

Título

“IF YOU DO NOT TRANSFORM KNOWLEDGE INTO EXPERIENCE, IT WILL
NOT BE REMEMBERED”

Author

Marisol Giraldo Montoya

Program

Licenciatura en Inglés

Correo

Marisol.giraldomo@amigo.edu.co

Course

Practicum IV

Teaching as a discipline is a profession which must be looked at with passion respect and commitment. This obligation is extremely important because the teacher develops his or her role as communicator, transmitter and guide of the research and interest of the student in our times. The majority of teachers expand their knowledge so that it not only remains in the role of the badly named authority that interferes with the real learning of our students. The what to be and the what to do as a teacher is to look for that vocation and apparently it is lacking in some "teachers", and from that, there are people who attempt against this profession.

However, the search for the teacher`s vocation is very complex and is not the same for everyone since there are those who have known that there is a strong link with some discipline. In this case of teaching disagrees with many people who reach a point in their life and wonder what they have done and why. There are people who feel happy to be able to do a university career and when they finished and practiced it, they feel that career is not called "work or doing labor" either work is nasty or on the contrary, they really love it what is done and this is what I think when I write in these lines so that who knows the teaching world is what I really love. But how do I really know that this is my vocation?

And this question starts to put us in doubt when we are finishing school and we think about what we really love, we like to do and we will do it with conviction. It is very important to be clear that you are going to study and find a job that you really love, choosing a career is one of the most important decisions you have in life because this defines your future. As I mentioned previously when the preparation is over and you start to determine which career to choose, there are many unknowns. You keep in mind the following steps: know what you like and dislike, skills and values; then look for what is out in the professional market, then compare the options and finally work to achieve your goals

I just thought about these questions, and I left aside what do you enjoy doing and are you passionate about? Therefore, I chose a career totally different from the one and I really have in my being as a person and the career was: flight attendant. I can say that it is very important, since they are considered the eyes and ears of the airlines, interacting with passengers and being vigilant and ensuring the safety and comfort of the clients of the plane. As I was studying that profession, I found many shortages and elitist situations that only a few can accomplish; I finished my career as a flight attendant, I spent a long time trying to find a vacancy and could not find it and I started studying English, because it would help me to have more possibilities for work. Also I finished studying English, however I did not find any work as a flight attendant; and from that moment I rethought my beliefs and convictions and then I will see myself as a teacher of English. Benefiting from the levels of English I did, I applied to the university to do my degree in English; at the beginning of the career you cannot imagine what wonderful moments you find when you become a teacher and you really change your look towards life, when you are a teacher, you change the chip and begin to take your real role as protector, defender and communicator of knowledge and all; and everything is due to the first contact with students and this experience is in the practicum that manifests itself when you put into practice all your knowledge and passion for teaching.

My first experience as a teacher was to do the practice, and when we started doing it, we realized that "school life" is very different from what the books and theorists say, supporting that school and our life as teachers is so fantastic and surprising and everything depends on the context where you are, the teacher must keep in mind all the factors that can determine how to teach. There must be a relationship in the context, student and teacher, according to the parameters suggested by Kumaravadivelu: is *particularity*:

Based on which, the sort of techniques teachers use depends on where, when, and whom they are teaching. Situations determine how of teaching, and the socio-cultural and political issues affect the type of instruction employed. That is why, the parameter specifies “any language pedagogy, to be relevant must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in particular socio-cultural”

For the above, of course my plan would be to have some talks with the students to investigate what their needs, feelings and beliefs are, then with this the teachers should be focused on meaning or themes rather than structures because and think language as a functional resource, taking into account student needs, interests, feelings and socio-affective. I can create my class "thematic teaching, and in this way we would be covering all the knowledge about a particular topic and thus achieve a meaningful and learning environment. Knowing a little more about our students and not only in the academic part. All this focused on what Frank Smith says:

*“Students don` t acquire information, store memories, or organize data. They grow. **Thinking, learning, remembering, and understanding** are descriptive terms for observable aspects of behavior, not explanatory terms for imagined internal mechanisms. They refer to people as a whole, not to parts of them. The most reliable cues to student competencies, attitudes, and values, lie in the way students can be seen to behave, not in clinical analyses and predictions about their potential”*

For the reasons I mentioned previously, start and finish a career always take their needs, responsibilities and difficulties for that you must consider their objectives to short, mid and long term looking to satisfy their expectations and incentives. Keeping in mind mainly if you are going to be a teacher, you should

look around and have in mind this: school there are many factors that affect the good performance of a student and teachers are in the obligation to determine what is the element that is disturbing the student, giving all the guarantees so that the student can perform and achieve all their goals and in order for learning to be meaningful, there must be an experience and the student must be extended to new contexts, instead she or he limited to those already known.

References

- 2nd GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING, LINELT-2014, Dubai – United Arab Emirates, December 11 – 13, 2014 Rethinking the Language Learner in the Post-method Era The Question of Identity.
[file:///C:/Users/Admin/Downloads/Rethinking the Language Learner in the Post-method.pdf](file:///C:/Users/Admin/Downloads/Rethinking%20the%20Language%20Learner%20in%20the%20Post-method.pdf)
- Smith, F. (2006). *Ourselves*. 10 Industrial, avenue Manhua, New Jersey 07430: Lawrence Erlbaum Associates, Inc., Publishers.