



***Universidad Andrés Bello***  
***Facultad de Educación y Ciencias Sociales***  
***Pedagogía en Inglés***

HELPING A VISUALLY IMPAIRED STUDENT TO IMPROVE HER SOCIAL  
INTERACTION SKILLS AT ANDRÉS BELLO UNIVERSITY, VIÑA DEL  
MAR, CHILE:  
*AN ACTION RESEARCH*

***Tesis para optar al grado académico de Licenciado en Educación***

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## ***Abstract***

During the last decade, inclusion that is “Something which cannot be done to people, it is something in which people are actively involved” (Norwich, 1999), has been used by different educational institutions to define or highlight their programs and as a matter of promoting a very comprehensive education. That is why an action research was conducted, whose aim is to study and improve the social interaction between a visually impaired student and her professors and peers within the English Pedagogy Program from a university in the city of Viña del Mar. In this thesis project, several people who are part of the daily life of the subject of the study contributed to this thesis project by providing relevant information.

These people were professors, previous and current classmates and family members who decided to participate in a voluntarily and active form. In order to collect the information from a qualitative nature, focus groups, semi-structured interviews, questionnaires and observations were used as instruments. Moreover, more support and guidance were delivered by professionals from the educational and medical fields, i.e a psychology and a psychopedagogue. These experts provided techniques in order to reach the objective of this research. In terms of results, these were unexpected because they changed the researchers' perspectives and helped them to understand a reality that was present but, was not taken into account. After analyzing the results obtained from the strategies applied in the action plan, the researchers came into the conclusion that the subject improved her social interaction skills thanks to the different techniques that we applied with her. However, it was found out that the context played a key role in the interaction between the classmates and the subject because the dysfunctional characteristics of the peers made the student to react different to them as she interacted with the researchers.

**Keywords:** visual impairment - social interaction - techniques.



## **Resumen**

Durante la última década, inclusión que se refiere a “Una acción la cual no puede ser realizada por personas, es algo en que las personas están activamente envueltas” (Norwich, 1999) (Traducido por Ivette Aguirre, Camila Fernández, Bárbara Melo y Bastián Mendoza), ha sido utilizado por diferentes instituciones educacionales para definir o destacar sus programas como una manera de promover una educación completa. Por esta razón se llevó a cabo una investigación acción la cual pretende investigar y mejorar la interacción social entre un estudiante con dificultades visuales y sus profesores y compañeros en un programa de pregrado de una universidad en la región de Viña del Mar. Varias personas los cuales forman parte activa en el quehacer diario del sujeto de estudio contribuyeron con información relevante para esta investigación. Estos fueron profesores, compañeros, ex compañeros y familiares, quienes aceptaron participar de forma voluntaria y activa. Para recolectar la información de naturaleza cualitativa, se utilizó focos grupales, entrevistas semi-estructuradas, cuestionarios y observaciones como instrumentos. Además, más apoyo y guía fue entregada por parte de profesionales en el área de la educación y la salud como una psicóloga y psicopedagoga. Estas personas aportaron técnicas para el desarrollo del objetivo de nuestra investigación.

En tema de resultados, fueron sorprendentes porque cambiaron mucho la perspectiva de los investigadores y ayudaron a entender una realidad que estaba presente pero no se había tomado en cuenta. Después de analizar los resultados obtenidos por las estrategias aplicadas en el plan de acción, los investigadores llegaron a la conclusión de que el sujeto mejoró en sus habilidades de interacción social gracias a las diferentes técnicas que se trabajaron con ella. Aunque, se encontró que el contexto juega un rol principal en la interacción entre los compañeros y la estudiante debido a que las características disfuncionales de los compañeros hicieron que la estudiante reaccionara diferente con ellos así que como interactuó con los investigadores.

**Palabras claves:** problemas visuales - interacción social - técnicas.

# **Chapter 1: Introduction**

In this chapter, you will find information related to the background of this research, as to the explanation of instruments that the researchers have designed to discover the problematic situation, the explanation of the research questions, the assumption and the general objective of this thesis project.

The researchers have followed the case of a visually impaired student, who is in the English Pedagogy Program at UNAB University in Viña del Mar, Chile. Neither her autonomy, commitment, interaction or capacity to work in groups seemed to have fostered, following the conventional training inserted in the major during these 2 years affecting her academic performance. This led the researchers to reflect on how the training and methodologies to teach English can be applied to foster more effectively not only her academic performance but also her social interaction.

Thus, the researchers felt that it is crucial for them as future teachers to find out methods to help professors, who are in charge of this English Program and the classmates of the subject to foment her participation and commitment inside a group, so it could lead her to a better academic performance. In brief, the main intent of this research was born out of the researchers' wish to validate, through research, the pedagogical usefulness of a non-differentiated treatment in regards to social interaction which may foster her participation and improvement throughout the course.

## **1.1. Study Background.**

After reading and researching many topics, we came up with an attractive topic in the field of education with children with special needs in the EFL (English as a foreign language) context, since inclusive education has taken an important role in our university. In this regard and based on personal comments that have been done by some EFL professors from the English Pedagogy program at Andrés Bello University , it could be said that they do not feel prepared enough to teach students with special needs as they would want to. Bearing that in mind, we became interested in a special case of a second year student who belongs to this English Pedagogy Program.

At the beginning of this process, it was a bit difficult to find the exact problem of the situation because we had very little information or contact with the subject of the study. For this reason, we decided to create questionnaires that were used in interviews and focus groups where some teachers and classmates of the subject of this study participated in order to find out the problematic situation.

The recordings that were obtained during the focus group and interviews were analyzed by all the members of the group by taking notes of the most relevant information that leads researchers to find out the problematic situation. Related to this, a variety of problems were detected in relation to the subject of the study such as passive personality, specially working in groups, communicative problems, poor peer work and social isolation.

Based on this, as a group we concluded that one of the main problems of this student is her deficient social interaction which is reflected in her limited or null peer interaction inside the classroom.

## **1.2. Problematic Situation**

At UNAB Viña del Mar, a visually impaired student who studies English Pedagogy has had social interaction difficulties. She prefers to work and study alone. Her classmates also avoid working with her because of their fear of failing. All this has made the interaction with peers to be limited or sometimes, null. In addition, the interaction between teachers and the student, on an educational basis, is also limited because teachers feel that the student's personality and attitude, somehow, do not allow them to work with her as they would want to do.

## **1.3. Research Questions**

The research questions that we thought out are:

- How could a visually impaired student be helped in order to improve his/her interaction with peers and professors?
- How could non-differentiated treatment, in regards to social interaction, guide a visually impaired student to improve his/her relations with peers and professors?

## **1.4. Assumption**

The assumption of our thesis project is:

- The visually impaired student's capacity to interact and work with peers might improve if she is exposed to non-differentiated treatment techniques for social interaction.

## **1.5. General Objective**

After analyzing and discussing all the information that was collected during the interviews and focus groups, as a group we decided that among all the problems that this student faces in an EFL context, the most significant are the social problems regarding social interaction and relationship with classmates and professors.

Based on this, we came up with our general objective which is:

- To improve a student's social interaction skills to reverse or stop the limited interaction with peers and professors and avoid group rejection from her peers in an EFL classroom environment.

## **Chapter 2: Theoretical framework**

## 2.1. Literature Review

### 2.1.1. The Sociocultural Theory - Lev Vygotsky

The sociocultural theory was proposed by Lev Vygotsky (1978) who believed that individuals' skills are formed and developed through the interaction that people have with their environment.

This theory states social interaction as the main protagonist on the development of people mental functions. Lev Vygotsky strongly believed that learning is a social process where all the environmental factors interfere in people cognition development.

He stated that everything is learned on two levels or planes, first by interacting with others and then integrating all the external factors into the individual's mental structures, Lev Vygotsky called this process internalization.

“Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals”. (Vygotsky, 1978, p.57)

Moreover he explained the acquisition of knowledge not as a personal process but as a sociocultural process which is affected by external factors also called mediators.

There are three types of mediators, they are:

- **Physical and technical:** These are external tools that improve the interaction between people and their environment. e.g. Use a hammer to nail.
- **Symbolic tools / signs:** Vygotsky categorized language as the most important and meaningful symbolic tool.
- **Human mediator:** The previous mediators are firstly used in social interaction context where the existence of one or more human participants is necessary.



After analyzing Vygotsky's theory, we decided it is one of the theories that appeals the most to our thesis project because having disabilities makes the interaction more complicated, and as a result, the learning process is directly affected negatively. Vygotsky reflects on how the social environment is established for a disabled learner because one of the main issues is how the social repercussion of having a disability caused problems in terms of socialization between the environment and the learner.

### **2.1.2. The Social Learning Theory - Albert Bandura**

It was Albert Bandura's idea (1977) to clarify how children learn in social situations by watching and afterward impersonating the conduct of others being the nearness of others an additional impact. He saw that the results of a watched conduct regularly decided what was repeated by the students who were exposed to it.

Through a progression of tests, he observed the children who were involved in his study as they watched grown-ups assaulting Bobo Dolls. When the children had the possibility to play with the Bobo Dolls, they imitated the forceful conduct of the grown-ups but they were more aggressive than the adults.

From his exploration Bandura figured out four standards of social learning.

- **Attention:** In this stage, they are supposed to observe what is going on around them. So they pay attention to all the different reactions of their peers in order to get information.
- **Retention:** In the second stage, the subjects learn by distinguishing data in their recollections. They review that data later when it is required to react to a circumstance that is comparative to the circumstances kept inside of their memories which they initially took in the data.
- **Multiplication /Repetition:** The third stage is when they imitate beforehand learned data (conduct, information, reactions) when required. Thus, mental and physical practices regularly play an important role in this stage by enhancing the reactions.
- **Inspiration/ Motivation:** At this stage, motivation plays a fundamental role because, they need to be motivated by something or someone to do anything or to repeat a

certain conduct. Often that motivation comes from previous observation/experiences of someone else being rewarded or rebuffed for something they have done or said before.

Taking into consideration the topic of our action research, it is important to mention that this theory helps us to understand the nature of why VI (visually impaired) people behave and interact with others in the way they do. This is because many social interactions are observed and learned visually through imitation and modeling (*Bandura, 1986*). Bandura's theory is directly connected to social learning through imitation or repetition, thus in this case we have the visual barriers affecting the social imitation since as visually impaired students cannot see as their sighted peers, it turns out to be extremely troublesome for them to imitate other individuals' behavior.

### **2.1.3.State of the art**

According to an experiment done by B.C. Korir, in 2015, the perceptions of teachers and sighted students explained that VI students might suffer by being brought into a regular school because of the lack of specialized resources and teachers do not have enough experience to work with students with these characteristics. Regarding the learners' comments, they explained that at first they had a negative perception towards their visually impaired classmates, but after sharing and interacting with them, the peers realized that they do not have to treat these individuals as abnormal people because they are as everyone else. What is concluded is that visually impaired students are expected to perform better in an environment that is more challenging for their capacities than in place specially designed for them.

This paper is directly related to our thesis in the sense that our subject of the study needs to be in a place surrounded by sighted peers because in this way, she can develop social skills and be more prepared for the real world outside the university. Additionally, what is similar in our case to the school from the paper is the lack of special resources and teachers' training in terms of teaching students with disabilities.

Imperio Arenas González in 2012, researched about specialized material and different teaching strategies that an EFL teacher designed to apply based on her experience teaching a visually impaired student. After all the process that she and her student went through, she emphasizes that teachers are not prepared to work with visual impaired students because of lack of training, visually impaired people are still considered handicapped because of sighted people's prejudices and that the best way to help visually impaired students is to make them become more responsible of their language learning process by stimulating them and making them find the answers by themselves.

We realized that her conclusions are directly connected to our case in the following points: the lack of teachers' training appears again as a factor that impedes the learners' progress, he still might be considered as handicapped because of the impact that his image produces on people surrounding him and the way professors and classmates in our Pedagogy Program treat him and finally, he needs to develop more responsibility on his own learning language progress because in this way, he will not depend too much on his classmates to work and he will develop more autonomy that is something he really needs to acquire in order to be ready for the working life outside our institution.

According to the Ministry of Educations from British Columbia (2007), it talks about some guidance to be followed by teachers in order to get good results and environment improvements. The main focus will be on intellectual development, a variety of opportunities for personal development can have a profound impact on a student who is visually impaired. Promoting development of a positive self-image, appropriate dress, well-developed self-care skills, good interpersonal communication, knowledge about family life, manners and customs increased independence as well as productive community living can all be tremendously beneficial in the healthy growth of students with visual impairments. British Columbia, Ministry of Education (2006 - 2007), which explains that those kinds of students need to be given space and independence for them to feel integrated in the classroom.

Another paper that we found very useful to back up our thesis, was done by Kocyigit and Artar (2015). It explains what happens when two sighted students enter a normal classroom of fully sighted. "These fully sighted people are generally not familiar with the equivalent competencies and resources required by blind and visually impaired newcomers (Kashdan & Barnes, 2012). Thus, they do not vary the tasks and activities in a way to meet the needs of visual impaired students and these learners fail to make the most of their learning experience." (Nihat Kocyigita, Pinar Sabuncu Artar 2015). Also, we concluded that it is very important to consider and to bear in mind that teachers should be prepared to face these situations. Moreover, teachers should know some procedures and how to act and to guide those kinds of students and to make them feel comfortable.

To understand more about what sociocultural theory is, Barohny Eun (2016) explained in one of his articles how the sociocultural theory has been implemented in an inclusive classroom.

Moreover, this paper provides us useful information that detailed what sociocultural theory is and all the processes that occur in people's brains when interaction takes place. In addition, in this paper it is describes how the environmental and external factors interfere in the development of people mental functions.

To explain this process, Vygotsky stated that there are 2 planes in our brains which are the intramental plane, which is the one where all mental functions are and the intermental plane, which is the social interaction between people.

When interaction occurs the intermental plane moves into the intramental plane developing mental skills such as self-regulation, critical thinking, problem solving etc.

This process is known as internalization.

Based on this process, it is explained that there are three types of mediators involved in the internalization process which are physical/technical, symbolic and human mediators. Mediators are the tools that people use to interact with their environment.

As it is stated in an article done by Runjic, Prcic and Alimovic (2015), this paper gives the basis to understand why some visual impaired children have problems regarding their social skills and how it affects them in every aspect of their lives.

This paper explains that there is a significant connection between visual problems and poor social skills or behavioral problems, which at the same time negatively influence the psychosocial functions as well as academic performance. In order to understand all the problems that visually impaired students have to face, it is explained that almost 85 % of what we perceive and learn (especially social aspects) is learned through our visual sense. Therefore, the percentage of having social interaction problems are very high in a visual impaired person.

In connection to our problematic situation, this paper states that social withdrawal is a very common problem in visual impaired students.

Visually impaired students usually withdraw from group work activities and they do not get involved in groups easily because of their high dependence on the environment or because they are less accepted by their peers.

A paper done by Said Al Ghafri ("009) about the different challenges that visually impaired children have to face while learning English. At the beginning, they explained that even if this condition could mean an impediment because from the time we are toddlers, we learn unconsciously through observation (it is called incidental learning), enhancing the learning or acquisition of knowledge, but that is not the case of visually impaired ones. Thus, they showed that all the different materials available for teaching English have been created to teach sighted children and there is a lack of creativity and materials for blind students.

For this paper, they interviewed some visually impaired students to get their perceptions about the four English skills that are worked in an EFL class, and the major findings or results came out with the idea that VI children do not learn or follow the same learning rhythm, also they said that the most difficult skill was writing (multifarious spelling and they are really aware about their difficulties in this area more than the other ones). The

second one was reading and the easiest ones for them were speaking and listening. However, they need to be encouraged or motivated while speaking because they tend to be more sensitive and fragile than the rest of their fellow partners.

Finally, as a recommendation they state that teachers who deal with visually impaired students in the classroom should have a sort of special training and be optimistic about facing different changes and challenges in methodology and educational techniques.

Following the same sequence of papers, there is a paper that is relevant and vital for our action research which was done by Salleh and Zainal (2010), basically, it is based on a discussion where the main topic is the behavior that visually impaired students present within an educational environment. This study mainly showed that visual impaired students remain passive and have difficulties interacting with others because they usually feel rejected or excluded by their peers and society itself and according to Sacks and Silberman (op.cit.), the inability of children with visual impairment to observe and imitate social behavior in the environment will affect their social behavior. This significantly impacts all aspects of the development of their skills (*Salleh and Zainal, 2010 in Ferrell, Shaw and Dietz, 1998; Farrell, 1990; Warren, 1984; 1994*).

## **2.2. Non-differentiated treatment in terms of social interaction**

After analyzing and discussing the results obtained from the interviews which correspond to the pre-stage, we realized that addressing the subject as the rest of the people are, might be a different regarding how she reacts to the classmates and professors. Therefore, we came up with a concept for this idea called “Non-differentiated treatment in terms of social interaction”.

This concept is one of the key words of our thesis project. What we mean with this term is to address someone with visual impairment in the same way as we treat a person with no visual problems. It is necessary to emphasize the importance of this concept because people usually treat handicapped individuals in a different way to how they normally treat non-handicapped individuals, making a distinction between them. So, in this research readers are called to treat both kinds of individuals in the same way without making any differences in regard to their capacities or physical aspect.

## **2.3. Visual Impairment, Low Vision and Blindness**

Visual impairment, low vision and blindness are different concepts that refer to different characteristics. The visual impairment concept encompasses low vision and blindness, and both concepts have different definitions depending on the degree of the visual ability.

“Visual impairment can be defined legally and educationally. Legal definition describes visual impairment by considering the visual acuity of a person. It describes a blind person as the one having visual acuity of 20/200 or less than that, even by using optical devices. This means that; [sic] a person with blindness can see an object at 20 feet whereas a sighted person can see at 200 feet. A legal definition considers a person with low vision as having visual acuity of 20/70 meaning that; [sic] a person with low vision can see an object at 20 feet whereas a person with normal vision can see at 70 feet”. (Spungin, 2002, in Mwakyeja, B.2013, p. 21).

“Educationally, a student with low vision is the one who has some vision, and therefore can read enlarged prints. On the other side, an educationally blind child is the one with very limited vision and thus relies on reading and writing by using the braille [sic] system or by using audio tapes”. (Mastropieri & Scruggs, 2010, in Mwakyeja, B, 2013, p.4-5)

## **2.4. Visual impairment and its impact on learning**

In Chile, there are several people who have some kind of visual problems. It encompasses from adults to children. According to the Second National Handicap Study in 2015, 72,7% of the population are adults who have visual problems as a declared sickness. Additionally, 11, 9% of the population suffer from blindness or any type of difficulty wearing glasses (SENADIS, 2015).

In terms of Education and Learning, being a visually impaired student can lead to difficult circumstances. According to Stewart (2014) in his paper ***Visual Impairment and Educational Attainment***, students with visual impairment can experience the following difficulties:

Children with visual impairment can experience difficulty seeing things at a distance as well as seeing things that are near and in some cases the inability to see in color.

