# UNIVERSIDAD DE CÓRDOBA

**FOREIGN LANGUAGE TEACHING DEPARTMENT**

**FOSTERING STUDENTS COMMUNICATIVE SKILLS AND SELF-CONFIDENCE THROUGH EMOTIONAL SUPPORT IN THE MENTORING PROGRAM**

Jose Daniel Padilla Romero

jpadillaromero@correo.unicordoba.edu.co

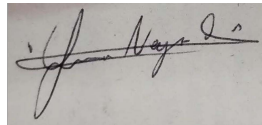Faculty of Education and Human Sciences; Universidad de Córdoba

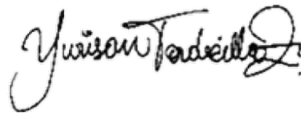212364: Trabajo de Grado

Mg. Yina Margarita Vega Calao

November 27th, 2023

# APPROVAL PAGE

_____

Advisor, Mg. Yina Margarita Vega Calao

_____

Evaluation committee

# ACKNOWLEDGEMENTS

No words would ever be enough to thank my family from the bottom of my heart for teaching me to always dream of something big. I praise my lovely parents, Albeiro Padilla and Yadith Romero, and also my sweet sisters Yudis Padilla and Yarlenis Padilla. Considering that, the basis of my success has been your forevermore faith in my talents.

Sincerely, I thank all of my dear friends, teachers, tutors, and advisors who have joined me on this valuable adventure, specially Miss Yina Vega Calao. Their friendship, attitude of cooperation, and common experiences have enhanced my formation and contributed to such a memorable trip.

I am elated to everyone who was as a compass to the patchwork quilt fulfilling experience through my bachelor's degree and the creation of this report. They have provided me with so much support, direction, and encouragement that I will never forget them.

Wholeheartedly my gratitude is expressed to God for his guidance and blessings along with this academic journey. His kindness has given me wisdom, resilience, and determination to pursue my desired target goals.

Last but not least, I would like to eulogize me, myself, and I for being brave enough to face all the challenges along my academic journey when the odds seemed not favorable. I no longer have any reasons to be afraid of being on my own in such a promising future.


Lovely, Dan.

**ABSTRACT**

This paper focuses on reporting the process of "Fostering Students Communicative Skills and Self-confidence Through Emotional Support in the Mentoring Program" at Universidad de Córdoba in Montería. This process was conducted with 10 students attending their first semester in Communication I and Grammar I courses, with the goal of helping them accomplish their desired results and boosting their confidence. Having very insightful and holistic sessions each time was key in order to help them to reinforce the content learned in their subjects. In this specific internship, there are a lot of professionals providing the guidance and training that mentors need along the process to fully equip them so that they can be effective role models and provide the best experience for their mentees. This is a student-centered approach where the mentees are the main focus of the program and all the other participants adapt to their needs, but the mentees have also to adapt to the strategies proposed in order to fulfill the expected outcomes. The up-learning and collaborative spaces are pertinent to carry out successfully the mentoring program.

*Keywords:* mentoring, emotional support, emotional intelligence, collaborative learning, up-learning, training, role model, internship, experience

**INDEX**

# 1. INTRODUCTION

Teaching English is something I always craved when I was at school. Some of my friends and teachers told me that I should consider becoming an English teacher, which I was not sure about considering I did not believe I had the appropriate skills to do so. Now that I am enrolled in this Foreign Language Teaching program and more specifically doing my internship in the "The Academic Accompaniment and Mentoring Program" I can affirm that the first feeling I had in the past was the correct one, and I can say that I took the right decision when applying for this specific kind of internship. Mentoring in Higher Education is a challenging but rewarding experience. According to (Nguyen, 2017) mentoring could be considered as a process where a person with more experience assists a less experienced individual in different aspects such as educational, social, and psycho-emotional fields. When addressing this Educational process, it is relevant that the mentor adapts to the mentee's needs and the mentee adapts to the methodologies and techniques the mentor brings to the class, so there is an alignment among the interests and goals that each part needs to reach.

The main goal on this internship in "The Academic Accompaniment and Mentoring Program" is to provide academic strategies to students who do not perform well in subjects such as communication and grammar specifically from first to fifth semester to improve their Foreign Language skills so as not to fail the subject and not enter into possible academic risk or dropout. Following this idea, students who do not approve of any of the three terms are selected to start taking mentorships with the mentor assigned as a strategy to improve their academic performance. It is relevant to mention that Mentees can take this academic aid but they may also decline from it whenever they want to.

To carry out this Mentoring program there are 5 main phases that I had to follow. The first phase was to have a meeting with my advisors who introduced the program policies. The

second phase was to obtain training in what mentoring is, who the mentoring is dedicated to, and how to be a role model mentor. The third phase was to get in contact with the teacher from the specific subjects of Communication and Grammar from semester one, to receive relevant information about the possible mentees, their performance, and skills to improve. The fourth phase was to meet with the students and receive information about their performance in the subjects firsthand. Having this information helped me to continue with the fifth phase, which was to plan and design the content that would be addressed throughout the process. It is important to mention that most of these phases needed to be done every time each term ended. Finally, I needed to write down the experience obtained from the Mentoring Program which let me perceive my experience and the lessons I learned more clearly after writing about it. Although it required a lot of work, documenting the upside-down challenges and the successful moments throughout the internship gave me a worthy feeling of achievement.

I started my internship at the beginning of this semester, as part of the process, I was assigned 20 hours per week during the whole semester which were distributed as follows: 16 hours for the mentoring sessions with my students, 2 hours for class planning, and 2 hours for administrative duties that included several meetings with the advisors of the Mentoring program, as well as, different training sessions on how to be a mentor. In each term, I had 10 students from the first semester of Communication and Grammar courses. These students are from the ELT program, and from different groups of each course; groups I, II, and probably III.

