

**USING REALIA IN REAL CONTEXTS TO ENRICH VOCABULARY LEARNING IN
UPPER INTERMEDIATE STUDENTS UNDER THE PROJECT “MENTORING” IN
THE FOREIGN LANGUAGE TEACHING PROGRAM AT THE UNIVERSITY OF
CÓRDOBA**

FINAL INTERNSHIP REPORT

SANTIAGO PADILLA CARRASCAL



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

MONTERÍA - CÓRDOBA

2023

**USING REALIA IN REAL CONTEXTS TO ENRICH VOCABULARY LEARNING IN
UPPER INTERMEDIATE STUDENTS UNDER THE PROJECT “MENTORING” IN
THE FOREIGN LANGUAGE TEACHING PROGRAM AT THE UNIVERSITY OF
CÓRDOBA**

SANTIAGO PADILLA CARRASCAL

spadillacarrascal@correo.unicordoba.edu.co

**INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF ENGLISH TEACHER**

Advisor

OLGA LUCIA GALVAN GARCES

UNIVERSITY OF CÓRDOBA

FACULTY OF EDUCATION

FOREIGN LANGUAGE TEACHING PROGRAM

MONTERÍA – CÓRDOBA

2023

Approval page

OLGA LUCIA GALVAN GARCES

Judge

Judge

ACKNOWLEDGEMENTS

Hello! First of all, I would like to thank my family, they mean everything to me, my beautiful and lovely mom, Monica Carrascal and my dad, Isaias Padilla Osorio, to my sisters Verónica Urango and Malena Padilla. A special mention to María José Contreras Lance, Juan Lobo, Karoline Vidal, Danna Banda, Jose David Polo, Yuliska Sierra, Natalia Ariza and Mauro Villadiego.

Besides, I would like to say thanks to the people at the mentoring Program, Isley Nisperuza, Karen Ruiz, Madonna Serpa, Sami Begambre and Miss Yina Vega. Thanks to you all.

On the other hand, I have to say thanks to my teachers and classmates during the whole degree. I wish the best to them. and to the people who had the placer to meet me, LOL, juts kitting, thanks to all the ones I met, thanks for making my university life less awful.

A huge hug to heaven for Diogenes José, Sandra Patricia, Leonel Alfredo y Carlos Andrés I really adored you, and also to Ernesto who was an excellent person.

Finally, it is also necessary to thank Olga Lucía García Galván. Thanks for your help, patience and comprehension, I know that sometimes I am not as easy as it seems.

Thanks God, I did it!

ABSTRACT

This report describes the internship carried out at the University of Cordoba in the Foreign Language Teaching Program under the mentoring program piloting stage. This program aims to preclude student dropout as well as to diminish the level of desertion to keep and arouse the permanence of the students in the program. A population of 15 participants from upper intermediate level in Communication 5 enrolled from first to fifth semester, were diagnosed and presented academic problems in terms of language acquisition which were mainly focused on mispronunciation and misspelling new words; they also had some difficulties memorizing the new vocabulary learned in class. Add to this, they did not have self-confidence when conveying their ideas because of the lack of vocabulary, and sometimes, were not able to understand what other people were saying, specifically when questions were asked, showing insecurity and hesitation when responding. The methodology applied in the mentoring sessions was founded on using realia in real contexts as main strategy to accomplish the expected objectives and learning communicative outcomes while implementing an eclectic approach which let the mentor teach English depending on the students' skills and the purpose of the lesson. The results demonstrated that a good number of mentees enhanced their academic records and improved their English language performance, which gave the mentor great personal and professional satisfaction to make part of their peers' learning achievement.

Keywords: Mentoring, eclectic methodology, realia, real context.

INDEX

1. Introduction	7
2. Pedagogical strategies	10
a. 2.1 Mentoring	10
b. 2.2 Eclectic Pedagogy	11
c. 2.3 The Use of Realia	12
d. 2.3.1 Vocabulary Learning	13
3. Methodology	14
Activating previous knowledge.....	16
Interviews	16
P.O.T.D	16
a. Table 1. Duties chart	17
4. Results (Experience description)	19
a. 4.1 lesson plan	19
b. 4.2 Personal gains:	23
4.3 students gains	23
5. Limitations	25
6. Conclusions and recommendations	27
7. References	28
8. Appendix	30

1. Introduction

Odysseus appoints his friend Mentor to prepare his son Telemachus as successor in the kingdom of Ithaca, as Telemachus is an inexperienced young man who must face something new in his life that is to be a king. For this he needs the advice of someone more experienced to help him to reflect in the moments of doubts and difficulties, that person is a Mentor, that is where the mentor figure is born, from a character in Homer's novel "The Odyssey".