Considering the problems listed above, it can be stated that it is very difficult for a visual impairment student to be inside a normal classroom (full of fully sighted or VI problems students that can be corrected by wearing glasses) where the learning process goes at a normal pace (consider normal pace as the fact that instructions and activities are done within the teacher’s expectation limit of time and do not need specialized attention such as repeating headings, give too many examples, among others.)

Stewart (2014) said that all the previously listed issues can vary depending on the student’s mood. It means that whether the student is anxious, stressed, tired or unwell her vision level may be good, bad or in the middle (considering that the student is VI). In



addition, being visually impaired in a normal classroom, may lead to another sort of difficulty when processing, retaining, assimilating, understanding, and applying the contents. (Stewart, 2014, p.5).

According to the Massachusetts Department of Elementary & Secondary Education, in the Guidelines for Specialized Assessment of Students with Visual Impairments, a visually impaired student probably does not learn incidentally. It means that the student will have issues regarding understanding concepts, new ideas, and vocabulary that will create the basis for comprehension and abstracts reasoning. However, VI students that are immersed in a normal classroom must deal with another type of leaning which is related to the building up of the social interaction process.

Learning social skills, play skills and adaptive living skills are likewise affected. Interpreting non- verbal, social interactions especially body language, understanding another person's point of view, and working in cooperative learning groups are markedly enhanced by "seeing" other's responses to these interactive activities... VI students must face and deal with a variety of issues that impede their normal development in the fully sighted classroom. Consequently, VI students could be isolated by their peers because of their characteristics and personality, thus, results, achievements, goals, progress may be affected and lower than the rest (Massachusetts Department of Elementary & Secondary Education, 2012, p.1-2).

## **2.5. The Universal Declaration of Human Rights - Article 26**

"This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction". (United Nations, 2015, p.3).

That is to say that it is a document that was born as a way to ensure equal opportunities for everybody, regardless their language, race, sex, ethnicity, religion, nationality, physical or mental conditions. And it is for that reason that this document is intended to cover the different areas or aspects that are essential for us to have a complete development throughout our lifetime. The areas covered mostly are Life/Liberty, Equal Treatment, Freedom of Expression, and Education.

Thus, as education is one of the topics involved in this action research, Article 26 of the Universal Declaration of Human Rights could not be excluded as in this article, the General Assembly stated and specified the following:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (United Nations, 1948, p.54).

In other terms, it explains that education should be free and compulsory in the sense it has to be accessible and cannot be denied under any circumstances, no matter religious, physical, ethnic or any other aspect because if it happens it would be directly considered discrimination which is something that is totally far from being considered as politically correct or positive within the Human Rights articles.

Thus, there will always be the possibility for everybody to opt for the best education because what they also want to reach is that education could be the main responsible to form us as people with values and respect for others.

## 2.6. UNESCO and Organizations

Education is one of the factors that most influences the progress of people and societies because it provides knowledge, enriches our culture, spirit, values and everything that characterizes us as human beings.

Even though, it has always been important for development, it can be understood that it has acquired greater strength and relevance in today's world due to the constant transformations that it has experienced over the years. Being, one of these transformations the integration and inclusion to education of people with some disability, whether of the auditory, visual, cognitive, or psychomotor system. It is for this reason that one of the most important world associations such as UNESCO (*United Nations Educational, Scientific and Cultural Organization*) decided to advocate for equal access and full participation in education of visually impaired students.

The general director Irina Bokova (2014) of UNESCO on the occasion of the Global Action Week, stated the following,

“We raise the flag for education as a universal human right -- no one must be denied access because of disability. This is a UNESCO priority, and we are acting across the world to break down barriers for people with disabilities, to empower them as agents of change. This means transforming schools and learning centres. It means adapting teaching practices to cater for all” (UNESCO, 2014).

Therefore, education ceases to be a simple need and is transformed into a human right for all, no matter their physical, mental or social conditions.

In this case and following the area of education for students with visual impairment. It is vital to mention that according to WHO (World Health Organization, 2017).

An estimated 253 million people in the world live with vision impairment: 36 million are blind and 217 million have moderate to severe vision impairment. An estimated 19 million children are vision impaired. Of these, 12 million children have a vision impairment due to refractive error. Around 1.4 million have irreversible blindness, requiring access to vision rehabilitation services to optimize functioning and reduce disability.

Thus, many organizations have created different campaigns over inclusion and equality, not only making UNESCO the fundamental pillar in the area of inclusive education , but also other institutions such as WBU (*World Blind Union*) and ICEVI (*International Council for Education of People with Visual Impairment*).

The main purpose of them is to help people who have been diagnosed with complete blindness, as well as those who are visually impaired to reach their full potential because according to the last results that launched EFA flagship initiatives campaign done by UNESCO (2004), more than 90% of children with disabilities living in developing countries do not attend school. Consequently and delving more into it, it is possible to see that they present some trouble to continue their studies or have a normal education as their sighted peers have.

## **2.7. Difference between integration and inclusion**

People might confuse the concepts of integration and inclusion because both of them sound similar. However, integration and inclusion are two concepts completely different and it is important to know about them when talking about students with special needs. Integration refers to strategies, services or adaptation to help a student to fit into a classroom. On the other hand, inclusion is to help everyone, providing services and adaptations and helping the whole class. (Harman, B. 2002).

There is another definition for inclusion that says:

“Inclusion is children with disabilities being educated in the schools they would attend if they didn't have disabilities, in age-appropriate regular education classrooms, where services and supports are provided in those classrooms for both the students and their teachers, and where students with disabilities are fully participating members of their school communities in academic and extracurricular activities”. (Snow, 2008, p.2).

Kathie Snow (2008) explained that people must take into consideration that being physically integrated does not mean that the learner is socially integrated too. What she emphasizes is that we should not look for mainstreaming - to place a disabled student into a general educational classroom - or integration, what we should look for is to make the learner be included in the environment, making the student belong there and making the others viewing, feel him as a member of the group.

Reflecting about these definitions and viewpoints, we can conclude that it is not enough to provide a student with disabilities the chance to study in an environment with non-disabled students and extra adaptations. If his peers and the rest of the community do not see a VI student as an actual member of the group, the learner will continue to feel and be an external person who does not have the same capacities to be there.

## 2.8. Inclusive Education

The word “education” is defined in the Cambridge Dictionary (2016) as “the process of teaching or learning...”. This process happens everywhere and at all times, even in old times when there were not the advances that there are nowadays. The human being found the way to teach itself and learn in order to evolve. Currently, the word “education” itself has different definitions that experts use to define a specific type of education. This is the case of “Inclusive Education”.

As the first word labels the type of education. It is, according to the Cambridge Dictionary (2016) *“including everything or all types of people...”* In depth, and from a wider point of view, inclusive education is defined in the book “Inclusive Education: What, Why, and How, A handbook for Program Implementers by Save the Children as [sic] *...the right to education for children with disabilities, girls, racial minorities, and migrant workers*<sup>1</sup> [sic]. *The right to be educated together in a regular or mainstream system ...*” In simple words, inclusive education is a type of education that accepts everyone, no matter age, sex, religion beliefs, or others. (Cambridge Advanced Learner's Dictionary & Thesaurus & Save the children ONG 2016).

## 2.9. Disability in Chile

*Law n° 20.422: Rules for Equal Rights in Education and Inclusion for People with Disabilities.*

The aim of this law is to provide disabled people the same rights to receive an education in order to obtain social inclusion, assuring they can fully use their rights and to avoid any type of discrimination based on their disabilities. The principles of this law are:

- An independent life in relation to people with disabilities
- Accessibility and Universal Design in relation to the environment and its components
- Intersectionality and
- Participation and Social Dialogue in relation to public policies.

This law is important to disabled people because it assures that they receive education as non-disabled people do. Visually impaired students are also considered in this law as they also present a disability that impedes their learning in certain aspects.

## **Chapter 3: Methodological Framework**



This chapter has been divided into different sections taking into consideration each step previously stated and written in our action plan.

Thus, it contains detailed information about the type of research, the setting, the subject of the study, the participants, the instruments used to collect our data, the interventions or phases to follow, which are the main aspects that framed this section of the study, before, during and after the application of our action plan. In other words, it provides the reader a complete enlightenment of what this chapter is about.

### **3.1. Type of research.**

This study works with opinions, feelings, situations, emotions, and facts that are meant to be explained with words, definitions and tests to see changes or reactions (positive or negative). According to several prominent qualitative scholars (Creswell 2002; Pope & Mays 1995; Denzin & Lincoln, 1994) Qualitative Research is intended to deeply explore, understand and interpret social phenomena within its natural setting. By using a qualitative research methodology, researchers want to collect richer information and get a more detailed picture of issues, cases or events (Arora and Stoner, 2009).

Therefore, our study is of a qualitative nature because it is concerned with the explanation of a social phenomenon. It means that we want to explore and help to explain when, how, what, where and why of an issue that concerns many people in a specific area.

In this qualitative work our aim is to propose ideas that can help the interaction among the subject and her peers and professors. We will do it by observing, gathering opinions, trying strategies and interventions, reading very important information and interviewing people related with the field of our investigation and knowing how peers of the subject of the study feel and work with the subject.

We, as it is said by Jennifer Mason in her book "Qualitative Researching" (Manson, 2002 p.52) categorized our ideas in order to know where to look for precise information that might end helping in our study so as to have clear arguments and precise strategies which may suit for this type of research.

### **3.2. Design**

At first sight, it can be considered as a case study, a case study in all its types which are explanatory, descriptive and exploratory involves the process of learning more about a specific issue or exploring a particular problem or occurrence in order to know why it happens but not with the purpose of actually helping, whereas our investigation intends to solve or help to improve a specific problem within an educational field, not to understand it, as it does an action research design.

Therefore, the research type chosen is Action Research, due to the nature of our investigation. It is mainly applied in an educational setting such as classrooms or any educational environment, being that aspect one of the most important factors that led us decide on this approach because the investigation that we want to carry out is going to take place in the same educational environment in which the researchers are inserted.

The other aspect that is relevant for our thesis project is the main interrelationship that is established between the researchers or practitioners with the student or subject. Due to the fact that both parts work collaboratively in order to bring out benefits, significant changes and solutions that help to develop new attitudes and skills for the subject and the environment in which the subject is inserted in or to solve a particular situation that directly arises, affects and changes the scheme from the setting.

Taking into consideration, what was explained above, and according to Kemmis and McTaggart (1992) Action research is research by particular people on their own work, to help them improve what they do, including how they work with and for others.

Another aspect that has become essential is the remarkable spiraling feature called action plan that allows the practitioners to state the different tools that they will use, practice or try and observe and analyze the information collected at the end to see if what they are doing has some effect on what is being studied. it is also well explained

by Zuber-Skerritt (1996) who set action research into a cyclical process of: '(1) strategic planning, (2) implementing the plan (action), (3) observation, evaluation and self-evaluation, (4) critical and self-critical reflection on the results of (1) – (3) and making decisions for the next cycle of research'.

### **3.3. Subject of the Study**

Based on the nature of this thesis project, we based our study in one specific subject.

This subject is a sophomore student from English Pedagogy major at Andrés Bello University. This student suffers a double condition. On one hand, she has severe vision problems, specifically, Retinopathy of the Premature, also called ROP, which is an eye disease produced by a detachment of the retina. This disease mostly affects premature babies who are born before 31 weeks (considering 38-42 weeks as a proper time).

This retina detachment occurs due to the abnormal growth of blood vessels, which spread around the retina and leak because of their fragility, letting fluids go out and leaking on the retina taking it out of its place.

According to The National Eye Institute (NEI), a federal government agency of The United States, Retinopathy of the prematurity is classified into five different stages based on its severity.

- **Stage 1:** In this stage the growth of the blood vessels is mildly abnormal, at this stage the disease is cured by itself as time passes and without treatment, which means that children that are in Stage 1 have many possibilities to have a normal vision in the future.
- **Stage 2:** As in stage 1, in stage 2 the cure also improves as time passes and it is done by itself. The only difference between these stages is the degree of abnormal growth in the blood vessels. In this stage the growth of the blood vessels through the retina is moderately abnormal.

- **Stage 3:** In this stage, there is no detachment of the retina, but the growth of the blood vessels is severely abnormal, it means that the blood vessels grow towards the eye's center instead of growing along the surface of the retina. Children in stage 3 can improve and cure their condition as long as they receive early treatment, otherwise, the possibility of a detachment of the retina increases as time passes.
- **Stage 4:** In this stage, there is a partial detachment of the retina.
- **Stage 5:** This is the most severe stage of ROP and means a complete detachment of the retina. If a child, in stage 5, does not receive treatment, she or he probably would have severe visual problems or even blindness.

Even though, ROP can be cured but only if it is treated as children grow, otherwise, children would have serious vision problems or even worst, it would cause them blindness. The most common treatments to cure ROP are laser therapy and cryotherapy, both treatments destroy the peripheral areas of the retina, correcting the growth of the blood vessels.

Although, both treatments are considered invasive treatments due to the fact that the recovery time is very slow and complicated, it is important to mention that it cannot be done if the person does not meet the requirements. These medical procedures are done only in children with severe ROP. (Stage 3-4-5).

Following the same line and apart from the visual problem, there is another official diagnosis called Spastic hemiparesis that is mainly related to the motor sensory development or physical movement of the subject's body, which has been affecting her since her neonatal stage due to an intracranial hypotension and pleural effusion.

Hemiparesis is a post-stroke condition that according to The National Stroke Association (2018), which is an association in Colorado devoted 100% to support stroke rehabilitation and counteractive action to prevent future strokes, is defined as weakness on one side of the body and affects about 8 out of 10 stroke survivors, causing weakness or the inability

to move one side of the body. One-sided weakness can affect your arms, hands, legs and facial muscles.

Thus, and as mentioned before, this disease can affect any side or limb of the body. In the case of the subject of our study, this affected the left side of her body, most specifically her arm and leg, which makes it difficult for her to write, do different thing during her daily life and even walk.

Finally, there is another problem related to her social development because her performance working in groups and interaction with teachers and peers is highly deficient because of her passive personality, as it was detected by the professionals (Teachers and psychopedagogue) who have been working with her.

It is important to mention that this student does not have cognitive problems that could affect her learning process or development.

### **3.4. Instruments**

During this research process, several instruments have been created, validated by professors from English Pedagogy program of this university and utilized in order to collect information about our subject of the study. The instruments used during this action research were:

- Semi structured interviews
- Observations
- Focus groups
- Questionnaires

Before going deeper into the explanation of why we chose those instruments, it is necessary to define them.

The first one is a tool called semi-structured interview, it is a qualitative strategy that involves an interviewer and interviewee. In this case the interviewer is in charge of asking the interviewee a prepared set of questions that interviewee will answer in a particular order, but it is important to mention that it is not a rigid format. In other words, it means that it allows the interviewer to ask the questions in a different order or to ask other questions related to the topic during the interview as if it were a normal conversation in order to gather as much information as possible.

The second one is observation, which is an instrument in which the researchers have the possibility to gather live information by observing the different aspects or factors during a specific situation. Observation also enables a researcher to look afresh at everyday behavior that otherwise might be taken for granted, expected or go unnoticed (Cooper and Schindler , 2001)

Besides, there is another instrument used in our investigation called Focus group , that is a strategy that involves a specific group of participants with certain characteristics or purposes relevant to the study , researchers ask a set of different questions which were previously created in order to gather relevant information to the study. According to Denscombe (2007, p.115), focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic.

Finally, we used as an instrument to gather data, questionnaires which is a tool that allow the participants to express their knowledge, opinions or perceptions about a specific.

In this case, it can contain open question that provides a wider information about the matter due to the fact that participants can fully express themselves or closed questions where the answers will be shorter by answering yes or no.

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson and McLean,1994).

To contextualize, at the beginning of this process, as a thesis group, we carried out two focus groups as a pre-research evaluation in order to find the problematic situation and during the process our action research, we used the other instruments previously mentioned.

Based on that, the first step was the creation of a letter of consent, the one that was used when necessary, especially after applying or using all the instruments to gather data. In this letter of consent we explained the purpose of our thesis project and the information confidentiality. The participation was exclusively voluntary and before applying the instruments, the participant were asked to sign a consent letter accepting the agreement and conditions of the investigation.

All the semi structured interviews and focus group were recorded with a voice recorder and video camera, analyzed and the results were written down afterwards, so that the interviewers could gather the most relevant information for the investigation.

Moreover, some observations and questionnaire were also done, in the case of the questionnaire, it contained questions that were focused on our subject of the study and her relation with her classmates as well as some specific topics that were appearing during the process, and the researchers had to analyze the written answers provided. In the case of the observations, the researchers took notes and then those notes were analyzed in order to come up with a result.



|                                  |   |
|----------------------------------|---|
| <b>Instrument</b>                | Semi structured interview                                     |
| <b>Materials or devices used</b> | Voice recorder, Video camera, questionnaires, Consent letter. |
| <b>Number of interviews done</b> | 13  |
| <b>Participants</b>              | Subject<br>Professors<br>Psychologist<br>Psychopedagogue      |

|                                   |   |
|-----------------------------------|---|
| <b>Instrument</b>                 | Focus group   |
| <b>Materials or devices used</b>  | Voice recorder, Video camera, Questions, Consent letter.          |
| <b>Number of focus group done</b> | 3   |
| <b>Participants</b>               | Ex classmates of the subject<br>Current classmates of the subject |

|  |                                   |
|--|-----------------------------------|
| <b>Instrument</b>                      | Questionnaire                     |
| <b>Materials or devices used</b>       | Questionnaires, Consent letter.   |
| <b>Number of questionnaire applied</b> | 1                                 |
| <b>Participants</b>                    | Current classmates of the subject |

|                                    |  |
|------------------------------------|--|
| <b>Instrument</b>                  | Observations                                 |
| <b>Materials or devices used</b>   | Notebooks to take notes                      |
| <b>Number of observations done</b> | 5  |
| <b>Participants</b>                | Subject<br>Current classmates of the subject |

### 3.5. Action plan / phases

As we decided to carry out an action research, there were some important aspects that took into account. Within an action research, there is a part of this design called Action plan that it basically states all the steps to follow throughout the investigation. Thus, we based our action research following 8 steps in which it is provided a full explanation of what we were doing because McNiff (2002) sets out an eight-step model of the action research process, which are the following ones:

- Review your current practice or situation.
- Identify an aspect that you wish to improve.
- Imagine a way forward in this.
- Try it out.
- Monitor and reflect on what happens.
- Modify the plan in the light of what has been found, what has happened, and continue.
- Evaluate the modified action.

#### 1. Review your current practice or situation / Pre phase

In this phase or stage, we started to review and find a specific situation within our educational environment. Through interviews and focus groups, we found out that the subject of the study presented some problems with its social interaction.