I was assigned as a mentor of the Mentees because they presented academic needs regarding their academic performance in the specifically mentioned subjects. Mentoring sessions offered students big opportunities for fostering vocabulary acquisition, confidence improvement, and conversational language skills. Another part of the mentees reported their

difficulties with their grades since they were enrolled in 2 different degrees and their time management could have been better. According to students' feedback expressed by them and reported in the format of 'FDO-085', a factor that could affect students´ performance on their academic duties was that they were not revising their duties or activities to study at home.

The main role I developed was to be a leader and guide the students through the path I already went by when I was a student at their level, providing them with strategies for self-learning at home, and getting them closer to achieve their goals. During this experience, I have gained valuable insight from my advisors and other professionals in the education field who have supported me along the way.

The internship strives to generate a win-win situation for all the ones playing a role in any scope. When it comes to the mentor, it would provide real situations for students, for example, on one occasion I worked with students who lacked self-confidence and I encouraged them and highlighted their strong points. Others were overwhelmed and struggling with the way of addressing the assignments, so I offered them useful insight about the topics and provided assistance which fulfilled the mentor's experiences and prepared them for the educational working field as future teachers.

For the mentees, this program is a gratifying and safe up-learning space, the one that would help them to improve not only their academic scores but life-language skills and knowledge. Emotional support is also a clue point to pay attention to due to students most of the time showed themselves insecure about the knowledge and skills they had along their learning process.

Furthermore, my main objective is described in this paper which is the process of encouraging the mentees to keep up the hard work as well as helping them to gain self-confidence when performing or developing any task. I will present the insight I have read

and interiorize from notable authors and researchers that support the approaches and

strategies I chose.

## 2.    PEDAGOGICAL STRATEGIES

In this part of the paper, different approaches and educational pedagogies will be carried out to contextualize the basis or theories used to achieve the processes

### 2.1.    Mentoring as a collaborative learning process

Mentoring is a process where a more experienced person guides or teaches another one with less experience to learn something that could be learned in a previous opportunity or that was not learned properly (Claro & Perelmiter, 2021). At least two persons participate in this process to carry out collaborative learning, in this case, a mentor and a mentee. Mentoring creates a steady personal relationship between individuals that helps them to foster career-relevant knowledge to apply in their careers. It also promotes self-identity transformation, and social and emotional support (Sutter & Francis, 2022). Essential knowledge, guidance, and experience are shared in a clear and defined relationship between an experienced mentor and mentee, creating an encouraging setting for professional growth. However, mentoring is a relationship based on trust and common experiences, mentees tend to feel judged or spotted because they probably did not perform well in the academic field, so the mentor's goal is to ensure a safe space where mentees feel welcomed and cared for.

Knowledge transmission is one of the core components of mentoring which helps the mentee with insightful advice and useful insights based on their own experiences (Nguyen, 2017). That is to say, an experienced mentor helps others —the mentees— with the most accurate knowledge acquired during his/her academic and professional experiences. Moreover, mentoring offers a consistent source of direction and assistance. Similar to how a lighthouse leads ships in turbulent seas, a mentor assists in navigating the difficulties and unknowns associated with growth on both a personal and professional level.

According to Turner-Moffatt (2019), the mentee's confidence is increased by this support structure, empowering them to overcome challenges and make wise decisions.

The core principle of the mentorship approach is collaborative learning, which is essential to creating an appealing and engaging learning environment. Mentors and mentees exchange information by carrying out shared experiences and insights, which improves the mentees' overall learning process. The ability to share information is one of the main benefits of collaborative learning. Through this method, mentors and mentees can exchange their knowledge, fostering a diversified learning environment. Mentees provide new perspectives and the mentor's expertise becomes a useful resource, promoting an integrative approach to skill development.

Another important aspect of mentoring as a collaborative learning process is the development of skills that help students overcome multiple confidence and academic opportunities when interacting with mentors, this facilitates the development and reinforcement of a broad range of language and emotional skills (Eller, Lev & Feurer, 2014). Both the mentor and the mentee contribute to the other's well-rounded educational development by sharing knowledge and introducing fresh perspectives. Mentoring as a collaborative learning process can also facilitate a safe setting in which mentees may freely talk about difficulties and ask peers and mentors for advice. This connection offers continuous assistance and proves to be extremely helpful since engaging in collaborative learning actively helps to improve communication skills. Mentors improve mentees' communication skills by breaking down concepts, while mentees practice expressing their ideas and opinions. The sharing of ideas creates a space in which good communication becomes essential to the process of learning.

## 2.2. Emotional Support in Mentoring

Emotional support is essential for establishing a positive and encouraging bond between the mentor and the mentee in the fostering setting. Ryan & Dörnyei (2013), affirm that enhancing students´ self-confidence is of great importance since students need to see themselves as self-sufficient beings and skillful users of foreign languages.

For both mentors and mentees, motivation is crucial. A highly motivated mentor may motivate and encourage their mentee to establish and accomplish reasonable goals. An environment of good and fruitful mentorship is created by this shared motivation. Social skills are essential for effective communication. High emotional intelligence mentors may offer helpful assistance, fostering a secure environment where mentees can voice their worries and feelings without fear of being judged (Claro & Perelmiter, 2022). Following the same idea, mentees who develop high emotional intelligence are likely to achieve the goals they set for themselves or at least deal with the situation they are being bothered by.

Mentors may actively listen and comprehend the mentee's point of view when they possess empathy. Therefore, overcoming both personal and professional obstacles is frequently a part of mentoring. To establish a trustworthy relationship in mentoring; self-awareness, skillful communication, and empathy must coexist in balance. Mentors help to create a setting where mentees feel valued and encouraged on a personal level, in addition to receiving vital advice as they navigate this complex path. Therefore, building a connection and confidence is essential to an effective mentoring relationship and opens the door to progress and enhancement of teamwork.

