

**INTERNSHIP AT PUBLIC UNIVERSITY: UNIVERSITY OF CORDOBA,
ACCOMPANIMENT AND ACADEMIC MENTORING**

FINAL INTERNSHIP REPORT

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UNIVERSIDAD DE CORDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA – CORDOBA

2022

**INTERNSHIP AT THE UNIVERSITY OF CORDOBA: MENTORING AND
ACADEMIC SUPPORT PROJECT**

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**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE ON ENGLISH TEACHING PROGRAM**

Advisor

Reflection

UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA-CÓRDOBA

2022

ADVISOR

JUROR 1

JUROR 2

JUROR 3

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God you have always been faithful to me, thank you and a thousand thanks, you have been present in everything, defeats and victories, you have never left me alone nor will you leave me.

I also thank to my family for being my support, both moral and financial, especially my grandparents who guided me along the right path of life, my sister, my friends, my classmates and my classmates of this mentoring project, to my teachers throughout the academic process, for guiding and building our project as future teachers, for sharing their knowledge and transmitting it to us, for the friendship they also give us at some point. I would like to offer my special gratitude to the coordinators of this pilot project and also my advisors for their unconditional support. In general, to all those people who directly or indirectly were part of this process. I would like to express a lot of gratitude to my best friend; when I was about to give up he encouraged me and made me happy to continue. Thanks University of Cordoba, for giving me so many opportunities.

Finally, I would like to thank myself for being able to continue and be brave, despite many times wanting to run away. Thanks to whoever reads this section for allowing my experiences and investigations and for incurring within their repertoire of mental information.

With love, Is.

ABSTRACT

University of Córdoba and the accompaniment and academic tutoring in the internship modality has allowed the teachers in training to explore a real-life context working with students belonging to the first levels of the undergraduate degree, that is, in the space between the first and fifth semester. of the degree in English in Monteria -Córdoba, with the purpose of applying different strategies and practices that help these students not to abandon their studies and feel the academic and psychological support of the faculty and the university well-being. Despite the fact that this was an innovative project, there were not many references that showed the guidelines for developing it, so various details were omitted that consequently led to several errors in its execution. To give continuity to the project, it was established to work on the design of a plan that was directed by the selected coordinators and teachers in training. The objective of this pedagogical report was to describe my experience of the methodological process through activities and lesson plans, which I used to help some students in communication and grammar courses of the English major. As well as the description of the activities carried out throughout the internship process.

The approach based on modeling and gamification was used so that the classes were much more didactic and that the students could see the utility for a better acquisition of the language and also as enrichment for the teacher in this field of university education.

Keywords: *play-based approach, university education, mentoring, lesson planning, teaching experience.*

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1. INTRODUCTION

The "accompaniment and academic tutoring" internship is carried out as one of the options for students to finish their English teaching degree at the University of Córdoba. The objective of this program is to offer students at academic risk of the English teaching program academic support to achieve better results in their communication courses, and in others in which they present weaknesses or shortcomings. It is for this reason, that in each term, students with low or regular grades will be chosen, students that the classroom teacher notes with little motivation, participation, among the academic weaknesses are also included: the lack of adequate study techniques (the need to memorize concepts as mentioned by some students); weak language skills including difficulty writing, writing and arguing; difficulties in oral expression. This project from the English teaching program seeks, more than an advance in the academic weaknesses of the students, it also focuses on covering certain social and emotional needs such as; security and protection, offering them a context/place of trust to strengthen what allows them to move forward and as a social need, some of them are reported to (Bienestar Universitario), where they are provided with psychological support and thus, in this way, they can have better interpersonal relationships or family relationships and also give economic support in which case it is necessary.

It was decided to guide the students of the first semesters (First semester to fifth semester) through a mentoring process. The objective of this project from the English teaching program is that the students who are about to graduate obtain the greatest possible skill in the development of the assigned work, where knowledge, skills and attitudes related to similar situations in the real field of work are incorporated, in addition to contributing to the

community education to improve their skills in relation to language learning and significantly facilitate the way in which they acquire and develop subjects.

The University of Córdoba is a Colombian public university located in the Colombian department of Córdoba, located north of the city. Since April 5, 2019, the university has High Quality Institutional Accreditation from the Ministry of National Education. He has been noted nationally for his scientific research on him. Regarding its context, around it is a bilingual school, a gas station and very close to one of the largest clinics in Montería. The Degree in Foreign Languages with an Emphasis in English is one of the careers of the Faculty of Education and Human Sciences of the University of Córdoba in Colombia. The program is oriented towards teacher training for performance in the field of teaching English. The degree that is GRANTED at the end of this degree is "Bachelor of Foreign Languages with an Emphasis in English" because other foreign languages such as French and Portuguese are also learned, apart from the emphasis in English there is also a Master's degree in English teaching.

Additionally, the Bachelor of Language seeks the teaching and learning of a foreign language, through the adoption and strengthening of innovation, support for research, commitment to the profession, society, quality and the capacity for decision making. This program is one of the solutions proposed to increase the good level of students in this teaching-learning process. I also think of future graduates, facing the reality of teaching. Teaching university students is a great challenge since this implies filling them with motivation and having a more critical vision of life, and of course the academic aspect, providing them with an extracurricular learning environment. Motivation according to Alcaraz (s.f) constitutes a point of great importance for the effective learning of a foreign language. Motivation can be

defined as an internal state of the individual influenced by certain needs and/or beliefs that generate favorable attitudes and interests.

Throughout the language learning process, some students presented weaknesses in language acquisition; the level of English expected by the program had not been reached, which increased the risk of dropout in English learners. In my case, I had the opportunity to work with students from the first to the fifth semester of the language teaching program who presented affective factors that prevented them from fully mastering a second language in the communicative and grammatical part, such as; remember the ideal vocabulary for each occasion, express yourself with confidence, fear of making mistakes, fear of speaking in public, mixing verb tenses, etc. The first meetings with the students were aimed at getting to know them and identifying their weaknesses and strengths. In addition, I implemented a diagnostic test in which I was able to perceive that students need to try harder if they want to pass the communication and grammar course. I noticed that some were not willing to practice as much as required.

Some students expressed that they had been affected because in their schools, the area of English was not sufficiently important, which directly influences having a relationship with the language, another disagreement is due to the pandemic and classes virtually, since that the classes were asynchronous on several occasions, which caused other factors in them (such as anxiety or stress caused by the uncertainty of the situation) that prevented the students from being able to fully exploit their potential.

Hence the importance of implementing pedagogies and communication methodologies. Definitely, the environment in which we work is key to feeling comfortable, motivated and

creating a good connection between the student and the teacher, increasing the confidence in the students that allows them to participate freely. Taking an interest in students' prior knowledge helps build new learning, as teachers can identify weaknesses and strengths that influence the planning process and expected student performance. Another strategy is to focus attention on implementing different communicative methods or approaches, mainly the communicative approach, the inductive approach or the eclectic approach, which is a combination of various methods according to the needs of the students.

2. PEDAGOGIES AND STRATEGIES

Pedagogy is related to many concepts in particular; guidance and professional ethics, which also involves reflections on education, especially because it helps in planning to improve the reality of students in different areas.

Pedagogy may be commonly defined as the art and science and may be even craft of teaching. However, viewing pedagogy in this way fails to honour the historical experience and connect crucial areas of theory and practice. To understand the term fully, it needs to be explored through the thinking and practice of those educators who look to accompany learners, care for and about them, and bring learning into life (Encyclopedia Britannica 2015). This section of this document details the pedagogies used to promote oral communication, and the grammatical part is: Modeling, peer tutoring, self-creativity approach, gamification and remote learning.

2.1 Modeling

Modeling learning involves a particular type of neuron, known as a mirror neuron. The people who carry out the imitated behavior are called Modeling is the

process of learning by copying the behavior of others. It is also called observational learning. Humans model each other naturally; For example, children use modeling to learn to tie their shoes or use utensils. Modeling learning involves a particular type of neuron, known as a mirror neuron. The people who perform the imitated behavior are called models. Biggs and Moore (1993) considered that

Teachers need to realize that there is not just one way that students learn; that some forms are more effective than others; and that, most importantly, there are things that we as teachers can do to optimize the chances that students will learn in the most desirable ways.