#### 2. Identify an aspect that you wish to improve/ Pre phase

Once we detected the problem, we started the second round of interviews with professionals who used to work with the subject in order to provide a full description of the weaknesses that might be hidden or affecting in the social interaction problem. We started to read some relevant theories and papers in order to guide us in the aspects. So finally we chose the social interaction as the one that we wished to improve that is mostly linked with organization and self-image, according to the

experts interviewed and the literature review.

### 3. Imagine a way forward in this/Interventions / Phases

| NON<br>DIFFERENTIATED<br>TREATMENT | Action steps                        | Number of interventions                                | Person(s) Partners Responsible   | Resources Needed Internal/ External   |
|------------------------------------|-------------------------------------|--|----------------------------------|---|
|                                    | <b>Experiment Phase 3</b>           | 1 single time  | Researches                       | Taped glasses<br>Questionnaire<br>Consent letter  |
|                                    | <b>Tutoring Phase 5</b>             | During all the classes, during 2 months.               | Classmate chosen by the teachers | Folder (the written reports were required every 2 weeks and an oral report every week)  |
|                                    | <b>Professors report Phase 6</b>    | During all the classes, during 2 months.               | Teachers/Researches              | Folders (the written reports were required every 2 weeks and an oral report every week) |
|                                    | <b>Academic Guidance Phase 7</b>    | 3 times per week with a total of 30 outings            | One of the researches            | Books<br>Worksheets<br>Calendar   |
|                                    | <b>Recreational outings Phase 8</b> | 4 times per week with a total of 36 classes of 2 hours | Researches                       |   |

### 4. Try it out.

After planning all the strategies in coordination with the professionals, we started to put into action our strategies simultaneously. It is important to mention as well that as it was mentioned in our research questions the non-differentiated plays an important role within our investigation, due to the fact that it was a technique that went along all the different stages of the action plan. All this process was carried out during 2 months, every single week.

### 5. Monitor and reflect on what happens

| Processes | Number | Person(s) Partners Responsible | Resources Needed Internal/ External |
|-----------|--------|--------------------------------|-------------------------------------|
|-----------|--------|--------------------------------|-------------------------------------|

|  |                                       |                    |            |                         |
|--|---------------------------------------|--------------------|------------|-------------------------|
|  | <b>Observations Phase 4</b>           | 4 times            | Researches | Notebooks to take notes |
|  | <b>Meeting to analyze information</b> | Every week 3 times | Researches | Reports                 |

In this stage the researchers arranged some class observations to see if the subject was presenting some changes in her social interaction during her interventions with the group, organization, and self-image after the intensive work done with her in the action step. Besides, there were some meetings, in which the researchers gathered to comment about the changes observed in all the different action steps (Experiment, Academic Guidance, Recreational outings, Professors report, Tutoring), observations and the use of non-differentiated treatment.

**6. Modify the plan in the light of what has been found, what has happened, and continue.**

Every week, during the meetings, we gathered to analyze the changes done so far, and to see what was necessary to change, so there were some things to change and for that reason different objectives or goals were set for each week.

**7. Evaluate the modified action.**

In the meeting as well, we evaluated the functioning and changes that were taken place during the development of the action plan.

### **3.6. Phase 1 - Interviews**

Interviews are one of the most useful investigative tools for delving into the story behind a subject's experiences as it allows the interviewers to pursue in-depth information around the topic and gives them the possibility to answer open questions and follow up questions broadly. According to McNamara (1999), interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. For that reason this part of the thesis is essential in understanding the situation and relevant aspects of the subject itself, as well as different perspectives and actual diagnosis from chosen specialists, who have been working with the subject throughout her life.

Therefore, through the results of the semi-structured interviews, the researchers obtained and collected the necessary information to propose following steps to consider in the action plan to achieve significant developments and advances in the investigation. The questions and questionnaires applied have been carefully elaborated, revised and validated according to the theories and state of the art in the previous sections, as well as from feedback and revision provided by the staff of thesis advisor teachers from the Andrés Bello University, Chile.

#### **3.6.1. Interview: Subject of the study**

In order to know more about the subject of the study, an interview was conducted which was focused on how the subject feels or perceives herself in social contexts.

The questions asked to the subject of the study were the following:

- 1.** ¿Se siente segura de sí mismo/a en situaciones sociales (como por ejemplo: trabajando en clases con compañeros o interactuando con compañeros fuera de la sala de clases)? ¿Por qué? ¿Por qué no? / Do you feel confident in social

situations (such as, working with your peers or interacting with peers outside the classroom)? Why? Why not?

2. ¿Hace amigos fácilmente? ¿Cómo? ¿Por qué no? / Do you make friends easily? How? Why not?
3. ¿Cómo es su vida social fuera de la universidad? Explique. / How is your social life outside university? Explain.
4. ¿Cómo cree usted que los demás se sienten en su compañía? ¿Por qué? ¿Por qué no? / How do you think people feel in your company? Why? Why not?
5. ¿Se considera una persona amigable? ¿De qué forma? ¿Por qué no? / Do you consider yourself a friendly person? In which way? Why not?
6. ¿Cuán buena es usted manteniendo la atención e interés de otros? Por qué o por qué no? / How good are you at holding other people's attention and interest? Why or why not?
7. ¿Qué le gustaría mejorar en su relación con sus compañeros? ¿Por qué? / What would you like to improve about your relationship with your classmates?
8. ¿Cuáles cree que son sus fortalezas? ¿Por qué? / What are your strengths? Why?
9. ¿Qué le gustaría cambiar o mejorar en usted? ¿Por qué? / What would you like to change or improve about yourself? Why?

### 3.6.2. Interview: Psychologist

One of the crucial interventions for our thesis was to conduct an interview with a psychologist, specifically a professional in this field who was one of the professors of our subject of the study.

As a psychologist who taught our subject, she was able to share with us some techniques, insights and strategies to work on the social abilities and self-esteem of our subject, as the professional witnessed her performance and interaction with her peers in class.

The questions asked to the psychologist were the following:

- 1) ¿Qué técnicas nos recomendaría para trabajar la autoestima en esta alumna? / What techniques would you recommend to us to work the self-esteem of this student?
- 2) ¿Cómo cree usted que la condición de ella podría afectar su autoimagen y la opinión de ella misma? / How do you think that her condition might affect her self - image and opinion about herself?
- 3) ¿Cómo se podría desarrollar de mejor manera la empatía entre sus compañeros? / How can we improve in a better way the classmates' empathy?
- 4) ¿De qué manera cree usted que se podría trabajar para romper el estereotipo de una persona discapacitada por parte de sus compañeros? In which way do you think that we can break the stereotype that classmates may have towards a disabled person?
- 5) ¿Cómo trabajaría usted las habilidades sociales en una persona que tiene limitaciones en esta área? ¿Usaría algún tipo de intervención? / How would you work with the social abilities of a person with these limitations? What type of intervention would you use?

- 6) ¿Cómo cree usted que se puede ayudar a una alumna con este tipo de discapacidad la cual ha sufrido de un trauma adolescente debido a su condición? / How do you think we can help a student with this type of disability who has suffered a trauma during her adolescence because of her condition?

### **3.6.3. Interview: Psychopedagogue**

As part of our action plan (Phase 1), it was proposed to interview a key person within the investigation of this case itself. This person is the psychopedagogue of the subject, who has been aware of her case for more than 3 years in the university where the subject studies, and for many more years out of this institution, most specifically in a rehabilitation center where the subject used to attend. Therefore, it is a fundamental part of the research due to the fact that she recognizes the weaknesses and achievements of the subject during her process.

Her interview was recorded with a cellphone with the application "Blackbox" during a phone call because the person herself could not personally attend a face-to-face interview because of her work and labor demands at that time. But, she voluntarily accepted to participate in the interview through a voice call.

The questionnaire consisted in 8 questions originally written in Spanish, being the main objective to gather information that could help us to come out with ways to improve the social interaction skills of the subject of study with her teachers and classmates. The questions were the following:

- 1) ¿Cuál es el diagnóstico oficial del sujeto? / What is the official diagnosis of the subject?
- 2) ¿Cuál es la metodología de trabajo que usted aplica con el sujeto? Explique. / What is the work methodology that you apply with the subject? Explain.



- 3) ¿Cómo era el sujeto en su primer año de universidad? ¿Ha visto usted algún progreso? ¿Cuáles? / How was the subject in her first year of college? Have you seen any progress? Which?
- 4) Después de interactuar con el sujeto, ¿Cómo ve usted las habilidades sociales del sujeto? / After interacting with the subject, how do you see the social skills of the subject?
- 5) ¿Alguna vez el sujeto le ha manifestado alguna experiencia negativa que haya vivido durante su permanencia en la universidad? / Has the subject ever expressed a negative experience that she/he experienced during her/his stay at university?
- 6) ¿Cómo evalúa el desarrollo psicoafectivo del sujeto?/ How do you evaluate the subject's psycho-affective development?
- 7) ¿Cuáles son las principales dificultades con las cuales se ha encontrado en este proceso? / What are the main difficulties encountered in this process?
- 8) Como psicopedagoga, ¿que técnica conoce usted para trabajar con gente no vidente y desarrollar la empatía? / As an educational psychologist, what technique do you know to work with blind people and develop empathy?

### **3.7. Phase 2: Meeting with the subject's mother**

One of the most important parts of the action research was the interview with the subject's mother since she could provide relevant information about the subject's life, experiences and current behavior for our investigation. At the beginning of the interview, the mother told us about the birth and the conditions in which she was born, confirming that the pregnancy was not a full term process and that the subject was born of five and a half months, having to be in an incubator for a long period of time. Besides, during the birth, there were many complications since it was a double pregnancy, leaving as a consequence the death of one of the infants and the other in a very serious state of health.

The subject suffered an intracranial hemorrhage that caused a hemiparesis and an asphyxia led to her current vision problem. Although, this could have been reversed with an operation, but due to medical negligence, nothing could be done to change this condition.

Following with the timeline, she later explained us that the subject has consistently received help and contention from two large institutions such as TELETÓN and ANDES MAGICO, which are institutions responsible for helping and fulfilling certain dreams for people with disabilities. These corporations have contributed to the subject's rehabilitation and independence, thanks to different trips in which parents are not allowed, since the purpose is that they learn to be more autonomous and independent from their families.

Regarding the school stage, it was possible to clarify about what was said by her mother, that the subject itself was a victim of many situations of bullying, discrimination and psychological violence by her classmates, leading the mother to have to overprotect her daughter.

According to some studies conducted by Guralnick et al. (1996), Guralnick and Groom (1987), Kingsley (1999), Sacks et al. (1992), Sacks and Silberman (2000), and Sacks and Wolffe (2006) show that visually impaired children often face the problem of being ignored by peers and other children, something that was exactly what the subject had to face during her life

### **3.8. Phase 3 - Experiment.**

#### **Simulating the subject's vision.**

One of the most recent action and as part of an experiment, was an intervention in which we worked with all the classmates of our subject of study. Here, the main instruments were glasses, which were adapted in order to simulate the vision of the subject.

In order to do this, we covered completely one side of the glasses whereas the other side was just left with one small uncovered hole in the center.

To carry out this intervention, we also created a letter of consent where it was explained that the participation in this activity was completely voluntary and no one was forced to participate.

The experiment was carried out in a writing class at Andrés Bello University, Viña del Mar, Chile, where students were asked to participate as they would do in a normal class without taking the glasses off. The class consisted in reading a short text and extracting some information in order to paraphrase the whole text later. Furthermore, at the end of the class, the students had to present what they had done up to that point.

Finally, at the end of the activity, we asked all the participants to answer a short questionnaire in order to know how they felt during the experiment. Both instruments, letter of consent and the questionnaire for this experiment, were validated by professors from UNAB English Pedagogy.

The questions were written in Spanish and they were 5 in total:

- 1) ¿Cómo te sentiste durante esta actividad? ¿Qué aprendizajes rescatas de lo vivido hoy?
- 2) ¿Cuáles fueron los problemas más complejos que tuviste que enfrentar en esta intervención y cómo los resolviste?

- 3) Como futuro profesor(a), ¿Cómo ayudó esta actividad en tu visión sobre la educación inclusiva?
- 4) ¿De qué manera esta actividad pudo haber cambiado tu percepción sobre las personas con problemas visuales?
- 5) Desde el rol de un futuro docente, ¿De qué forma crees que podría ayudar a un alumno con estas capacidades?

### **3.9. Phase 4 - Observations - Subject's oral presentations and microteachings**

#### *Subject's oral presentations*

The idea of attending the subject's oral presentations and microteachings was to check if the subject applied what she had learn from the different strategies and techniques that we did which were part of the action plan, such as, academic guidance, recreational outings and the tutor's guidance. In order to know more about this subject and have a clearer understanding on how this student faces and involves in a normal presentation or normal classes, as a thesis group we attended an oral presentation that was done by this student on a certain subject.

#### *First subject's oral presentation*

This report is intended to describe how the learner of this study did on an individual oral presentation within the methodology class. She presented her topic at the last spot, and without the teacher assistance.

The subject presented a full content in a methodology class and she did it outstandingly. She took her time and managed to explain the content as deeply as possible for the other students. Moreover, the classroom was inadequate to do that sort of presentation (Room 725) because the room goes upwards, nonetheless she managed very well to deliver the information. She used a loud tone of voice, but little body language.

She remained standing where she started the presentation and she helped herself using a very complete-almost-error-free PowerPoint presentation. Also, she got assisted by a classmate who changed slides whenever she needed. Furthermore, she did not read any part of the presentation and the content went out without any visible doubt. On the other hand, she looked professional. She was dressed in a appropriate red suit supporting the work done. In addition she felt very comfortable presenting. On the other hand, the vocabulary used was appropriate.

When she finished her presentation, the teacher commented something on it, therefore to make a clear and full explanation. Then, the subject made some good examples about what the teacher had said. For instance, those examples were related to grammar issues Spanish speakers make.

To sum up, the presentation observed was full and clear, as well as engaging. She did a great job but she still needs to work her body language.

### Second subject's oral presentation

During the presentation, we observed characteristics like the student's voice, posture and how she delivers the information.

Surprisingly, the student made a very good presentation due to the fact that the student used a very good and clear tone of voice, proper eye contact and a fluent speech. Furthermore, what drew our attention was the fact that even though the student read some information from the presentation, she was able to explain and exemplify the content with some personal experience as a visually impaired student without any difficulty.

Based on this, it is important to remark this fact because it demonstrates that the student is using her abstract thinking, ability that was difficult to find in this student at the beginning of this process, as it was stated by one of the professors from English Pedagogy Program at Andres Bello University.

Finally, taking into consideration the last interview with the subject, the observation of one of her oral presentations and all the data obtained from professors and professionals that have worked with this learner, it could be said that there has been a notorious progress in the way how the subject faces and performs during her classes as a result of the improvement of her abstract thinking, which allows her to express her ideas clearly and properly.

### Subject's micro-teachings.

Another observation that we did based on the subject, was to observe her micro teachings and how she socialized with her peers from the role as a teacher. Referring to the micro-teachings, we attended two of them in which the subject of study simulated to be a teacher.

### **3.10. Phase 5- Subject's tutor – reports**

As a step of our action plan, one of the strategies to help our subject regarding her social interaction abilities was to find a classmate who could be her tutor and provide guidance and be a counsellor for her. As we did not know very well the subject's classmates in order to choose one for this job, we contacted all the professors who teach the student. Gladly, the majority of them had similar viewpoints and recommended us the same two students. From the given options, we chose a student who seemed to be the most appealing one to be the subject's tutor. In order to make this strategy work, we arranged a meeting with the tutor and explained in a very brief way what our thesis project was about and how he could cooperate with us. What we mostly look for the tutor to do was to be willing to help our subject providing guidance, feedback and motivating her to look for things by herself if she does not know or understand something in class.

In order to keep a record about the subject's performance throughout this intervention, we asked the tutor to provide us a report every two weeks, to see if there was any improvement or not. Moreover, the aspects that the tutor would focus on were going to be part of the same topics that the professors' reports and the recreational activities would be oriented towards, so these interventions could be aligned in the same continuous line.

### **3.11. Phase 6- Subject's professors - reports**

As a part of our action plan and thesis project, and after a lot of thinking, planning, structuring hours, we came up with the idea of gathering reports from different classes where the subject participated. The reports should contain information about some characteristics observed during the classes. This is because we wanted to know if there was/were or are any change/s in the subject's behavior.

The topics were decided after the researchers analyzed the information gathered by the interviews done with the specialists. The topics were study-content organization and planning, group working and peer working. In addition, we added some question that would guide the note-taker on the kind of information we needed. On the other hand, a problem arose because our free time to go and observe the classes was not enough. Therefore we decided to ask the teachers of the subject to do it for us, so the information obtained would be the one of a professional.

When we got the idea of the teacher taking the notes we made a written request in order for the teachers to know what we wanted them to do. Furthermore, the written request was a sort of letter of consent in order for the teacher to agree or disagree with our request. When everything, the written request, the question and the answer sheets were ready, some folders with the university logo were given to us and we handed them to the teachers.

The folders were divided into four (4) parts that tackle one aspect that should be observed, and as it is mentioned above each part had some question that worked as guidance for the teacher. The first week the topic was "organization and planning" and the period of observation was from October 15th -21st. The second week the topic was Peer Work and the period of observation is from October 22nd -28th. The third week the topic of observation was group work and period of observation was from November 5th



-11th. Finally, the fourth week the topic of observation was group work (again) and the time of observation was from November 12th -16th.

To conclude, all this observation process went together with the others interventions and observations that were going on in order to accomplish the objective of the thesis projects. This teacher observation process and topics to be worked were at the same as the tutor (classmate), and also were the ones that the researchers dealt with when they went out with the subject of this study. Needless to say, all the contents were worked and reinforced from different areas and perspectives.

### **3.12. Phase 7- Academic Guidance.**

As it was stipulated previously in our new action plan, one of the steps to follow was extra-programmatic meetings where she could receive academic guidance regarding the classes in which she was weakest academically speaking , since as was suggested both in the interview with the educational psychologist and in the book called Teaching Social Skills to Students with Visual Impairments: From Theory to Practice by Sharon Zell Sacks that these outputs could be of great help to begin to create independence, organization, as well as strategies to promote socialization and group acceptance. Due to the fact that continuous hands-on experiences are more meaningful to help visually impaired students to succeed in life according to the book mentioned above.

Thus, the main purpose of academic guidance in this action research is to help the subject of the study with her organization within the university, in relation to her respective classes, because during an interview with the educational psychopedagogue of the subject it was possible to identify that one of the weakest points of the subject was the organization in her university tasks, besides helping her with some classes in which she was weak.

Therefore, the first meeting took place on Tuesday, October 9th, 2018. The chosen place was a sushi restaurant close to the university where the topic covered was organization, time and management which was previously aligned with the topic that the tutor was supposed to be working with the subject in classes on that week. The conversation was introduced in a pleasant, natural and controlled way at the same time, to give the opportunity to talk about different topics related to her personal life and to introduce the main theme of that meeting that was to know how the subject usually organizes herself with the work that she has at the university.

