son unas clases tipo lección magistral donde se explica la gramática, se **(participant 11)** pone en práctica con una serie de ejercicios y lo mismo con respecto al resto de las competencias. O sea, sean listenings - o cuando hay por ejemplo ejercicios de interacción oral, este año no lo podemos estar haciendo en parejas debido a las circunstancias sanitarias que nos impiden que los alumnos estén más cerca de lo que deberían, pero en general una clase de lengua en la que se explican los contenidos y luego se ponen en práctica en diferentes ejercicios.

Investigadora Y tú has tenido alumnos con discapacidad visual y auditiva, los dos, ¿no?

Docente 11 Sí, ambos. Lo único que la chica que tiene discapacidad visual, hemos salvado estas barreras a través de que ella sigue la clase en streaming. Y siempre asiste a la clase vía videoconferencia. No obstante, con respecto a las personas que tienen discapacidad auditiva que también tienen la posibilidad de seguir la clase en streaming, si así lo desean, lo cierto es que no están asistiendo.

Investigadora Aparte de esa adaptación que le has hecho al alumnado con discapacidad visual, ¿has tenido que adaptar tu metodología de alguna otra forma para llegar mejor a esos alumnos?

Docente 11 En principio alumna que tiene discapacidad visual me ha comentado que sí que puede seguir las clases perfectamente de este modo, ya que ella tiene el manual en su casa y todo aquel material extra está disponible vía aula virtual con lo cual para ella ahora con el ordenador es fácil hacerle zoom para poder agrandar las letras podrá así ser capaz de leerlo con menos dificultades. Con respecto al libro de texto desconozco si tiene algún tipo de lupa especial o si tiene el libro en versión interactiva que pueda seguirlo por el ordenador. Eso lo desconozco. Y una última cosa que se me ha olvidado. Para las alumnas con discapacidad auditiva, estamos utilizando unas mascarillas especiales que permitan la lectura de los labios. Pero como te comentaba, más allá de un examen del libro que tuvieron que hacer, pues no han asistido. De hecho, una de estas dos alumnas que tienen discapacidad auditiva ya estaba matriculada el año anterior en la misma asignatura pero no nos comentó nada, o a mí no me llegó nada, con respecto a su problema y su necesidad de adaptación de materiales

Investigadora Vale. Y en cuanto a las adaptaciones que has hecho, por ejemplo: la alumna con discapacidad visual está en casa, eso una adaptación - en cierto modo, ¿crees que pueden resultar una ventaja injusta de cara al resto

de estudiantes? Esa adaptación o cualquier otra adaptación que puedas hacer en el examen si desde el PAD te ha llegado la notificación.

Docente 11 No creo que pueda ser considerada injusta si es una persona que tiene una necesidad especial, tendremos que ser capaces de facilitarle el aprendizaje y compensar de algún modo está discapacidad. Yo por lo menos lo entiendo así. De todas maneras este año hay personas que aunque que no tienen “derecho a”, también tienen están siguiendo la clase vía streaming. Lo explico. Digo que no tendrían “derecho a” porque, en principio, las clases están concebidas para hacerlas presenciales. Pero como tenemos estas circunstancias con la pandemia, et cetera, no estamos siendo tan exigentes en el hecho de no permitir a estas personas acceder por vía streaming porque sí que hay gente que lo está pasando mal a nivel emocional y el asistir a clase le está suponiendo un estrés. Por lo tanto, se les permite acceder por vía streaming también aunque la normativa no iría encaminada en ese sentido, en principio.

Investigadora ¿Crees que las adaptaciones, por ejemplo, se deberían contemplar en la guía docente?

Docente 11 La verdad es que facilitaría... Sí, creo que sí, porque facilitaría mucho las cosas. Especialmente en el caso como el mío donde somos más de un profesor impartiendo la asignatura. Tener un criterio unificado de antemano puede venir muy bien, aunque sí que es cierto que en el área estamos bien coordinados y seguimos una misma línea de acción pero no

estaría de más. Sobre todo también de cara al futuro tener algo ya unos criterios unificados y unas líneas de trabajo sobre cómo hacer las cosas.

Investigadora ¿Las que te envió el PAD te han parecido suficientes o has necesitado más apoyo?

Docente 11 ¿Las guías de adaptación? Pues no te sabría decir ahora mismo porque no las tengo en mente. En el momento me envían la notificación, yo intento seguir las líneas que se me comunican, pero no recuerdo el contenido de dichas guías.