Furthermore, Albert Bandura (1977) explained particular steps in the modeling process that must be followed for learning to be successful:

First	One must concentrate on what the model is doing, this is called attention.
Second	They must remember or retain what they observed; this is called retention.
Third	They must perform the behavior that they observed and stored in their memory; this step is called reproduction.

Lastly	They need motivation. They must be willing to copy the behavior, and whether or not they are motivated to copy depends on what happened to the model. If the model was punished, one would be less motivated to copy the model. This is known as vicarious punishment.
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Also, throughout social education, students can understand how an environment develops when there are role models. The goal of this type of education was to create a group of students who could work in sync with each other during a meeting. Seeing these university students and relating their age, I considered that they could capture knowledge through "Modeling", since as a teacher, I was able to engage students by showing them how to perform a skill while describing each step with a justification, providing students with a visual and verbal example of what they are expected to do.

Modeling allowed me to spend less time during meetings with students. This is because students understand the concepts quickly if you modeled the concepts effectively. I also had the opportunity to provide feedback on how the students are doing during the meeting. If you felt the students didn't understand a question I asked, then you could model asking the question differently so that all students understood it. This allowed me to find out if any student had a misunderstanding on a given topic and provide feedback throughout the day.

2.2 Peer tutoring

The concept of learning through peer tutoring is based on a social constructivist view of learning that emphasizes the role of the students to generate learning where students coach peers through social interaction within their zones of proximal development (Vygotsky, 1978). In other words, peer tutoring improves the attitude towards the struggling course and the institution in general. Encourages greater persistence in completing tasks and courses. Provides an opportunity for individualized instruction.

In the case of Latin America, there are also studies related to peer tutoring. For example, Lemus-Ortiz, Torres-Jiménez, Serrano-Trejo and Gúzman-Bárcenas (2015), designed a peer tutoring program to promote self-evaluation and peer evaluation as a learning strategy to impact the academic development of students from a national institute. They concluded that meaningful learning occurs when students know in advance what the learning objectives are, how they will be assessed, and what results they are expected to achieve. Finally, Chois-Lenis, Casas-Bustillo, López-Higuera, Prado-Mosquera and Cajas-Paz (2017) explored the participants' perceptions of peer tutoring in Colombia. They found that peer-to-peer tutoring was a valuable tool that fostered learning, social integration into the university, and an opportunity for lifelong learning.

Additionally, more than the focus on student learning, it is important to monitor self-emotional development, because the students felt greater confidence since the environment where they developed was with a person who possibly felt the same fears and challenges. Similarly, tutors are models for our students, with the ability to put ourselves in their place and understand their problems and also explain concepts at

an adequate level and clarify doubts in a more personal way, as many cannot do in a normal classroom with the usual teacher.

Thus, Peer Tutoring is an effective educational strategy for multi-student classrooms because it promotes academic achievement and social improvement. It's clear that using peer tutoring allowed me to help students focus on what's important. Besides, generating questions and answering them, students review and reinforce their knowledge about the text so that it provides students with more opportunities to improve their understanding of the text. Students gain a better understanding of the materials by learning from each other. Peer tutoring helped me address challenges such as limited instructional time, multiple curricular requirements, and proper social engagement among students. Students engage in active learning while staying on top of the progress they are making. They are accountable for their achievements and are motivated by social or tangible rewards. One of the goals of peer tutoring is to create self-managing students with high self-esteem (Reading Rockets, 2015).

2.3 Gamification

The gamification of education is a strategy to increase engagement by incorporating game elements into an educational environment (Dichev and Dicheva 2017). The objective is to generate levels of involvement equal to those that games can normally produce (Fardo 2014). The main objectives of gamification are to improve certain skills, introduce objectives that give learning purpose, engage students, optimize learning, support behavior change and socialize (Knutas et al. 2014; Krause et al. 2015; Dichev and Dicheva 2017; Borges et al. 2013).

The implementation of game elements in education is logical since there are some facts that are typical of games and training. User actions in games are aimed at achieving a specific goal (winning) in the presence of obstacles. In education there is a learning objective, which must be achieved by carrying out specific learning activities or interacting with educational content. Tracking players' progress in games is an important element, because the next steps and moves are based on their results. In education, monitoring student progress is essential to achieving learning objectives. The students' learning path is determined by the levels of knowledge and skills reached (Glover, 2013). Collaboration in education is a milestone for the effective implementation of active learning. Unlike training games, they have a strong competitive element. The focus in the learning process should be more towards developing skills for collaboration and teamwork and responsibility for group performance rather than competition among students. Gamification is not directly associated with knowledge and skills. Gamification affects the behavior, engagement and motivation of students, which can lead to the improvement of knowledge and skills (W. Hsin-Yuan Huang, D. Soman, 2013).

In addition, I believe that today's students are digital natives, they grew up with digital technologies and have different learning styles, so it was very useful for me to use them on different platforms, serving as an increase in commitment, as well as motivation, due to in a natural way people want to enjoy while they learn. In the same way, the purpose of using it in university students is to help eliminate all that emotional burden that is often felt by the pressure of the university, gamification is especially useful in online learning because it can be used across multiple platforms. It can be used in blended learning environments, e-learning courses, web-based learning, and mobile applications.

2.4 Remote learning

Remote learning refers to any educational procedure in which the teacher and the student are separated geographically (Moore, 2005). The acquisition of information is through methods other than the traditional ways of teaching and learning. The learning materials are sent through mail including exercises and assignments which are then expected to be accomplished by students at a preferred time. The conventional definition of remote learning implies learning that does not involve interaction, but some recent definitions refer to it as a new development, involving advanced technology that entails an interactive learning experience in an online educational setup.

Some relevant elements in Remote Learning are time, communication and technology. Talking about time (Ray, 2020) says "teachers should define a set time period throughout the day when they will be available to students. Make sure these 'office hours' are clearly communicated so students know when the teacher will be available to respond promptly to needs" (Par. 12). It is an important aspect because the schedule for attending doubts and questions has to be established for a better coexistence between teachers and students.

Another aspect is communication. While applying for remote learning, students must be clear about how the communication will be, if they are going to have virtual meetings, or they are going to talk by email or social media. These instructions have to be previously explained to have a better learning environment. (Ray, 2020) establishes that "expectations should also be set for how and how frequently the teacher will be in touch with the student. For example, it should be made clear that assignments that would typically have a one- to two-day turnaround in a traditional classroom will have the same turnaround in a remote learning environment" (Par. 16)

Furthermore, the main benefit of distance education is its flexibility. Students can choose when, where, and how they learn by selecting the time, place, and medium for their education. For those who want direct, live access to teachers, there are video conferencing options. But for students who may be training around a job or other responsibilities, a more relaxed schedule may work better. There are options to meet virtually anyone's needs.

In addition, financial constraints are one of the main reasons why most young people cannot afford a quality education due to the fact that there are many university students who work for economic necessity, so I consider this strategy important, to make use of her for those students. That they don't feel left out by their second responsibilities, likewise, student loans, rent, and other related expenses have proven to be a heavy burden for many individuals and their families in the long term. However, in recent years there has been a significant drop in tuition fees, mainly in secondary schools and universities, due to the introduction of the distance learning option.

3. METHODOLOGY

From my point of view, I consider myself an empathetic, proactive and committed teacher because I believe that teaching is not only an activity that serves to improve people's skills in a classroom, but also encompasses a social function that provides people with tools and necessary skills, I also believe that good teachers are human and understanding, having the ability to create pleasant and stimulating environments for students and thus serve as a guide in the construction of knowledge both individually and collaboratively and be a mediator between the students to be able to face the challenges of the real world.

In teaching, I am characterized by including technology, so I take advantage of these resources to interact with educational pages, games, programs, educational videos, and social networks. Incorporating technology in the English classroom has many advantages that should be fully

exploited, such as a significant increase in student motivation, since it minimizes fear and pressure due to the knowledge they have in the field of new technologies. In addition, it encourages autonomous learning, encourages critical thinking and respects different learning rhythms and styles, and last but not least, the construction of better social skills that make this learning meaningful and valuable for them. on the other hand, when evaluating I focus on observing them in detail, more than their mistakes, their abilities, attitudes, participation, way of reasoning and among other things; Evaluation is a fundamental part of a curricular design, together with didactics and strategies, it has a role and a fundamental importance in the teaching and learning process.