Regarding the issue of organization, she only mentioned that she was often guided by what is stipulated in the syllabus or by asking the teachers or classmates about some specific tasks, when she was not so sure about them. Once she was told about a calendar method and extra folders to keep the material such as worksheets, that is commonly used by some students inside the program as organizers for assignments, she immediately showed a positive attitude towards the idea of doing a calendar or something similar where she could write down what she should take into consideration each week. Basically, the calendar is a typical example of a calendar with dates, where she had to organize the dates of evaluations, tasks and study hours extra, apart from the extra folders, where she had to organize worksheets and guides for each subject.

On Monday, October 23rd, she was supposed to bring her calendar organized, but for personal problems she could not bring the calendar but instead brought a list with all her duties that later with the help of one of the members of the thesis she was able to transfer to a calendar, committing to update and comply with each of the points noted. That day, the appointments for the other meetings were arranged bringing as a result that the meetings to see and organize the tasks of the week and month were scheduled for every Monday of the month and the Academic guidance meetings for every Tuesday morning.

The subject immediately began to show great interest in interacting with the group member who was in charge of these meetings, which was a great improvement. Because at the beginning when the subject was contacted, she presented a much more passive personality, and at the time of scheduling, the person in charge was responsible for contacting her. After the first session the subject began to contact the person in charge of these meetings personally, through WhatsApp and voice calls. In addition, she was responsible for informing the person in charge of each of the tasks and tests she would have to do during the week, besides as soon as she finished the tasks, she sent photos to the person in charge to tell her that she had done it on time and in advance.

In addition to all the facts previously mentioned, one day a meeting had to be rescheduled for a Wednesday in the afternoon, due to the fact that the person in charge could not attend a meeting that Tuesday. That day the subject did not have classes at the university but she decided to come anyway and took the bus on her own from home to the university to come to the meetings, which also shows an advance and commitment to all the work done and that she wants to move forward.

Because in the meeting we had with the subject's mother, she told us that she could never take the bus alone to go from her home to the university since she did not know the route very well and every time she did it, she got lost and ended up somewhere else. But that day and despite the fear that she confessed to having, she decided to take the bus autonomously and come to the meeting that she coordinated with the person in charge of that meeting.

It is also important to mention that the attitude of the subject was always very committed and positive, since she was always very willing to do the tasks demanded to practice, and always showed a willingness to practice more and more each of the tasks corresponding to the classes themselves.

### **3.13. Phase 8 -Recreational outings with the subject of the study**

We went to a new shopping center opened just a few days before to visit it and have a conversation about the subject's self-image and self-care. While we were talking, we asked the subject some questions about her choosing of clothing when the subject goes shopping, and her physical appearance like her hair (she has very long hair). The student answered that she likes her appearance and it is her choice to have long hair. On the other hand, when we asked her how does she do when she goes shopping or when she wants to buy new clothes, the learner explained that, even though she considers others' opinion regarding her clothing, she is the one who chooses what to buy.

During this meeting, the subject had a very good disposition to answer personal questions and give information about her private life. It is important to remark that she was very active during this meeting, she was very friendly and funny considering the fact that she made a lot of jokes when we were talking to her, a behavior that has not been seen before in this student.

Coming back to university, as a team, we ensured that this student took the bus that she always takes to go to her house and she confirmed us her arrival at her home.

On the other hand, there are other recreational outings that took place on Mondays and Tuesdays at the university. More specifically at lunchtime, were the meetings to have lunch with her, since it was observed that the subject always used to have lunch alone in the cafeteria of the university. That is why, she was invited to eat with the group of friends of the members of the thesis and them, so that she could have interaction with other people apart from the thesis group, only.

At the beginning she was asked, but suddenly she started to be the one who sent us messages to get together in the cafeteria and have lunch together. During lunchtime, we usually talked about different topics related to the university and personal life and in a certain way the subject had no problems in telling us her experiences in the university and about the things she had done during the weekend, showing a great change, since she was also open to interact with other girls from the university, who integrate her in a good way to the table conversation during the lunch hour.

Another recreational outing of great importance was without any doubt a visit to her home, since she decided to invite us as a group, which consequently shows a great change in her attitude, since we were always the ones in charge of managing the recreational outings, but in this case, it was she who took the initiative to invite us to a visit to her home with her mother.

On this visit, all the members of the research investigation went to a meal organized in her home, which opened us the opportunity to get to know her home, sharing a pleasant conversation with her and her mother in which we mainly talked about topics related to our likes, life experiences among others.

After the meal, we had the opportunity to see family photos, which allowed us to get even closer to the subject and her life. That day the subject showed a very cheerful attitude towards our visit, also had no problem to tell us about her tastes and specific issues related to her life being it a good outing since it was a good opportunity to laugh and strengthen the relationship of friendship and trust between the subject and us.

### **3.14. Phase 9- Last Interviews.**

#### *Interviews - Subject's professors*

As one of the last steps of this thesis project, as a group we interviewed five EFL professors from the English Pedagogy program at Andrés Bello University who worked during this year with the student, in order to know if there was any changes during this semester.

In this interview, validated questionnaires and letter of consent were used, and this time all the questions were focused on the classmates of this student rather than the subject itself.

The reason of this change is because now the main purpose of this interview was to know how is the group where the subject is immersed, and how this context might affect the social skills of the student.

The questions asked to the professors were the following:

- 1) ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?
- 2) ¿De qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?
- 3) ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio?
- 4) ¿Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?

### Final Focus Group - Subject's peers

The last focus group of our investigation was planned in order to see whether any changes were visible to the eye of the subject's classmates.

The interview was carried out in Spanish in order to facilitate the understanding of the answers and clarity, where truthfulness was demanded from the participants.

The participants of this focus group were four classmates of the subject, who also participated in the first focus group, one of whom was the subject's tutor who voluntarily accepted to help during our investigation.

The questions asked to the classmates of the subject were the following:

- 1) ¿Cuál es tu impresión sobre el sujeto en este final de semestre?
- 2) ¿Cómo es la relación con el sujeto actualmente?
- 3) ¿Trabajaste con el sujeto durante el año? ¿Tuviste alguna dificultad trabajando con esta persona?
- 4) ¿Crees que ha mejorado la relación del sujeto con sus compañeros y profesores en cuanto a la interacción social?
- 5) ¿Has notado algún cambio en el sujeto sobre su forma de interactuar con otros? (positivo o negativo) ¿Cuáles?
- 6) ¿Muestra el sujeto más motivación al trabajar con sus compañeros en comparación a inicio de semestre?
- 7) En cuanto a su organización y responsabilidad con las tareas asignadas por sus profesores y pares ¿Has notado algún cambio en relación a esto?

## **Chapter 4: Analysis**



This chapter summarizes and analyzes the data collected in depth. For this, several analyzes were carried out based on each of the different steps stipulated in the action plan that are directly connected to the impact that this action research had on the subject of the study and the time it took to complete them, so that the information is ordered by sections .

## 4.1. Phase 1 - Interviews

### Interview: Subject of the study

Based on the questions that were asked in this second interview and in comparison to the first one that was made to the subject as a pre-research process, it is important to mention that there was a significant improvement in the way how the subject answered the questions. In the first interview, the subject had some difficulties to answer more abstract questions, mostly answering with just yes or no answers. However, in this second interview, there was a big change due to the fact that the subject gave more complete and complex answers and there was a clear improvement in the way she expresses herself. In addition, another progress is that the subject is conscious that she has to be more organized and independent to achieve all her goals.

On the other hand, after analyzing the data, it was concluded that:

- The subject is more conscious about her problems.
- The subject gave more complex answers.
- The subject is willing to improve her personality.
- The subject knows that she is shy and that she has to be more active and extroverted.
- The subject feels that she is a good friend and a good listener.
- The subject wants her classmates to include her in more activities outside the university.

### Interview: Psychologist

The information obtained in the interview was divided into three stages. Firstly, we used a voice recorder throughout the meeting in order not to miss any detail that could be important. Secondly, two of the research team transcribed the information from the voice recording by summarizing the main ideas. We did not do it question by question because the answer had several topics in common, so it was easier to transcribe the information in general. Thirdly, a member of our team summarized the common notes taken by the two transcribers and explain the most important ideas in general sentences.

After several questions that were made to the professor regarding techniques, two concepts that were repeated throughout the interview were: Executive Functions and Abstract Thinking. According to the psychologist who participated in the interview, applying successful strategies to develop executive functions will let the student be more autonomous, something that she can achieve by working on her organizing skills and decision making. We believe that if the student worked on these techniques and improved these skills that would help improve the interactions between the subject, her peers and professors.

Another important aspect that the professor explained is a technique to improve the self-esteem. She suggested that it would be helpful for the subject to work on her strengths and weaknesses, in this way she would be able to have a more realistic image about herself and what personality traits she should work on.

After analyzing the professor's answers and our own notes in a group discussion, this interview was considered helpful in the sense that it could provide us with new ideas, concepts and strategies from the point of view of a psychologist and professor, something that was needed as we are not expert on that field to come up with new ideas from nowhere.

### Interview: Psychopedagogue

After transcribing and analyzing the questions in situ, the answers yielded results not far from what we had previously stated as a thesis group.

It was found that the official diagnosis of the subject is a retinopathy of prematurity, which mainly affects her vision. It is worth mentioning that this diagnosis was previously evaluated by a medical technologist, and he was in charge of making a visual evaluation of the subject categorizing her in the functional group number 3 because her right eye has a very low vision, while the left eye is functional and helps her to see partially what surrounds her. Therefore, it is important to mention that in the group in which the subject is categorized is not minor, since there are 4 functional groups, which have different characteristics and range from low to high severity.

#### Functional groups

- The first group affects visual acuity.
- The second affects the peripheral visual field.
- The third affects the peripheral field by area, which means that there are specific places which are possible to see but not very clearly.
- The fourth one is the most serious group since the person presents a blurred vision like cataracts.

Thus, that is the reason why the subject relies on a walking stick and wears glasses with filter that help her to see better and discriminate the forms or details.

On the other hand, it is also mentioned that the subject presents another diagnosis called hemiparesis, which refers to the reduction of the motor force or partial paralysis that affects an arm and a leg on the same side of the body, causing the subject certain complications at the time of moving or performing some physical activities in a normal basis.

In relation to the first works that were done with the subject by the psychopedagogue, it can be said that great progress was achieved in terms of autonomy since the methodology of functional route, which is a methodology where the subject had to travel

to specific places (*from the house to the university, from the house to the rehabilitation center and vice versa*) without any help served her to be able to move independently without the assistance of her parents or someone else.

While it helped a lot, it is clear that the change is not yet 100% completed because there are still contextual barriers such as the family who plays an important role due to the overprotection applied on the subject that has prevented her from developing not only in the academic area, but in her recreational and cultural life outside university as well. In addition to it, it is crucial to emphasize that the passive attitude of the subject is another factor that has led her to see herself in this way as a lonely person with a disability and difficulties in working with peers, and little initiative to do something for herself. For this reason, one of the recommendations of the psychopedagogue to improve her social area was to strengthen social skills through therapeutic work in the area of self-concept / self-esteem with a psychologist in a group or in an individual way. In addition, it is advisable to work her ability to achieve goals, her expectations and future projections, always keeping in mind her self-care. As students with low vision are at a greater risk for social isolation than their sighted peers, have less self-esteem and self-determination, and more potential for depression is a determinant factor (Sacks, 2010, Corn & Sacks, 1994; Freeman, Goetz, Richards, & Groenvald, 1991; Hoben & Lindstrom, 1980; Sacks & Corn, 1996; Sacks & Wolffe, 1998; Sacks, Wolffe, & Tierney, 1998; Wolffe & Sacks, 1997).

Apart from all the physical problems that the subject of the study presents, the professional managed to detect as well a problem of organization in her, since she was always asked her to do her duties in a more organized way and that could never be achieved, since she never did her duties in the estimated time in which they were due or should be given more time to finish them.

## **4.2. Phase 2 – Meeting with the subject's mother**

One of the great factors that were of great relevance to our action research was the alleged overprotective behavior of the mother. Since at the beginning we saw it as a factor that could condition the behavior of the subject. For that reason, we arranged a personal interview with her mother to know more about the life of the subject.

In that interview, we confirmed the overprotection she had with her daughter, since the family and school environment in which she grew up were always marked by bullying, loneliness and violence, leading the mother to the decision of over protecting her daughter.

In spite of everything that the mother confessed to us, she said that she was aware that she should let her daughter be more independent outside the home, since she had the notion that overprotection was not good for her.

After thoroughly explaining the research and everything we were hoping to achieve with the subject, she committed herself to help in that work as well. Although, there was no an instant change, a breakthrough was achieved, since one of her great fears was that her daughter would take the bus from her home to the university due to the fact that the subject got lost every time she tried it .

It is important to note that as the subject has a reduced vision, she always guides herself by the movement of the bus (it was confirmed by the mother and the subject), and although she is able to go from the university to her home, she could not do the same from her home to the university, since the bus has another route and the movement confuses her.

Therefore, one of the changes that the mother tried to make was to try to make the route from the house to the university to see if the subject could achieve and be able to come from home to the university on the bus completely alone. For this she coordinated with the academic mentor, to ask if she could wait for her daughter at the specific location where she would get off, but only as a precaution to see if she was capable of achieving it alone. Indeed, everything went as expected and the subject managed to reach her destination.

Therefore, and due to the hard evidence collected, we concluded that there is a willingness on the part of the mother to help her daughter in this process of becoming totally independent.

### **4.3. Phase 3 – Experiment**

All the answers were collected and analyzed by extracting the most important and repetitive information among the participants.

#### **Question one**

¿Cómo te sentiste durante esta actividad? ¿Qué aprendizajes rescatas de lo vivido hoy?

Most of the students felt frustration because they could not do the things they are accustomed to do normally. For instance, reading, looking at the screen and writing on the notebook. On the other hand, some of the students realized about how the subject feels.

#### **Question two**

¿Cuáles fueron los problemas más complejos que tuviste que enfrentar en esta intervención y cómo los resolviste?

Most of the answers were related to reading, writing and finding objects. In addition, students found out that doing the easiest things for them such as walking or going to the toilet were a torture because they could not maintain the balance and stay straight.

### **Question three**

Como futuro profesor(a), ¿Cómo ayudó esta actividad en tu visión sobre la educación inclusiva?

The students commented on their teaching ideas related to learners with special needs. They gave reasons about changing their conceptions when dealing with those kind of students. Furthermore, they exemplified how their teaching practice could improve when having students with special needs inside the classroom. According to participants, being sensible, sympathetic and supportive with those students will be a great idea to help them.

### **Question four**

¿De qué manera esta actividad pudo haber cambiado tu percepción sobre las personas con problemas visuales?

Students explained that they became more sensible doing this type of activity and they said that they have put themselves in somebody else's shoes. Also, some of them confessed that they have not had any changes.

### **Question five**

Desde el rol de un futuro docente, ¿De qué forma crees que podría ayudar a un alumno con estas capacidades?

Students confessed that they would enlarge printing material and give more time for deadlines as well as give all the support needed when a student with special needs requires it, as specialized teaching strategies.



#### **4.4. Phase 4 - Observations - Subject's oral presentations and micro-teaching reports**

After attending and analyzing all the notes that were taken during the subject of the study's presentations, it was found and confirmed by the professor that participated in the interviews, that the subject has a great ability to memorize and explain in a very natural way all the information on her individual presentations, that is the reason why all the oral presentations that we attended were very complete and clear.

Moreover, it took our attention that the subject's microteaching were not so good as her oral presentations, It could be explained considering the fact that it was her first microteaching, and as a new task, she had not enough experience to develop a class. Furthermore, because of the nature of micro teaching presentations, the student needed the support and participation of all her classmates, and as it is a group that does not participate so much, it is thought that it could have affected the performance of the subject.

Based on this, it was found that the student has a great ability to memorize information, and that she performs better in individual presentations in comparison to presentations where classmates are involved

#### **4.5. Phase 5 - Subject's tutor – reports**

Referring to the first report that the tutor could provide us based on his observations notes from 2 weeks, the subject had to participate on a pair work in a certain subject. According to the tutor's notes, she worked properly with the classmate who even invited her to be his partner. She participated in the activity and explained her conclusions to the class answering to the teacher's questions. The tutor also explained that he had a conversation with the student talking about dealing with university homework and studying for different subjects. The subject explained that she prepared the tasks for her university subjects

right away, so she would not be late for deadlines as she had her assignments already done. This aspect could give us the idea that the learner was getting better and better in terms of organizing her assignments.

In the case of the second tutor's report, the tutor explained that during the week, they did group activities in which he mentioned that the subject of the study waited for the peers to tell her what to do and does not show initiative to work in group tasks. He also said that the student depends on their peers to guide her. Additionally, the tutor explained that the learner did not have the initiative to contact her classmates about a group activity they had to do and did not talk to the partner to organize it.

After discussing the tutor's reports, we concluded that the subject of the study knows very well how to work alone, as she has stated in conversations with the tutor regarding her organizational skills. Nevertheless, according to the tutor's observation, she depends on others to guide her and tell her what to do in teamwork and pair work. After analyzing the reports and the feedback from the other strategies and techniques that we applied, we can conclude that the subject is stigmatized by her peers, something that completely changes the way she works alone and in groups or couples.

Her autonomy in working alone can be seen in positive and negative aspects. Her autonomy has made her improve and adapt to the academic demands according to the English Pedagogy Program. On the other hand, it has made her face situations where she cannot work in a successful way regarding social interaction with her class. Although, the way the subject's class behave among themselves and towards the subject contributes to the difficulty of the interaction. As they do not know her and have not had the chance to actually know the subject and why she behaves like that, it contributes to the students' ignorance about the subject and do not let them see the actual way she works with people, as she has been working with one of the researches in the academic guidance classes.

