

Sensorial Learning to Develop High Sense of Self- efficacy in Blind Students

Andrea Marcela Reina Guerrero

Wendy Geraldine Villalba Meneses

Universidad Distrital Francisco José de Caldas

Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en inglés

Internship Project

A paper submitted to

Astrid Ramírez

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Andrea Marcela Reina Guerrero

Andrea.reina.gue@gmail.com

Wendy Geraldine Villalba Meneses

wendytohsakanya@gmail.com

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Introduction

The internship proposal attempts to change the perception that blind students have about themselves, related to the lack of persistence to face new obstacles.

This situation has affected the blind students of “JUAN ANTONIO PARDO OSPINA” foundation. It is frequent to find blind students that avoid new tasks, situation that obstruct the learning process and the development of new cognitive and social abilities. In this sense the internship proposal seeks to strengthen the level of auto efficacy in the blind students, understanding these as belief in one's own ability to complete tasks and reach goals (Locke & Latham, 2002) in order to encourage them to work hard and maintain persistence to face setbacks and adversities.

Bandura (1995) defines self-efficacy as “The belief in one's capabilities to organize and execute the sources to manage prospective situations” (p. 2), in that point self-efficacy can be seen as the ability to persist and face obstacles developing continuous strategies to improve, strengthen or acquire new skills.



Previous experiences with the blind students revealed that in new learning situations they find difficulties to develop new tasks. The blindness condition does not let them feel confidence in the new learning environment; the lack of previous knowledge is a barrier to adapt a new setting.

The proposal seeks to generate in them initiative to perform new tasks, developing at the same time the learning of basic skills in English language, making emphasis in the use of the senses to provide them mastery experiences to increase the sense of self-efficacy.

The human being learns from sensorial interaction, the senses play a very important role in the learning process in this kind of population because when a sense breaks down, the other one enhance to work together to achieve a common goal, people with disabilities gather the information of the environment improving their abilities through the use of their senses in a specific context, according to the information exposed before we can infer that blind students learn the same things as any other child, because they have the same capabilities and skills to learn a new language, but these skills have to be taught differently.

According to Thomas Aquinas De veritate “there is nothing in the intellect which first does not exist in the senses” (Thomas Aquinas De veritate, q. 2 a. 3 arg. 19), this statement makes to think about the importance of the senses in the learning process, for that reason the main objective of the course is develop content knowledge and communication skills based on sensorial learning through individual work. The activities and materials are focused on encourage the natural desire to learn through a dynamic, creative and communicative approach as well, the activities are markedly related with the overcome of obstacles and the appreciation to the effort.

According to Montessori (1967, p.14) the goal of education is “to be able to find activities that are so intrinsically meaningful that we want to throw ourselves into them” (Crain, 2004, p.4)



confirmed this assertion by noting that when children find tasks that enable them to develop their naturally emerging capacities, they become interested in them and concentrate deeply on them. They possess a serenity that seems to come from the knowledge that they have been able to develop.

The activities are addressed to stimulate the natural desire to learn through the senses, understanding the knowledge as a process that implies the overcoming of obstacles and the capacity to develop strategies to acquire the necessary tools to face adversities.

Context

The pedagogical internship will be developed in a non-profit organization called “*Juan Antonio Pardo Ospina*” It is located in San Cristobal locality, two social strata. The foundation was created to support and to educate children and teenagers with visual limitations through formal and non-formal education system.

“Juan Antonio Pardo Ospina” Institute is an educational center with an artistic and musical emphasis, it offers to the blind students pre-vocational activities in the areas of: musical school, grammar music, music theory, flute, piano, violin, trumpet, accordion and guitar.

The foundation operates in an old building, however, it has all the facilities of a modern school, It has well fits out spaces such as living room, dining room, entertainment room, music room, and the library has an up-to-date collection of books on many subjects, even some books are written in braille technique, this is a specific writing method that blind people use to communicate and recognize the letters as a set of spots.



Nowadays the foundation “*Juan Antonio Pardo Ospina*” guarantees the formation and protection of 45 blind students. The blind students are under the protection of ICBF organization.

Problem Statement

Over the years, perceptions towards disability have varied significantly. In the past blindness was considered a barrier, people with this disability were rejected to participate in the scholar context. Nowadays, the new perspective about disabilities is focused on integrates students at school. However the blind population has found difficulties in the academic field because the scholar context is determined by the visual strategies and materials that prioritize the visual sense, unknowing the role of the other senses in the learning process.