Investigadora En el momento te llega el mensaje del PAD -supongo que te llegaría a principio de curso- donde te dicen que tendrás alumnos con discapacidades auditivas y visuales, ¿tú cómo reaccionas? ¿Qué pasa por la cabeza?

Docente 11 Yo estaba de baja con lo cual no he estado muy pendiente de esto hasta que me he tenido que reincorporar. Sí que he ido leyéndolas y he pensado que tendré que hacer aquello que sea necesario para facilitarle al alumno que pueda seguir la clase.

Investigadora ¿Te ha supuesto trabajo extra?

Docente 11 Sí que tengo que reconocer que en lo que es la dinámica, muchas veces ralentiza la dinámica de las clases. Me voy a explicar: cuando corregimos ejercicios, las interacciones de los compañeros tengo que repetirlas para

que también sean accesibles para la persona que está en casa. Me explico: si hay un compañero que está corrigiendo un ejercicio, a no ser que yo repita sus respuestas, la persona que está en casa no puede ser partícipe de esta corrección entonces sí que es cierto que en ocasiones han empezado un poco la dinámica de la clase

Investigadora ¿Hasta qué punto consideras tú que es responsabilidad del profesor dar ese apoyo y hacer estas adaptaciones?

Docente 11 Bueno, yo soy también profe al instituto, entonces no me parece que no sea nuestra responsabilidad porque ya es algo con lo que trabajamos en los centros de secundaria. Yo veo que no hay ningún problema en hacerlo, pero es a nivel personal, vaya. Pero tampoco creo que haya sido un trabajo ingente. Quiero decir, a pesar de que sí que hay algunas dificultades a la hora de impartir la clase, los materiales iban a estar disponibles igualmente vía aula virtual y lo único que se ha hecho diferente es hacer la clase en streaming también. A mí personalmente no me parece que sea un gran problema.

Investigadora Todo esto ha sido durante el Covid, entonces la adaptación que ha sido que has hecho ha sido ya directamente aplicada al Covid. ¿En otros años no has tenido alumnos con discapacidad visual o auditiva?

Docente 11 No me ha llegado nunca nada. Este es el primer año que me llegan mensajes del PAD informándome sobre esto

Investigadora Entonces no tienes para poder comparar las clases tradicionales con el periodo de pandemia.

Docente 11 No, no podría comparar. De todas maneras, te digo, estas personas con discapacidad auditiva tampoco te puedo decir más allá porque no están asistiendo a las clases ni presencialmente ni por streaming.

Investigadora ¿Y para el examen, qué adaptaciones se contemplan?

Docente 11 Para el examen, a la alumna con discapacidad visual se le va a hacer también llegar vía aula virtual, como ya se ha hecho con algunos exámenes como el de lectura, por ejemplo, y yo creo que básicamente es esto. Me parece que a las personas con discapacidad auditiva se les dará más tiempo igual que a la persona que tiene discapacidad visual. De todas maneras, yo no voy a estar presente en los exámenes puesto que me coinciden con mi horario de mi actividad laboral principal, con lo cual, esto quizás los demás compañeros te lo podrían aclarar mejor.

Investigadora De todas estas experiencias, ¿has aprendido algo de tener alumnos con discapacidad en el aula?

Docente 11 En principio no te sabría decir. Que hay que ser más sensible, supongo, a las dificultades de los demás, pero no podría concretarte que haya aprendido algunas cosas distintas. No te sabría decir, la verdad. La necesidad de ser consciente de las diferentes necesidades. Pero como aprendizaje, pues quizás debería haber más medios para que estas

personas puedan acceder a la educación de una manera más sencilla e intentar equilibrar ese problema o esa desventaja que tienen o de la que parten de base por sus circunstancias, pero ¿cómo hacerlo? Me haría falta más información.

Investigadora ¿Y te has visto limitada con los recursos que tenías para poder adaptar?

Docente 11 La alumna que tiene discapacidad visual no me ha referido que haya tenido ningún problema. Yo, a nivel personal, no me he visto en una dificultad de hacerle llegar aquello que necesitaba, pero no sé si por su parte la sensación es distinta.

Investigadora Muy bien, pues realmente esas son todas las preguntas que tenía para hacerte. Ahora te enviaré también la encuesta que será en 5 minutitos y cuando tengas un ratito me la contestas. Voy a parar la grabación.



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