#### 4.6. Phase 6 - Subject's professors - reports

**Professor's reports:**

**Number of the Report : 1**

|   |  |
|---|--|
| <b>Identification</b>   | Professor 1  |
| <b>Subject</b>  | Methodology  |
| <b>Content</b>  | Lesson planning                                      |
| <b>Type of activity</b>   | Research for materials and preparing the lesson plan |
| <b>Observation:</b> The teacher observed the following: The students worked organized in the lab room researching for information and preparing the lesson plan for the micro teaching. Furthermore, the teacher highlighted that the subject did not ask for any help as well as her classmates did not offer any. On the other hand, the teacher highlighted that the subject sat alone in the classroom. |  |

**Number of the Report: 2**

|                         |                                 |
|-------------------------|---------------------------------|
| <b>Identification</b>   | Professor 1                     |
| <b>Subject</b>          | Methodology                     |
| <b>Content</b>          | Presentation of micro teaching. |
| <b>Type of activity</b> | Individual presentation.        |

**Observation:** The teacher observed that the subject was not selected to present the micro teaching but she was very willing to participate in the classmates micro teachings, the subject showed a positive attitude towards answering question within the micro teachings as well as moving around in order to help writing on the board the questions asked by the classmates. On the contrary, the teacher did not observe peer or group working behavior. She said that the subject showed a very autonomous behavior and she preferred to work alone. This behavior shown by the subject comes from the very beginning of the course according to the teacher. Furthermore, the only interaction the teacher saw was when the subject received help in order to change slides in oral presentations

**Number of the Report: 3**

|                         |                              |
|-------------------------|------------------------------|
| <b>Identification</b>   | Professor 2                  |
| <b>Subject</b>          | Reading                      |
| <b>Content</b>          | Language IV                  |
| <b>Type of activity</b> | Discussion test - Group Work |

**Observation:** The teacher did an activity that it was to divide the class in two groups in order to discuss a topic. The subject of the study remained standing in the middle of the classroom not knowing where to go or what to do. When the teacher saw it, she approached her and said she should integrate into a group. She moved on. Then, when she was in the group, the teacher saw that the classmates did not integrate her neither did the subject of the study. After a couple of minutes, the subject started to complement and commented on the topic but her classmates did not pay much more attention to what she was saying. To conclude, neither the subject of the study nor the classmates did anything to fix what was happening at that moment.

### Number of the Report: 4

|   |                     |
|---|---------------------|
| <b>Identification</b>   | Professor 3         |
| <b>Subject</b>  | Listening/Speaking  |
| <b>Content</b>  | Language IV         |
| <b>Type of activity</b>   | Laboratory Activity |
| <b>Observation:</b> In this class, the teacher worked online peer interaction, and each gave feedback on the e-portfolio. Also, the teacher observed that the subject sat alone in the first row. In addition, the teacher noted that the subject did not take the initiative to talk, but she answered when she was asked. |                     |

### Number of the Report: 5

|   |                           |
|---|---------------------------|
| <b>Identification</b>   | Professor 3               |
| <b>Subject</b>  | Listening/Speaking        |
| <b>Content</b>  | Language IV               |
| <b>Type of activity</b>   | Class Activity, Speaking. |
| <b>Observation:</b> This class was a speaking class with an activity that the students prepared. They had to ask questions related to pictures. The teacher was very impressed because the subject asked questions and comments in order to maintain the class engaged and integrated. Also, the teacher said that the subject could take the initiative to talk. |                           |

After discussing all the professors reports and in concordance with all the other parts of this investigation, we came to an agreement that the subject's ability to interact has increased when applying a non-differentiated treatment to the point that the subject took some sort of initiative to stand up when forming groups and try to look for one to integrate herself. However, this is not completely done because of the rest of the classmates, considering that some professors said in their reports that the subject works perfectly well alone and accomplishes the deadlines established in every assignment. But when they have to work in groups, they tend to isolate her.

Based on this, it is important to say that the majority of the interviewed professors stated that they perceive that it is not a good group due to the fact that they are not close classmates.

To conclude, we believe that if the rest of the classmates were more open and sensitive to the needs of the subject of the study, the interaction between the subject and her classmates would be completely different

#### **4.7. Phase 7 - Academic Guidance**

After a long period of tutoring and academic guidance with the subject of the study, many changes were made by making a comparison of who was the subject of the study at the beginning and at the end of this intervention that is why we elucidated and concluded from the results found, the following.

First and foremost, there was a noticeable change in the commitment of the subject to her study since, although at the beginning she presented an organizational problem. After the tutoring, it was evident by her actions and commitment to the recommendations that the academic tutor did to her at the beginning of the intervention, that she changed her previous behavior.

Within the great changes, it was observed that she delivered the tasks within the deadlines to her classmates and teachers. Being this change a huge advancement since in the first focus group and interview, it was commented by her classmates that she was not very responsible when delivering her work on the stipulated dates. Therefore, the organization was worked intensively during the semester to promote order among her tasks and deadlines, as well as her independence and self-sufficiency through a calendar and folders. After a week, there was a clear change in her organization as she delivered the assignments in advance or developed it weeks in advance so she could spend more time with the tutor.

Following the same line, it is important to note that in the area of organization, she autonomously and without the academic tutor's request, sent copies of her work and informed the academic tutor about the tasks that were already in the portfolio and that she had to do in the week by showing her the calendar and the information collected.

Another considerable change was the initiative to these academic guidance meetings, a technique that resulted very useful at the end. After the first week, the subject began to manage and call to coordinate the meetings with the academic tutor on her own, this being something important, since the subject used to be a passive person rather than active when it comes to approaching specific issues or interacting with someone.

During the meeting, she showed herself as a committed person, active when asking for feedback or any questions and very close to interacting with the academic tutor during and after the tutoring. In addition to being demanding in terms of quantity and difficulty of the tasks, being clear that to overcome any difficulty in the process was her goal.

Based on what was observed, as a group, we concluded that the subject changed her attitude completely in terms of her organization, autonomy to organize herself, do tasks and manage various situations that involve her. It is worth mentioning that during the tutoring the non-differentiated treatment was applied, just as in the other classes.

#### **4.8. Phase 8- Recreational outings**

After discussing all the aspects that we observed during the recreational outings with the subject, we concluded that the subject of the study improved her skills to interact with others and they were not completely deficient as it was thought at the beginning of this process.

Thanks to these meetings, as a group we realized that the subject of the study is completely able to establish a normal conversation and has good relationships as long as she feels the reliance and friendship of her peers

#### **4.9. Phase 9 - Last Interviews**

##### **Subject's professors interview.**

After analyzing all the answers given by the professor who were interviewed in the last set of interviews, the main answers were that the class itself was not the solid. That is to say, that the classmates did not interact even among themselves, nor the subject of the study.

Those, who are to be teachers in a near future, according to the professor, were not very sensible and the only thing that they care after was their own self. In addition, the classmates, showed an intention, when asked, to work with the subject of the study, but as mentioned, they care after themselves and supported that behavior saying that the subject was not the contribution to the group they expected. Furthermore, some professors revealed that in the past, the subject was integrated in the class as one member of them, but it ended because of the reasons mentioned above.

Some professors believed that whether the class was different, the subject of the study would have a different personality. On the other hand, the professors have seen an improvement in the subject of the study, that is to say, that the learner has become more independent in the sense of working and reaching deadlines. They said that this solitude by the classmates to the student worked as a booster to develop an improvement when working alone. They believed that the subject of the study likes to work alone.



### **Final Focus Group- Subject's peers.**

The participants answered similarly to statements that were used in the first focus group. They concluded that the subject did not put much of her to do assignments and she let others do all the work as well as organizing presentations, when those are to be presented. Somehow, and apart from all the same comments given, they showed a positive attitude towards helping the subject because they understood the difficulties that this student has to face every day.

Furthermore, the reasons given by the participants were almost the same ones given in the first focus group. Among all the reasons, the most prominent and repetitive were the fear of failing and obtaining a bad mark, the laziness of the subject of the study and the indifference to answer e-mails, phone calls, nor WhatsApp messages. As a result, they tend to integrate her, and push her to work.

In the last part of the focus group, the participants were very honest and confessed that they have a sort of fear of the subject's mother because they define her as a very rude person that somehow intimidates them. Then, they confessed that they believe that the subject's habit of taking advantage of her classmates is something that she does normally because when the subject was with her previous classmates, she behaved in the same way.

Finally, they explained something that in such a way, destroys all the answers given and is to be thought. They said that at the beginning, the subject of the study was very communicative and attentive of her classmates to the point that she sent messages when a classmate was sick or missed a class.

## **Chapter 5: Discussion and Conclusions**

## 5.1. Discussion

Many questions and ideas arose in the search to find a possible solution to the problematic situation presented in this student's case. It was as well as two research questions came to light, which the main aim was to help the subject of the study to improve her social interaction in an EFL context.

These two research questions were:

- "How could a visually impaired student be helped in order to improve his/her interaction with peers and professors?"
- "How could non-differentiated treatment, in regards to social interaction, guide a visually impaired student to improve his/her relations with peers and professors?"

These questions were the bases for the search of techniques and methodologies which would be implemented later in our action plan, and point to the same objective that was to improve the social interaction skills and autonomy of the subject of the study in order to reverse the null social interaction with her peers and professors.

Based on this, one of the techniques that was applied in our action plan, which was implemented by teachers and peers of the subject, was to implement a non-differentiated treatment in terms of social interaction with the student, so it might help the student to develop her autonomy and independence, and consequently this would improve the relationships inside the classroom.

However, as time went by and there were more opportunities to interact with the subject of the study and her classmates, we realized that the initial perception that we had about a supposed deficient social skill in the subject was wrong, because thanks to the recreational meetings, the academic guidance and all the interaction that we had with the subject of the study during this process, it was revealed that the student has a great capacity to interact and establish relationships as a normal person. Furthermore, the subject of the study had a positive response to the non-differentiated treatment in relation to her teachers, since in our last interview her professors agreed

that the subject of the study presented a more proactive and responsible attitude regarding her academic responsibilities.

This improvement was also mentioned in our last focus group by the student's classmates who agreed on the fact that this student is very responsible with her homework and they realized that the subject of the study works better alone in comparison to group work activities.

Unfortunately, and based on the comments that were obtained in this last focus group where some of the subject's classmates participated, it was concluded that there has not been an improvement in the social interaction between the subject and her classmates, since they stated that the subject continues being a neutral and passive person inside the classroom.

Based on this fact, as researchers we questioned why the subject of the study behaves in a totally different way with us in comparison to her classmates, considering that in our recreational meetings and all the activities that we had with the subject, she was very friendly, natural and participative.

For this reason, as one of the last steps in this research, we had an interview with the professors that worked with the student during this year in order to know if the cause of her deficient social interaction could be the group itself.

Surprisingly, after analyzing the data obtained in the interviews, it was possible to discover that the group in which the subject is immersed affects her social abilities in a considerable way, since all the interviewed professors stated that it is not a close group, that does not integrate the subject and has a flat attitude towards this student, therefore, it could be inferred that the group could be the conditioning factor which affects the ways on how the subject of the study interacts with them.

Finally, it would be advisable for future research to take into consideration all the factors that may affect the normal development of a disabled person in an educational environment, in order to detect the base problem and therefore create plans or protocols that fulfil the needs of these students, so that way as conscious educators we can create a more aware and inclusive environment for disabled students.

## **5.2. Suggestions for further research**

Nowadays, inclusion is a term that is taken as a very important role in our society. It is for this reason that creating awareness about all the difficulties that handicapped people have to face every single day is crucial to the development of a more conscious and inclusive society.

Whereas, there are many difficulties that an individual with disabilities has to face every day. That is why to carry out research about it that has the aim to improve our society in these terms is crucial. Referring to research, it is impossible to focus on different aspects of a disabled person, as there are so many that we can work on. In order to conduct a successful research, it has to be focused only on one aspect. For instance, how a family has an essential role in the life of a handicapped person in order to help him/her overcome his/her limitations, the role that teachers and professors in relation to how to improve the interaction between this individual and his/her peers in the case the classmates does not do anything to meet or to have more interaction with this person. Another important aspect that we found at the end of our research process was how the context of a handicapped person affects her and her social interaction skills. It is something that we did not know at the beginning and that we found throughout the research process. In this thesis project, we focused on the subject's social abilities, how to improve her confidence and the way she communicates with her peers and professors.

On the opposite aspect, it would be advisable for further research to work on the context of the subject, for example, how to prepare the classmates to interact and work with a person with these characteristics and how important it is to improve the communication between them.

### **5.3. Conclusions**

Hill and Blasch (1980) consider that visual impairment as a serious limitation because 85% of social learning is accomplished through vision. That is the reason why our action research was based on trying to help the subject to develop in the social area in an EFL environment and also because social skills are the foundation upon which other skills are built.

As in all action research, there were many steps to follow during the investigation in order to fulfill or reach our general objective, which were “To improve a student’s social interaction skills to reverse or stop the limited interaction with peers and professors and avoid grouping rejection from his/her peers in an EFL classroom environment”. Therefore, there were many data analysis and perspectives collected.

The conclusion of this study is of a qualitative nature. Accordingly, it is solely connected to the analysis and the results from the previous chapters. Therefore, it can be concluded that after all the steps that were followed in the action research, the subject presented a great change in her social and organizational area. But, it is worth mentioning as well, that some of these changes did not arise in all contexts.

Since although teachers and tutor of course, worked with her in classes (EFL context), she only showed improvement in the organizational area. While in the work done by the members of the thesis externally, it was possible to observe a considerable change in the organizational and social area, since at the beginning of the study, the subject always presented a passive behavior and with little initiative to interact

It is important to point that being passive is a typical characteristic of people with some type of visual impairment, since studies conducted by Guralnick et al. (1996), Guralnick and Groom (1987), Kingsley (1999), Sacks et al. (1992), Sacks and Silberman (2000), and Sacks and Wolffe (2006) show that the visually impaired children often face the problem of being ignored by peers and other children. This is because they show no cooperation or skills in taking turns (turn-taking) during play and no skills in inviting friends to play together.

Although these characteristics are usually common in them, they are not permanent, and it was proven in the performance that our subject of the study presented because after a long deal where she had to go out and interact with the members of the thesis, she began to progressively demonstrate initiative to interact, even inviting us to her home, calling and sending us messages in a continuous and friendly way, which was very unusual to her before the study.

Thus, the implementation of the non-differentiated treatment that consists in addressing someone with visual impairment in the same way as we treat a person with no visual problems, the academic guidance and the recreational activities, brought good results and had an impact on her, since by not making a difference in treatment, helping her to organize to organize herself better and incorporating her in our social circle generated participation in the subject, made her more organized, allowed her to give opinions and face different types of challenges like her colleagues did.

So, we consider that all these steps and all those opportunities given gave her a proper understanding of who she is, and it helped her to be more self-advocates for herself and to feel better about herself because she is taking control of her social life.

We believed we had in this way reached the goals of our general objective which was to improve a student's social interaction skills, to reverse or stop the limited interaction with peers and professors and avoid group rejection from her peers in an EFL classroom environment.

Thus, going back to the research questions, it can be said that the the first question (**How can a visually impaired student be helped in order to improve his/her interaction with peers and professors?**) can be answered after the results got from the action research due to the fact that all the techniques applied (recreational outings and academic guidance ) with the subject proved to have a very positive impact on her, and managed to cause significant changes in the subject's personality and her social skills.

Thus, visually impaired students can be helped by applying these techniques for a prolonged time. In relation to our second question, which was the following one: **How can non-differentiated treatment, in regards to social interaction, guide a visually impaired student to improve his/her relations with peers and professors?** It is important to say that it played an important role within the investigation, considering the fact that this treatment was applied in all the activities and not only during the classes as it was planned at the beginning, so it went along with each activity set in the action plan, having really good results because the subject started to be more active and interact more with us as well as trusting in us.

Even at the end, in one of the meetings, she commented us that she felt very happy and comfortable with us for the way that we treated her because she was aware that her classmates and people who shared with her had a wrong perception about her because she realized that they treated her as if she had a cognitive problem or was not able to do some things making her feel inferior. Thus , the non-differentiated treatment showed to have a good influence in the improvement of her social interaction .



## **Chapter 6: References and Annexes**

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## **6.2. Annexes**

### **6.2.1. Annex 1: Experiment - Transcription of the questionnaire applied in the experiment**

This annex contains the transcriptions that each member of this thesis group did, for this, we read all the questionnaires, and then we wrote and analyzed the main ideas of every question in order to compare them and see if we got any repeated answers that could help us to understand how was their experiences during the experiment.

#### **Preguntas:**

- 1. ¿Cómo te sentiste durante esta actividad? ¿Qué aprendizajes rescatas de lo vivido hoy?**

#### *Ivette Aguirre's transcriptions:*

- Frustración
- Darse cuenta de las dificultades del día a día
- No hubo problema
- Tolerancia
- Incomodidad física
- Desarrollar más conciencia
- Empatía

#### *Camila Fernández's transcriptions:*

- Extraño por el hecho de saber cuanto ve su compañera.
- Incómodo al no poder ver con claridad, desconcentrado, frustración/Rescata la capacidad para continuar.
- Limitada en todo al realizar actividades, tolerar más.
- Incomodidad en sus movimientos físicos, empatía.
- Incómodo/raro, empatía.
- Incomodidad al no poder realizar las actividades.
- Frustración al no poder leer, empatía al saber como la alumna se siente.

- Frustración, Inquietud corporal, empatía al saber cómo la alumna se siente.
- Nada fuera de lo normal, puesto tiene problemas de la vista.
- Positiva al poder vivir esa experiencia, le sirvió para comprender y crear conciencia.

*Bastián Mendoza's transcriptions:*

- Desesperación por no poder sacarme los lentes. Problemas que uno tiene, no son nada comparandolos con una persona con ceguera.
- Extraño por experimentar la situación.
- Frustrado por no poder encontrar las cosas, aprendí a darme cuenta de la realidad y lo complicado de un problema de ceguera.
- Ninguno.
- Incomodidad, desconcentración, frustración. Rescata la capacidad de algunas personas para enfrentar situaciones de ceguera.
- Limitación. aprendió tolerancia.
- Dificultad e incomodidad. aprendió que las personas con NEE ven el mundo con mayor dificultad.
- Curioso, dolor de cabeza.
- Incómoda, complicado realizar actividades de clases. ponerse en el lugar del otro.
- Buena idea haber experimentado lo que otro vive. Adquirir un poco más de conciencia.
- Frustración, inquietud, mareos. entender lo que otros pasan.
- Nada fuera de lo normal. Tiene un problema a la vista y está acostumbrado.

*Bárbara Melo's transcriptions:*

- Frustración y ansiedad.
- Ponerse en el lugar de su compañera (aprendizaje).
- Aprender las dificultades de las personas no videntes.



**2. ¿Cuáles fueron los problemas más complejos que tuviste que enfrentar en esta intervención y cómo los resolviste?**

*Ivette Aguirre's transcriptions:*

- Escritura y lectura fueron lo más difícil (Solutions: cambiar el lente).
- Malestar físico y motriz (solución: ayuda externa).
- No cooperación de los compañeros.
- Impedimento físico.
- Descoordinación (Solución: calma).
- Impedimento y reacción física del cuerpo hacia el uso de los lentes.
- Solución: perseverancia.

*Camila Fernández's transcriptions:*

- Leer, caminar, cambios de luces, mirar a un partner.
- Leer, concentrarse, lo resolvió con ayuda de sus pares.
- Incomodidad visual al no poder ver lo resolvió con risas (optimista).
- Adoptar una buena posición de lectura.
- Dificultad para encontrar objetos.
- Incomodidad visual al no poder ver.
- Leer, escribir, cambio de luces, lo resolvió acercándose a la hoja, concentrándose en lo más preciso y justo.
- Leer, prestar atención, quedarse quieta en el lugar, no pudo resolverlo.
- Trabajar seriamente con los demás, por lo que decidió trabajar solo.
- Descoordinación en los movimientos, necesidad de hacer todo calmado y lento.