## 2.3. Communicative Language Teaching (CLT)

CLT is a method of teaching languages that places a strong emphasis on communication as the process and result of learning (Nunan, 1987). CLT promotes

meaningful conversation among students rather than focusing only on teacher-centered methods. Additionally, Communicative Language Teaching engages students in collaborative and student-centered learning. This implies tasks with requirements for cooperative problem-solving and meaningful negotiation. The main goal is to provide a language acquisition experience that is representative of authentic communication contexts along with effective communication, which overcomes the simple study of grammatical structures and vocabulary to the actual use of language in real-world contexts.

CLT emphasizes the actual use of language in everyday contexts and goes beyond typical language training. This method places a strong emphasis on interactive, student-centered activities that motivate students to take an active role in conversations and activities that mimic real-world language use. The purpose of CLT is to provide students with the tools they need to communicate well in a variety of settings, promoting language competency that is accurate and useful in day-to-day interactions.

Encouraging language usage in genuine circumstances is the core of CLT. This method enables mentees to actively participate in meaningful conversations, which is important in mentoring situations where excellent communication is required. This is especially helpful in mentorship settings where involvement, communication, and teamwork are essential components to develop communicative activities. Moreover, mentees are encouraged to ask questions, discuss their viewpoints, and participate in lively conversations with their mentors in a mentoring setting. This exchange of ideas not only improves language proficiency but also fosters a lively and interesting learning environment.

## 2.4. Task-based learning (TBL)

Task-Based Learning (TBL) places a strong emphasis on using meaningful activities to support language learning and skill development (Sanchez, 2004). TBL is a dynamic,

learner-centered approach that has attracted a lot of interest in the field of education. Unlike conventional teaching approaches, TBL emphasizes the need to involve students in worthwhile, practical projects that promote language learning and skill development. This report explores the origins, tenets, and advantages of task-based learning, providing insight into its implementation and effects in learning environments.

The origins of task-based learning may be found in communicative language teaching approaches. Through the use of activities that are modeled after real-world scenarios, TBL seeks to close the gap between theoretical understanding and real-world application (Sanchez, 2004). TBL changes the paradigm of education to one that emphasizes experience learning above information transfer. Fundamentally, TBL is based on the idea that meaningful, contextually appropriate activities are the greatest means of acquiring language and abilities.

Task Based Learning approach promotes collaborative learning and student-centered spaces which makes it more effective in a range of educational contexts. With an emphasis on the mentorship method, TBL can be integrated into collaborative learning settings in this Mentoring Program. TBL used with mentorship provides a rewarding learning environment that fosters both professional and personal development in addition to improving academic performance where the learners are encouraged to interact, communicate, and collaborate.

# 3.  METHODOLOGY

In this chapter, I explain the dynamic of the mentoring program in the FLT program at "Universidad de Córdoba". This section also explains the techniques and approaches I employed to customize my mentoring sessions for the needs of the mentees during my internship as a mentor.

My internship was executed along with the students that were selected to be trained in the "Academic Accompaniment and Mentoring Program". This program was designed by the Foreign Language Teaching program at "Universidad de Córdoba" in Monteria due to the need to promote students' permanence and graduation to avoid desertion and retention in students from the same FLT program. The mentoring program plays a crucial role so it helps students with possible academic risk, retention, or dropout to find strategies that can help them to improve and overcome their academic needs. Students who take advantage of this opportunity are normally enrolled in grammar and communication courses from the first to the fifth semester.  I worked with students who were  enrolled specifically  from Grammar I: groups 1, 2, and 3, and also from  Communication I: groups 1, 2, and 3.

To begin with my internship and to place the mentoring program in motion, some steps  needed to be taken at the time I started my mentoring process. The first step was to enroll myself in the program, I had to apply to get in, and what I needed to do was present the required information: first, I had to send an intention letter to the coordinators of the internship program; second, I had to present my academic records, especially from the communication and grammar subjects; and finally, I had to present my International proficiency test with a B2 level minimum. After being selected  I met  with the advisors assigned, and they provided me with relevant information about the mentoring program such as getting to know the guidelines of the program.

### 3.1. Phases of the Mentoring Program

"The Academic Accompaniment and Mentoring Program" consists of different 4 main phases to follow such as the first phase, getting to know the guidelines about the mentoring program; the second phase, getting trained in mentoring foundations and concepts; the third phase, evaluating the performance of the students; the fourth phase, offering the mentorship to the students; and the fifth phase, working on lesson planning.

#### 3.1.1. First Phase: Guidelines

During the first phase, my advisors and I got together in a formal meeting to share relevant information about the Mentoring program, and its main goal. Also, they explained why this has such relevance in the Language teaching program and how this impacted the university and contributed to its academic standards, but most importantly, how as interns we are changing students´ points of view when entering to the FLT program for the first time and contributing to their improvement.

Additionally, during this step the advisors provided me with relevant information about participants including students who could benefit from each other: the program, the mentors, the mentees, tutors or advisors who are the guides of the mentors, and the coordinators of the internship. Along with this first meeting, the documents required for the process were also socialized, such as the acceptance letter to receive mentoring, the advisory meeting template, the chronogram scheduling, the FDOC-085 format, the class control, and the student's journal.

#### 3.1.2. Second phase: Training in Mentoring Foundations

During this second Phase I was trained in aspects of the mentoring process, the first training session was about topics such as: What is to be a mentor about? What is the role of a mentor? What are the characteristics of a mentor? This first training session was conducted

by an expert on the topic along with my coordinators. The second training session was about the role of the mentee within the mentoring process, The use of the T-grow Model for the mentoring process, and the role that Collaborative Work plays. These two sessions helped me because they contributed to the knowledge I needed to understand what a good mentor is and how I could perform my role more effectively. The third training session was about getting to know the different teachers' personalities such as authoritarian, permissive, assertive/democratic, and negligent. During this session, there was an activity called "The Colored Hats" which was also a great topic to know because, with this kind of activity, as mentors, we can understand others and foster empathy among mentors and mentees. Last but not least, the final training session in the mentoring program was about how to write my report, and the principles to take into account. Thus, I had a workshop that was based on the mentoring methodology so I could be more efficient when writing this type of text. I also have to add that I took three workshops. The first workshop: was guidelines for the final report, the second workshop: was the layout of the professional internship paper, and the third workshop: was the oral and written rubric socialization.