With time, mentoring became a useful tool for people to guide apprentices on their way to success. According to Fawcet (2002):

Mentors are people who help those less experienced in their field learn about the field and advance their careers. Mentors not only help mentees learn, they also learn from the mentor-mentee relationship. To be effective, mentors should possess patience, enthusiasm, knowledge, a sense of humor, and respect. They also should advocate for mentees and get to know them, thus allowing mentees to succeed and the mentor-learner relationship to grow. (p. 950)

In Colombia, university students dropout have become a general concern. According to the final report from the Sistema Nacional de Información de la Educación Superior (SNIES) in the department of Córdoba, the student dropout rate at the university level rose to 48,53% in 2016, which demonstrates the necessity to reduce the level of desertion at this level of education.

The University of Córdoba in the Foreign Language Teaching Program through the agreement 207 from 2017, article 16, subsection c, takes the student academic accompaniment and mentoring program, as a tool to meet students from first to fifth semester, who are at risk of failing the course, and do not fulfill their communicative competences in terms of language acquisition

concerning the following main subjects: Communication, Grammar and Advanced Grammar, which affects their academic record. Therefore, this mentoring program is also designed to meet those students who make the decision to cancel the course when the end of the semester is approaching or when they do not get a good final grade to pass the course, making them take the course for the second time next semester.

This mentoring program piloting stage started to be implemented by taking those students called mentors, who are in 10th semester, and also have more knowledge using the language, to help those amateur students called mentees, who have academic needs and consequently need to improve their academic performance. The intention is to offer University of Córdoba students another degree option by playing the role of mentors while they gain teaching experience to assist and guide the mentees with their language acquisition process during the time needed.

This internship report encloses the description of a significant teaching experience I accomplished with around 15 students from the Foreign Language Teaching program from Communication 5. They were attending mentoring sessions two hours per week whose schedule was set up taking into consideration time availability for both parties, mentor, and mentees. Besides that, there were some relevant aspects to determine the purpose of the mentoring sessions, as follows: The learning outcomes mentees did not attain in each term, since there were three terms per semester in which teachers could assess those students' performance based on the syllabus followed. Moreover, the mentees had to take a diagnostic test conducted by the mentor before starting the mentoring sessions, considering the academic report gathered from the current teacher and the coordinator of the semester. This diagnostic test revealed mentees' weaknesses, particularly in knowing the meaning, pronunciation, and spelling of new words, and memorizing the new vocabulary learned in class. Also, it was identified that learners did not have self-

confidence when conveying their ideas because of the lack of vocabulary. Finally, the mentor found that students were not able to understand what they were told, specifically when questions were asked. They also showed insecurity and hesitated when responding. For the reasons above, it was necessary to intervene by using realia to encourage students' vocabulary learning to improve their communicative skills through the mentoring sessions.

This paper is structured in the following chapters: *Pedagogical strategies*. It explains the theoretical underpinnings that support the internship. *Methodology*. It entails the course of actions applied during the teaching-learning process. *The results*. It portrays the main gains of the internship gathered from applying the pedagogies and the methodologies in this teaching experience. Followed by the *limitations*. It describes several constraints that affected the development of the internship formative experience. And finally, *Conclusions and recommendations*. This section illustrates the results found and provides some pieces of advice that can be taken into account in order to support and improve the foundation of the mentoring program.

2. Pedagogical strategies

This chapter illustrates the main concepts and teaching foundations used to support this formative experience at University of Córdoba by the mentoring project. These theoretical underpinnings were taken into consideration as follows.

a. 2.1 Mentoring

Mentoring is considered an approach, since in this pedagogical strategy, a person more experienced can help those with less experience to achieve success. According to the Center for Health Leadership & Practice (2003).

Mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities. Mentors also draw benefits from the mentoring relationship. As a mentor, you will have the opportunity to share your wisdom and experiences, evolve your own thinking, develop a new relationship, and deepen your skills as a mentor. (p. 5)

In this regard, in mentoring, the mentor plays the most important role, since he/she is in charge of guiding students through their academic process. Besides, the mentor is a person in the same field as the mentee. It is mandatory that the mentor is a knowledgeable person, so in that way, the mentor can contribute to the mentee's learning process. Additionally, a good mentor is characterized by being empathetic, fostering creativity, orienting towards good results, having the ability to listen and knowing how to deal with obstacles. On the other hand, the mentee has some

other characteristics, the mentee must remain active during the process to, with the help of his mentor, achieve the desired goals he/she must have.

Apart from that, Manzano et al. (2012) mention that mentoring is associated with a vertical relationship, when the mentor is a person of higher status and the mentee is in a lower position, either due to their age or level of knowledge; mentoring is also presented horizontally and this occurs when the support is provided by a more experienced mentor, but the mentor and the mentee attend the same educational level, and may be an experienced partner or a partner from higher cycles.

There are different types of mentoring, they are: traditional mentoring - one to one, group mentoring, team mentoring, peer mentoring and e-mentoring. The traditional mentoring -one to one is considered as the principal to found this piloting stage. According to Mentor/National Mentoring Partnership (2005) traditional mentoring - one to one is when a more experienced person takes an inexperienced one to establish a schedule to carry out a class, depending on the student's necessities.

b. 2.2 Eclectic Pedagogy

When talking about teaching pedagogies, it is extremely important to take into consideration the different ways students learn, that is why eclectic pedagogy can help teachers to carry out classes successfully. Eclectic teaching emerges by the demand of having a new pedagogy which could supply the necessities of a students with multiple intelligences in the classroom, Sani (2017) states that, the Eclectic teaching comes out assuming that each method have their strengths and weaknesses, in that sense, this pedagogy borns to avoid traditional teaching of one pedagogy. with the premise that you can mix pedagogies to have the one that can work for your students.

Additionally, Kunar (2013) mentions that “the eclectic method is a combination of different methods of teaching and learning approaches” (p.1) which means that this pedagogy can be all that you need to teach students with multiple intelligences. Taking into consideration the type of internship to be developed, there is a variety of students, with individual skills and different ways to learn. However, one of the main advantages of this approach is that one class can be adapted to be taught to different students with their specific needs.

Kunar (2013) also mentions something crucial “The purpose of advocating eclectic methods is to connect life experiences to the ideas presented in learning the language. The types of learning activities teachers select are often directly related to their experiences in the real world.” (p. 2). Hence, it is inferred that eclectic teaching is an approach which can be used with realia, where the teacher can combine the real contexts to teach a class choosing activities that are connected to the real world.

Finally, Gao (2011) says that the teacher is encouraged to ensure that there is harmony between all learning theories, language learning, student needs, available materials, how to learn and what teaching is, when making decisions about instructions and activities

c. 2.3 The Use of Realia

Realia refers to objects of real life. However, realia in education are objects which can be used to teach a class. Atabekova (2021) states that realia refers to authentic objects from real life that a teacher uses in the classroom to teach a specific concept. Realia can be both physical and virtual, if it is something used in the real world. It means, realia is a strategy teachers can use in their classrooms. Highlighting realia is a powerful tool which can be brought into the classroom to get more attention from the students and also to make them participate actively during the class.

Additionally, Sukrina (2012) argues that:

Realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, samples, etc.), usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits. (p. 5)

Both authors describe realia as real objects which can be used as a tool for teaching. However, when it is about English as a foreign language, vocabulary is an important part. Since, having a wide vocabulary can help students to control their abilities in listening, speaking, writing, and reading. Therefore, using realia is the best option to teach vocabulary, since it can reinforce the vocabulary in a different way, showing them the real purpose of studying a foreign language, communicating, and expressing ideas in real contexts.

d. 2.3.1 Vocabulary Learning

When students are learning a foreign language, vocabulary plays an important role. Sucrina (2012) mentions that vocabulary is the most important part when learning a new language, students learn vocabulary faster by real objects, pictures, flash cards, realia, so forth., because the media can give context to them and the students can obtain the necessary confidence to talk about the thing they are touching and seeing.

Additionally, AlQhatani (2015), says that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.” (p. 2) which means that students with low vocabulary or a low vocabulary comprehension have no successful conversation and can not communicate their ideas.

3. Methodology

The purpose of this chapter is to show up the methodologies used to carry out this internship, describing the strategies that were used to teach and develop the classes, and what I gained as a future teacher.