*Bastian Mendoza's transcriptions:*

- Calor por la desesperación, dolor de cabeza, no pude trabajar casi nada.
- Dificultad de leer y caminar, cambio repentino de luces, mirar a alguien.
- Encontrar lo que quería leer y buscar lápices. resolvió los problemas con ayuda de compañeros.
- Ninguno.
- Problema: leer y concentrarse. resolvió el problema con compañeros.

- Dolor de cabeza, limitación visual.
- Adoptar una posición de lectura donde no se haga mucho esfuerzo.
- Encontrar lápices.dolor de cabeza
- No poder ver bien y mareos. lo resolvió usando el ojo derecho.
- Descoordinación por tener los ojos tapados. torpeza. hacer las cosas con calma
- Costó leer. poner atención y quedarse quieto.
- Su compañero no trabajo.

*Barbara Melo's transcriptions:*

- Problemas para leer y escribir.
- Problemas para mantener la atención.
- Encontrar lápices que se caían al suelo.
- Sentir mareo.
- Descoordinación.

**3. Como futuro profesor (a), ¿Cómo ayudó esta actividad en tu visión sobre la educación inclusiva?**

*Ivette Aguirre's transcriptions:*

- Tomar mayor conciencia
- Mejor comprensión de los problemas de otros
- Mayor inclusión de alumnos con problemas visuales
- Ayuda positiva
- Mayor atenciones a las necesidades de estos alumnos
- Mayor empatía y facilidades a estos alumnos

*Camila Fernández's transcriptions:*

- Comprender lo complicado que puede ser.
- Para comprender que no todos poseen las facilidades para desempeñar una acción.
- Incluir más alumnos con estos problemas.
- Positivamente para crear conciencia de las dificultades.

- Comprender lo difícil que pueden ser las actividades cotidianas.
- Comprender lo importante de la educación inclusiva.
- Para ponerse en el lugar del otro.
- Comprender que debe prestar atención a los alumnos.
- Tiene problemas visuales ya sabe cómo puede lidiar con ellos.
- Comprender lo complicado que puede ser al trabajar.

*Bastian Mendoza's transcriptions:*

- Mejorar empatía, trabajar más para ayudar a otros con necesidades diferentes
- Pudo experimentar lo complicado que era el problema de las necesidades especiales.
- Una experiencia que ayudó a entender la situación de la alumna pero no cambió la visión inclusiva.
- (No legible).
- Sirvió para tomar conciencia porque no todos tienen la misma capacidad.
- Hacer saber a la gente del diagnóstico. Incluir a gente con NEE para que se ayuden entre sí.
- Creo conciencia hacia la gente con NEE.
- Ayudar a entender las dificultades a pesar de ser cosas cotidianas.
- Educación inclusiva es importante.
- Darse cuenta que es difícil trabajar con problemas de visión. Para aprender se necesita muchas más paciencia y dedicación.
- Como profesor uno debe estar atento a las necesidades de los alumnos (resto es ilegible).
- Ilegible.

*Barbara Melo's transcriptions:*

- Sensibilización antes los problemas que sufren las personas no videntes.
- Entender mucho mejor como debería ser la educación inclusiva y cómo enfrentarla.
- Aprender a ser más empáticos.

**4. ¿De qué manera esta actividad pudo haber cambiado tu percepción sobre las personas con problemas visuales?**

*Ivette Aguirre's transcriptions:*

- Harto cambio: mayor conciencia.
- Mayor comprensión.
- No hubo cambio de gran manera (ya sabía de esto).
- Comprobar cuán difícil era esto.
- Se da más cuenta de los problemas.
- Mayor empatía.

*Camila Fernández's transcriptions:*

- Nada puesto que siempre tuvo la percepción de lo difícil que es poder leer .
- Mucho , pudo sentir lo que una persona con dificultades siente .
- Ponerme en el lugar del otro , ver el mundo desde otra perspectiva.
- Para saber lo difícil y complejo que es realizar tareas.
- Mucho, le dio pena y pudo sentir lo difícil que es.
- Para ser consciente con respecto a las personas y empático
- Pudo sentir lo que una persona con dificultades siente .
- Pudo sentir los problemas que conlleva el no ver.
- Ya sabe lo que significa pues presenta problemas visuales.
- Mucho, puesto que tiene alguien con esa discapacidad, y le hizo ser más empático.

*Bastian Mendoza's transcriptions:*

- Tiene conciencia de los problemas visuales y sabe de una u otra forma lo que es.
- Entender la postura al tratar de ver algo y experimentar la dificultad que implica tener problemas visuales.
- No ayudó mucho.
- Ningún cambio.
- Ayudar a ponerse en los zapatos del otro. Ver el mundo con los ojos del otro.
- Haberlo probado me dio bases.

- Pena porque no puede ver el mundo normalmente.
- Más consciente con personas con discapacidad. Entender que les cuesta las actividades cotidianas.
- Tiene una experiencia cercana y entiende lo que debe sentir. Trata de ser empático.
- Ahora se percata de lo que es no poder ver 20-20. Antes no sabía que afectaba tanto.
- No cambió mucho la percepción.

*Barbara Melo's transcriptions:*

- Más conciencia sobre la realidad de las personas no videntes y las dificultades.
- Cambio de visión sobre cómo es la vida de una persona discapacidades.

**5. Desde el rol de un futuro docente, ¿De qué forma usted cree que podría ayudar a un alumno con estas capacidades?**

*Ivette Aguirre's transcriptions:*

- Material adaptado físicamente, pero no hacerle todo al alumno.
- Con actividades especiales de mayor interacción entre compañeros.
- Mayor tiempo.
- Mayor atención a estos alumnos.
- Herramientos físicas (lentes), ubicación especial en la sala y otro tipo de programas académicos.
- Mayor inclusión.
- Actividades especializadas a su condición en audición y habla.
- Apoyo moral y formas de facilitar la lectura.

*Camila Fernández's transcriptions:*

- Nada
- Clase más lenta, letras grandes, trabajo en grupo, integrarlo al curso.
- Pruebas especializadas (fuente más grande por ejemplo), incluyendolo en actividades

- Apoyo moral, Buscar formas para facilitar la lectura.
- Haciendo actividades especiales, trabajo en equipos para compartir y que se ayuden.
- Dar facilidades, letras grandes, incluyendo a los alumnos en las actividades.
- Dar facilidades, Letras grandes, encender las luces.
- Agrandar la letra, poner tutora.
- Sentando al individuo al frente, recibir lentes ópticos.
- Dar tiempo para realizar las actividades, prestar más atención al alumno.

*Bastian Mendoza's transcriptions:*

- Imprimiendo material adaptado en tamaño, pruebas orales.
- Nada.
- Material adaptado, actividades especializadas en audición o habla.
- Incluir a gente con problemas y que sea capaces de participar.
- Clase más lenta, letras grandes, trabajo en grupo, hacer sentir parte del grupo.
- Incluyendolo en la mayor cantidad de actividades posibles.
- Apoyo oral manera que facilite la lectura.
- Actividades especiales, actividades para compartir.
- Ayudar dando facilidades en términos prácticos y letras grandes.
- Estar más pendiente del alumno y darle tiempo.
- Agrandar la letra del material (una tutora).
- Programas educaciones (resto ilegible).

*Barbara Melo's transcriptions:*

- Aprender cómo tratar con un alumno con discapacidad.
- Hacer actividades especiales.
- Ayudar al alumno dando más facilidades.
- Usar nuevas metodologías.

### **6.3. Annex 2: Interview - Subject of the study**

This annex contains the transcriptions that each member of this thesis group did. For this, we read all the answers provided by the subject of this study, and then we wrote and analyzed the main ideas of every question in order to compare them and see if we got any repeated answers that could help us to understand the subject's personality and social behavior as well.

- 1. ¿Se siente segura de sí mismo/a en situaciones sociales (como por ejemplo: trabajando en clases con compañeros o interactuando con compañeros fuera de la sala de clases)? ¿Por qué? ¿Por qué no? / Do you feel confident in social situations (such as, working with your peers or interacting with peers outside the classroom)? Why? Why not?**

*Camila Fernández's transcriptions:*

- El sujeto se siente seguro en situaciones sociales.
- Más cómoda interactuando en trabajos, que en la vida social fuera de la sala.
- Cree que esto se debe a que ella es tímida.
- Pocos amigos.

*Ivette Aguirre's transcriptions:*

- Siente segura de sí misma/o en situaciones sociales.
- Se siente más cómoda/o trabajando que socializando.
- Se considera una persona tímida.
- No se considera una persona de tantos amigos.

- 2. ¿Hace amigos fácilmente? ¿Cómo? ¿Por qué no? / Do you make friends easily? How? Why not?**

*Camila Fernández's transcriptions:*

- No hace amigos fácilmente

- Le cuesta hablar , pero si los demás se acercan ella responde y no tiene problema al interactuar

*Ivette Aguirre's transcriptions:*

- No.
- Tal vez porque se considera una persona tímida.
- Siente más comodidad en un grupo más pequeño.
- Socializa y habla cuando la gente se le acerca

**3. ¿Cómo es su vida social fuera de la universidad? Explique. / How is your life outside university? Explain yourself.**

*Camila Fernández's transcriptions:*

- Tiene amigos de infancia pero viven lejos.
- Salen con los papás y pocas veces sola con sus amigos

*Ivette Aguirre's transcriptions:*

- Tiene varios amigos de infancia, pero viven lejos.
- Cuando se junten, suele ser en su casa.

**4. ¿Cómo cree usted que los demás se sienten en su compañía? ¿Por qué? ¿Por qué no? / How do you think people feel in your company? Why? Why not?**

*Camila Fernández's transcriptions:*

- Supone que bien.
- Se siente bien con amigos.

*Ivette Aguirre's transcriptions:*

- Se supone que bien.
- Sus amigos sienten bien en su compañía, ya que aún mantienen contacto.



**5. ¿Se considera una persona amigable? ¿De qué forma? ¿Por qué no? / Do you consider yourself a friendly person? In which way? Why not?**

*Camila Fernández's transcriptions:*

- Quizás sí
- Conversa con ellos y les da espacio para interactuar por lo que se considera una persona amigable.

*Ivette Aguirre's transcriptions:*

- Quizas, si.
- Cuando conversa, afirma que genera simpatía con otros ya que entablan una conversación.

**6. ¿Cuán bueno/a es usted manteniendo la atención e interés de otros? Por qué o por qué no? / How good are you at holding other people's attention and interest? Why or why not?**

*Camila Fernández's transcriptions:*

- Si, le cuesta llamar la atención de los demás
- Le cuesta tener la confianza para preguntar si los demás le escuchan.

*Ivette Aguirre's transcriptions:*

- Quizas, si.
- No podría decir a ciencia cierta si la otra persona le está prestando atención.

**7. ¿Qué le gustaría mejorar en su relación con sus compañeros? ¿Por qué? / What would you like to improve about your relationship with your classmates?**

*Camila Fernández's transcriptions:*

- Incluyeran en los grupos de trabajos, y fuera de la sala del aula.

*Ivette Aguirre's transcriptions:*

- Le gustaría mayor inclusión de su persona en grupos de trabajo.
- Podría ser, salir con compañeros fuera de clase y que la/o incluyan en reuniones sociales.

**8. ¿Cuáles cree que son sus fortalezas? ¿Por qué? / What are your strengths? Why?**

*Camila Fernández's transcriptions:*

- Estudiosa
- Responsable
- Cuando ella esta con sus amigos ella se da el tiempo de escuchar, y también cuenta sus problemas a los demás.
- Elegiría a una amiga súper extrovertida, habladora, pero prefiere una persona que igual sea reservada y tímida, busca un punto intermedio.

*Ivette Aguirre's transcriptions:*

- Fortalezas: - Estudiosa/o
- Responsable
- Cumplidora/or
- Como amiga/o: se da el tiempo de escuchar al otro cuando tiene problemas.
- Le cuenta sus problemas a sus amigos, especialmente a una en particular.
- Elegiría una amistad con alguien en el punto medio de lo introvertido y extrovertido.

**9. ¿Qué le gustaría cambiar o mejorar en usted? ¿Por qué? / What would you like to change or improve about yourself? Why?**

*Camila Fernández's transcriptions:*

- Ser más organizada en el área académica
- Ser más habladora o extrovertida
- Ser más independiente
- Quiere hacer un cambio

*Ivette Aguirre's transcriptions:*

- Cosas a cambiar/mejorar: - ser más organizada/o, en el área académica.
- Tener menos timidez, pero no al extremo.
- Le gustaría ser una persona un poco mas extrovertida.
- Afirma voluntad para mejorar éstas áreas.
- Le gustaría ser más independiente.

#### **6.4. Annex 3: Interview – Psychologist**

This annex contains the transcriptions that of one of the member of this thesis group did. For this, she read and analyzed all the answers provided by the Psychologist and then we wrote the main ideas for every question in order to know more about what psychological areas that we had to work with the subject and how..

*Ivette Aguirre's transcriptions:*

- Es importante primero evaluar el autoestima y habilidades sociales antes de realizar una intervención con ella.
- No tenía problema cognitivo, pero presentaba dificultades al explicar conceptos más abstractos. Puede que su problema de visión haya afectado su proceso de conceptualización. Su parte debir eran preguntas de desarrollo, (problemas al explicar conceptos e hilar ideas).
- Variables de entrenamiento a nivel de pensamiento más abstracto pudieron afectar notas.
- Presenta problemas motores (relacionado a parálisis cerebral al nacer) que puede afectar el aparato fonológico al estudiar una lengua extranjera.
- Variables neurológicas asociadas en su motricidad y entrenamiento en el pensamiento abstracto, autoestima y habilidades sociales empeoran su cuadro.
- Técnica: -reconocer fortalezas y debilidades y cómo superar áreas débiles (autoestima realista)
- Diferencia entre discapacidad (grado objetivo) y minusvalía (cómo yo me siento con eso - capacidad - limitaciones propias).

- Desarrollar capacidad de competencias, seguridad en sí mismo para superar grado de minusvalía.
- Entrenamiento fonoaudiológico (para establecer semejanza con pares).
- Desarrollar competencias.
- Doble discapacidad: visual y motora.
- Poca iniciativa debido a crianza sobreprotectora.
- Desarrollar funciones ejecutivas (capacidad de planificación, organización, proyectar al futuro) con ayuda de tutorías (preparación para cada una de las evaluaciones) (psicopedagoga) (ZDP-Vygotsky).
- Necesita generar autonomía (desarrollar funciones ejecutivas).
- Desarrollando funciones ejecutivas ayudaría en la autonomía de ella, por ende, en su interacción con otros.
- Terapias y entrenamiento de habilidades sociales: desarrollar capacidad de asertividad. (Doble déficit perjudica ese entrenamiento).
- Desarrollar funciones ejecutivas y pensamiento abstracto (con apoyo de psicopedagogo).
- El grado de exigencia de profesores depende del apoyo que ella tenga.
- Generar redes en la universidad para entregar un apoyo multidisciplinario y desarrollar funciones ejecutivas y crear conexiones neuronales (entrenamiento especializado).
- No tiene problemas cognitivos.
- Problemas para pensamiento abstracto.
- Le va bien en pruebas de alternativas.
- No hilaba bien las ideas, le costaba pruebas de desarrollos.
- Le costaba explicar conceptos abstractos.
- Ella tiene problemas motores.
- Tuvo parálisis cerebral al nacer.
- Su aparato fonológico no le responde acorde a su cuerpo.
- Hay variables neurológicas implicadas en su motricidad.
- Entrenamiento del pensamiento abstracto.

- Hay muchas más variables involucradas.
- Estrategias para desarrollar las fortalezas de la alumna y cómo superar las debilidades usando sus fortalezas.
- Es bueno tener una autoestima realista, para reconocer mis debilidades y fortalezas.
- Discapacidad y minusvalía.
- Discapacidad es el grado objetivo de mi discapacidad.
- Minusvalía es como me siento con mi discapacidad (cuando me siento incapaz).
- Hay que desarrollar mis competencias para superar la minusvalía.
- Quizás ella requiere un tratamiento fonoaudiológico.
- Hay que desarrollar competencias en ella.
- Desarrollar aparato fonoarticulatorio.
- Ella tiene una discapacidad motora.
- Ella trabajó un día la empatía con el curso cuando la alumna faltó para tratar la sensibilización en el curso.
- Ella es muy dependiente de los demás.
- No tiene iniciativa.
- Hay que reforzar las funciones ejecutivas → capacidad que tengo para organizar y planificar lo que yo hago, cómo me proyecto a futuro.
- No tiene iniciativa.
- Puede ser por su estilo de crianza tan sobreprotegida.
- Cómo trabajar las funciones ejecutivas → darle más responsabilidades.
- Ella necesita un tutor que la guíe, que la ayude a preparar los tipos de evaluaciones.
- Ella debe sentirse más competente y autónoma, para que se auna persona activa y dependiente.
- Perfil dependiente.
- Terapia para habilidades sociales.
- Ella tiene un doble déficit.

- Libro habilidades sociales por vicente caballo, entrenamiento de habilidades sociales.
- Debemos apoyarnos con un psicopedagogo.
- Ella era muy pasiva en clases.
- Le iba bien en preguntas con alternativas.
- Quizás ellas no tuvo un partner en su escolaridad, y no la prepararon para el mundo universitario.
- Quizás no desarrolló las competencias para valerse por sí misma.
- Se le puede exigir más a un alumno pero siempre y cuando tenga un apoyo.
- Ella no lo va a lograr por sí sola, debe tener un guía.
- Lo ideal es solicitar a otras facultades que trabajen con ellas y la potencie (gente experta).
- Ella tiene que ser apoyada, debe recibir entrenamiento.
- Hay que atacar todas las aristas y teorías y todas las variables intervinientes.
- Ella aprobó todos los ramos de psicología.
- No hay políticas de gobiernos chilenas para personas discapacitadas en la universidad.
- No hay políticas de integración laboral.

## 6.5. Annex 4: Interview - Psychopedagogue

This annex contains the transcriptions that of two of the members of this thesis group did. For this, they read and analyzed all the answers provided by the Psychopedagogue and wrote the main ideas for every question in order to know more about the specific diagnosis of the subject, the techniques that she worked with her and the problems that she detected in her.

### 1. ¿Cuál es el diagnóstico oficial del sujeto?

*Camila Fernández's transcriptions:*

- Diagnóstico: Retinopatía del prematuro
- Hemiparesia
- Grupo funcional 3 (baja visión) (ojo derecho muy baja visión- profunda, izquierdo es funcional – se apoya en el ojo izquierdo). Los grupos son los siguientes y se dividen en 4 grupo funcionales: 1 (afecta la agudeza visual) 2 (campo visual – periférico) 3 (afectado campo periférico por zona) 4 (visión borrosa como cataratas).
- Usa gafas con filtro que le ayudan a discriminar mejor la formas o detalles / esto fue analizado y recetado por un tecnólogo médico evaluación visual.

