

Title
CHANGING PARADIGMS

Author
Eduardo Ríos

Program
Licenciatura en Inglés

E-mail
robinson.riosgr@amigo.edu.co

Course
Practicum IV



Nowadays, teachers go on using methodologies that are not very motivating and effective for students who need to learn a foreign language. For instance, my first contact with the English language was when I started my secondary school. English in this school was not very good since they only gave us two hours per week because the institution was a public school. The professors who taught it sometimes were not licensed in English, but they had to teach English because the teacher did not arrive. I remember that the teacher who taught me English in my first year of high school was a sport teacher, therefore his level of English was not academic and his pronunciation was not correct. For that reason, most students in the classroom were not interested in English as an important language. Some problems in the English teaching can be evidenced such as: the lack of teacher training, the lack of student motivation and the few institutional resources.

It is clear that the lack of teacher training in the implementation of technology and new methodologies to teach in a classroom. The teacher can be taught some techniques and provide some support both personal and group, but it is not easy to achieve a certain change in his personality" (López, Muñoz, 2004). Each teacher has the autonomy to teach but some teachers continue teaching as the old school, where students only repeat or imitate everything that the teacher does and the students' attitude in front of the class is passive. Also, some teachers do not accept the changes that the education has had through the years, because of students demand new processes related with the technology integration and new strategies in the classroom.

The story did not change in my school until I started the third year of high school, when an English teacher arrived, his way of managing the class and the disorder that he handled on the board and when he explained did not motivate us to learn English. Therefore, the teacher did not understand how children could learn neither how to provide learning opportunities. In fact, it was a frustrating and traumatic subject for most of us. But for me English was never a completely

indifferent subject, on the contrary I liked it, but I did not have the fortune of having teachers who motivate us to learn this language.

We can observe in some schools the lack of motivation that most students present with respect to the teaching they receive from their teachers. "Traditional formal education is characterized because students usually sit quietly, follow instructions, read texts, complete worksheets and answer tests" (Rodríguez, 1999). This is because of some teachers often use the board and markers all the time and this generates a feeling of boredom and routine to the time to acquire a new learning, for the lack of new methodologies and technological resources that change this situation so that the student environment would not be traumatic at the time of teaching or learning.

After finishing my high school, I did not know what to do with my life or what direction take, but I have always had a passion in my heart with English language, which was not well managed in my school because it did not have the resources and strategies to teach English. On the contrary the teacher did not use of individual group motivation and behavior to create a learning environment. So I started an English course to learn how the structure of this language was and I loved it. I decided to study a bachelor English, because I wanted to be a teacher and I did not want to be the same replica of my teachers that I had in the past, I wished to be different, to teach this language so that students could be motivated to learn this foreign language. In fact, I started my first semester at University Catholica Luis Amigo, my first experience in this place was rewarding, since I met classmates who were behind the same dream as mine, to be English teachers and improving the skills on students at high schools in Medellin.

On the other hand, some schools do not have the necessary resources to implement new technological mechanisms and methodologies that motivate their students to learn in a more active way. This is because the government often does

not support these institutions in an overall-economic sense so that education and the integration of technology in the face-to-face educational field is better suited to improve the progress of the students.

All my career has been satisfactory because I'm in love with this academic program. My greatest moments were when the educational practicum arrived, that was my first experience in teaching. I began to teach in fourth and fifth grade, it was great because through the boards and posters the children learned many things. I fell in love and I realized that my true profession was to be a teacher.

The experiences that I have had during my educational practicum have been very good and have reinforced the feelings to be a teacher and change a few the teaching of this language in classrooms, period, new sentence for instance students can be motivated to learn English and break that paradigm of which the English is not only for the rich students who have the possibility of travelling, also they can be learned in a classroom, but the teacher being a good facilitator for the learning of this foreign language.

When I finish my academic program in English, my desire is to continue educating myself in this area of teaching, because I am convinced that teachers must be well prepared to face the challenges that students put on us every day. My purpose is to do a master's degree in education, I would like to help a society with my knowledge and implement some training programs for the pedagogical and linguistic needs of teachers.

In summary the teaching of English in many schools using the traditional method and the little methodology used by teachers to develop more satisfying and productive classes for their students frustrates the desire of some students to learn and acquire new knowledge. The idea is that acquire a new language will be more pleasant and not traumatic for some students. "The teacher must create

meaningful learning experiences within and outside the classroom, in order to motivate the student and arouse their genuine interest around the different fields of knowledge” (Durán, Rodríguez, 2009). According to Durán, Motivating students is important and necessary so that the educational environment and student learning process improve in the classroom.

References

- Durán,Rodríguez, R. (2009). Aportes de Piaget a la educación. *Dimens. empres*, 8-1
- López,Muñoz, L. (2004). La motivación en el aula. *Pulsa*, 95-107.
- Rodríguez Arocho, W. C. (1999). El legado de Vygotski y de Piaget a la educación. *a Latinoamericana de Psicología*, 477-489