Blind students are limited to learn meaningful knowledge in English classes because in the scholar contexts teachers find difficulties to teach them, first because teachers do not have enough time to design an inclusive class so, they teach the class using visual material (photocopies, slides, flash cards) excluding the special needs that blind students require. Secondly, because they do not have the knowledge needed to guide the students, in other words they do not know the Braille technique, for that reason, they find difficulties to check the homework or correct the spelling mistakes in written exercise. In this case the students face an adverse situation in terms of facility to acquire knowledge because the teacher gives more priority to the sight no being aware to the importance of the other senses in the learning process.

According to the problematic situation described above, (Lopata, Wallace, & Finn, 2005) explain it is necessary to train the senses before training the mind, the effective teaching styles require the establishment of a “sensory rich” environment to offer interactive and



independent learning opportunities. If teacher does not propose a scholar environment to promote the use of every sense the learning process will be limited even for regular students.

Another consequence of giving priority to sight sense is the lack of opportunity to develop new skills, students feel mistrust to perform new tasks because it implies to face an unknown situation thus, blind students reject new learning situations, word as “I can not”, “I do not know”, “I do not want to do it” are common among blind students.

Reinforce the senses provide to the blind students with the tools necessary to face the scholar process to change those negative words to positive words as “ how can I do it?” or “I did it” in this sense, teacher has the possibility to change the perception that blind students have about themselves, to show and adequate strategies to perform successfully an activity, recognizing the importance of facing obstacles.

Objetives

- To design sensorial activities in which blind students can develop continuous strategies to face obstacles to improve, strengthen or acquire new skills.
- To construct awareness about the role of the senses in the learning process and the importance of them in the scholar context.
- To promote tools to encourage blind students to complete task, to work hard and to maintain the persistence even in adversities

Rationale

Following the inclusive perspective in the educational Colombian program, The National Decree 366 of 2009 establishes the importance of the pedagogical support to people with disabilities and the social participation to promote the personal development. It warrants the



access of education and the possibility to interact in an academic context, in this sense, the blind students have the opportunity to develop their cognitive skills as regular students.

It is important to highlight that inclusion approach not only refers to the possibility that students with disabilities have to be integrated in a regular school, it refers too, that a student with a disability must have the same opportunities to learn. In other words it makes reference to the importance to acquire the same knowledge that a regular students learn at school.

The English language is an important subject at regular school, because it permits to interact and understand the world. Blind students also need learn a foreign language different to the mother tongue as a resource and fundamental tool for the life.

The poor access of education to blind students and the lack of opportunities to follow the learning with normal people creates uncomfortable and mistrust feelings of their capacities, for that reason, it is important to potentialize their skills and create an environment where they can feel confident and capable to follow a learning process.

Literature Review

In order to understand the implications of self-efficacy in this internship proposal, is important to define what self-efficacy means, Bandura (1995) defines self-efficacy as "The belief in one's capabilities to organize and execute the sources to manage prospective situations"(p.2) in this sense, self-efficacy can be seen as the ability to persist to face obstacles in order to be succeed with a task. Bandura (1995) describes these beliefs as determinants of how people think, behave, and feel in specific situations.



The theory of self-efficacy appears at the center of Bandura's social cognitive theory which focuses on two important factors; the role of observational learning and the social experience in the development of personality.

According to this theory, the role of observational learning occurs through observing the behavior of others, people learn from one another through imitation, and modeling. However is important to highlight that observational learning does not refer to the act of see, observing refers to the act of follow the other through the perception, in other words using the senses to observe.

According to Bandura (1994), seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed, so people with the same condition, experiments the same feeling of anxiety and frustration when they try to do a task, Witnessing other people successfully completing a task can help the other one to acquire these abilities to face an obstacle and complete it as the other one did it.

However, the learning process through this mechanism is influenced by the personality of the learner, Rothbart (2000) argues that the level of self-efficacy of an individual is completely different, it depends on several factors: genetic and environmental. According to the environment, it makes emphasis to the context where certain abilities can be developed according to external influences, the genetic factor refers to the heritage conditions that determine the way in which the person interact with the others, both factors can affect how the person can develop or retain abilities, it is reflected in the way as the person complete or abandon the task.