*Ivette Aguirre's transcriptions:*

- El sujeto padece de retinopatía del prematuro lo que produjo hemiparesia.
- El sujeto presenta dificultades de desplazamiento y baja visión.
- El sujeto se encuentra en el grupo funcional 3 con ayuda óptica. (gafas de filtro para diferenciar formas y/o detalles).
- Ojo derecho con baja visión y el otro con funcionalidad (ojo de apoyo).
- Los problemas de visión no permiten el desplazamiento autónomo.

## 2. ¿Cuál es la metodología de trabajo que usted aplica con el sujeto? Explique.

### *Camila Fernández's transcriptions:*

- Comenzó orientación y movilidad para las distancias desde casa a universidad – Autonomía e independencia – personalizada y privada (individual - ruta funcional). Centro de rehabilitación a su casa, luego de su casa a 5 oriente. Autonomía desplazamiento objetivo planteado, costo que se pudiera mover en forma autónoma.
- Apoyo de la universidad con diferentes métodos tecnológicos: lupas, computador y reunión de docentes para generar estrategias (no ocupa el computador/ no ocupa la lupa)
- Apoyo con diferentes especialistas: se contrató a la psicopedagoga con la que trabajaba antes, un grupo de terapia ocupacional, y trabajo con psicóloga. (No mostró avance). Psicopedagoga ayudaba a la alumna 4 horas por todas las semanas, ahora solo semana por medio para que ella se haga responsable de sus procesos, para que ella pueda tomar su voz y crear su personalidad como estudiante universitario.
- Hábitos de estudio y organización de la información – tiposcopio - marcar las líneas // Organizar las guías de trabajo por materias porque la alumna es desorganizada.
- Le asignaron tutora pero hubo problemas por horario, y luego ella no hizo nada para cambiar la situación o llegar acuerdo con la tutora.

### *Ivette Aguirre's transcriptions:*

- La psicopedagoga lleva trabajando más de 3 años con el sujeto, previamente en un centro de rehabilitación.
- La profesional y el sujeto han llevado a cabo un trabajo de orientación y movilidad para desplazamiento autónomo (antes entre la casa y el centro de habilitación, y ahora se incluye la niversidad).
- Se están trabajando rutas funcionales de forma personalizada para trabajar el desplazamiento autónomo e independencia.



- Se explica que la actitud del sujeto afecta la imagen de su discapacidad frente a otros, debido a la sobreprotección de los padres (dependencia - inseguridad).
- Su dependencia también se ve reflejada en su presentación personal.
- La actitud del sujeto frente a sus capacidades diferentes afecta la construcción social de ésta (victimización).
- El sujeto ha asistido a grupo de terapia ocupacional y sesiones con psicóloga.
- Las sesiones con la psicopedagoga se han disminuído para poder fomentar la independencia y empoderamiento del sujeto en su propio aprendizaje.
- Victimización (propia).
- Se trabaja con una metodología personalizada: independencia y autonomía, hábitos de estudio (organización de la información), organización del tiempo y apoyo en la elaboración de trabajos usando Power Point y planificaciones.
- El sujeto no utiliza los materiales especializados que se le han facilitado.
- Se sugiere que el sujeto tenga una entrevista con un profesional de apoyo nuevo en el equipo de inclusión de la universidad.
- Se sugirió la idea de un tutor en los ramos de inglés, pero por problemas de coordinación de horario, no se pudo.

**3. ¿Cómo era el sujeto en su primer año de universidad? ¿Ha visto usted algún progreso? ¿Cuáles?**

*Camila Fernández's transcriptions:*

- Grandes avances puesto que antes la iba a dejar la mamá , ahora no ocurre eso
- Un poco de autonomía se observó- Independencia de desplazamiento
- Dificultades en inglés
- En trabajo en pares presenta problemas
- Poca iniciativa – funciones ejecutivas
- Psicología – aprobó con distinción

*Ivette Aguirre's transcriptions:*

- Hubo cambios, en relación a mayor independencia (desplazamiento autónomo).
- Hubo dificultades en los ramos de inglés, donde se sugirió tutoría.

- Problemas en trabajar en grupo debido a la poca comunicación.
- Poca iniciativa y proactividad (lento procesamiento de la información) (funciones ejecutivas).

**4. Después de interactuar con el sujeto. ¿Cómo ve usted las habilidades sociales del sujeto?**

*Camila Fernández's transcriptions:*

- Muy descendida, área que el sujeto debe fiscalizar de alguna manera.
- No solo en el área académica social , sino que en su vida recreativa y cultural fuera de la universidad

*Ivette Aguirre's transcriptions:*

- Ámbito a mejorar: habilidades sociales descendidas.
- Falta más vida social.
- Faltan más experiencias de vida (desarrollo integral de la persona).

**5. ¿Alguna vez el sujeto le ha manifestado alguna experiencia negativa que haya vivido durante su permanencia en la universidad?**

*Camila Fernández's transcriptions:*

- Si, se iban a juntar para un trabajo y no llegaron los compañeros, ella sintió que se burlaron de ella. Se vio afectada, cuando nadie quería trabajar con ella en el curso.

*Ivette Aguirre's transcriptions:*

- Si, cuando hubo problemas en trabajar en grupo con los compañeros, debido a la poca comunicación entre ellos.
- Poca inclusión hacia el sujeto por parte de los compañeros.
- Falta trabajar en el autoestima, autoconcepto y habilidades sociales.

## **6. ¿Cómo evalúa el desarrollo psicoafectivo del sujeto?**

*Camila Fernández's transcriptions:*

- Sonríe muy pocas veces y camina con la cabeza baja
- En el área familiar: Mucha sobreprotección
- Compañeros: Nulo

*Ivette Aguirre's transcriptions:*

- Núcleo familiar: sobreprotección (much).
- No hay mucha información acerca de compañeros debido a poca experiencia social.

## **7. ¿Cuáles son las principales dificultades con las cuales se ha encontrado en este proceso?**

*Camila Fernández's transcriptions:*

- Dificultades en inglés
- En trabajo en pares presenta problemas
- Poca iniciativa – funciones ejecutivas

## **8. Como psicopedagoga, ¿que técnica conoce usted para trabajar con gente no vidente y desarrollar la empatía?**

*Camila Fernández's transcriptions:*

- Depende de la actitud.
- Descripciones verbales detalladas
- Sentar al estudiante en primera fila
- Contraste
- Potenciar la luz natural o si no la luz artificial
- Evaluación de funcionamiento visual
- Considerar al estudiante como uno más
- Fortalecer las habilidades sociales a través de un trabajo terapéutico con un psicólogo de forma grupal o individual.

- Su capacidad de logro, su expectativa y proyección a futuro.
- Autocuidado de sí misma
- Trabajo terapéutico en el área de autoconcepto / autoestima

*Ivette Aguirre:*

- Depende de la actitud del sujeto.
- Se debería hacer: una evaluación del funcionamiento visual de la persona (para clasificara en un grupo funcional que corresponda).
- Estrategias metodológicas pedagógicas: descripciones verbales detalladas, contraste con el fondo del PPT en material visual, ubicación de la persona en la sala, potenciar luz artificial o natural y material adaptado.
- Desde el área social: desplazamiento autónomo, observación del estudiante, y estrategias personalizadas, fortalecer habilidades sociales, autoconcepto, capacidad de logro, autoestima, proyección de uno mismo, trabajar en el autocuidado en relación a la imagen que se tiene de sí mismo y la que uno proyecta y trabajar en la expresión de emociones.

## 6.6. Annex 5: Interviews - Subject's professors

This annex contains the transcriptions that all the members of this thesis group did. For this, they interviewed, read and analyzed all the answers provided by the teachers of the English pedagogy program, then we wrote and analyzed the main ideas for every question in order to know more about the social skills of the group class in which the subject of the study is inserted.

### **Group's transcriptions:**

Professor 1:

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### **Preguntas:**

**1. ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?**

- Sí, una o dos personas acompañan o interactúan con el sujeto fuera de actividades de clase. Pero, no hay una inclusión por parte de los compañeros hacia la estudiante de forma voluntaria.
- El profesor suele interceder para que los compañeros incluya al sujeto de estudio en trabajos grupales.
- El sujeto no muestra motivación propia para buscar grupos de trabajos en clases.

**2. ¿Dé qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?**

- El curso fue muy receptivo hacia el sujeto de estudio al comienzo, pero a través del tiempo, no hubo más inclusión por parte del curso.
- Los compañeros de la estudiante manifestaban opiniones negativas hacia el aporte del sujeto en trabajos grupales.

- Al quedarse sola en actividades en grupo, la alumna se fue adaptando cada vez más a las exigencias académicas de la carrera. Pero, no ha visto mejoras en la parte social del curso ni del sujeto.

**3. ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio?**

- En relación a la interacción entre el sujeto y los profesores, la alumna no suele hacer preguntas en clase y cuando le responde al profesor, solo dice sí, nada más.
- En relación a la interacción entre el sujeto y los compañeros, el profesor tiene que interceder para que ellos practiquen speaking con el sujeto.
- Los compañeros se acostumbraron a la presencia del sujeto de estudio en las clases, pero no hay ayuda por parte de ellos hacia la estudiante.

**4. ¿Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?**

- Sería mejor fomentar técnicas de integración en trabajos de equipo y actividades donde se practique speaking.
- Sería de mucha ayuda conversar con los compañeros y crear más conciencia en ellos.
- El sujeto da la impresión de que no tiene problemas al no interactuar con sus compañeros.
- Ahora, el profesor se esfuerza más en darle oportunidades al sujeto para que pregunte y participe en clases, cosa que no lo hacía antes.

Professor 2:

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**Preguntas:**

**1. ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?**

- No ha visto ningún cambio pero no es que sea especialmente con ella
- Es un curso que no es muy cohesionado

- Hay pequeños grupos de no más de 3 personas cada grupo y que solo interactúan entre ellos, y no con los demás.
- Son pasivos y poco entusiasmados en términos generales a nivel de curso
- No es algo en contra del sujeto, ellos son indolentes.
- No les preocupa el resto de los compañeros , solo se preocupan de ellos mismos.
- No hay conectividad entre ellos.
- Cuando se les pide a ellos que trabajen con ella, no tienen problemas en hacerlo.
- En una presentación oral con un compañero, ella dominaba el tema pero su compañero no.

**2. ¿Dé qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?**

- Si el curso hubiese sido muy unido, ella cree que ellos la habrían dejado a ella de lado o quizás la hubieran incorporado dentro de un grupo.
- Ella estuvo en un grupo unido, y la dejaron de lado.
- En un principio, el primero grupo de curso que ella estuvo la integraba, pero después no.
- Son indolentes
- Les da lo mismo todo
- No son entusiastas
- Las habilidades sociales del grupo no son muy buenas
- Se agrupan en grupos muy pequeños
- Tampoco se incorporan entre ellos
- Son planos
- Son apáticos
- No se sienten identificados con su grupo de curso

**3. ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio?**

- Tiene una influencia bastante grande porque ella nota que el sujeto tiene miedo o terror a integrarse a algún grupo
- Nadie le dice que se integre con ellos
- No la maltratan o le hacen el vacío pero no se les ocurre integrar al sujeto

**4. ¿Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?**

- Habría que hacer un poco más de trabajo con ellos, aparte del sujeto en sí.
- Recrear más situaciones en las cuales ellos hubieran podido ponerse en el lugar de ella pero de manera más constante , no solo una sino que por un periodo prolongado
- Hacer más entrevistas a ellos preguntándoles preguntas más directas en la cuales puedan decir porque no la incorporan

Professor 3:

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**Preguntas:**

**1. ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?**

- No ha visto cambio a pesar de crear actividades en la cuales ellos tuvieran que interactuar en parejas
- No hay iniciativa por parte de ella y no hay iniciativa por parte del curso en integrar al sujeto, cuando trabajan en equipo es solamente por que lo demanda el profesor.
- No ve cambio sustantivos a colaborar o trabajar en equipo.
- La interacción es por ambos lados igual (ellos se cansaron de tomar la iniciativa quizás o tal vez ella no la toma o le da lo mismo porque está acostumbrada a ese trato o su personalidad es así).



**2. ¿Dé qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?**

- Son individualistas
- Quizás lo intentaron en su momento y ya se agotaron de hacerlo
- No toman la iniciativa de incluirla en algo más a menos que el profesor lo solicite, no es natural en ellos incluirla
- No intentan comunicarse en la sala de clase con ella, durante periodos de relajación antes del término de la clase donde pueden hablar o divertirse un rato.
- No existen muchos recuerdos sobre si ellos las incluyeron el primer año que la conocieron, pero dice que cree que no fue mucha la ayuda.
- Ahora la relación de ellos con ella es más distante, si bien no es mala, pero es fría la relación de ellos con ellas.
- Cada uno tiene su grupo
- Grupo plano
- Tienen relaciones que no van más allá de lo profesional
- En ninguno de los self- assessments, ella es mencionada

**3. ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio?**

- El hecho de no incluirla, le impide poder desarrollarse más, independientemente de si tienen buenas razones para no incluirla.
- Habría influido mejor , si ellos hubiesen sido más cercanos , pero todo depende de como lo hubiera recepcionado ella , porque hay que ver hasta qué grado ella estaba dispuesta a acercarse o tomar la iniciativa
- Puede haber un problema actitudinal

**4. Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?**

- Enfatizar la función de las preguntas y la interacción en actividades que están relacionadas con la carrera en sí.
- Enfatizar la importancia de las preguntas personales a través de imágenes
- Aprender o enseñarles a escuchar a los demás
- Compartir experiencias personales

Professor 4:

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**Preguntas:**

**1. ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?**

- No hay ningún cambio
- Mínima interacción, sólo hay en el caso de necesidad cuando están sin grupo , no es algo que nazca de ellos la acción de interactuar/ no iniciativa.
- Desconectados del sujeto en sí.

**2. ¿De qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?**

- No tiene una visión totalmente negativa, pero si encuentra que ellos interactúan como cursos de temas en comunes intereses.
- Pero en el área social , están organizados en ghettos
- Tienen una actitud muy millennial en cuanto a sus equipos electrónicos
- Poca sensibilidad , son poco acogedores
- Interacción social disfuncional
- Quizás hubiera sido diferentes si fueran más acogedores
- Los ve un poco encerrados en sí mismo ,en su universo, los hace inteligentes pero poco empáticos e indiferentes

- Se ven problemas de empatía
  - Socialmente no hay una idea de grupo
  - Conductas desinteresadas sobre el sujeto
- 3. ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio?**
- Conductas a la defensivas o negativas frente a prácticas grupales puede haber afectado a la interacción con el sujeto o en que ella solo se quede apartado de curso.
  - Personalidades muy fuertes pueden afectar sus habilidad social.
  - Si no la adopta un grupo, sería imposible desarrollarse en ese curso.
- 4. Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?**
- Semicírculos para compartir experiencias de algo que los demás no sepan de ellos mismo, instancias para que se conozcan, pero todo esto depende de la personalidad de los chicos.

Professor 5:

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Preguntas

- 1. ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?**
- Si. Últimos micro teaching.
  - Compañeros integraron al estudiante.
  - El grupo ya no espera que le asignen la responsabilidad trabajar con el estudiante.
  - Vio más motivado al curso en comparación a otros días, profesora piensa que fue porque era la última clase del semestre.
  - El estudiante mostró una actitud más participativa, participó en las actividades de los Microteaching.
  - El estudiante trabajó con sus compañeros haciendo mímicas

**2. ¿De qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?**

- El grupo está dividido en damas y varones.
- Siente que el sujeto de estudio está aislado
- Profesor no siente que el grupo son amigos con el sujeto.
- El sujeto de estudio llega y se va solo de y a clases.
- El grupo no es muy unido
- Da la sensación de que es un grupo no afiatado
- Profesor cree que si el grupo fuera más unido, quizás el sujeto de estudio se hubiera integrado más
- Profesor cree que su desarrollo hubiera sido mejor si el curso lo hubiera acogido mejor al sujeto de estudio.
- Profesora siente que el estudiante tiene muy asumida su discapacidad.
- No los ve al curso un grupo solidario.

**3. ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio?**

- Da la percepción que el sujeto de estudio no se siente incorporado.
- El estudiante le mandó un mensaje por su ausencia debido a una cita con el doctor y nadie sabía sobre la ausencia del estudiante.
- Profesora siente que el sujeto de estudio se ha hecho fuerte por el rechazo.
- Profesora cree que el sujeto de estudio evita ser rechazado.
- Profesora siente que el sujeto de estudio no es como parte del curso, está pero no está, alumna pasa desapercibida.
- Profesor dice que el grupo no la incorpora.

**4. ¿Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?**

- Profesor piensa que profesores deberían hacer actividades que fueren el peer Work para conocerse mejor y reforzar relaciones.
- El profesor debe tratar de hacer más actividades en grupos para que ella no trabaje sola.
- Forzar la interacción ya que ellos no toman la iniciativa.
- Otra técnica sería sin ella presente, sensibilizar el tema con el grupo y presentar al grupo el caso para generar más conciencia sobre la realidad del alumno.
- Más ice breaking activities.

**6.7. Annex 6: Final Focus Group – Subject’s classmates**

*Bárbara Melo’s Transcription:*

**1. ¿Cuál es tu impresión sobre el sujeto en este final de semestre?**

- Compañeros ven igual a la alumna.
- Alumna sigue siendo pasiva cuando hay que formar grupos.
- Alumna sigue esperando que la agreguen al grupo

**2. ¿Cómo es la relación con el sujeto actualmente?**

- No ha mejorado, sigue igual
- No son amigos cercanos
- Estudiante se aleja del grupo
- Sigue siendo pasiva

**3. ¿Trabajaste con el sujeto durante el año? ¿Tuviste alguna dificultad con esta persona?**

- Si le dan instrucciones hace el trabajo pero no lo hace por ella misma.
- Alumna espera que le den órdenes.
- Alumna no muestra iniciativa propia cuando trabaja en grupos.

**4. ¿Crees que ha mejorado la relación del sujeto con sus compañeros y profesores en cuanto a la interacción social?**

- No.
- Compañeros no ven mejora en como la alumna se relaciona con ellos
- Compañeros dicen que son un grupo unido pero que es ella la que se aleja.

**5. ¿Has notado algún cambio en el sujeto sobre su forma de interactuar con otros? (positivo o negativo) ¿Cuáles?**

- La siguen viendo neutra.
- No ven cambios.
- Alumna repite todo lo que sus compañeros dicen.

**6. ¿Muestra el sujeto más motivación al trabajar con sus compañeros en comparación a inicio de semestre?**

- No, Sigue igual.
- Estudiante hizo un trabajo con un compañero y no le aviso que debían trabajar juntos.