In this specific experience, though, I didn't get much opportunity to explore enough with my students, which I always kept in mind when planning my lessons. My goal is to help and encourage these students to experience learning English as something fun and joyful that will be beneficial to them in the future. While planning the lessons and activities, I always followed the modeling strategy because that is one of the most important factors for me as a teacher, that my students can get the most out of me as their facilitator.

Besides, in my class plans I always try to include the gamification part. In the university context, Oliva (2017) cited by Corchuelo (2018), affirms that "gamification is recognized as an opportunity to motivate, improve group dynamics, attention, reflective criticism and meaningful student learning" (p.30). There are quite a few advantages of the implementation of gamification in formal educational processes, since it contributes, on the one hand, to the improvement of several of the aspects that make up educational training at the university level; and on the other, it makes the teacher constantly renew his teaching methods in search of continuous improvement and motivation of learning using different dynamics.

In fact,

One key sector where gamification is being actively explored (mainly for its potential to motivate) is education. Motivation is one of the important predictors of student academic performance as it influences the effort and time a student spends on learning (Linehan, Kirman, Lawson, & Chan, 2011). Since the games, known for generating motivation and commitment, are very popular, the proposal of incorporating game mechanics and principles to motivate the student is attractive.

Fortunately, from the meetings I had with the students; the dynamics in the classroom could be observed. I was also able to see the conditions and resources available to carry out different activities during the process,

During this internship process I was in charge of students from communication courses I and III, also from grammar course III, generally with a total of 8 to 10 students, whose ages ranged from 18 to 25 years. I must admit that it was a bit complex to adapt the classes to their learning styles and participation was essential in the classroom since we did not have enough, nor a fixed place, so the search for a suitable place for the meetings was an investment of time, many times there was a lot of noise which prevented me from working a lot on the part of listening with them and they were a bit shy when speaking. When I was planning, I took into account that they were university students, also that some just graduated from their schools, so I included dynamic activities on Kahoot, educational YouTube videos and fun warm-ups as a brainstorm, I also tried to include or relate the topic to the festivities that were taking place at the time, for example Halloween.

On the other hand, I had the opportunity to work with students who lived in towns and villages, which was sometimes an impediment to having face-to-face meetings, so many times I decided to use remote learning. According to Abreu's (2014) criteria, society currently needs to achieve the participation of all to guarantee subsistence and development, it is a task of the first order that education professionals are trained with a high scientific level and cognitive independence.

that guarantees excellent performance in all professional processes, distance education is a fundamental path.

I also decided to include group meetings for variety and to make the environment more comfortable for them to share knowledge and interact with each other. What I liked was beneficial because of the group mentoring is the ability to generate a dialogue, debate or discussion under the topics, something that does not exist in an individual mentoring where there are only two opinions interacting, apart from what we can learn in specific mentoring, more trust is generated and they are relationships that we can establish in the future to continue learning together on the specific subject, continue sharing valuable content, etc. In short, a win-win relationship can be established between everyone.

In addition, with communication and grammar students, we focus on working on real life situations, in which they were involved. One of the topics that helped me address it was conflict and family problem solving. In some meetings we were watching educational videos that showed the variety of family types, in the same way the vocabulary was expanded, and we reflected on each topic and analysis on the importance of valuing our family environment and always being clear that there are different opinions. . Regarding family problems, we consulted ways to solve and treat them and we found something called TLC that consists of 3 steps which are: TUNE IT, LIST AND CHOOSE A SOLUTION. It was very important to me as conflict is inevitable and the conflict transformation approach is consistent and coherent with the basic mission of education to help develop healthy, responsible and effective citizens.

This had a great impact on the students because social, economic, educational and health development are the indicators that influence the type of family and the living conditions of the students. Through the institutions, efforts should be made to intensify campaigns for the prevention and promotion of communication with parents, of the harmonious relationship in the group and teachers, of promoting values and encouraging compliance with the code of

coexistence established within the Educational unit, to guarantee the minimization of acts of indiscipline in the classrooms, as well as low student performance, since this indirectly influenced their personal and academic development and this was understood by my students, since they were able to identify problems, the causes and a way to find solutions.

As a teacher in the university environment, taking into account that it is a different population, my interest was not clearly focused on my students only learning grammar rules and pronunciation, I wanted them to be able to explore other topics and concepts that have an impact on them as human beings and apprentices. As an example, there was a class on the importance of gradually eliminating affective problems such as fears and other things that prevent them from advancing in their courses from our lives. We also learned in which we learned the importance of taking care of our bodies and our minds, how to deal with our emotions and that it is completely normal to feel frustrated and not know what to do when we are under a lot of stress.

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	The students will explore ways to eliminate or reduce these areas of problems and learn to communicate despite differences, and why resolving conflicts is important to friendships.	Vocabulario: Family members, problems, solutions, cause, varieties family Expresiones:

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
Talk about why it is important to work on conflict resolution. Ask students what it would be like if every conflict ended with shouting, yelling, and angry words.	https://pollackpeacebuilding.com/blog/common-types-of-family-conflicts/	10 minutos
CORE ACTIVITIES		30 minutos

<ol style="list-style-type: none"> 1. Students will be shown some slides with a conflict to which they will give possible solutions. 2. Talk about the T-L-C solution described in the video clip: <ol style="list-style-type: none"> 1) Tune in. 2) Listen 3) Choose a solution. 	photocopies Pencils Pencils Books	30 min
CLOSURE Play a game using this "Conflict Resolution Cube". Sit in a circle and have the student start by making up a problem that needs to be solved. For example, the first child might say, "My sister and I can't decide which game to play." That student then rolls the cube to see which solution option appears. If the cube lands on "Make a Deal," have students discuss how that might be done to solve the problem.		10 min

Lesson plan designed to work on the topic.

We worked on the units of the book, which is usually used by the university, all this under the accompaniment of the classroom teacher so that the topics were developed correctly, always including the part of the students and that they never felt excluded, but never without neglecting order and discipline.

I decided to implement modeling, so that every time we finished a lesson plan, they could explain to me what my explanation stuck in their heads. I always tried to instill in them that they would be future teachers and that they had to prepare for that responsibility. Modeling has a sociocultural and social learning basis (Bandura 1977), by observation or by imitation. However, modeling does not only mean "imitating" or "repeating" a performance (Joyce et al. 2012), but rather consists of interacting with the learner so that they can understand, analyze and represent the progressive internalization in their own models (Ferreira and Lantolf 2008)

of the attitude, skills, strategies, concepts and linguistic resources necessary to understand and produce speeches effectively and efficiently. Consequently, modeling is conceived as a learning activity and the successive models (other people's and those of those who need to develop their discursive competence) as mediation tools. Something very important also for the development of the students was having implemented every 15 days they had to send the "weekly journal" in order for them to also be part of the program improvements, sending suggestions through writing, improving the grammar part, expressing their feelings about the program and others, allowing us as a teacher to identify many factors and at the same time as a learning tool for them

3.1 Duties

Additionally, the lesson plans were designed to be completed in one hour working with one or two students. Following this, the schedule of activities that I carried out.

During this period of the internship is as shown in the following table:

UNIVERSIDAD DE CORDOBA

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

HORARIO MONITORIAS - PASANTIAS 2022 II

PASANTE-MONITOR: Isley Nisperuza

ADVISOR: Jaime Nieto

TOTAL ACADEMIC HOURS (MONITORING): 14

ADMINISTRATIVE HOURS (with classroom teacher): 2

PLANNING HOURS: 2

INTERNSHIP PROJECT SUPPORT HOURS: 2

TOTAL HOURS: 20

HORAS	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7.00 - 8.00 a.m.					Mentoria: Ana Maria Barrera-Gramatica III
8:00 - 9:00 a.m.	Mentoria: Camila Izquierdo-Comunicacion III	Horas administrativas-docente de aula	Mentoria: Jesús Ramos-Communication 1-Semestre 1	Mentoria: Camila Patricio-Comunicacion III	
9:00 - 10:00 a.m.					Apoyo Proyecto Pasantia
11:00 - 12:00 m	Mentoria: Delma Rosario-Gramatica III		Mentoria: Daniela Velez-Gramatica III		
12:00 - 1:00 p.m.					
1:00 - 2:00 p.m.	Mentoria: Sebastian Morelo-Comunicacion III				
2:00 - 3:00 p.m.					