This practicum was carried out at University of Córdoba in Montería, under the Mentoring project at the foreign language teaching program. I assisted students with academic needs from Communication 5. The interesting detail was that some of these students should be in the fifth semester, but they were in more advanced semesters, because the students failed the Communication course and they had to take it again.

Based on that fact, The Foreign Language Teaching program welcomes within the framework of Internships as a degree option, created the Student Academic Accompaniment and Mentoring Program as is contemplated in Article 14, subsection C. The main purpose of the project was to prevent student dropout by reducing the level of desertion as to arouse the permanence of the students in the program through the guidance the mentor provides which is mainly focused on implementing strategies to help mentees overcome academic needs in the areas of Language Acquisition of the curriculum of the Foreign Language Teaching Program. When the project started, it was divided into 3 phases to have an excellent execution. The first step was to choose the students as mentors, considering their academic record in subjects such as Communication, Grammar, Advanced Grammar, and Composition. Besides, it is relevant to mention that those mentors should keep an outstanding academic background, they also should have excellent social skills, being empathetic, and reliable with the information provided by the current teachers and the coordinators of the project, and finally, the mentors should be responsible with the academic and

administrative tasks assigned. After that, a tutor was assigned to each mentor, to supervise their teaching experience and to lead them to accomplish the expected objectives at the moment of writing their final report. And finally, the mentees were assigned to each mentor, they were five in total.

The second phase began with a meeting. Mentors and tutors were told about the project to be held, how it worked, the rules to be followed, the functions to be implemented by each member of the group, and the instruments to be used by the mentors at the beginning, while carrying out the internship, and at the end of this process. Those instruments were: firstly, a diagnostic test to measure mentee's academic performance. Second, the document FDOC 085, which lets the mentors describe in detail mentees weaknesses, academic and psychological needs, in case the mentee requires a psychologist assistance, they are sent to the University Wellness office, filling out the correspondent format. Third, a field diary was kept by the mentors to record observations and specific aspects to highlight regarding their teaching-learning experience. Fourth, a weekly journal kept by the mentees which permitted them to express how they felt during the mentoring sessions, the knowledge acquired, their perspectives in everyday sessions and some learning strategies they could develop in each mentoring session. Also, the mentees had the possibility to annotate key points that work as accurate data to support mentors' experience description and the results gathered from the application of the different methodologies. Following the stages, then, the mentors had the first meeting with the mentees, to know them, to arrange a schedule and to apply the diagnostic test in order to share the information with our tutors. (See appendix 1)

Finally, the last step, after knowing the students and sharing the information with the tutors, mentors had to meet to socialize the methodological strategies, didactics and data collection instruments that were going to be used by each mentor. Additionally, it was necessary to choose

which type of mentoring was going to be applied by each mentor. In this case, traditional mentoring was used, one to one.

Curiously, the target population have the same issues, lack of vocabulary, problems with self-confidence and some of them have lack of motivation to participate actively in the class. With the purpose to improve their academic record, the plan was to help those students to get over those difficulties which could make them fail the subject or even worse, cancel the semester.

As a mentor, I had to leave a footprint on my students. Hence, I decided to make a difference in my classes, by showing them the meaningful side of teaching English to cause impact by using realia every time in real contexts. The most significant steps followed to help mentees achieve their communicative learning outcomes are described below.

Activating previous knowledge: This technique, also known as warm up, was used by the teacher in every class, in order to prepare the students for what was going to be taught. Activating previous knowledge, can show to you and to your students what they knew and what they need to know to finish the class successfully

Interviews: The questions were also helpful. everytime, as a final activity, the teacher asked a series of questions to test the students. Depending on the answer, the teacher increases or decreases the level of difficulty regarding the questions, where some of them were basic well prepared questions to start from the simplest to the most complex state according to their English level. Besides, it is important to highlight that the questions prepared the students for the Phrases of the day. In that order, the students could try to guess the P.O.T.D, answering the question asked.

P.O.T.D: This was a technique used by the teacher which makes reference to one or a set of words that can make your life easy. These kinds of words are easy to remember, learn and pronounce.

The Phrase of the day can be any word that the teacher considers could be helpful for the students, such as idioms, short phrases and phrasal verbs.

