

**Title**

MY MEANINGFUL EXPERIENCE

**Author**

Luisa María Álvarez Calle

**Program**

Licenciatura en Inglés

**E-mail**

[luisa.alvarezca@amigo.edu.co](mailto:luisa.alvarezca@amigo.edu.co)

**Course**

Practicum IV

Luisa Álvarez decided to be a teacher because since she was little, she liked this beautiful profession. She always liked to play with her sister and cousins at school and she was always the teacher. For her it was more than entertaining teaching, and explaining at school to her classmates the topics they did not understand very well, even if it were simple, I consider that her vocation for this career was great and a great call. When she was asked in high school about the profession she wanted for her life, she immediately said, "I want to be a teacher." "With the vocation one feels attraction for exercising an activity" (Greco,s.f.).

When Luisa graduated from high school and entered Catholic University Luis Amigo to study English Pedagogy, she thought for a while if it was the right decision and if it really was what she wanted to study. When she learned more about the development and the pedagogical content of this profession, about the constant training that it required to teach and above all the great responsibility that would be acquired when becoming a teacher, she was more sure of what she wanted. For that reason, she had been born and wanted to dedicate the Majority of her life to being a responsible, effective and competent teacher able to give an integral education to her students. Luisa always wanted to train autonomous students with ethical and moral values.

According to Manrique (2004) Learning or autonomous learning is the faculty that the persons have to direct, control, regulate and evaluate their way of learning, consciously and intentionally making use of learning strategies to achieve the desired goal or goal. This autonomy must be the ultimate goal of education, which is expressed in knowing how to learn to learn.

For the previous reason for Luisa, being a teacher is more than teaching; it is being supportive, friendly, responsible, persevering and understanding. A teacher is one who sows feelings in students, who guides and instills values with her speech and by example, but above all, a teacher is someone who remains

committed to education and she knows how to individualize not only the different ways and styles of student learning, but also their needs, keeping into account the context.

After four semesters at the University, Luisa began her first practice, which was the observational phase, at the Samuel Barrientos Restrepo Educational Institution.

She remembers arriving on the first day to the entrance of the school. Her anxiety was on edge, for many reasons such as the uncertainty of how they would receive her in the institution, and how teachers and students would act with her. She also felt enthusiasm that translated into smiles, effusive greetings with her colleagues, jokes and more smiles, restlessness and curiosity was all around.

Those feelings that surfaced in her, from the moment she enter the educational institution, cause her fear. The thought of being in front of a classroom cause her all of these feelings even though she was prepare for that first semester of observation practice.

When Luisa started her second practice, she was very scared because she did not know how the students would receive her, how classroom management would work. Luisa was as young as her students were, but when she entered the classroom she began to feel comfortable, since the Cooperating teacher received her very well. They had a good relationship from the beginning, the teacher told her that she would support her in whatever she needed, after that Luisa was left alone in the classroom.

She felt the emotions mentioned in the previous paragraph, being that she was in front of the classroom not as an observer but as a teacher. This was what she had prepared for, for more than two years.

She decided to fight her fears and feelings and assume her role as a teacher, putting into practice her learning and behaving like a true leader; Luisa was familiar with the classroom context because she lived in that neighborhood and studied at that school.

The students did not disagree with what she expected, she even saw familiar faces or seemed to be familiar when she started with her first planning for the next class. After introducing herself on the first step the first day, Louisa's students had high expectations for the English classes and even more so after finding out that Luisa was going to be their teacher. Luisa was motivated with her planning, according to the context and the environment of the students, both inside and outside the classroom. Luisa wanted her classes to be entertaining and to generate a learning environment in which the students will be motivated to learn and achieve better results in this area.

According to the theories of learning, in order to achieve a satisfactory and comprehensive process, it is vitally important both the internal, innate or biological motivation of the student, as well as the external, social or learned one, because both are complementary and relevant in the Obtaining optimal educational results.

Her first lesson plan from which she gave her first class was about the present continuous. This topic was in the area plan of the Samuel Barrientos Restrepo Educational Institution. She started the class with a mime activity then she continue towards actions and the students had to say what she was doing in English, for example she moved her hands like a swimmer and the students would say that she was swimming without the students realizing that the present continuous was being used. At the beginning, she did not feel well because the students made fun of her, but Luisa did not want to let her weakness of

embarrassment ruin her class, so she asked her students for respect and ask them to stay silent and to participate only when she said so without mockery.

She continued with the class, after the activity she proceeded to explain the subject using her body language and denoting the corporal expression of some students and asking the same ones who gave examples of the topic observing their classmates, so that the students could understand the subject better and the class was more interactive.

During the Explanation of the topic Luisa was keeping track of the students who participated and were interested in the class and at the end of the explanation, she gave a small quiz where the students had to write 10 sentences using the structure of the present continuous learned in class, which gave her first grade to the students. This grade was added to the grade already given to them for the follow-up activity, with the quiz and dividing it by two to get only one grade, which would be the final grade of the class.

“The evaluation is the systematic prosecution of the validity or merit of an object ” (Stufflebeam y Shinkfield, 1995, p. 19).

When Luisa came home after leaving class, she thought of the success of the practice experience until the day of her class, but she also thought about how it could be better in her practice, because for her both learning and teaching must be creative and constant.

The following week after the first class, Luisa started her second class by returning the quizzes and giving some feedback. One of the students approached her and asked her about his grade and a pointed out that she had crossed out as incorrect. According to the student, he had done the exercise well. “Self-evaluation is the strategy par excellence to educate in responsibility and to learn to value,

criticize and reflect on the process of individual teaching and learning carried out by the learner” (Calatayud, 2002). Luisa told him that it seemed very good to have approached her and to clear up any doubts. Luisa got a thank you very much teacher.

This left her very happy and for that reason she decided to give the feedback that she did to the student who complained about that point. Luisa told the students not to remain silent if they have doubts or concerns. She told them not to be afraid to ask questions or to settle for things that they have no reason. After the feedback Luisa did with her students, she continued her class throughout the semester.

In conclusion, for Luisa the final reflection had to do with rescuing the importance of the practices as a confirmatory experience of the vocation or rather the aptitude for a profession that is for all of her life and the importance of the pedagogical theory that is part of it. She will never forget the lessons learned in her practice, She can say from the above that she is still in love with this profession, which has allowed her to have such enriching experiences, learn new things every day, be a better person and achieve a better beautiful opinion and way of thinking about education.

“Education is the most powerful weapon you can use to change the world”  
Nelson Mandela.

### References

- Greco, G. (s.f.). Manual ¿A Dónde Vas?. Citado en: González G, G. (2006). Éxito vocacional, éxito personal. México D.F. Panorama Editorial.
- -*Manrique Villavicencio, L.* (2004) "El aprendizaje autónomo en la educación a distancia" LatinEduca2004.com Primer Congreso Virtual Latinoamericano de Educación a Distancia , Perú.
- -*CALATAYUD SALOM. A.* (2002): "La cultura autoevaluativa, piedra filosofal de la calidad en educación".Revista: *Educadores*. Núm 204. Págs.357-375.
- -*Stufflebeam, Daniel; Shinkfield, Anthony.* (1995). Evaluación sistemática ,Guía teórica y práctica. España: Centro de Publicaciones del Ministerio de Educación y Ciencia, Ediciones Paidós Ibérica.pag 19.