Moreover, the program's general goals were highlighted, and they usually involve personal growth, academic help, and the creation of a safe and inclusive learning environment. The mentors got knowledge about the ways in which mentoring benefits students' general achievement and well-being. Thus, the mentor gained knowledge of the different needs of mentees, such as goals for personal development and academic difficulties they may present. A more significant and lasting mentoring experience may be created when mentors are aware of the diverse goals of their mentees and adjust their advice accordingly.

### 3.1.3.    Third Phase: Evaluating the Performance of Students

In order to get crucial information on the performance and opportunities for the development of possible mentees, the third step involved interacting with teachers of

grammar and communication courses in the first semester. The purpose of this proactive approach was to detect academic features and target academic weaknesses that could be addressed and reinforced by the activities I brought to the sessions, to build a cooperative relationship in order to provide a focused and knowledgeable mentoring experience.

### 3.1.4. Fourth Phase: Offering the Mentorship to Students

In this phase, I met with the mentee for the first time to set arrangements for the mentoring process in terms of scheduling, methodologies, location, and insight. Having a face-to-face meeting with the students to learn more about their performance in the subjects took place in this step. As a mentor, I was able to identify specific details about the students' skills and report this information in the FDOC-085 document, which contains the initial academic situation and the commitments agreed upon by both sides. Direct interaction helped with the accuracy of the data collected and established a trustworthy relationship from the beginning between the mentor and the mentees, which is important for successful mentoring results. This first meeting helped me to notice what my students' personalities were like, it also helped me to listen from first-hand their experiences and comments about what was happening to them. Some of my students reported that they were struggling with different situations in the classroom, some of them were that they did not understand some topics and it was difficult for them to follow the teachers' instructions. Another portion of my students reported that they had problems attending classes due to the economic situation, so they missed classes. Other minorities told me that they had self-confidence problems due to they felt insecure when talking to the teachers from their classroom, or at some point, some students told me about their fears and how these were affecting their academic performance inside of the classroom. As a professional, I reported these situations to my advisor and coordinators. There is a strategy the program follows which is to get support from the "Bienestar Universitario" office. These students with these kinds of social and/or

Psychological needs were reported to this office. I also involved myself in this process and I started to base my lesson planning on topics that could empower my students and reinforce their self-esteem. I was not only perceived as a mentor but also as a leader, so my units of lessons always had that part where I reinforced my students' self-confidence, this was remarkable for my experience.

### 3.1.5. Fifth Phase: Lesson planning

Equipped with the information gained from the former phases, moving to the fifth phase was easier due to I focused on planning my lessons, taking into account the information collected. Going through those important phases which included obtaining, defining, evaluating, and planning were repeated at the end of every term to address the appropriate lesson planning for my mentees. This pattern of approach made sure that the mentoring process was at some point accurate for the students to promote a supportive ongoing and flexible learning process in the mentorship. Throughout this whole process positive talks, active listening, emotional intelligence, and emotional support were key to providing an encouraging and safe up-learning space. My lesson planning included activities that contributed to my students´ enhancement of confidence and skills to address uncomfortable situations to deal with in class. Positive talks were included in my lesson planning as it is evidenced in section 4.1. It was also necessary to include in my lesson topics such as the enthusiasm, resilience, and perseverance steps to foster emotional intelligence. Thus, emotional support talks were needed to promote self-empowerment and encourage them with the feeling that they are able to accomplish any target or goal if they truly believe in their capacities.

As the intern, it is relevant for me to mention that the reinforcement of these key phases needed to be done at the end of each term in order to keep offering the mentoring program to the students who had this big opportunity for improvement. Some key aspects of

the third phase needed to be repeated or reinforced more specifically on evaluating the students' performance. The fourth phase was also overriding for offering mentorship to the students supported by the lesson planning.

## 4. RESULTS

This chapter highlights the importance of this process for the FLT program in the university context. Multiple data is also portrayed such as one lesson plan provided as a teaching aid, the professional and personal gains obtained by the mentor, and the gains of mentees through the mentoring process.

The goal of the mentorship program is to ensure that mentees in these courses will succeed at the end of the semester taken, in addition to meeting their academic requirements. My internship was mostly focused on the first semester courses, even though I had other mentees who were taking Grammar I and were coursing Communication II at the same time. Nevertheless, I provided them with my attention and effort to fully connect with them and contribute to the learning objectives. I made a conscious effort to become a role model for them throughout my internship to improve the educational process for mentors and mentees alike.

For this particular instance, I was the only one who chose to be part of the mentoring program in the second semester of 2023. My excitement was not reduced by being the only participant; on the contrary, it strengthened my resolve to make a difference. I took delight in the chance to establish a meaningful connection with mentees and obtain expertise in their distinct goals, challenges, aspirations, and self-confidence. I was able to adjust my mentoring according to the CLT and TBL pedagogies, making sure that every mentee got help that was designed specifically to meet their needs. Hence, I was inspired to fulfill the mentorship program because I really believe that others' academic and personal journeys could be greatly

enriched by the exchange of experiences, ideas, and guidance. My goal was to provide an environment where mentees would feel supported in overcoming obstacles and be heard and understood. Using one-on-one meetings, group talks, and individualized coaching, I aimed to create a community that values growth and cooperation.

## 4.1. Lesson Plan

In this first lesson, I noticed that my students were really engaged with the topic due to the comments they made and how they approached each activity during the lesson. I used the CLT and TBL pedagogy to reinforce the learning process, I also aligned the topics with emotional support and positive talk as follows.