Bandura (1995) explains, people with a weak sense of self efficacy has attitudes such; Avoid challenging tasks, they believe that difficult tasks and situations are beyond their capabilities, generally they are focused on personal failings and negative outcomes and quickly they lose confidence in personal abilities. Conversely, people with a strong sense of self efficacy develop specific characteristics: they perceive a complex task as an opportunity to learn and grow up, at the same time they are able to dominate activities with a stronger sense of commitment and responsibility, even in problematic situation they feel confident to finish the task, surpassing personal weaknesses or disappointments.

The task role. The task is a fundamental element; it determines the grade of self-efficacy that a person develops. In other words differences in self-efficacy are associated with differences in skill level. According to Bandura (1994), “when faced with obstacles and failures people who harbor self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge. Strong perseverance contributes to performance accomplishments” (p.5), in other words people participate in activities in which they feel able to perform in a satisfactory way and avoid tasks in which they feel inexperienced or with high possibility to fail. However, the differences in skill level not always are associated to success, It means, that a person could has the knowledge and abilities to carry out the task, however his level of self-efficacy is weak Wood & Bandura (1989) explain

There is a difference between possessing skills and being able to use them well and consistently under difficult circumstances. To be successful, one not only must possess the required skills, but also a resilient self-belief in one’s capabilities to exercise



control over events to accomplish desired goals. People with the same skills may, therefore, perform poorly, adequately, or extraordinarily, depending on whether their self-beliefs of efficacy enhance or impair their motivation and problem solving efforts. (p.364)

The mainly reason to find people rejecting new tasks is the preoccupation to face new learning situations, individuals believe that is necessary to possess elaborate abilities and skills to perform a complex task more that it is expected, as the result of this misconception the perseverance and the effort to achieve a goal is reduced even in the first attempt.

Pajares (1996) argues “ Efficacy beliefs helps determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations” (p.544), thus who has high sense of self -efficacy trust in their capabilities to conclude successfully the task, while who feels unable will fail even before starting the task .

A high sense of self efficacy influences the behavior that a person adopts when is facing an obstacle, a person who believes in himself develops strategies to feel calm , it permits control anxiety and stress, feeling that increase in adverse situations, Pajares (1996) affirms “High self- efficacy helps to create feeling of serenity in approaching difficult tasks and activities. As a result of these influences, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individuals finally have” (p. 545) In other words Thus, when a person develop a high sense of self efficacy, it permits to face obstacles with serenity being focus on how perform the task, without thinking in his own limitations.

Furthermore, self- efficacy works together with motivation, believe in one's capabilities is not enough to face obstacles, self-efficacy is strongly influenced by



motivation thus, motivation and self-efficacy in cognitive field has several effects on how students learn and how they behave towards subject matter although, motivation is a key factor to increase the sense of self efficacy Bandura (1995) explains “efficacy beliefs play a key role in the self-regulation of motivation, most human motivation is cognitively regulated generated, people motivate themselves and guide their actions anticipatorily by the exercise of forethought, they form beliefs about they can do” (p.7), it enriches and potentialize the abilities that sometimes are hidden behind the lack of opportunities to express himself in this sense, motivation makes emphasis in the mood and the feelings at the moment to overcome obstacles.

Self-efficacy keys. Bandura (1997) explains the most effective way of creating a strong sense of self efficacy can be influenced by four main sources: mastery experiences, modeling, social persuasion, and judgments of one's own physiological states. The most effective way to develop a high sense of self-efficacy is through *mastery experiences*, it refers to perform a task successfully strengthens our sense of self-efficacy, a real mastery experience provides to the individual with skills, to manage resources of action to achieve successfully the objective despite the obstacles that it involves, however if people only experience easy successes, they come to expect quick results, those superficial results gives to the person an unstable idea of success thus, they surrender easily to a failure. Bandura (1997) explains, mastery is aided when gradual achievements build the skills, coping abilities, and exposure needed for task performance. It means that a real mastery experience is experimented when is overcome the obstacles through perseverant effort so, positive mastery experiences increase self-efficacy whereas negative mastery (failures) tend to decrease self-efficacy.