When the classes were taught, the teacher used some idioms, such as *death's door*, *an arm and a leg* and *face the music*. The P.O.T.D were specifically chosen according to the intention of the task that was going to be developed. Example, when the class was related to illness and injuries, the idiom chosen was *death door*, which means each phrase of the day was presented by using flash cards or writing them using an ipad. It permits students to recognize the phrase or the word through an image and at the same time in a written way.

Those P.O.T.D were taught in order to accomplish the learning outcomes which were based on describing situations, giving opinions and providing reasons orally in a familiar conversation. Teaching learners the phrase of the day lets them infer meaning, recognize the intention of the interviewer and anticipate the vocabulary to be used during the class.

a. Table 1. Duties chart

When the internship started, it was mandatory to arrange a schedule, between the mentees and the advisers. The schedule was divided into four sections: *academic hours* which refer to the time assigned to meet the students, they were two hours per student weekly; *the administrative hours* which were to organize the schedule, filter students' information, contact students, and contact teachers to get the reports; *Planning hours* were to meet the advisor teacher to prepare lessons; and the *hours to support the project*, during this time, the mentors and the advisers meet to share their weekly process. The mentoring process started from September 7 to December 16, 2022

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 HRS						
9 HRS						
10 HRS		CLASS - LUISA	CLASS - ZHARICK		CLASS - MANUELA	
11 HRS		CLASS - LUISA	CLASS - ZHARICK		CLASS - MANUELA	
12 HRS	APOYO PROYECTO			HORAS ADMS		
13 HRS	APOYO PROYECTO		CLASS - VALENTINA	HORAS ADMS	CLASS - DEYSON	
14 HRS		CLASS - BEATRIZ	CLASS - VALENTINA		CLASS - DEYSON	LESSON PLANING
15 HRS		CLASS - BEATRIZ	CLASS - ANGI		CLASS - HEYDIS	LESSON PLANING
16 HRS			CLASS - ANGI		CLASS - HEYDIS	
17 HRS						
18 HRS						
19 HRS						

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 HRS						
9 HRS						
10 HRS	Class - Jose	Class - Luisa		APOYO PROYECTO		
11 HRS	Class - Jose	Class - Luisa	HORAS ADMS	APOYO PROYECTO		
12 HRS			HORAS ADMS			
13 HRS	Class - Camila				Class - Deyson	LESSON PLANING
14 HRS	Class - Camila	Class - Beatriz			Class - Deyson	LESSON PLANING
15 HRS		Class - Beatriz			Class - Rafael	
16 HRS					Class - Rafael	
17 HRS						
18 HRS						
19 HRS						

4. Results (Experience description)

This chapter exposes the results of this internship under the mentoring project, carried out at the University of Córdoba in The Foreign Language Teaching Program. It will illustrate a lesson plan as a teaching tool to show how realia was used to develop a class.

a. 4.1 lesson plan

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
LESSON PLAN

- **Monitor:** Santiago Padilla Carrascal **UNIT TITLE:** My Outfit **TIME:** 2 hours

TASK/PROJECT/PROBLEM	Learning outcomes	Lesson Teaching Points
the student will describe their favorite outfit to go out with his/her friends at the weekend by providing reasons to support their decision to wear different items of clothing.	<ul style="list-style-type: none"> • By the end of the class the student will be able to describe, orally, what people around him/her are wearing. • By the end of the class the student will be able to participate in familiar conversations talking about what people, in Montería, usually wear to go out on weekends. 	<ul style="list-style-type: none"> • Items of clothing

INSTRUCTIONAL ACTIVITIES

Warm-up	Resources/Materials	Time
The teacher will ask the student to describe what he/she is wearing and give reasons to support why he/she is wearing those items of clothing.	real- items of clothing	30 mins
Class		
The teacher will make use of the items of clothing in the mall to teach the vocabulary about items of clothing.		

<p>Then, the teacher will ask the student “Have you ever bought something that cost you “an arm and a leg?”</p> <p>The teacher will play “I spy” where the teacher and the student are going to guess what the other person is making a reference by saying “I spy with my little eye, something.”</p>		60 mins
<p>Closure the students, in a speech, will describe what are the most common items of clothing people wear in Montería and why they think people dress up like that.</p>		30 mins

In this lesson plan, the main goal was to teach students about the most common items of clothing sold in a shop by using realia, the intention was to provide the student the necessary tools to maintain a fluid conversation in which they talk about their characteristics such as: size, color, shape, fabric, including how people usually dress in Montería. To carry out this class, the principal idea was to have items of clothing close, in order for the students to get in contact with them, so they could touch and feel them.