### Lesson 1: Mentoring Attitude - (Hyperlink)

In this lesson, Emotional Support was evidenced throughout the whole lesson. The lesson warm-up, core activities, and closure were focused on the mentee's performance adapting to each one's needs and rhythm. Mentees were asked about a country that they would like to travel to, and after that, they shared the reason for traveling to that specific location. Some of their answers were ones like "because of typical food, the touristic places or just getting in contact with that specific culture". Vocabulary words according to the topic were introduced, and they were told that these characteristics or behaviors were the perfect ones for making a trip to that country. Those words were "innovative, curious, resilient, perseverance, adventure, and enthusiastic". Furthermore, these words are very appropriate to practice each time they attend the mentoring session, their classes, and how it can impact their daily life.

**Figure 1**

Mentoring Attitude Lesson Plan

**INSTRUCTIONAL ACTIVITIES**

| Warm-up | Resources/Materials | Time |
|---|---|---|
| Show them a world map or globe and ask them to point to a place they've always wanted to visit. Mentee will share why they chose that location. | | 15 min |
| **Core activities**<br><br>*Introduction to New Vocabulary*<br><br>1. Start by asking the student about their interests, hobbies, or future goals. This information will help to choose relevant vocabulary words.<br><br>2. Introduce 5-10 new vocabulary words related to the student's interests or goals. Each word would be written to present them on a screen, along with their meanings and example sentences.<br><br>3. Encourage the student to repeat each word after you, focusing on pronunciation. | | 15 min |
| **Vocabulary Exercises**<br><br>4. Conduct interactive vocabulary exercises:<br>a. **Word Matching:** Provide a list of words and their definitions, and ask the student to match them correctly.<br>b. **Synonym-Antonym Pairs:** Present pairs of synonyms and antonyms, and ask the student to identify them.<br>c. **Sentence Completion:** Give the student incomplete sentences and ask them to fill in the blanks with the new vocabulary words. | Mentoring Attitude | 20 min |
| **Vocabulary Application:**<br><br>5. Engage the student in a conversation using the newly learned words. For example, if the word "adventure" was introduced, you might ask them to talk about their most exciting adventure or what adventurous activities they would like to try.<br>6. Correct any pronunciation or usage errors gently and provide positive reinforcement when they use the words correctly. | | 10 min |
| **Closure**<br>8. Summarize the lesson by reviewing the new words, their meanings, and their usage in sentences. | | 5 min |

*Note*. The resource/material presented in this lesson plan is an infographic.

\* The infographic's hyperlink is share in the resource/material word of the note

The pronunciation and word stress focus was done as a core activity, also the difference between an adjective and noun was promoted. Then, the meaning of each word was shared, and at the moment they could obtain new vocabulary that they probably could use in daily life conversations. Students were able to identify the synonyms and antonyms of each of them. Finally, a short writing paragraph creation was done using the words learned in the session, while making the assessment of their whole performance in the lessons. All of

them showed an enthusiastic attitude after the lesson finished, which made me realize that the goal planned was accomplished by all the participants involved. See the lesson plan above.

## 4.2. Professional Gains

It is really rewarding to be a mentor to a group of eager mentees, which improved my qualities as a role model. Furthermore, sharing my knowledge and experience with them, the time I spent designing lessons and mentoring them helped me to enhance my own abilities and perspectives. Being a witness to the mentees' growth has had a notable and positive impact on my professional development since this experience has enabled me to enhance my leadership skills, effective communication, and more detailed analysis of the space.

I am certain that the training I received from my advisors was very accurate and helpful, in providing me with the insight necessary to begin with the mentoring program. I have no doubt that through teaching I will be able to positively impact student's lives. "The Academic Accompaniment and Mentoring Program" is indeed a life-changing experience and allowed me to have a different perspective on the teaching profession field. When empathy and active listening skills are put into practice, it can provide such rewarding experiences not only for the mentees but the mentors as well making both get a feeling of accomplishment when facing any situation.

## 4.3. Personal Gains

Not only a professional impact I had through this experience, but also in the personal field where I felt I was a lot more challenged. Here you can see some of those situations I had to work on: time management, adapting to others, being more empathetic, emotional support, having my emotional intelligence more active, and being resilient through tough times.

My time management skills have improved significantly as a result of the mentoring experience, pushing me to effectively manage the demands of my personal and professional life since, at the beginning, I struggled a lot with the time devoted to the internship taking into account that I also have a job, and still attend to different classes at the university. Certainly,  I can affirm that now I adapt easily to the specific requirements of my time since I have been exposed to a variety of problem-solving processes.

Personally, the mentoring program has helped me comprehend human connection at a deeper level. My empathy has increased as a result of actively listening to the challenges and life experiences of the people I mentored, making me feel more empathic, and sensitive by providing emotional support to others. Beyond the academic field, this impacted deeper and stronger relationships in my personal life. My emotional intelligence and resilience have improved substantially as a result of the mentoring experience, and being able to handle different emotions. I can also add that this internship has helped me develop my resilience because I feel now that I can face difficult situations and overcome them. I am certain that without grace and perseverance, it is difficult to become a great teacher, but most importantly an excellent person.

### 4.4.    Students' Gains

It is so gratifying for me to read each Mentees' Journal and realize how positive the impact of the mentoring process and the relationship that we built during the semester. Mentees' growth and the empowerment of their self-confidence is indeed a big accomplishment as a mentor, because I was longing for it, I wanted to foster students' self-esteem throughout this process.

Regarding  emotional support and positive talks, I can affirm that it is an useful strategy to include in the mentoring sessions so students can have a more effective  impact on their learning process. Students who are confident and sure about their skills are students who

will generally succeed when facing academic challenges. Following you can see how students started to improve their beliefs about themselves and how they ended up perceiving their own process during the mentoring sessions. In the following table you can observe some comments made by my students in their journals. Student 1: Dallana, student 2: Denisse, student 3: Sarai, and student 4: Camilo.