Successful experiences are necessary to increase the sense of self efficacy. Though, if person just face easy obstacles, he probably will not able to face difficulties that requires major effort. In this point, Bandura (1997) explains:

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some difficulties and setbacks in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity. (p.3)

The second source is called *Modeling*, it refers to the ability to observe, analyze, and use the strategies, behavior and actions used by another individual to model his own behavior in order to be successful in the development of a task. According to Bandura (1995) "Modeling influences do more than simply provide a social standard against which to judge one's own capabilities. People seek proficient models, who possesses the competencies to which they aspire" (p. 4). Through mediated experience or models, observers develop self-efficacy. Models give to observers the strategies to face a specific situation, observers also develop their self-efficacy through social comparison process.

People judge their self-efficacy by comparing with similar others, "Through observing similar others succeed with sustained effort, the observer improves his or her own self efficacy. However, by observing similar others fail with high effort, the observer lowers his or her own self-efficacy". (Bandura, 1986; Schunk 1987, in Bandura 1995 p. 3), it seems to be a mirror effect because a person is influenced by the other in a very strong manner, words as If he fails, I



am going to fail too are popular among individuals, therefore, the observer feels confident with their results when the model has success in the same task, but when the model fail during the task the observer feel uncomfortable with their own result and the sense of self efficacy decrease.

The third most effective way to influence self- efficacy is through verbal persuasion, “people who are persuaded verbally possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and well on personal deficiencies when problems arise.” (Litt, 1988; Schunk, 1989 in Bandura 1995 p. 4). People could be persuaded to believe that they have the skills and capabilities to succeed, getting verbal encouragement from others helps people overcome self-doubt and instead of focus on giving their best effort to the task.

Persuasion can attempt to influence a person's beliefs, attitudes, intentions, motivations, or behaviors (Seiter, 2010, p.33). The persuasion is a determinant factor to increase or decrease the sense of self-efficacy in an individual. If a person receives affective words in an encourage environment, he tends to believe in his abilities, increasing the capability to face new settings. For this reason, “people who have been persuaded that they lack capabilities tend to avoid challenging activities that can cultivate their potentialities, and they give up quickly in the face of difficulties” (Bandura, 1995, p. 4). When somebody says something positive or negative, it affects directly the sense of self efficacy that a person has at this moment, persuasion helps to make sure to develop of a task or avoid it.

Our own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions and stress level can all impact how a person feels about their abilities in a particular situation. "It is not sheer intensity of emotional



and physical reactions that is important, but rather how they are perceived and interpreted"

(Bandura, 1997, p. 5). The emotional intensity is decoded according to the perceptions, beliefs and attitudes that a person has to manage a complex situation then, the mood constitutes an important part in the behavior and in the development of a task, according to the mood and feelings the level of self-efficacy can affect the process of performing it.

The last Self-efficacy source is judgments of one's own physiological states, it refers that "mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy; despondent mood diminishes it" (Kavanagh & Bower, 1985 in Bandura 1995 p.4). The level of self-conception and the feelings influence also the way in which a task is developed increasing or decreasing the level of self-efficacy.

Stress affects the sense of self efficacy of a person. "Physiological indicators of efficacy play an especially influential role in health functioning and in activities requiring physical strength and stamina. Affective states can have widely generalized effects on beliefs of personal efficacy in diverse spheres of functioning" (Bandura, 1995 p.5). Learning how to reduce the level of stress or bad mood can help the person to improve the sense of self efficacy, The mood affect directly the person during the process of a task, the person needs to dominate the situation changing their bad feelings, to maintain high sense of self efficacy to guarantee the success of a task

In conclusion, efficacy dimensions are characterized by the individual's behavior and beliefs, the way in which the person explores their potentialities and how him builds them also the persistence to face adversities permit recognize their capabilities against the fears and the negative feelings, It is important to highlight the role of the environment and the influence that a person applies over other.



Montessori method. According to the theory exposes above, it is necessary to create connection to understand the way as person acquires knowledge in order to overcome a goal, and how it is present to be applied in a specific context. It is based on Maria Montessori method of training the senses to discover the world (Lopata, Wallace, & Finn, 2005 p.7), explain “Montessori observed that effective teaching styles required the establishment of a ‘sensory rich’ environment that offered interactive yet independent learning opportunities.” The method permits to the student self-discovery implying sensory interaction to enhance and complete specific tasks. Edwards (2002) explains the method as “the child seek sensory input, regulation of movement, order and freedom to choose activities and explore deeply without interruption in a carefully prepared environment that help the child to chose well” (p. 6). The sensory training is applied taking into account the different materials that have the role of stimulate the senses; for example, shapes, music, movement to support the student learning process.