Table 1: Chart of weekly activities in the internship process 2022-2

The administrative hours in more detail in the next section, according to the organized workshops for the project coordinator, we had some meetings from the beginning of the semester in which we discussed some relevant aspects for the internship, some of these workshops are; Designing activities for students at academic risk, Framing resources for children, Useful ideas for teaching university students, and elements of the Formal Writing Workshop.

4. RESULTS

This new internship experience in the mentoring pilot project has been a fruitful process that, although it could not be fully carried out with our students, continues to be a

significant learning process for my professional and personal growth. It is something that I would like to repeat and explore in depth in the near future. I have to admit that when the project started I was a little scared and nervous because I knew that this new challenge involved a lot of effort, dedication and sacrifice since I had to comply with the class schedule but also focus on a challenging situation and think about strategies and approaches that let me face it. Despite my initial doubts, I always try to do my best and focus on my students, supporting them and applying the best techniques so that the classes are dynamic and enriching. In this part I will talk in depth about what happened once I decided to implement the modeling-based strategies; helping students to be able to observe and generate their own knowledge so that they could imitate me, developing verbal and visual skills, with which I could give them feedback right there in the class and peer tutoring to carry out my plans of lessons, which was very useful in order not to stop the process if there were any difficulties, taking advantage of the use they make of digital resources, I will also mention how gamification helps me increase student motivation and present or Give them an extracurricular environment where they could enjoy and learn at the same time, seeking to encourage and eliminate those affective obstacles, such as fears, stress, among others. I will also describe my personal and professional growth.

Working with the coordinators on this new project made me feel special, since they saw us as their colleagues more than their students. For me it was valuable and novel, since many students need this space. Mentoring represents a space for the exploration of interests, concerns and development of aspects of individual and collective identity. For this space to be created, basic conditions shared by both parties are needed, stories such as trust (Dubois and Karcher, 2005) and commitment (Ríquez, 2008). The process to occur in that space "will be defined by the types of support that the mentor provides to the mentee" (Eby et al., 2010, p. 10).

This coincides with what was reported by Rawlings (2002), as cited in Knippelmeyer and Torracó, 2007, p. Mentees in mentoring relationships often experience a multitude of benefits:

increased self-confidence; greater availability of advice and relevant information; an opportunity to stimulate reflection on practice; additional personal support; efficiency improvement; an awareness of the organization's culture, politics, and philosophy; and access to a confidant about concerns or ideas.

4.1 Professional growth

In the course of my internship, I was able to notice improvements in different aspects. One of them was to become a mediator between the student and the environment. For example, I was observing particular characteristics of the students who had deficiencies in the aspect of communication, which encouraged the active participation of my students and combined teaching methodologies that allowed me to adapt to the needs of the students and at the same time achieve my goals. I strove to design interesting and meaningful activities that focused on oral communication.

In between the sessions I used a technological tool to enrich the class. For example, in class I put an informative video focused on describing the causes of family conflicts and at the same time describing the types of family and I asked them to answer: What did they understand about the causes of family conflicts? Did you know these mentioned family models? For example:



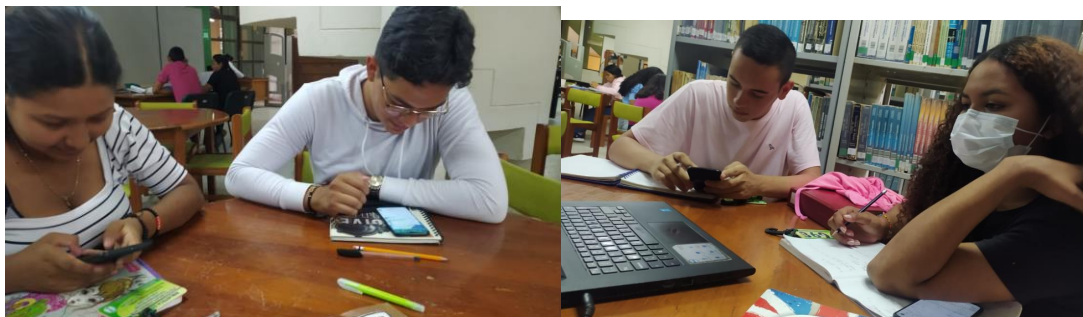
	<p>UNIVERSIDAD DE CÓRDOBA FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS DEPARTAMENTO DE IDIOMAS EXTRANJEROS</p>		
<p>CORE ACTIVITIES</p> <p>1, They will watch the video and check <u>if</u> they were right. The topics include: <i>fertility and divorce rates in different parts of the world, chosen families, etc.</i></p> <p>2. They watch the video again and check their answers. After the viewing part of this advanced speaking lesson, students discuss the questions related to family models and share their views on what they have learned.</p>		<p>PHOTOCOPIES PENCILS PENCILS BOOKS</p>	<p>50 min</p>

FIGURE #1

In the figure you can see the activities of that class that you plan. The students had the opportunity to watch the video several times, until they understood what it was about. One negative aspect was that the students initially had difficulty understanding the video, so I wanted to put subtitles in English to make it much easier. There were many repetitions, so in the end they all gave a brief opinion on the topic that had most caught their attention. One positive aspect was that they tried to communicate to me what they understood. From that moment on, they were able to verbally respond to an argument and a summary.

However, my role as a teacher here was to improve the strategies because these new ones would allow me to know the way in which they learned or were able to express their point of view about the video, criticize and highlight what they liked the most. I was also looking to improve my rules, boundaries, and even my expectations to give them respect and commitment so they would feel more secure.

As you will see in **Figure #2**. The students demonstrated good behavior during the session and learned about the most common causes of family conflicts.



In the same way, my creativity improves. For example, I created stimulating and mischievous spaces, where my students moved with greater confidence and comfort, since they expressed it to me in a weekly journal that they had to present every 15 days.(see figure #3) My intention has always been to motivate my students to discover, understand and describe

their emotions. I did it through dynamics of activities, roles, games among others. Always with an eye on the attention of my students and solving their doubts.

1. DESCRIBE IN THREE WORDS HOW YOU FELT WITH YOUR MENTOR.

- Comfortable
- confident
- calm

Figure #3

Another important aspect that I highlighted for my improvement was my responsibility and the search for immediate solutions. For example, I had to be attentive with my class plans, with the learning guides, I had to be punctual waiting for my students, many times we could not find a place to meet, and I thought of the library as an option, even though It was a place a little removed from our education building, both the students and I made the effort. Sometimes many of my students did not have economic resources to attend the university, but they wanted to have the meetings, because they had an exam, or something that they needed my collaboration with. What I did was include remote learning, that is, virtual classes, and so you don't lose contact with them. I was also responsible when I included parents in my students' activities. I made them ask their parents, even their neighbors or friends, something related to what we were working on in class. Like, what did your parents believe in celebrating Halloween, what was the most common reason for conflict? I did it with the intention that they practice speaking, so they had to try to communicate to me that they had investigated because my teachers always told me, don't stay alone with the class; Research, practice and you will learn fast. This was also what I also wanted to convey.

4.2 Academic growth

Emphasizing the growth of the students showed a significant change in the approach implemented, as well as their strength in the English language. To start with, oral communication skills were the main aspect improved because they were able to work in groups, individually and even include their family.

Additionally, I was able to incorporate knowledge, aptitudes and abilities linked to real situations in the world of work, and in this way articulate "knowledge" with "know-how", thus increasing their possibilities of labor insertion.

On the other hand, I noticed that most of them got involved in the development of the classes, they tried to use the language even if they made mistakes and they organized their activities. Regarding the attitude and motivation of the students, their improvement was notable. I remember that in the initial class the facial expressions of the students were quite serious, they did not want to participate, and they also told me as a teacher I do not understand, or they felt ashamed for being chosen for mentoring.

