

**DEVELOPING EFL LEARNERS' STUDY HABITS TO IMPROVE
COMMUNICATIVE SKILLS UNDER THE "MENTORING" PROGRAM
AT UNIVERSIDAD DE CÓRDOBA**

FINAL INTERNSHIP REPORT



KAMILA SUSANA GIL VERGARA

UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

**LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN
INGLÉS**

MONTERÍA-CÓRDOBA

2023

**DEVELOPING EFL LEARNERS' STUDY HABITS TO IMPROVE
COMMUNICATIVE SKILLS UNDER THE "MENTORING" PROGRAM
AT UNIVERSIDAD DE CÓRDOBA**

KAMILA SUSANA GIL VERGARA

kgilvergara@correo.unicordoba.edu.co

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

Advisor

Mg. OLGA LUCIA GALVAN GARCÉS

UNIVERSITY OF CORDOBA

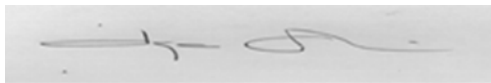
FACULTY OF EDUCATION

FOREIGN LANGUAGE TEACHING PROGRAM

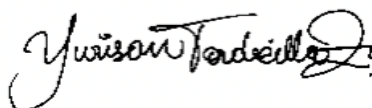
MONTERÍA-CÓRDOBA

2023

Approval page



Mg. OLGA LUCIA GALVAN GARCES



Judge. YURISAN YURISAN TORDECILLA ZUMAQUE

ACKNOWLEDGEMENTS

I would like to thank my family; they mean everything to me, my beautiful and lovely grandmother, Ana Bertel, my mom, Ketty Vergara and my dad, Juan David Gil, to my brothers Andres Gil and David Gil. I would like to mention Alexander Gonzales, Vanesa Bustamante, Jose Cardenas who were my real friends in this degree and especially Hernando Gomez, my partner in this beautiful experience who I pray to God is recovering.

Besides, I would like to say thanks to the people at the mentoring Program, Mr. Alex Diaz, Miss Yina Vega and above all Miss Olga Galván. Thank you all for your patience, comprehension, and love in teaching me everything I know today.

In addition, I have to say thanks to my professors Liliana Agámez, Pedro Martinez, Johana Penagos, Elkin Vergara, and Paula Garcia from whom I learned a lot as teachers and as human beings and my classmates during the whole degree. I wish the best to them. Thanks to all the ones I met, thanks to everyone who made me come laugh. I have a small and wrinkled heart at this moment, because it was 5 years of sharing experiences with excellent people who crossed my path.

It is also necessary and more important than everything to thank God, who showed me how to love this degree, my students, my teachers, my family and my friends at this time.

Finally... I did it!

ABSTRACT

This report describes the internship accomplished at the University of Cordoba in the Foreign Language Teaching Program under the Student Academic Accompaniment and Mentoring Program. It is intended to prevent student dropout and to bring down the level of desertion to maintain and stimulate the permanency of the students in the program. 15 learners who were studying Grammar and Communication from novice to upper intermediate level enrolled from first to fifth semester, were identified and presented academic needs mainly regarding study habits which affected their academic performance; they lacked a plan to study appropriately to improve their communicative skills, they also had some difficulties concerning the use of grammar in writing and listening tasks. Add to this, students had personal problems which caused them to stop paying attention in class or to attend classes. As many of them worked sometimes they did not have time to get home to study and they simply could not concentrate in class due to external problems. The methodology applied was principally founded on professional development to measure the different needs teachers encounter at different stages of their career; collaborative and cooperative learning which let the mentor and the mentee work together to achieve a common goal; also, the development of study habits which lead the learners to create and domain a set of behaviors to study more proficiently, and the implementation of adapting methodologies. The results confirmed that mentees could not only improve their communicative skills, but also their academic records in some way, likewise they realized the importance of having a plan to track progress and set goals.

Keywords: *Mentoring, professional development, communicative skills, collaborative and cooperative learning, study habits.*

INDEX

1. Introduction	8
2. Pedagogical strategies.....	12
2.1 Mentoring	12
2.2 Role of a mentor	13
2.3 Pedagogical Content Knowledge or PCK	14
2.4 Professional Development	15
2.5 Collaborative and cooperative learning	16
2.6 Developing study habits	17
2.7 Communicative skills	17
2.8 The use of a variety of teaching methods	18
3.Methodology	21
a. Active listening	23
b. Building reliability	24
c. Adapting	24
d. Modeling	24

4. Results (Experience description)	25
4.1 Lesson plan	26
4.2 Professional gains	30
4.2 Personal gains	31
4.3 Students gains	32
5. Limitations	34
6. Conclusions and recommendations	36
7. References	38
8. Appendix	41

1. INTRODUCTION

Mentoring is a powerful way to make a difference in the lives of others, while also gaining valuable personal and professional development as a mentor. Mentors can provide guidance and support to help mentees reach their goals, whether they are academic, professional, or personal. This can be incredibly rewarding, as the growth and success of the mentee is seen. As a mentor, knowledge and experience may be shared with others to encourage mentees to learn from the mistakes and successes, and it can also abet the mentors to reflect on their own journey. Mentoring can help build relationships with people from different backgrounds and experiences. This can be enriching for both the mentor and the mentee, and it can also lead to new opportunities.