There were two places where the class was developed with each student, some of them could go to a mall near the University of Córdoba and the other ones carried out the class at the same university.

The first group, the ones that could go to the mall, entered the stores there to simulate they were going to buy something for themselves, so that they had the opportunity to try on each item of clothing, taking into consideration their likes. Then, students selected the clothes, identified each item, and pronounced the name. After being familiar with the item, students had to describe what she/he was wearing and why, doing that way students felt free to talk and this practice gave them the self-confidence they needed.

Additionally, It is verified that the exposure of the students to items of clothing in a real environment helped them to recognize the composition of clothing, the difference between the fabrics and it also let them to identify the items without explanation, for example, the difference between Jeans and pants. Besides, it was checked that students learned easily by the use of real-objects in real context, out of a classroom.

Exposing students to realia in real-context:



On the other hand, there were some other students that could not go to the mall, so the class had to be developed at the university, using the context as a tool, realia, the idea was to use people around to teach vocabulary, describing what people around were wearing, trying to follow the lesson plan.

Even when these students did not have close contact with real items of clothing, the context helped in that case, students at university were wearing what the mentor needed to teach the class.

developing the class at the university context:



b. 4.2 Personal gains:

Talking about my professional growth, being a mentor made me give the best of me, during my process as a mentor, I learned many good things:

New teaching methods: When I started the classes I did not know about the pedagogies I was going to use, however, this process thought me some new pedagogies that can be used to teach classes in a more interesting way.

Learning outcomes: at the beginning, planning with my teacher was not as easy as I thought, learning outcomes were something that always made me fall. Nevertheless, I learned how to write them and how to choose them.

Besides, it is necessary to highlight the virtues that were developed: patience, tolerance, honesty, happiness and trust. Also, new ways of seeing life and knowing that each person's learning is totally different and that we must have the ability to understand it to take advantage and blow the students' capacities. Being a teacher is something that has always caught my attention. Having the ability to generate the desire to learn, helping in the learning process, and taking the time to teach and learn something new every single day is amazing.

Personally, this internship made me realize that being a teacher is not an easy task, the lesson planning, the inverted time and even the money you have to sacrifice, is something that makes you value the things your teachers have taught and given you.

4.3 students gains: Talking about the students' growth, 90% of the students achieved the goal, learned, and got a better score on the next term. Some of the students decided to keep the classes even when they did not need them, just to keep having fun while they were learning.

Table 2 Grades from power Campus

Consulta de Notas

DEISON GARCIA RODRÍGUEZ

Sección	Id Asignatura	Asignatura	1 Corte	2 Corte	3 Corte	Definitiva
GIN1	212332	COMMUNICATION V	2.5	2.9		

Consulta de Notas

HEYDELIS ELENA HERNÁNDEZ MÉNDEZ

sección	Asignatura de cédula	Asignatura	1 corte	2 corte	3 corte	definitiva
GIN1	212332	COMUNICACIÓN V	4.8	5.0		

Consulta de Notas

ZHARIC VALENTINA GONZÁLEZ NARVÁEZ

Sección	Id Asignatura	Asignatura	1 Corte	2 Corte	3 Corte	Definitiva
GIN1	212332	COMMUNICATION V	4.5	5.0		

In those pictures, it can be observed how the students improved their scores. Even when one of the students did not achieve the necessary score to pass the term, it can be appreciated for the improvement, and for the next term, it is hoped to get even better.

5. Limitations

“Mentoring” is a new project with good intentions, to help students to improve their English skills. However, it had some difficulties.

1. Schedule: this project has an advantage and a disadvantage; you can choose any free hour to teach the classes. The Mentor and the students can fix and schedule, they get in touch and take a common free hour, depending on the time they want to dedicate to the project, and teach the classes.

In my case, I thought that one hour was not enough, so I decided to take two hours per week per student. Which was more complicated, as the students and I had to take classes at the University. We did not have enough free time to fix a schedule and taking two hours per week was not as simple as it seems to be.