However, I welcomed them and asked why this was happening. At that time, many explained to me that they had come from virtual classes and that not all of them had access to the internet. Many times, it was complicated for them, the communicative and grammatical part as well. I also remember that when I saw those attitudes, I didn't do the first thing I had in the lesson, I dedicated myself to inventing introduction and penance games, in which they had to say their name, where they were from and what they liked. It was a nice part of the class because it changed their mood, they followed all the steps I told them, and it was the best.

Over time I felt changes in the classes, especially in the attitudes of the students, they were more attentive and participatory, their satisfaction was noticeable for having someone for support, because I not only dedicated myself to the classes, I also dedicated myself to help them in any way possible in their work, exhibitions or exams, sometimes they had no idea how to do

something and I gave them the plus to continue. In addition, they constantly asked me about the next class and told me that they liked my classes. They told me you are a cool teacher. Somehow, I always felt that it was their gestures to express to me that they felt good and relaxed in my classes.

Also, the classes were often an escape from the stress or fatigue they had from the university in general, one even said to my teacher, thank you, because you are not like the other teachers, you participate with us as they were different participants and that made me gives confidence, so teacher look around you, we all work organized, slow or fast, you make us feel good in class. And that for me as a teacher was very rewarding.

They made comments and gave their views spontaneously and asked questions when they didn't understand, and they practiced the best with me. This for me as an observer of their process shows the impact, they can have in such a short time and obviously motivates me to continue transferring knowledge to others.

4.3 Personal growth

This was an opportunity that I will treasure forever, especially since it taught me the importance of working with university students, behind them there are so many stories, many coming from villages and towns, students with psychological problems, family problems and others. This experience in the university environment made me realize that teachers must be prepared to face any circumstance that may occur in the future. We need to keep learning and challenging ourselves in different fields to be an all-round teacher who can adapt to any condition no matter how difficult it may be, it was a significant experience.

In general, mentoring helped me to learn a little more about my abilities, to recognize them and from there to be able to pass them on to my students. It was very important for me to help and guide my students, to be part of their growth process as well, to have that extra

academic contact with them, to know their fears, their goals, and sometimes their problems, it made me grow humanly, to be more flexible, have more understanding when putting myself in their shoes and have that opportunity to reflect on my work in the classroom.

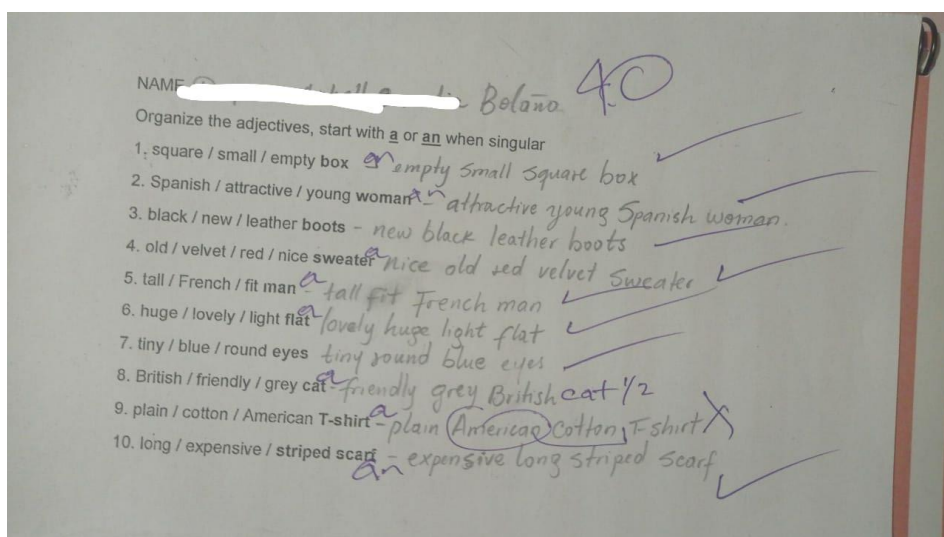
Additionally, I learned to implement digital tools both for the design of activities and for the development of classes. Another important aspect to mention was time management, at first it was a bit difficult for me because I was not used to being in this type of section as a student or sometimes with more than 2. As a person I learned to be more empathetic and assertive, I understood that there are many factors that influence student performance and we need to be aware of them, listen to them, and be willing to collaborate because we don't know what's going on in their lives or how they're feeling before we walk into the room. This experience helped me to reflect and I am grateful to have lived it because I learned that our role goes beyond being the English teacher, we are also their support in the class or a person they can count on to talk about difficult situations they are in. facing in their lives.

All in all, it was impressive for me to see how the most common word that students mention when asked how they feel or felt in mentoring meetings was "comfortable", so I consider that the mentoring space should be where relationships can be strengthened, a place to stop, learn, reflect and plan, and a space to connect.

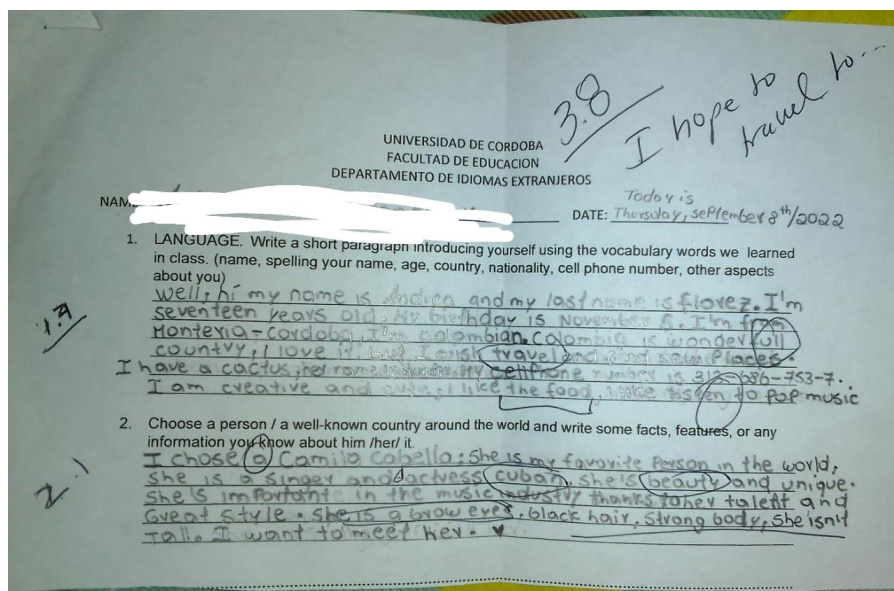
The success of the mentoring relationship is very closely linked to the matching of mentor with mentee. Whether made in a natural manner or based on a list of selected individuals, matches should take into account the mentee's needs and the mentor's competencies. Furthermore, meetings between the two should be marked by confidentiality, receptivity, flexibility and mutual commitment (Guay and Lirette, 2004).

4.4 Student's academic improvement

Throughout the internship, significant academic growth was noted by receiving mentoring. In addition to receiving support from the mentors, they mentioned that their classroom teachers congratulated them because there was progress in their participation and a greater desire to work. On the other hand, the students improved their disposition towards everything that concerns them in the academic field. They were always asking for help with such doubts that they had outside of the meetings.



Sección	Id Asignatura	Asignatura	1 Corte	2 Corte	3 Corte	Del
GIN1	212310	COMMUNICATION I	3.9	3.7		
GIN1	212311	GRAMMAR I	3.3	3.7		
GIN1	212312	PSICOLOGIA EVOLUTIVA-INGLÉS	4.8			



The images show some activities that the students carried out in class after the meetings with the mentor. They refer to exams or evaluative activities that they had in their classes, where they put the vocabulary into practice, there is also a contrast in the term notes.

5. CONCLUSIONS, LIMITATIONS, & RECOMMENDATIONS

After looking back and recognizing the trajectory I had in the internship, it motivates me to know that I was able to reaffirm my personal and professional interests through it; Undoubtedly doing an internship before finishing your degree in English makes a big difference for the workplace, it opens doors to different spaces, an internship can give you a real vision of the world of work, allowing you to develop the theory you learned at university and helping you to acquire practical skills. The creation and planning of study plans end up materializing with another vision day by day, when opportunities such as the internship intersect in the life of the teacher in training.