The Universidad de Córdoba through its Foreign Language Teaching Program offers an Internship-Mentoring program as a degree option. In the period of the 2022-2 academic semester, the "Pilot mentoring program for students newly admitted to UNICOR" was carried out. In this program, mentors put into practice methodologies, strategies and teaching abilities acquired during their educational preparation at the university. In the same way, this process works as a new opportunity for university students not to untrained from the career and therefore carry out a good process as students and it provides the mentor the opportunity to be exposed to a real teaching context and gain meaningful experience from it.

This internship-mentoring process was held at Universidad de Córdoba, a public, accredited, and quality institution located in the city of Monteria. This entire process was carried out with about 103 students in the first term, who failed

Communication, Grammar, and Advanced Grammar, and were identified as students with academic needs.

They were between the first and fifth semester of the program. The first term had a number of 15 students, who accepted to attend the mentoring sessions, and classes were every Tuesday, Wednesday and Thursday taught from 8:00 to 18:00. The second term was composed of more than 30 students but less than 10 accepted the mentoring sessions. Classes were taken at the same time as well, on weekdays. These groups were both formed by students with ages between 17 and 21 years old, and most of the learners come from families with low-medium incomes and some of them come from some towns close to the capital of Cordoba. Additionally, apart from the classes that were developed, it was necessary to fulfill some administrative duties to complete the mentoring requirements.

Based on that important phase during this internship I assisted students with academic needs from semesters 1 to 5 specifically in the subjects of Communication, Grammar, and Advanced Grammar. It is relevant to mention that many of these students were in later semesters because they failed one of the two courses and had to retake it, which made my teaching experience more challenging and led me to start working with appropriate approaches, effective strategies, and action plans to be able to help them. In most cases the academic weaknesses were present in skills such as speaking, listening or the use of grammatical structures in written tasks, also it was identified the necessity to develop study habits since the lack of studying without a plan affected negatively, not only their performance but also their grades.

However, academic performance was not the only reason why students failed the subjects of communication or grammar. Sometimes students had personal problems that did not allow them to attend class or caused them to stop paying attention in class.

Occasionally these problems were referred to university welfare or family calamities. Considering the socioeconomic status of the students, many times they presented problems when leaving home, either due to lack of money or responsibilities at home. Many of the students worked and sometimes they did not have time to get home to study and at times they simply could not concentrate in class due to external problems. These types of problems should be reported and referred to Bienestar Universitario so they could provide more adequate support regarding their academic process.

The internship-mentorship program at the Universidad de Córdoba in Montería provides mentors to students who are struggling academically, helping them to overcome their challenges and remain in the program. I had the opportunity to work with 15 students with the purpose of developing strategies for success, such as time management, study skills, and test-taking techniques. My role as a mentor was held to share my own experiences and insights, succor the mentees to develop their study habits, and offer encouragement. I also helped students develop some mechanisms for dealing with stress, such as yoga breathing sessions, and build their own personal and professional values. I found that active listening to build confidence was one of the most significant strategies used to support mentees. I also adapted some teaching methods to the individual needs of my mentees. Finally, it may be concluded that mentoring is a challenging but rewarding experience that will help students achieve their goals in their learning process.

This project is divided in the following chapters: *Pedagogical strategies*. This chapter discusses the theoretical foundations that support the internship-mentorship. It explains the different teaching methods and approaches that were used in the internship-mentorship, and how they were informed by different educational theories. A *methodology* chapter that describes the course of actions that were taken during the teaching-learning process. It outlines the different activities and assessments that were used and explains how they were aligned with the learning objectives of the internship-mentorship. *Results*. This chapter presents the main findings of the internship-mentorship, and discusses the successes of the program, as well as the challenges that were encountered. Followed by the *limitations*, that corresponds to the chapter that identifies some of the constraints that affected the development of the internship-mentorship. It discusses how these constraints could have been mitigated, and how they might be avoided in future internship-mentorship. Finally, the *conclusion and recommendations* chapter that summarizes the findings of the internship-mentorship, provides some recommendations for future mentoring programs, and suggests ways to improve the design and implementation of mentoring programs, and to better support the professional development of interns.

2. PEDAGOGICAL STRATEGIES

This chapter describes the main pedagogical practices and teaching strategies used to brace this growth formative experience at the Universidad de Córdoba through the Student Academic Accompaniment and Mentoring Program. These theoretical bases were taken into consideration as follows.