Montessori (1912) points out “the time when we should methodically direct the sense stimuli in such a way that the sensations which he receives shall develop in a rational way, this sense training will prepare the ordered foundation upon which he may build up a clear and strong mentality” (p. 216). Montessori Method preserves the main idea about how the knowledge is presented through different kinds of didactic material which implies a sensorial effort to recognize and to participate in the knowledge environment.

The activities demand repetitive exercises to refine the differential perception of stimuli. Montessori (1912) “our didactic material renders auto-education possible, permits a methodical education of the senses. Not upon the ability of the teacher does such education rest, but upon the didactic system, this present objects which first attract the spontaneous attention of the child,



and second contain a rational gradation of stimuli” (p. 176). The material has an important role of guide the students to discover the world and to complete, simply and complex task taking into account the discipline and the self-efficacy necessities to conclude correctly a task, the discipline is a factor that provides the student with the concentration and the correct behavior in the learning process.

Montessori (1912) explains the discipline as “when he is master of himself, and can therefore, regulate his own conduct when it shall be necessary to follow some rule of life” (p.86). It means that a student has the capability to regulate himself differencing the moment in which he must to follow an instruction, even he can develop the ability to improve the rule established. In the Montessori Method the student is the center, he builds the knowledge through the determination to conclude tasks, the result of them depends only of the student behavior and the awareness of his role in the learning process

Montessori (1964) points out “the desire of the child to attain and end which he knows, leads him to correct himself, it is not a teacher who makes him notice his mistake and shows him how to correct it but it is a complex work of the child’s own intelligence, which leads to such as result” (p. 33). In that sense students are capable to finish the task and correct the mistakes not only with the teacher feedback because during the process learners are satisfied and motivated to achieve more tasks, in a free environment students are responsible of the use of the material, to finish the activities and also to compare the results and the goals of the task.

The material developed in the Montessori Method is the main tool in the learning process because it represents not only a benefit for common learners it also is an important support for blind students, they need to catch the information of the environment in a different and more creative way. Pickering (2004) explains the importance of the use of the Montessori Method for



disabled students. The program of teaching learning was designed to support the deficiencies in areas as the motor and sensory skills, the program permits self-discovery, independent growth and individual learning, in this program the teacher follows the student's process, teacher spends more time with them during the activities to enhance the learning environment.

The environment, the freedom in the activities and the supporting of the materials establish also a meaningful role for the teacher, who observes, designs and explaining the task through a lesson.

The lesson in the Montessori method. When the students work individually the teacher needs more attention to give the correct indications to encourage the student in the learning process as an important point the lesson is a key in classroom, it has some characteristics to be understood by students, as Montessori (1912), explains about the lesson, some of the important characteristics are defined brevity as “the teacher must pay special attention to this point counting and weighing the value of the words” (p.109) and the simplicity as “the carefully chosen words must be the most simple it is possible to find, and must refer to the truth” (p.109), these characteristics make emphasis in delete the useless words and to give specific instructions that students comprehend, lesson must be considered as the explanation of the task and the use that the student can make of it, the figure of the teacher is not only important when the lesson is presented. Edwards (2002) explains the Montessori educators as follows:

Montessori teachers introduce materials with a brief lesson and demonstration and then passively guide the audience through a period of student-centered inquiry, the objective of the instructor is to motivate students allowing them to develop confidence and inner discipline so that there is less and less of need to and intervene as the child develops (p.6)”



To conclude, the teacher, the lesson and the specific materials have the role to develop and permit the sensorial learning to students in an environment adapted according to their necessities, learners have to complete the different activities following the instructions with the teacher guidance, in this sense self-efficacy provides them with the capacity to find a goal and conclude the task, in the Montessori Method student is the center of the education process.

Implementation

The implementation seeks to provide a conditioned environment to provide the blind students with the elements to develop their skills through a sensorial material and specific tasks. According to Schilling. K (2011, p. 14) the Montessori Method activates those fields “Dr. Montessori talked about; we need to provide for these students a prepared environment and the freedom to explore learning in that prepared environment. We need to provide them with a room filled with numerous carefully designed activities to help them learn”.