2. Extracurricular classes: The project was like an open course, some students with “special needs” were chosen, these students were supposed to be in academic risk, some of them had failed the same course even more than once, that why they needed a special treatment or someone to help them in order to improve their English skills. However, is not a secret that here, in Colombia, there is not a good culture when it’s about studies, as the classes where extracurriculars, the students could attend and not attend to the classes as they want it to and they won’t have a bad repercussion, they did not even sign like a commitment so in that way they will be more responsible with this project which will help them

3. Places: a big disadvantage is not to have a specific place to teach the classes. At the University there are some places where the students can “study” called “study zones” but the

reality is that the students do not use these places to study, they play games, go to sleep, listen to music and some other activities that do not allow us to carry out a class in these zones.

4. Strike: For some reasons, the students from The University of Córdoba, decided to stop the classes because they wanted to fight for their rights, they wanted to have better conditions at the University, so the classes were stopped for 15 days to let the principal know about what the students wanted. During this time, we, the mentors, had to keep teaching classes, which was complicated because some students took this as vacations, and did not want to take classes, even when the classes were going to be good for their learning process.

6. Conclusions and recommendations

This chapter illustrates the conclusions and the recommendations about being part of the mentoring project at the foreign languages teaching program with approximately 15 students from Communication 5 at the University of Córdoba.

It is important for the next generation of mentors, that the advisers consider the recommendations that are being written in these internships. First, it would be awesome if one of the mentors from the first generation stays working with the university to help the next generation, since that person would already have the experience of being part of the project and can help to execute the project so as not to make the same mistakes at the beginning.

Additionally, it is necessary to increase the number of mentors, in order to carry out the classes in a better way, in this sense, each mentor can take one subject from one semester. Example, one mentor can take communication I while the other takes communication II and so on.

Finally, something to highlight is that the mentoring project is a piloting stage, and the true result, talking about the prevention of the dropout students, it's a long-term goal. Nevertheless, step by step, the project can show good results.

7. References

Atabekova, F. (2021) Using realia in teaching English to ESL students.

<https://www.annalsofrscb.ro/index.php/journal/article/view/5678/4413>

AlQhatani, M. (2015) THE IMPORTANCE OF VOCABULARY IN LANGUAGE

LEARNING AND HOW TO BE TAUGHT. International Journal of Teaching and

Education. <https://www.eurrec.org/ijote-article-213>

Center for Health Leadership & Practice. (2003) Mentoring Guide - A Guide for Mentors

<https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

Fawcett, D. (2002) Mentoring—What It Is and How to Make It Work (Abstract) AORN Journal, 950-954.

<https://www.sciencedirect.com/science/article/pii/S0001209206614592>

Gao, L. (2011). Eclecticism or Principled Eclecticism. Creative Education.

https://www.researchgate.net/publication/268377068_Eclecticism_or_Principled_Eclecticism

Kumar, C.P. (2013). The Eclectic Method: Theory and Its Application to the Learning of

English. International Journal of Scientific and Research Publications, 3(6).ISSN 2250-3553.

<https://www.ijsrp.org/research-paper-0613/ijsrp-p1844.pdf>

Ministerio de educación Nacional. (2017) Anuario estadístico de la educación superior Colombiana

https://snies.mineducacion.gov.co/1778/articles-391288_recurso_1.pdf

Manzano, N., Martín, A., Sánchez, M., Ríquez, A., & Suárez, M. (2012). El rol del mentor en un proceo de mentoría universitaria. Educación XX1, 15(2), 93-118.

<http://revistas.uned.es/index.php/educacionXX1/article/view/128/94>

MENTOR/National Mentoring Partnership (2005). Cómo construir un programa de mentoría exitoso. <http://fliphtml5.com/ytam/pvlq/basic>

Sucrina, V. (2012) Improving Students' Vocabulary Mastery by Using Realia

<https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/735/547>

Sani, D. (2017) The Eclectic Approach to Language Teaching: Its Conceptualisation and Misconceptions. International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 4, Issue 2, February 2017

<http://dspace.unza.zm/bitstream/handle/123456789/7147/eclectic%20mthod%20its%20conceptions%20and%20misconceptionss%20%20david%20mwanza.pdf?sequence=1&isAllowed=y>

8. Appendix

Appendix # 1 Diagnostic test

Mentoring

1. What's your name? How do you spell it?
Simple Present: verb to be.
2. Where are you from?
Countries and nationalities.
3. Did you learn English at school? for how many years?
Simple Past.
4. What do you do now? Do you work or are you a student? Simple Present:
Other verbs.
5. What do you do in your free time?
6. Do you like football? What sports do you like?
7. What do you do every day? What time do you get up/ start work?
8. What subjects did you study at school? What exams did you take?
9. Tell me something you could do well at school. And something you can do well now. Modal Verb "Can" for abilities:
10. Tell me about the weather in your country.
11. What are you going to do at the weekend?
12. Have you ever been to an English-speaking country?
Present Perfect