Apart from the teaching practices, this episode of work at the University of Córdoba has required a more autonomous teacher considering that I had more responsibility in the development of the class because I have to face university students, it must be taken into account that they are students who will be part of the future of society, so it is not only necessary to be a good teacher or professional, I consider it important to be a good person. In this sense, the university professor must have a greater commitment to the design of lesson plans, with the design of flexible and multivariate methodological strategies, where the use and management of ICT are indisputable.

Regarding the implementation of the approach based on modeling and gamification; Modeling is one of the most efficient modes of learning of any new skill or knowledge. It is difficult to

imagine any society that has not relied on models in one form or another to transmit the most important and basic cultural values, customs and beliefs

from one generation to the next, also the benefit of teaching through games, challenging them to always go in search of the first places, all in all this has proven to be a good alternative for teaching students in the project and in this context, especially since it provides a different way of learning the target language in addition to the classic and usual techniques used to teach other students. Furthermore, this approach allows us, the teachers, to play with it, to adapt it in the way that we conceive it is the most convenient thing, and more important to adapt it taking into account the background, socioeconomic and status and available resources.

Finally, it is very unfortunate that I was not able to carry out all the activities and lesson plans that designed for this internship, which in itself, I think is the biggest limitation I face during this process, because there were protests at the university and that delayed us a bit, not being able to put all the ideas I had in mind into practice However, this was a fruitful however, it is gratifying to be able to be part of this important project and be able to contribute even in a small way to the development of it so that it can continue its work and continue achieving new results, in addition to causing more changes in the being of these students who in each meeting or message felt support and relief, felt the support to continue moving forward. With this in mind, I suggest that this report and, more importantly, the lesson plans can be used in future internships, allowing future interns to put these ideas to work in a similar context when working with university students.

These lesson plans require the teacher to recognize the characteristics of the target language, in this case as an English teacher, since the pedagogy I am recommending in this report has

qualitative approach that brings together a project-based and game-based approach, along with the personal development, that this is too important in university life.

One of the most important limitations I face during the internship process and it is

It is important to note that there was no place assigned to teach or have these mentorships with the students, since it is an innovative project and it was just beginning its creation and there were still not very defined things.

Another key factor that was limiting refers to resources such as audiovisual media such as video beam, which were the main problems since they made it quite difficult to provide students with a good quality education. However, on many occasions I had to manage to find alternatives such as projecting a film, whether it was a video or something like that, and getting them to understand and hear what I wanted, and on many occasions you couldn't make so much noise, and in other places There was too much noise and you couldn't hear well, I did it from my computer and place the students so that everyone could see what was on the screen and many times I didn't have enough internet connection to be able to do online activities.

In addition, teaching a foreign language to a group of students is always going to be a difficult task and requires a lot of work, dedication and will not only from the teacher but also from the students. At first many of them felt sorry, or little interest in being part of the project, but later they saw how beneficial it was for their classes and they gave in, that's why I wanted to start and impact them personally, so they wouldn't feel sorry, and That they see me as a partner who could guide and help them in their moments when they felt that they were not able to achieve the desired learning, make them see the acquisition of English as something easier, including the game.

For future interns, there is no need to tell or recommend that everything good requires sacrifice, it is not a task that is carried out easily, it requires a lot of effort and dedication, you should

spend most of your free time designing activities, planning classes, and at the same time doing research to gain a deep understanding of the different approaches, methodologies and strategies that exist and will help them to have greater clarity on what they want to focus on or what methodologies they want to apply with their students. But something very important, especially for this mentoring project, is that as interns, as guides, they need to give students all the love and knowledge they can, not only aspects of English but ethical values, teach them about peace, responsibility and respect, that they feel very supported, since many times there are discouraged students, not wanting to continue, afraid to tell the family what they feel, or how they are carrying out their academic grades, that is why I always wanted to toast them a comfortable environment and completely different from that of the classes, make them laugh, always with encouragement for them, because it is a fundamental part for the development of the meetings and for learning to be more enjoyable.

In addition, it is also important that they study the context in which the educational process takes place, pay attention to the learning styles of their students and take into account their needs and interests so that the classes are innovative, dynamic and at the same time moment in that they feel included. Additionally, it is the interns who often feel exhausted.

Furthermore, it is the interns who often feel exhausted., without a doubt, many receive a heavy load with minimal training, because you are entering the actual field of work, filling out documents, attendances, taking evidence, and other than that continue with your life as a student, what really matters is to keep a positive attitude, try to have a good time while you are living your internship. An internship is a test, and while serious, it can be a rewarding time. With trust in your skills and knowledge. Take this experience as a learning opportunity Student internship activity, achieve that relationship between the university and the productive sector for professional training, in view of the effects benefits of this activity in the training of students and as a means to facilitate the insertion of graduates.

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7. Appendix

Appendix 1. Lesson plans- communication

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	At the end of the lesson, students will identify their most recurrent weaknesses in learning a foreign language.	Vocabulario Verb to be. Expresiones: My name is, I live in...

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
The students will tell me a little about themselves, why they think they were chosen for the project.		20 minutos
CORE ACTIVITIES 1. To start, I will use a test that contains the basic verb tenses of English, where they will demonstrate how much they handle them, or if they completely do not know everything 2. After the test, between the 2 we will correct errors and see successes	photocopies Pencils Pencils Books	30 minutos 30 minutos
CLOSURE To finish, we will do speaking and listening exercises regarding the weaknesses seen by the teacher to begin to strengthen them.		15 minutos

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**OBSERVATIONS AND COMMENTS:**

Formative Supervisor's Signature

Advisor's Signature

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	For this week, students will learn about tenses but this time in the past tense.	Vocabulario Was/were Expresiones: When I was at school, on my last vacation...

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
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I will ask the students to tell me a little about past events, things that have happened in their schools on the subject of English, about their past teachers		20 minutos
CORE ACTIVITIES 1. To start with the activity, the teacher will make a brief explanation of the structures used for these tenses, showing examples and others. 2. Speaking, listening and if possible writing exercises will be carried out about the past tenses	photocopies Pencils Pencils Books	30 minutos 30 minutos
CLOSURE To finish, the teacher will begin to tell something in the past of his childhood, making a model for the student so that in the end they do it		25 minutos

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**OBSERVATIONS AND COMMENTS:**

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Formative Supervisor's Signature

Advisor's Signature

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	Recognizing the use of past simple and Acquiring specific vocabulary (irregular verbs).	Vocabulario Irregular verbs, regular verbs Expresiones: past tense

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
A great way to introduce the past tense is to draw a simple timeline on the board. In the middle of the timeline write 'today' and ask students what day it is today and write that day on the board.		20 minutos
CORE ACTIVITIES Then, students will be asked what day yesterday was and write that day on the left side of the timeline. The same for tomorrow and write that day on the right side. Using this simple timeline, demonstrate the meaning of 'past' to students and get other times in the past (last week, last year, last weekend, before school, winter break, etc.). Once the students understand what they are going to learn, it is time to introduce some verbs in the past tense. (https://games4esl.com/lesson-plans/past-tense/) This game will encourage students to make their own sentences in the past tense in a fun way. (There are 10 questions). After each question, students must make their own sentence in the past tense using the verb provided.	photocopies Pencils Pencils Books	30 minutos

CLOSURE		
To finish, you will work on a worksheet, the idea will be to memorize, review and practice.	https://games4esl.com/wp-content/uploads/Past-Tense-Worksheet-Irregular-Verbs-Writing-Practice.pdf	

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**OBSERVATIONS AND COMMENTS:**

Formative Supervisor's Signature

Advisor's Signature

Lesson plan Communication III

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	For this week, students will be able to provide information in the	Vocabulario Past perfect Expresiones: had

	perfect tenses, specifically in the past perfect.	
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INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
Analysis of a conceptual map with some related concepts		20 minutos
CORE ACTIVITIES 1. Between the student and teacher, structures of time presented in slides will be read and analyzed. 2. Some exercises with similar past tenses will be carried out in order to differentiate one from another and not confuse them.	photocopies Pencils Pencils Books	30 minutos 30 minutos
CLOSURE To finish, we play kahoot, it will contain exercises specifically from the past perfect, where they will have to complete with verbs in participle		25 minutos