**Table 1**

Students' Journal Comments

| Comment translation | Original comment |
| --- | --- |
| 1. "Yes, my confidence in the classroom has increased and I have gone from being one of those who spoke the least to being one of the most interactive, even though I don't do it very well, I strive every day to improve my participation." (Student 2) | 1. "Sí, mi confianza en el salón ha aumentado y he pasado de ser una de las que menos hablaba a ser una de las más interactivas aunque no lo haga muy bien me esfuerzo para cada dia mejorar mi participación." |
| 2. "Yes, with these mentorships I managed to have many achievements, such as: Expand my vocabulary. Learn to express myself much better. I learned tips to identify each of the times. And without a doubt the biggest one was improving and winning the cut in the subject that I had difficulty with." (Student 1) | 2. "Si, con estas mentorías logre tener muchísimos logros , como lo fueron: Ampliar mi vocabulario. Aprender a expresarme mucho mejor. Aprendí tips para identificar cada uno de los tiempos. Y sin duda el más grande fue mejorar y ganar el corte en la materia que tenía dificultad." |
| 3. "I think that the way in which the mentoring was carried out was perfect, since I learned perfectly what I had not been able to learn in class." (Student 1) | 3. "Creo que la manera en la que se realizó la mentoría fue la perfecta , puesto que aprendí a la perfección lo que no había podido aprender en clase ." |
| 4. "In this lesson I not only strengthened my vocabulary but I also learned about words and meanings that I can use in my daily life or I can even remember these words to encourage myself." (Student 1) | 4. "En esta lección no solo fortalece mi vocabulario si no que también aprendí sobre palabras y significados que puedo usar en mi diario vivir o incluso puedo recordar estas palabras para darme ánimo." |
| 5. "Yes, in the classroom we could be talking about how a person feels and by knowing the words learned I can offer my classmates my knowledge learned in the mentoring." (Student 1) | 5. "Si , en el aula de clases podríamos estar hablando de cómo se siente una persona y al yo conocer las palabras aprendidas le puedo brindar a mis compañeros mis conocimientos aprendidos en las mentorías." |

6. "These words motivate one not only in the field of study but also apply in everyday life, for example, daily we are faced with many fears or difficulties that make the path difficult, but when we learn that we have to be resilient and that You have to venture out and leave your comfort zones to be able to end fear. This helps you and gives you new perspectives on life." (Student 2)

6. "Estas palabras lo motivan a uno no solo en el ámbito del estudio sin no que también se aplica en la vida cotidiana por ejemplo diariamente nos vemos enfrentados por muchos miedos o dificultades que hacen del camino algo difícil pero cuando aprendemos que hay que ser resiliente y que hay que aventurarse y salir de las zonas de confort para poder acabar con el miedo eso te ayuda y te da nuevas perspectivas de la vida."

7. "At university, at first I did not want to interact with my classmates for fear of rejection or that they would exclude me due to my poor level of English, and I sought to feel good alone in my comfort zone, but when I learned that many times it is better to be curious and adventurous and entering into a new experience every day of course after they are good and thus I managed to leave my fear behind and was able to relate to my classmates." (Student 2)

7. "En la universidad al principio no quería relacionarme con mis compañeros por el miedo al rechazo o que por mi poco nivel de inglés me fueran a excluir y buscaba así sentirme bien solo en mi zona de confort, pero al aprender que muchas veces es mejor ser curioso y aventurero y adentrarse cada día en una nueva experiencia claro después que sean buenas y así logré dejar mi miedo y pude relacionarme con mis compañeros."

8. "I found this topic so great and interesting, since it is an important topic in the world, and to be able to learn new vocabulary to be able to learn to express myself on these topics, in addition to being able to analyze the entire writing and relate it to the previous classes." (Student 3)

8. "Este tema me pareció tan genial e interesante, ya que es un tema importante en el mundo , y poder conocer vocabulario nuevo para poder aprender a expresarme en estos temas, además poder analizar todo el escrito y relacionarlo con las clases anteriores."

9. "Well, there is something that I notice a lot is that my speaking has improved a lot, so I will encourage myself to speak more often" (Student 4)

9. "Bueno, sí hay algo que noto mucho es que mi speaking ha mejorado mucho, así que me animaré a hablar más seguido."

10. "I think that where I find the most similarities is in Communication, the mentoring really helped me a lot to let go." (Student 4)

10. "Creo que donde más similitudes le encuentro es en Comunication, realmente las mentorías me ayudaron mucho a soltarme."

*Note.* The qualitative data shown is the mentees' answers from their personal journals.

*Student 1: Dallana, student 2: Denisse, student 3: Sarai, and student 4: Camilo.

# 5. CONCLUSIONS, LIMITATIONS, & RECOMMENDATIONS

In this chapter the main implications of the experience acquired in the internship, the findings, along with the recommendations and limitations presented will be discussed.

The internship conducted in the Mentoring Program at the Universidad de Cordoba within the Communication I: groups 1, 2, and 3 and Grammar I: groups 1, 2, and 3 courses was a new complete teaching experience. It was not only a rewarding experience for me but also for my 10 mentees who were actively involved in this learning path. I can be certain that they taught me a lot about adaptability. Even though, sometimes I felt down because some of them did not show up to the mentoring sessions which made me feel as if I was wasting my time.

There was a limitation coming from some of the mentees' attitudes, and it has to do with the time invested because some of them only came to one or two mentoring sessions and then stopped attending, even if they seemed involved with the lesson and committed to the class. This was a big limitation to continue with the mentoring process.

The mentioned information made evident the lack of commitment of some students to the process, but luckily in the end some other students were willing to participate in the mentoring experience. In addition, other events such as students' strikes and protests in the university were the main reasons why attendance at that moment was not achieved.

I would strongly recommend the mentees' teacher be more involved in the mentees' process and improvement, due to the fact that sometimes the communication with them was not the best or I only received the introducing performance of the students. Only a few of the teachers were checking on the mentees' performance during the mentoring session, which is why I strongly suggest that teachers should be more aware of this process since mentoring should be a cooperative process where each part is relevant to the process.