Drive

Buscar en Drive

Compartido conmigo > SANTIAGO PADILLA > Inicial

Nombre ↑	Propietario	Última modificación	Tamaño de archivo
Documentos	yo	25 nov 2022 yo	—
Evidences	yo	30 sept 2022 yo	—
Field Diary	yo	30 sept 2022 yo	—
Lessons plans	yo	3 oct 2022 yo	—
REMISIONES	YINA MARGARITA VEGA CALAO	1 nov 2022 YINA MARGARITA ...	—
Students	yo	30 sept 2022 yo	—
Schedule.pdf	yo	14 dic 2022 yo	148 kB

Almacenamiento
3,95 GB en uso

Esperando a play.google.com...

DEAR LITTLE ME

We're doing the right thing, little Zharick. We had many dreams to fulfill. However, some of them are still in process, working or waiting. Considering that you are a human being, you need time to do the different things that you really want to do and always think that you can do what you want. I am very proud of you because all the problems you had were the biggest motivation for you. Now you are the person you wanted to be. Please never give up! Be active, creative, happy and healthy. When you were 10 years old you wanted to be the best daughter, student and teacher in your family. In reality, you are a person who has every opportunity to achieve your own goals and you have already made many of them come true. You are working for those dreams and it is the most important thing. Don't worry about the time. It takes time, you know. Your dreams are bigger than you think. Be patient. Now you have your motorcycle (something you really wanted in the past) and you're working on getting a new one!

You are studying the career you wanted to study, you have people around you who give you happiness and comfort, you are healthy, you have a great personality and a family that always gives you support, attention and love. Believe in yourself Zharick (It's a cliché, but you know it's true). Sometimes you may feel stressed, exhausted, upset, or even depressed, but that's normal and understandable. If God wants, your dreams will come soon. You will have your family, your children, your house, your career, your car, your permanent job and the comfort you want. Now, you need to work towards those goals because you're in the middle. Trying to figure out how you can do it, discover new people and opportunities. Find new knowledge, beautiful places, different points of view and be receptive.

I love you!

Journal

Were you expecting to learn what you learned at the meet?

Of course, our meet was focus on what I wanted to learn. Also, topics and examples during the class was enough and help me to understand and realize meetings can be interesting.

Do you think you can use what you learn in this meet in your daily life?

Yes, our topics are focus on real life or real context. How to use some words, slang, expressions, idioms and others. They are useful and important for me in order to have fluency conversations and get confidence when I talk in English. Also, topics are easier to understand and explain to me in an easier way, it is important because I can feel comfortable in our meetings.

Something that calls your attention from the meet, why?

Sometimes, meetings and classes could be bored and students will be exhausted during them, but it is the opposite in our meetings. We talk about interesting things than I like, as a result I can be focus in our meeting and get concentrated because topics are related with my daily life. When we are able to talk about music or series, for example, and learn something useful in English, it's definitely calls my attention.



FACULTAD DE EDUCACION Y CIENCIAS HUMANAS
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
COMITÉ DE PRÁCTICA PEDAGÓGICA



CONTROL DE CLASES Y OTRAS ACTIVIDADES CURRICULARES

MENTORIZADO: Sharick Gonzalez

DOCENTE EN FORMACION: _____

<i>Clase/Actividad No.</i>	<i>Fecha</i>	<i>Tema/Actividad</i>	<i>Nº. de horas</i>	<i>Firma mentorizado</i>
1	23/09/2022	Examen diagnostico	2	<i>Zharic Gonzalez W</i>
2	12/10/2022	illnesses and injuries	2	<i>Zharic Gonzalez W</i>
3	19/10/2022	My childhood	2	<i>Zharic Gonzalez W</i>
4	26/10/2022	Cloth	2	<i>Zharic Gonzalez W</i>

Por una universidad con calidad, moderna e incluyente
 Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920 www.unicordoba.edu.co

Link to the drive there it can be found more evidences:

https://drive.google.com/drive/folders/1zoKY3kZx0oT2Q4-u96O_UAL2i-RvMR-F?usp=sharing