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:

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OBSERVATIONS AND COMMENTS:

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Advisor's Signature

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	Students will identify the issues that often cause conflict in families. They will explore ways to reduce these areas and determine ways to manage problems in the family.	Vocabulary Family members Expressions:

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
question to analyze, what family problems do you know?		20 minutos
CORE ACTIVITIES		50 min
They watch the video and check if they were right. The topics include: <i>fertility and divorce</i>		

<p><i>rates in different parts of the world, chosen families, etc</i></p> <p>2. They watch the video again and check their answers. After the viewing part of this advanced speaking lesson, students discuss the questions related to family models and share their views on what they have learned.</p>	<p>photocopies Pencils Pencils Books</p>	
<p>CLOSURE</p> <p>Finally, students look at some statistics about fertility rates, population aging and single-parent households. They need to analyze them and discuss how family models will change in the future and what implications for society the changes will have.</p>		25 minutos

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:
OBSERVATIONS AND COMMENTS:

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TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	The students will explore ways to eliminate or reduce these áreas of problems and learn to communicate despite differences, and why resolving conflicts is important to friendships.	Vocabulario: Family members, problems, solutions, cause, varieties family Expresiones:

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
Talk about why it is important to work on conflict resolution. Ask students what it would be like if every conflict ended with shouting, yelling, and angry words.		10 minutos
CORE ACTIVITIES		
<ol style="list-style-type: none"> Students will be shown some slides with a conflict to which they will give possible solutions. Talk about the T-L-C solution described in the video clip: <ol style="list-style-type: none"> Tune in. Listen Choose a solution. 	photocopies Pencils Pencils Books	30 minutos 30 min
CLOSURE		
Play a game using this "Conflict Resolution Cube". Sit in a circle and have the student start by making up a problem that needs to be solved. For example, the first child might say, "My sister and I can't decide which game to play." That student then rolls the cube to see which solution option appears. If the cube lands on "Make a Deal," have students discuss how that might be done to solve the problem.		10 min

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:**OBSERVATIONS AND COMMENTS:**

Formative Supervisor's Signature

Advisor's Signature

GRAMMAR I

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	Students are able to identify the collective nouns used in the sentence and use collective nouns that are singular or plural in meaning.	Vocabulary: Nouns Expressions:

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
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<ul style="list-style-type: none"> • Activate student knowledge reviewing the concept of a noun. • Ask them what types of nouns they know. Give some examples of your own: people, places, things, common, proper, singular, plural, etc. 		20 minutos
CORE ACTIVITIES 1. Give the meaning of the collective noun, discuss it using examples. Later Some of the students will give another example and after that, the teacher will be given an example of the use of a collective noun in a sentence. And how singular or plural form.	https://www.twinkl.com.ng/teaching-wiki/collective-noun photocopies Pencils Pencils Books	50 MIN
CLOSURE At the end of the lesson, with the help of a video taken from YouTube, the students will briefly explain to the teacher what they have learned..	https://youtu.be/KHd2GHLNVME	25 minutos

ASSESSMENT:

Weekly journal.

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP:
OBSERVATIONS AND COMMENTS:

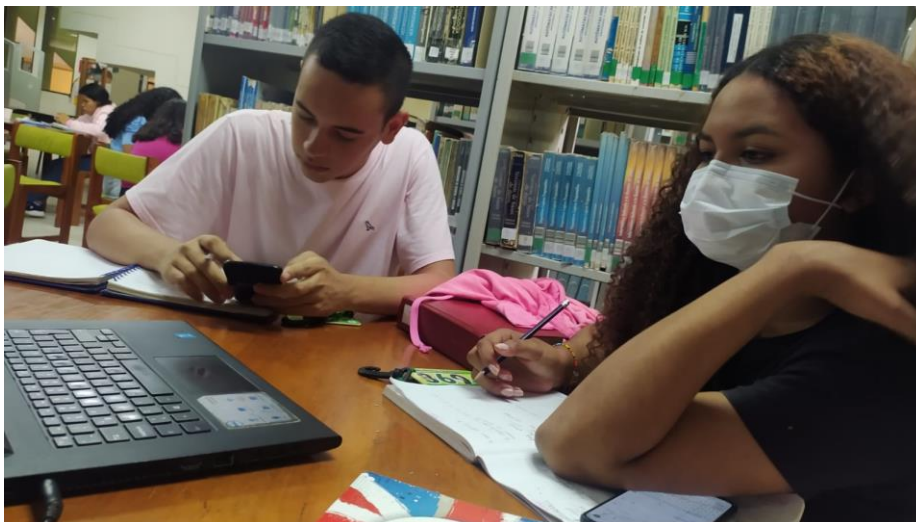


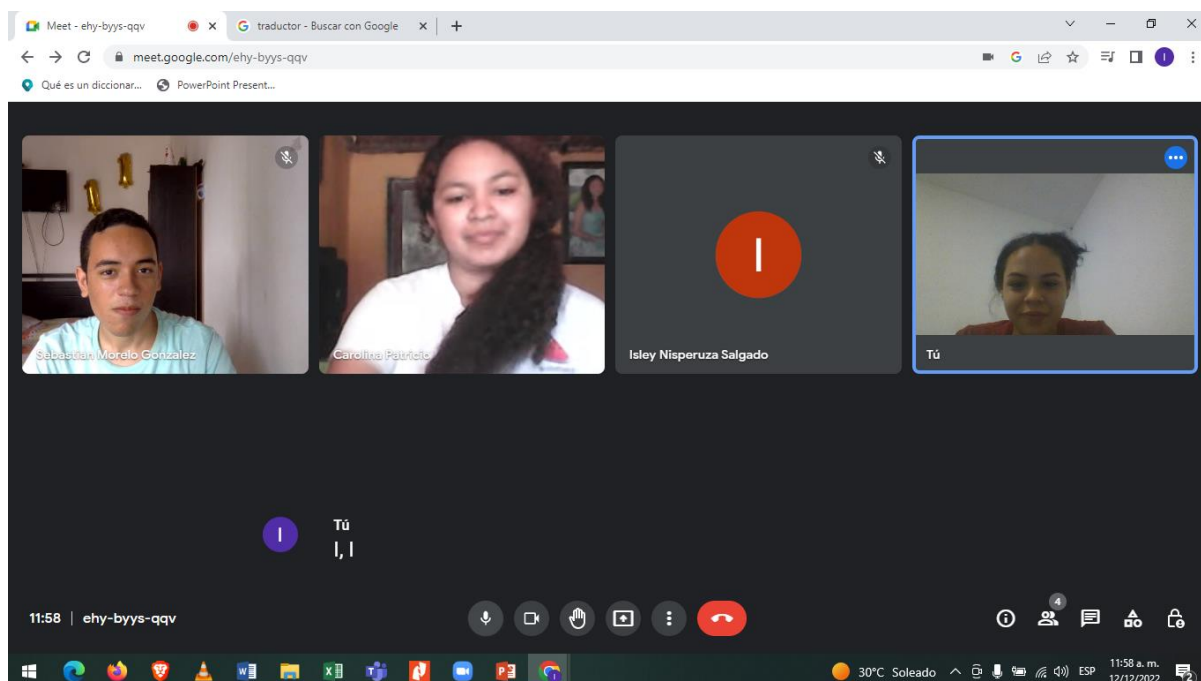
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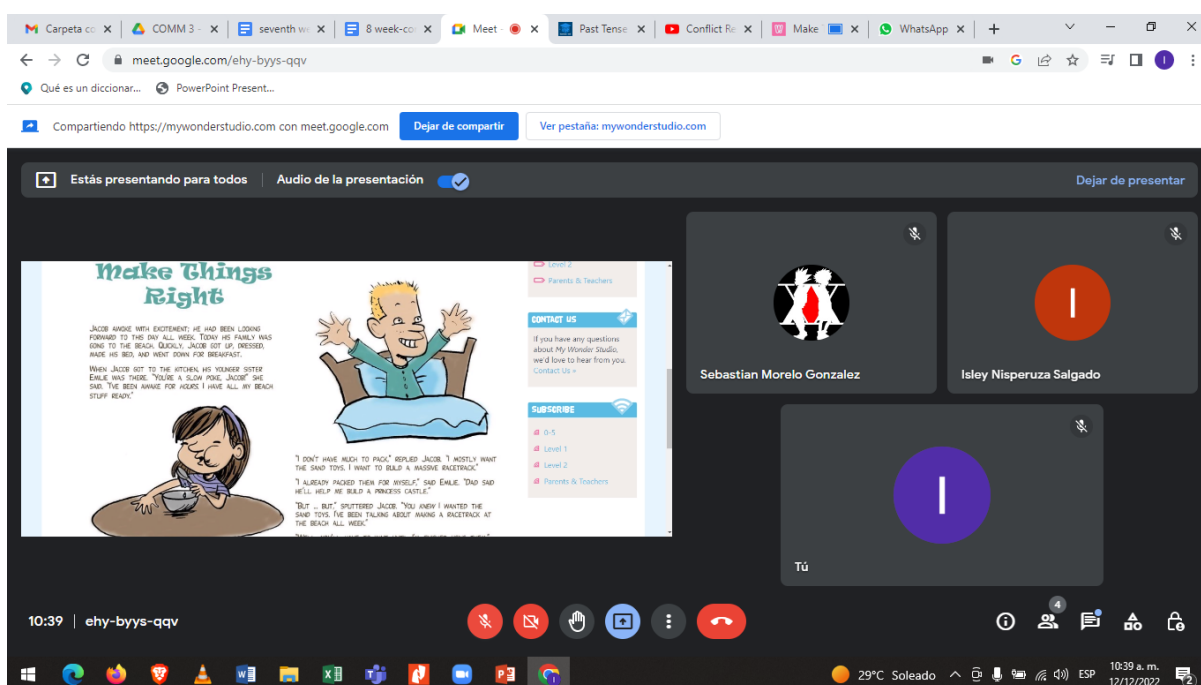
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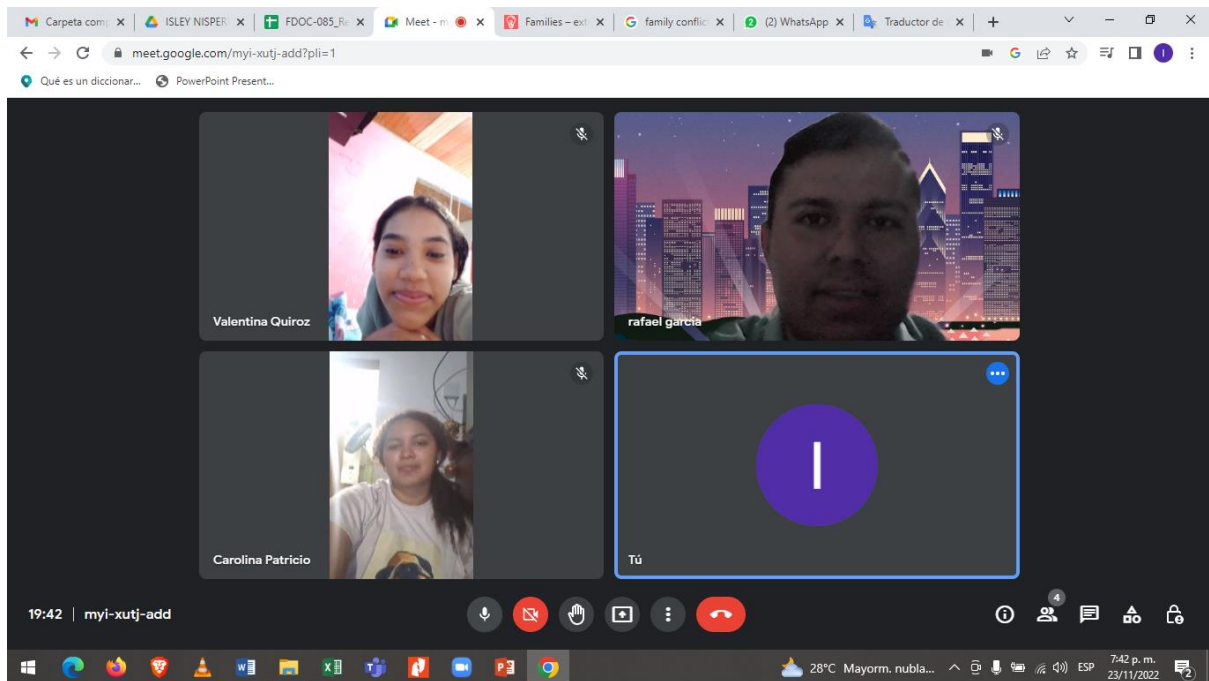




Virtual classes

Class about “family problems”

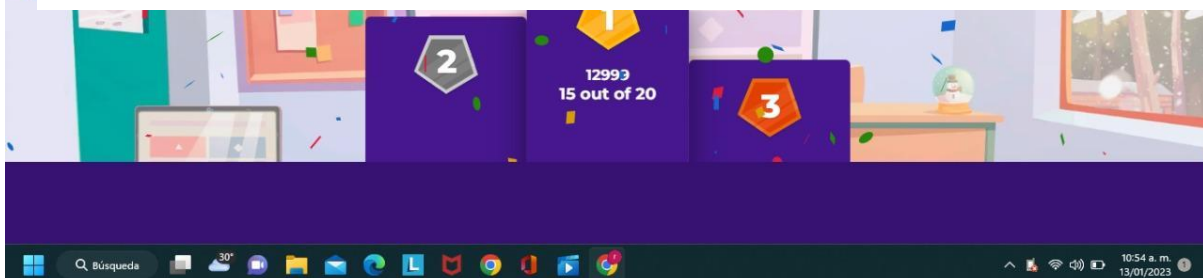




Use of games

Weekly journal.

During these first two weeks of classes, I met my tutor her name is Isley Nisperuza. The teacher is very talkative and kind. she is excellent tutor too. The mentoring I qualify with 5 points because I felt good, we have been working with some tenses, for example, present simple, present continuous, past simple, and past progressive also, how we use the verb to be, and we also worked my speaking. She told me that I should improve my vocabulary because it is very basic. I think mentoring is very necessary for students like me who have some difficulties learning English above all for helping us to improve our skills and achieve the goals of this carrier. I think the mentoring should be a little more dynamic to fortify our motivation. |



1. DESCRIBE IN THREE WORDS HOW YOU FELT WITH YOUR MENTOR

HONESTLY VERY PLEASED



2. ON A SCALE FROM 1 TO 5, WITH 5 BEING THE MOST, DO YOU FEEL THAT THE MENTORING HAS BEEN BENEFIT FOR YOU AND WHY?

I CONSIDER THAT THE TUTORIALS HAVE BEEN OF GREAT BENEFIT, BECAUSE THEY HELP ME TO STRENGTHEN MY LEARNING PROCESS.



3. DESCRIBE 2 NECESSARY ASPECTS THAT SHOULD BE INCLUDED IN MENTORING.

1. ADEQUATE PLACE OR SPACE TO RECEIVE THE TRAINING, SINCE AT THIS MOMENT WE DO NOT HAVE AN ADEQUATE SPACE FOR IT
2. ASSIGN A MONITOR FOR EACH SUBJECT.

Weekly journal

Qué es un diccionario... PowerPoint Present...

WEEKLY JOURNAL.pdf

Abrir con Documentos de Google

1. *Describe in three words how you felt with your mentor.*

To describe my experience with my mentor, I would say that it is comfortable, interactive and interesting in all aspects of the classes that she gives me.

2. *On a scale from 1 to 5. Do you feel that the mentoring has been benefit for you and why?*

Página 1 de 1

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interesting in all aspects that she gives me.

2. On a scale from 1 to 5. Do you feel that the mentoring has been benefit for you and why?

I give it a 4/5 because she helps me using a good explanatory method and understands my weaknesses in the matter

3. describe 2 necessary aspects that should be included in mentoring.

Página 1 de 1

Weekly journal

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3. describe 2 necessary aspects that should be included in mentoring.

I think that the communication you have with your mentor, adequate study time and the environment where the mentoring takes place is fundamental.

Página 1 de 1



Meeting in the library