Although I thank the trust each mentee deposited in me, I would like to make a stronger suggestion, mentees' assessments need to be along the whole process not just at the beginning or the end of the semester.

A recommendation to Internship Program guidelines is to consider that Mentoring has a different context and way of addressing the process if it is compared to the other internships such as the national, "Bilingüismo Para la Paz", or the international ones. This recommendation is offered not only in regards to the mentoring follow-up but also in the writing report since sometimes the professional participants have to be more descriptive and narrative in the final report in some of the chapters such as the Methodology.

Finally, it is pertinent to share that I was the only mentor for the program on this occasion. Sometimes I felt frustrated due to the need of me wanting to help more students but I was not able to help all the students willing to become mentees. I was only able to be in the mentoring process with 10 mentees per term. I hope that in the future the mentoring program could have the opportunity to be more promoted in the FLT department so many can take the opportunity to graduate with kind of proposals so more students can be helped with the possibility of overcoming their academic risk, retention, or dropout. It is a worthwhile experience that I truly recommend to future interns.

# 6.    REFERENCES

Claro, A., & Perelmiter, T. (2022). The effects of mentoring programs on emotional well-being in youth: A meta-analysis. *Contemporary School Psychology*, *26*(4), 545-557.

Eller, L. S., Lev, E. L., & Feurer, A. (2014). Key components of an effective mentoring relationship: A qualitative study. *Nurse education today*, *34*(5), 815-820.

Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language learning*, *35*(2), 207-227.

Rimm-Kaufman, S. E., Fan, X., Chiu, Y. J., & You, W. (2007). The contribution of the Responsive Classroom Approach on children's academic achievement: Results from a three year longitudinal study. *Journal of School Psychology*, *45*(4), 401-421.

Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. Clinical Child and Family Psychology Review, 3(4), 223−241.

Nguyen, H. T. M. (2017). Models of Mentoring in Language Teacher Education. English Language Education. doi:10.1007/978-3-319-44151-1

Nunan, D. (1987). *Communicative language teaching: Making it work. ELT Journal, 41(2), 136–145.* doi:10.1093/elt/41.2.136

Ryan, S., & Dörnyei, Z. (2013). The long-term evolution of language motivation and the L2 self. *Fremdsprachen in der Perspektive lebenslangen Lernens*, *14*(1), 89-100.

Sanchez, A. (2004). The task-based approach in language teaching. *International Journal of English Studies*, *4*(1), 39-71.

Sutter, T., & Francis, R. (2022). Mentoring in Higher Education. *Online Submission*.

Turner-Moffatt, C. (2019). The power of mentorship. *Professional Safety*, *64*(8), 17-19.

# 7. APPENDIX

In this chapter the multimedia and evidence related to the internship and the mentoring program will be presented.
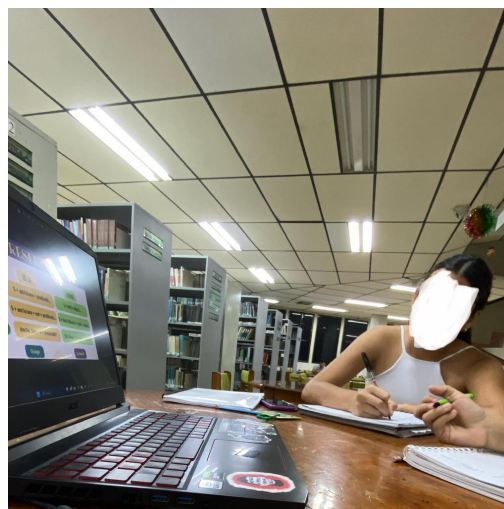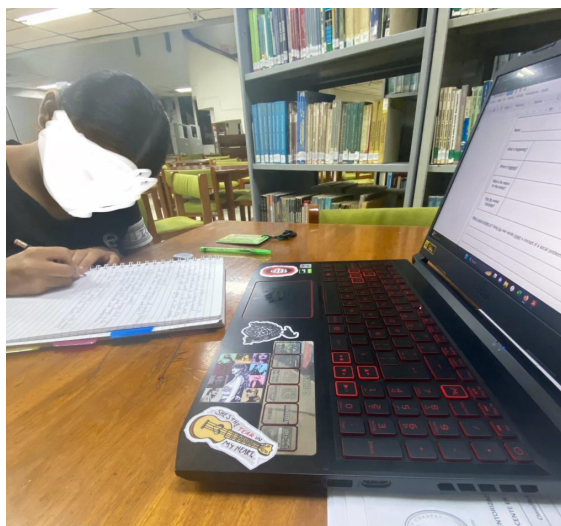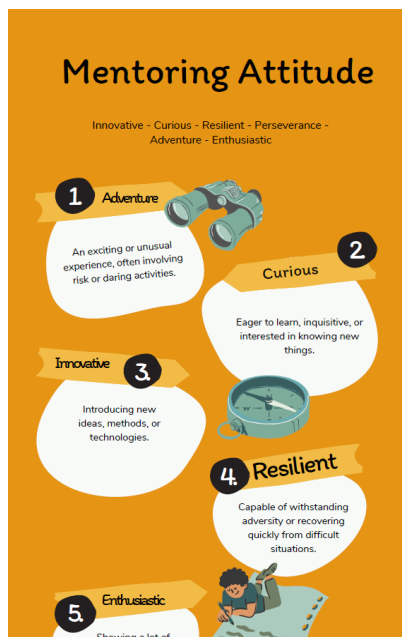
*Mentoring sessions with the mentess*