**7. En cuanto a su organización y responsabilidad con las tareas asignadas por sus profesores y pares ¿Has notado algún cambio en relación a esto?**

- Cuando es tarea individual lo hace.
- No participa en el grupo de WhatsApp del grupo.
- Compañeros se dan cuenta que la alumna trabaja y responde mejor trabajando sola que en grupo.

## 6.8. Annex 7: Consent Letters



### Consentimiento Informado para Participante de Investigación

El propósito de esta carta de consentimiento informado es proveer al participante en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participante.

La presente investigación es conducida por Ivette Aguirre, Camila Fernández, Barbara Melo y Bastian Mendoza, de la Universidad Nacional Andrés Bello, Viña del Mar, Chile. La meta de esta entrevista es recabar información relevante que pueda ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada.

Si usted accede a participar en ellas, se le pedirá responder preguntas las cuales serán registradas en audio y/o video para facilitar el análisis posterior de la información. Esto tomará aproximadamente cuarenta a sesenta minutos de su tiempo.

La participación en esta entrevista es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, las memorias con las grabaciones serán borradas.

Desde ya le agradecemos su participación.

Acepto participar voluntariamente en esta investigación, conducida por Ivette Aguirre, Camila Fernandez, Barbara Melo y Bastian Mendoza. He sido informado (a) de que la meta de esta entrevista es recabar información relevante que pueda ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada

Reconozco que la información que yo provea durante la realización de la entrevista es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento.

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Nombre del Participante  
(en letras de imprenta)

Firma del Participante

Fecha



### Consentimiento Informado para Participante de Investigación

El propósito de esta carta de consentimiento informado es proveer al participante en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participante.

La presente investigación es conducida por Ivette Aguirre, Camila Fernández, Bárbara Melo y Bastián Mendoza, de la Universidad Nacional Andrés Bello, Viña del Mar, Chile. La meta de estas intervenciones es recabar información relevante que pueda ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada.

Su participación es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas y participación serán anónimas. Cualquier memoria o evidencia grabada será borrada.

Desde ya le agradecemos su participación.

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Yo, \_\_\_\_\_  
(nombre completo) acepto participar voluntariamente en esta investigación, conducida por Ivette Aguirre, Camila Fernández, Bárbara Melo y Bastián Mendoza. He sido informado (a) de que la meta de estas intervenciones es recabar información relevante que pueda ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada

Reconozco que la información que yo provea y mi participación durante la realización de las intervenciones son estrictamente confidenciales y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento.

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Firma del participante

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Fecha



## 6.9. Annex 8: Focus Group - Subject's previous classmates

Universidad Andrés Bello  
Facultad de Educación  
Pedagogía en Inglés  
Seminario de Tesis I



### **Teaching EFL to a visually impaired student at Andres Bello University, Viña Del Mar, Chile: A case Study.**

La razón por la que este grupo focal se llevará a cabo es para recabar información relevante que puede ser utilizada para conocer aspectos importantes y necesarios para la realización de el proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada. La información que se obtenga en esta intervención se usará netamente con fines investigativos.

La participación en este grupo focal es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

#### **Preguntas:**

- 1) ¿Cuál fue tu primera impresión del sujeto cuando entró a la sala?
  - 2) ¿Hubo algo que te marcó sobre el sujeto cuando lo conociste?
  - 3) ¿De qué forma ustedes y sus compañeros trataron al sujeto cuando lo conocieron?
  - 4) ¿Qué recuerdas al trabajar en grupo con el sujeto? ¿Tuviste alguna dificultad trabajando con esta persona? ¿Por qué? Explique.
  - 5) Nombra una virtud y un defecto que encuentres en el sujeto (Personalmente y académicamente) ¿Cuáles?
  - 6) ¿Cómo era la forma de desenvolverse del sujeto al interactuar con sus pares y profesores?
  - 7) ¿Mostraba el sujeto motivación al trabajar con otros compañeros? ¿Variaba los grupos?
  - 8) ¿Qué tanto participa el sujeto en clases en relación a comentar sus ideas? ¿Le costaba opinar o lo hacía sin problemas?
  - 9) ¿Observaste algún tipo de acto discriminatorio o negativo hacia el sujeto por parte de tus compañeros? Explíquelo.
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## 6.10. Annex 9: First Focus Group - Subject's Classmates

Universidad Andrés Bello  
Facultad de Educación  
Pedagogía en Inglés  
Seminario de Tesis I



### **Teaching EFL to a visually impaired student at Andres Bello University, Viña Del Mar, Chile: A case Study.**

La razón por la que este grupo focal se llevará a cabo es para recabar información relevante que puede ser utilizada para conocer aspectos importantes y necesarios para la realización de el proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada. La información que se obtenga en esta intervención se usará netamente con fines investigativos.

La participación en este grupo focal es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

#### ***Preguntas:***

1. ¿Cuál fue su primera impresión del sujeto cuando ella entró a la sala?
  2. ¿Hubo algo que le marcó sobre el sujeto cuando lo conoció por primera vez?
  3. ¿De qué forma tratan a esta persona habitualmente?
  4. ¿Qué recuerdas al trabajar en grupo con el sujeto? Has tenido alguna dificultad trabajando con esta persona?Cuál ? ¿Por qué? Explique.
  5. Nombre una virtud y un defecto que usted encuentre en esta persona (Personalmente y académicamente) ¿Cuáles?
  6. ¿Cómo es su forma de desenvolverse al interactuar con sus pares y profesores?
  7. ¿Muestra motivación al trabajar con otros compañeros? ¿Varía los grupos de trabajo?
  8. ¿Qué tanto esta persona participa en clases en relación a comentar sus ideas? ¿Le cuesta opinar o lo hace sin problemas?
  9. ¿Has observado algún tipo de acto discriminatorio o negativo hacia esta persona por parte de sus compañeros? Explíquelo.
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## 6.11. Annex 10: Final Focus Group - Subject's Classmates

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Pedagogía en Inglés  
Seminario de Tesis II



### **Helping EFL to a visually impaired student at Andres Bello University, Viña Del Mar, Chile: A case Study.**

La razón por la que este grupo focal se llevará a cabo es para recabar información relevante que puede ser utilizada para conocer aspectos importantes y necesarios para la realización de el proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada. La información que se obtenga en esta intervención se usará netamente con fines investigativos.

La participación en este grupo focal es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

#### **Compañeros Actuales:**

1. ¿Cuál es tu impresión sobre el sujeto en este final de semestre?
2. ¿Cómo es la relación con el sujeto actualmente?
3. ¿Trabajaste con el sujeto durante el año? ¿Tuviste alguna dificultad trabajando con esta persona?
4. ¿Crees que ha mejorado la relación del sujeto con sus compañeros y profesores en cuanto a la interacción social?
5. ¿Has notado algún cambio en el sujeto sobre su forma de interactuar con otros? (positivo o negativo) ¿Cuáles?
6. ¿Muestra el sujeto más motivación al trabajar con sus compañeros en comparación a inicio de semestre?
7. En cuanto a su organización y responsabilidad con las tareas asignadas por sus profesores y pares ¿Has notado algún cambio en relación a esto?

Profesor Validador \_\_\_\_\_  
R.U.T \_\_\_\_\_  
Fecha \_\_\_\_\_  
Firma \_\_\_\_\_

Profesor Validador \_\_\_\_\_  
R.U.T \_\_\_\_\_  
Fecha \_\_\_\_\_  
Firma \_\_\_\_\_

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## 6.12. Annex 11: First Interview - Subject of the study

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Pedagogía en Inglés  
Seminario de Tesis I



### **Teaching EFL to a visually impaired student at Andres Bello University, Viña Del Mar, Chile: A case Study.**

**Objetivo:** a través de una conversación casual, lo que se quiere obtener es información desde el punto de vista del sujeto de estudio. Esto significaría un aporte al estudio de caso que se está realizando en el Seminario de Tesis I de la carrera de Pedagogía en Inglés, UNAB Viña del Mar.

#### **Preguntas:**

1. ¿Por qué escogiste Pedagogía en Inglés como tu carrera universitaria? ¿La carrera de Pedagogía en Inglés ha cumplido con tus expectativas? // Why did you choose English Pedagogy as your major ? Has this major met your expectations?
2. ¿Qué opinas de las metodologías aplicadas por los profesores contigo en las clases // What do you think about the methodologies used by the teachers?
3. ¿Alguna vez has tenido dificultades para afrontar las clases de Inglés? ¿Cuales? // Have you ever had any difficulty facing English classes? Which ones?
4. ¿Tienes alguna sugerencia en relación a la manera en que los profesores te han enseñado inglés? // Do you have any suggestions to make regarding the way you are taught the lessons of English language?
5. ¿Cómo es para ti trabajar en grupo? ¿Prefieres trabajar sola o con tus compañeros? // How is for you working with teams? Do you prefer to work alone or with your classmates?
6. ¿Estás a gusto con tus compañeros? ¿Cómo te sientes siendo parte de este grupo curso? // Do you feel comfortable with your classmates? How do you feel as being a part of this section?

## 6.13. Annex 12: Second Interview - Subject of Study

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Pedagogía en Inglés  
Seminario de Tesis II



### **Teaching EFL to a visually impaired student at Andres Bello University, Viña Del Mar, Chile: *Action research.***

La razón por la que esta entrevista se llevará a cabo es para recabar información relevante que puede ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada. La información que se obtenga en esta intervención se usará netamente con fines investigativos. El objetivo de este estudio es mejorar la interacción social del sujeto de estudio con sus profesores y compañeros de curso.

La participación en esta entrevista es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

1. ¿Se siente segura de sí mismo/a en situaciones sociales (como por ejemplo: trabajando en clases con compañeros o interactuando con compañeros fuera de la sala de clases)? ¿Por qué? ¿Por qué no? / Do you feel confident in social situations (such as, working with your peers or interacting with peers outside the classroom)? Why? Why not?
2. ¿Hace amigos fácilmente? ¿Cómo? ¿Por qué no? / Do you make friends easily? How? Why not?
3. ¿Cómo es su vida social fuera de la universidad? Explique.
4. ¿Cómo cree usted que los demás se sienten en su compañía? ¿Por qué? ¿Por qué no? / How do you think people feel in your company? Why? Why not?
5. ¿Se considera una persona amigable? ¿De qué forma? ¿Por qué no? / Do you consider yourself a friendly person? In which way? Why not?
6. ¿Cuán bueno/a es usted manteniendo la atención e interés de otros? Por qué o por qué no? / How good are you at holding other people's attention and interest? Why or why not?

## 6.14. Annex 13: First Interview - Subject's professors

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### Profesores:

1. ¿Considera usted que la facultad de educación debiese crear materiales especiales para alumnos con dificultades visuales severas o esto es más una responsabilidad que le compete directamente al profesor a cargo de los alumnos con discapacidad visual?
2. ¿Alguna vez la universidad les ha ofrecido la instancia de mejorar sus prácticas pedagógicas a través de programas de perfeccionamiento sobre habilidades especiales o más bien enfocados en alumnos con problemas visuales menores o severos?
3. ¿Adapta usted las metodologías de enseñanza que utiliza para tratar de satisfacer las necesidades de los estudiantes con problemas de visión? Si su respuesta es afirmativa, ¿Nos podría mencionar qué tipo de adaptaciones hace en las metodologías empleadas? ¿Tuvo alguna vez algún tipo de problema para adaptar metodologías de enseñanza para estudiantes con problemas visuales? Si su respuesta a la pregunta 3 fue negativa, ¿Podría decirnos porque no ha adaptado esto?
4. ¿Durante este periodo de enseñanza ha notado algún cambio significativo en Ruth, tanto a nivel personal como académico?
5. ¿Cómo es la capacidad de retención de la alumna en cuanto a los temas previamente consultados durante las sesiones de clases?
6. ¿Cuáles cree que son las ventajas que tiene Ruth durante el desarrollo de una clase, a pesar de sus problemas visuales?
7. ¿Qué opina sobre las habilidades sociales de Ruth al momento de interactuar o trabajar en grupos con sus compañeros?
8. ¿Cree usted que los compañeros de Ruth se hayan beneficiado de alguna forma tras interactuar con ella?
9. ¿Encontró algo beneficioso para usted desde el punto de vista pedagógico tras trabajar con una alumna con las dificultades de Ruth?

## 6.15. Annex 14: Second Interview - Subject's professors

Universidad Andrés Bello  
Facultad de Educación  
Pedagogía en Inglés  
Seminario de Tesis II



### **Teaching EFL to a visually impaired student at Andres Bello University, Viña Del Mar, Chile: *Action research.***

La razón por la que esta entrevista se llevará a cabo es para recabar información relevante que puede ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la universidad anteriormente mencionada. La información que se obtenga en esta intervención se usará notadamente con fines investigativos. El objetivo de este estudio es mejorar la interacción social del sujeto de estudio con sus profesores y compañeros de curso.

La participación en esta entrevista es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

El objetivo de este cuestionario en sí, es obtener información de las características del grupo de curso donde el objeto de estudio está inserto.

#### **Preguntas:**

1. ¿Ha visto algún cambio en la forma que interactúa el curso con el sujeto de estudio? ¿Cuál?
2. ¿De qué manera usted describiría el curso del sujeto de estudio en relación a habilidades sociales? Si su respuesta es negativa, ¿Cómo cree usted que hubiera sido el desarrollo social del sujeto si el curso hubiera sido más receptivo a ella?
3. ¿Cómo la forma de interactuar del curso pudo haber afectado las habilidades sociales del sujeto de estudio ?
4. ¿Qué técnicas sugeriría usted para mejorar las relaciones sociales dentro del curso?

## 6.16. Annex 15: Interview - Psychologist

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Seminario de Tesis II



### Entrevista - Seminario de Tesis II

La razón por la que esta entrevista se llevará a cabo es para recabar información relevante con respecto a la alumna con discapacidades físicas de la carrera de Pedagogía en Inglés que puede ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la Universidad Nacional Andrés Bello. La información que se obtenga en esta intervención se usará netamente con fines investigativos. El objetivo de este estudio es mejorar la interacción social del sujeto de estudio con sus profesores y compañeros de curso.

La participación en esta entrevista es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

Preguntas:

- 1.- ¿Qué técnicas nos recomendaría para trabajar la autoestima en esta alumna?
- 2.- ¿Cómo cree usted que la condición de ella podría afectar su autoimagen y la opinión de ella misma?
- 3.- ¿Cómo se podría desarrollar de mejor manera la empatía entre sus compañeros?
- 4.- ¿De qué manera usted cree que se podría trabajar para romper el estereotipo de una persona discapacitada por parte de sus compañeros?
- 5.- ¿Cómo trabajaría usted las habilidades sociales en una persona que tiene limitaciones en esta área? ¿Usaría algún tipo de intervención?
- 6.- ¿Cómo cree usted que se puede ayudar a una alumna con este tipo de discapacidad la cual ha sufrido de un trauma adolescente debido a su condición?



## 6.17. Annex 16: Interview - Psychopedagogue

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Pedagogía en Inglés  
Seminario de Tesis II



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### Entrevista - Seminario de Tesis II

La razón por la que esta entrevista se llevará a cabo es para recabar información relevante con respecto a la alumna con NEE de la carrera de Pedagogía en Inglés que puede ser utilizada para conocer aspectos importantes y necesarios para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la Universidad Nacional Andrés Bello. La información que se obtenga en esta intervención se usará netamente con fines investigativos.

La participación en esta entrevista es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las respuestas, las memorias con las grabaciones serán borradas.

El objetivo de este estudio es mejorar la interacción social del sujeto de estudio con sus profesores y compañeros de curso.

Preguntas:

- 1.- ¿Cuál es el diagnóstico oficial del sujeto?
- 2.- ¿Cuál es la metodología de trabajo que usted aplica con el sujeto? Explique.
- 3.- ¿Cómo era el sujeto en su primer año de universidad? ¿Ha visto usted algún progreso? ¿Cuáles?
- 4.- Después de interactuar con el sujeto. ¿Cómo ve usted las habilidades sociales del sujeto?
- 5.- ¿Alguna vez el sujeto le ha manifestado alguna experiencia negativa que haya vivido durante su permanencia en la universidad?
- 6.- ¿Cómo evalúa el desarrollo psicoafectivo del sujeto?

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7.- ¿Cuáles son las principales dificultades con las cuales se ha encontrado en este proceso?

8.- Como psicopedagoga, ¿que técnica conoce usted para trabajar con gente no vidente y desarrollar la empatía?

Profesor Validador \_\_\_\_\_

Profesor Validador \_\_\_\_\_

R.U.T \_\_\_\_\_

R.U.T \_\_\_\_\_

Fecha \_\_\_\_\_

Fecha \_\_\_\_\_

Firma \_\_\_\_\_

Firma \_\_\_\_\_

## 6.18. Annex 17: Questionnaire - Experiment

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Pedagogía en Inglés  
Seminario de Tesis II



### HELPING A VISUALLY IMPAIRED STUDENT TO IMPROVE HER SOCIAL INTERACTION SKILLS AT ANDRÉS BELLO UNIVERSITY, VIÑA DEL MAR, CHILE: *ACTION RESEARCH*

El objetivo de estas preguntas es recabar información relevante sobre las percepciones de los participantes de la intervención y su análisis de ésta, las cuales son necesarias para la realización del proyecto de tesis de cuarto año de la carrera de Pedagogía en Inglés de la Universidad Nacional Andrés Bello. La información que se obtenga en esta intervención se usará netamente con fines investigativos y se tratará de forma anónima y confidencial.

En nombre de cada uno de nosotros, agradecemos profundamente su participación en esta intervención, la cual será fundamental y de gran ayuda para nuestro proyecto de tesis. Para finalizar, es de gran importancia saber la opinión de cada uno de ustedes. Para ello, necesitamos que realicen esta encuesta, para así saber los futuros pasos a seguir.

Muchas Gracias.

**Instrucciones:** responda las preguntas de acuerdo a lo que usted haya experimentado en esta intervención, en forma clara y con letra legible. Si tiene dudas con alguna pregunta, diríjase a cualquiera de los tesisistas. Recuerde que no hay respuestas buenas ni malas, todas son importantes de acuerdo a sus comentarios emitidos en este cuestionario.

#### Preguntas:

1.- ¿Cómo te sentiste durante esta actividad? ¿Qué aprendizajes rescatas de lo vivido hoy?

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2.- ¿Cuáles fueron los problemas más complejos que tuviste que enfrentar en esta intervención y cómo los resolviste?

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3.- Como futuro profesor(a), ¿Cómo ayudó esta actividad en tu visión sobre la educación inclusiva?

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4.- ¿De qué manera esta actividad pudo haber cambiado tu percepción sobre las personas con problemas visuales?

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5.- Desde el rol de un futuro docente, ¿De qué forma usted cree que podría ayudar a un alumno con estas capacidades?

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