For that reason, the implementation focuses on formulating and applying a sequence of sensorial tasks, in order to develop the capability to explore and acquire new cognitive skills through the use of the sensorial material, in the different activities they should develop language proficiency and a high level of self-efficacy in order to promote among them the persistence and the determination to face obstacles and research goals

Is important to highlight that sensorial materials used in the institution will be structured following several dimensions, the material designed for blind students will be focused on developing the senses of hearing, taste, touch (thermic, baric, stereognostic), and smell, Pickering (1988) explains:



The importance of the Sensorial area is to refine and train the child's senses, allowing the child to establish an order and to clarify what he senses. These exercises teach the child to become a precise observer, to contrast and graduate and to generalize, which leads to the abstraction of ideas, leading to logical thinking (p.5)

With this in mind, the activities will focus on developing through the different senses the corporeal, personal and communicative dimension necessities to follow the learning process and the personal development.

Dimensions

The dimensions are a set of potentialities that students develop during the learning process, this dimensions work together as a group that permit the development of skills. The implementation is focused on develop the next dimensions of the students

Corporal dimension. It refers to the recognition of his body, their parts and functions, developing through the activities, highlight the importance of senses to learn to improve or acquire new abilities with the body. Furthermore the activities attempt to enhance the fine and gross motor skills that are limited by the blind condition. (Movement, agility, dexterity)

Communicative Dimension. It refers to the acquisition of basic skills in English to permit the communication and the use of language not only into classroom also in the daily life, students learn English with sensorial activities and games with words to encourage the listening skill and the braille technique, where they share experiences and applied vocabulary learned before.

Personal dimension. This consist in behavior patterns of person, the beliefs and how the person interact with the environment and others, the personal dimension shows the role of the student during the activities when it is necessary to communicate or behave in a specific way,



this dimension permits recognize the strengths and the weaknesses which the student need to work on.

Pedagogical Objectives

- To implement an English lesson plan based on sensorial activities to promote the importance of the other senses.
- To interact through the sensorial games, songs, dance and paintings in order to incentive in them the English learning process.
- To make aware teachers, family and community about the importance of interacting with blind students through English language.

To be more specific with the objectives, this is an example of an English Lesson class for blind students.

Population: 15 participants

Time of the intervention: 2 hours.

Topic: Body parts

Objective: To recognize the face parts in English language.

Duration	Activity	Skills	Methodology	Resources
10 min	“My face”	Listening	The teacher introduces the topic, asking them about face parts. After Teacher explains the face parts using	Embossed figures



			her own face and embossed figures. Students touch the figure and pronounce it using the English language.	
20 min	Face parts: Assemble it!	Listening Speaking	In groups of three people, students will be in front of a big image of the human face. The teacher gives them body parts that students recognize using their touch sense .After students put the face parts missing.	Embossed figures. Big embossed image
30 min	Game	Coordination and recognition.	Students design a human face, using recycled material.	Recycled material.

Assessment

The assessment of the learning process according to the Montessori Method requires continuing evaluation in the sense that a student assess his own process, he is aware of his archives and difficulties, teacher guide the students during the process giving them the freedom to recognize their strengths and weaknesses, the assessment process will be focused on three main factors, following the three dimensions enunciated before (*personal, corporal and communicative*) they are:



Personal. The student will be guided to follow the next parameters: responsibility with correct elaboration of the task, persistence and the result obtained at the end of the class.

Corporal. Games make the people move, for that reason the teacher is going to stimulate the effort's level and persistence of the students when they are performing the play activities.

Communicative. It represents an individual process. Due, will be enhance the manner as the participant inform and share his ideas with the others. The use of English Language will be evaluated in each activity.

The students assessment process will be realized in order to show that blind students has the capacity to learn, to share with the others and teach too.

The intervention tries to change the context and the dynamics that the foundation has, to demonstrate that blind students in the Institution has a lot capabilities to be explored.

Teacher's Role

During this internship and following the Montessori method, the teachers have the important role of developing the different class sessions taking into account the activities timetable established before the internship begins, teachers create the different didactic material to permit that disabled students use their senses to develop the different tasks, Edwards (2002) argues "the teacher brings the young child into close contact with reality through sensory investigation and practical activity and then relies on the child's unfolding inner program of curiosities and sensitivities to ensure that the child will learn what he or she needs." (p.6)

According to the Montessori Method teacher's role is to explain the lesson with simple words, and during the class session teacher observes the students process and motivate them to complete and achieve the goal of each session, teachers also provide a good learning environment to the students.