**Figure 1**
Mentoring Attitude Lesson Plan

**INSTRUCTIONAL ACTIVITIES**

| Warm-up | Resources/Materials | Time |
|---|---|---|
| Show them a world map or globe and ask them to point to a place they've always wanted to visit. Mentee will share why they chose that location. | | 15 min |
| **Core activities**<br><br>*Introduction to New Vocabulary*<br><br>1. Start by asking the student about their interests, hobbies, or future goals. This information will help to choose relevant vocabulary words.<br><br>2. Introduce 5-10 new vocabulary words related to the student's interests or goals. Each word would be written to present them on a screen, along with their meanings and example sentences.<br><br>3. Encourage the student to repeat each word after you, focusing on pronunciation. | ▼ | 15 min |
| **Vocabulary Exercises**<br><br>4. Conduct interactive vocabulary exercises:<br>  a. **Word Matching:** Provide a list of words and their definitions, and ask the student to match them correctly.<br>  b. **Synonym-Antonym Pairs:** Present pairs of synonyms and antonyms, and ask the student to identify them.<br>  c. **Sentence Completion:** Give the student incomplete sentences and ask them to fill in the blanks with the new vocabulary words. | **Mentoring Attitude** | 20 min |
| **Vocabulary Application:**<br><br>5. Engage the student in a conversation using the newly learned words. For example, if the word "adventure" was introduced, you might ask them to talk about their most exciting adventure or what adventurous activities they would like to try.<br>6. Correct any pronunciation or usage errors gently and provide positive reinforcement when they use the words correctly. | | 10 min |
| **Closure**<br>8. Summarize the lesson by reviewing the new words, their meanings, and their usage in sentences. | | 5 min |

*Mentoring attitude infographic and students evidences*

*Selling a trip - lesson plan and mentees' evidence*
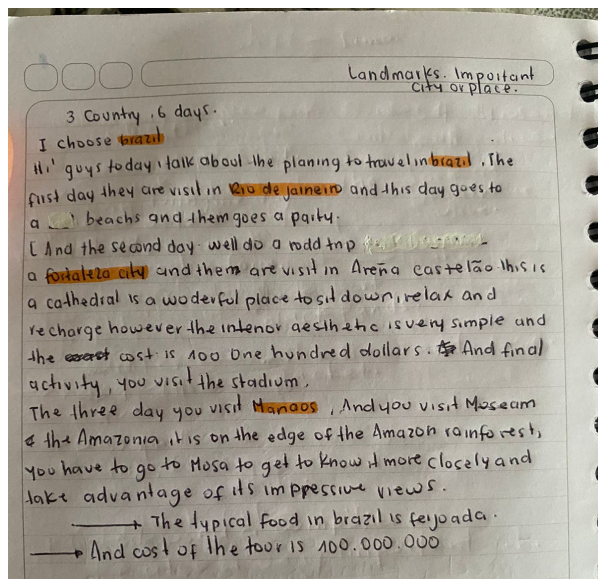




*Traveling and trivia question  - lesson plan*

**1st Meeting — Primer encuentro, dar a conocer la mentoría y fijar horario —**

Nombre:Dallana Karolina De La Espriella Chadid.
Fecha:

¿Qué desea usted lograr al comprometerse en la relación de mentoría? Llene este formato y comente sus metas con su mentor. Examine sus metas de manera periódica y comente el avance que se haya logrado.

*Meta #1:*
La meta principal en los encuentros en donde realizamos las mentorías eran fortalecer cada una de mis debilidades .

*Beneficios para Usted:*
Estas mentorías trajeron consigo un millón de beneficios , puesto que , en todo momento fortalecía y mejoraba en los diferentes ámbitos en los que presentaba dificultad.

Beneficios para su Programa / Organización / Comunidad:
Las mentorías son de gran ayuda para los estudiantes que presentan en mi programa dificultades , este espacio nos ayuda a reforzar y aprender  los temas en los que tenemos inconvenientes  .

*Barreras Potenciales contra el Éxito*
Durante el proceso como estudiantes nos "colocamos barreras" , ya que , nos frustramos al no poder entender algunos de los temas dados en clase , pero creo que esta "barreras" desaparecen cuando iniciamos nuestro proceso para reforzar, practicar y a aprender .

*Recursos / Apoyo que se necesita para Lograr la Meta:*

Los recursos y el apoyo son fundamentales , para llegar a la meta , puesto que necesitamos de una guía o de ciertos ejercicios que ayuden en nuestra formación .

Método Utilizado para el Éxito:

Sin duda alguna la práctica y la disciplina , ya que con estas podemos cumplir nuestro objetivo.

*Mentee's weekly journal*

2. ¿Puedes identificar algún concepto que te resulte especialmente interesante o desafiante?

algo interesante fue el aprender que para conseguir una meta siempre hay que esforzarse y ese dia aprendi una palabra que no había escuchado ni sabia su significado y era resiliente y es lo que decía al principio de esforzarse y no rendirse nunca.

3. ¿Cómo puedes aplicar los conocimientos adquiridos en situaciones prácticas o cotidianas?

estas palabras lo motivan a uno no solo en el ámbito del estudio sin no que también se aplica en la vida cotidiana por ejemplo diariamente nos vemos enfrentados por muchos miedos o dificultades que hacen del camino algo dificil pero cuando aprendemos que hay que ser resiliente y que hay que aventurarse y salir de las zonas de confort para poder acabar con el miedo eso te ayuda y te da nuevas perspectivas de la vida.

4. ¿Hay algún ejemplo real que pueda ilustrar la aplicación de lo que aprendiste esta semana?

En la universidad al principio no quería relacionarme con mis compañeros por el miedo al rechazo o que por mi poco nivel de inglés me fueran a excluir y buscaba así sentirme bien solo en mi zona de confort, pero al aprender que muchas veces es mejor ser curioso y aventurero y adentrarse cada día en una nueva experiencia claro después que sean buenas y así logré dejar mi miedo y pude relacionarme con mis compañeros.

**Note:** si cuentas con alguna actividad evidencia relacionada con cada lesson, puede serr adjuntada

*Folder of mentoring evidences and documents*