Student's role

Learners develop and participate in the different tasks and activities proposed by teachers, Students use the materials to complete the task and the activities; also they have to improve their self-efficacy to complete the task and the activities showing disposition in the class to share the knowledge acquired when they achieve a goal.

The students are responsible in the learning process to increase their knowledge and their senses training, Montessori (1912) explains the student's role "Through repetition the senses are refined. Auto-education allows for this refinement of the senses. Nothing the teacher teaches can account for the development of the senses, only the child's auto-education. The child must "act for himself", and to "persist" (p. 176)," The student is the responsible of his learning process and the success of manage and conclude the different task it is important that student recognize their weaknesses to improve these through the repetition, thus the blind students is owner of his own learning, he builds and reaffirm his knowledge from his experiences.

Materials's role

The material is designed by the teacher with the function of encourage the senses in blind students, according to the Montessori Method explained before, the materials are important tools for developing the skills in the students, through the materials learners obtain the information about the environment and the keys of knowledge. In that sense, the materials are carefully chosen and their quality has to be the best to permit that students can learn the correct representation of the reality.



Working Plan

The working plan refers to the several activities to develop at “JUAN ANTONIO PARDO OSPINA” foundation. It is divided in two parts: The first one alludes to the implementation process; where is applied the theory construct to carry out the creation and the adaptation of the material to be used in the classroom. Based on the adaptation of the material, the teachers implement pedagogical strategies in order to facilitate the process of foreign language acquisition in the blind population.

The second part is focused on the presentation; it refers to the composition and correction of the final paper, evaluation and socialization of the internship project.

Conclusion and pedagogical implications

The implementation process of our internship proposal took place at Juan Antonio Pardo Ospina blind students foundation, where we had the opportunity to apply the project with a group of ten blind students in a range of age between eight and seventeen years old, they reside at the foundation and all of them study in a regular school located near to the foundation. The institution has a specific room to support them in the design and development of homeworks also, academic advice was brought by a specialized person “tiflologa” who participated and guide us during the activities. In this place we applied the several sessions following the lesson plans designed previously.

The main objective of the internship was strength the level of self-efficacy in blind students, at the very beginning of the implementation, the students rejected the new tasks, they believed that those activities were difficult and beyond their capabilities, evidently the task



required a high level of effort, we noticed in the development of the task some students felt frustrated and abandoned the activity when others concluded it in a short period.

During the process we encouraged the students whom abandoned the task in previous sessions in order to preserve their confidence, according to Bandura (1995) a positive persuasion promote in the student the confidence to achieve a goal, and believe in his capabilities.

At the last stage, we observed that students felt capable to conclude the task following the teacher instructions, at the same time we noticed the role of “Modeling” step explained by Bandura, (1995) in this sense, the support given among them was meaningful to increase the sense of self-efficacy in the students with low level of it. During the class activities they used the “Modeling” ability when they found difficult to develop certain task they observed the strategies used by students who develop the task correctly, also they received some advices of their partners to complete successfully the activities when they felt unable, the Modeling ability was and meaningful tool in sharing experiences and verify the students outcomes. It worked as a constantly participation learning environment,

The material used in each activity had an important role in the learning-teaching process, blind students experimented complex and simple textures, smells, shapes and flavors that permitted to establish a relationship between the learning process and the experimentation through the senses, every activity was planned to provide them academic and sensorial information. Activities were supported by a card written in Braille technique, it contained vocabulary to be used in the class.

Thought the process we noticed the exceptional blind’s memory capacity, they memorized the vocabulary card in in the course of the class even, they said the correct position of the words in a list of twenty words, researchers have found that blind people have better memories that those



with sight, According to a skill text designed and applied by Michael Proulx (2013) the result shows visual experience has a significant negative impact on accuracy of semantic memory, several activities previously applied, suggested that blind people especially those with no visual experience possess superior verbal and memory skills.

The specific material permitted to discover and interact with the world, although the activities represented a challenge for the effort that these implied to them, when they finished the different task they felt comfortable and proud of their capacities and skills,

To conclude blind students overcame the several obstacles included in the activities, they learnt from his own experiences and developed strategies to strengthen his weaknesses and acquire new skills, furthermore blind students point out the necessity to enhance the inclusion process promoted by the government, they affirm that scholar institutions require physical adaptations and teachers with a basic knowledge of braille technique.

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