2.1 Mentoring

Mentoring is a relationship between a more experienced person (the mentor) and a less experienced person (the mentee) in which the mentor encourages the mentee to achieve their goals. (Noe et al.) (2002), defines a mentor as a person who traditionally has the purpose of helping and developing the protégé's (mentee's) career. Herein lays the importance of reciprocity in mentoring relationships, which means that both the mentor and the mentee should benefit from the relationship. Here are some of the benefits of mentoring:

Career development: Mentoring can guide mentees to develop their skills and knowledge, learn about different career paths, and gain access to resources and opportunities. Coutu (2003) argues that mentoring is a powerful way to help people develop their potential. Mentoring can facilitate the mentees to identify their strengths and weaknesses, set goals and develop action plans to achieve them and gain new skills and knowledge.

Personal development: Mentoring may support mentees develop their self-confidence, learn how to set goals, and develop their problem-solving skills. Zachary

(2011) provides practical advice for mentors on how to help mentees develop their problem-solving skills. He says that mentors can help mentees to identify problems, generate solutions, and evaluate the effectiveness of their solutions. Enquiring questions, providing feedback, and sharing their own experiences, a mentor is also able to assist mentees to clarify the problem and to break it down into smaller, more manageable parts.

Support: Mentoring can provide mentees with a sounding board for their ideas, someone to offer advice and guidance, and a source of support during challenging times. According to Reeves (2003), the purpose of mentoring is to grow by tapping into the knowledge and experience of someone further along than the mentee (the mentor). This is the best way to accelerate the development of the mentee.

2.2 Role of a mentor

A mentor-mentee relationship is a two-way street. The mentor should provide guidance and support, and the mentee should also be willing to put in the work. Be open to feedback, be willing to learn, and be prepared to ask for guidance when you need it. Sandberg (2013) emphasizes the importance of having a mentor who can lend a hand to a mentee to navigate the challenges of working in the world. With a mentor by their side, a person can overcome the challenges of working in the world and achieve their career goals. A mentor additionally facilitates the mentees to navigate the challenges of their chosen field and provide them with insights that they may not have otherwise gained.

Furthermore, a mentor may act as a role model for someone, showing them what possible and providing inspiration is. They abet the person to develop their own personal

and professional values. Maxwell (1993) discusses the different roles that a mentor plays in the mentee's life, such as providing guidance, support, and encouragement. Having a mentor may be an invaluable asset to anyone who is looking to advance their career. A mentor can offer a wealth of knowledge, experience, and support that can help a person achieve their goals and reach their full potential.

2.3 Pedagogical Content Knowledge or PCK

PCK is a distinct form of knowledge that is separate from both subject matter knowledge and pedagogical knowledge. Subject matter knowledge is the knowledge that teachers have about a particular subject matter, while pedagogical knowledge is the knowledge that teachers have about how to teach. PCK, on the other hand, is the knowledge that teachers have about how to teach a particular subject matter in a way that is both effective and engaging. Shulman (1980), defined PCK as "the particular form of content knowledge that embodies the aspects of content most germane to it teach ability." In other words, PCK is the knowledge teachers need to have to effectively teach a particular subject matter.

Subject matter knowledge is the knowledge that teachers have about a particular content, it includes the facts, concepts, and theories of the subject matter, as well as the ability to apply this knowledge to solve problems and answer questions. According to Grossman (2003), subject matter knowledge is one of the four cornerstones of teacher knowledge; he defines it as the specific content knowledge that is needed to teach a particular subject. Subject matter knowledge is essential for effective teaching.

Grossman (2003), also states that "teachers need to have a deep understanding of the subject matter they teach in order to be able to explain it clearly to their students, to help them solve problems, and to answer their questions." (p. 615). Teachers also need to have pedagogical content knowledge, which is the knowledge of how to teach a particular subject matter. This includes knowledge of the different ways to represent the subject matter, the different ways to assess student learning, and the different ways to engage students in learning.

2.4 Professional Development

Professional development is more likely to be successful when it is designed to meet the needs of teachers at different stages of their careers and when it considers how people learn. According to Huberman (1989), teachers' careers are characterized by cycles of conflict/resolution that lead to growth and development. His research describes at least five stages in the professional lives of teachers: exploration and stabilization, commitment, diversification and crisis, serenity and distancing, and conservatism and regret. Teachers have different needs at different stages of their careers, and professional development should be tailored to meet those needs. For instance, early-career teachers may need help with classroom management and lesson planning, while experienced teachers may need help with new teaching methods or technology.

It is important to provide professional development that is relevant to the specific needs of teachers at each stage of their career. According to Huberman's conceptualization, this is most likely to happen at the diversification and crisis stage. Appropriately timed

participation in professional development activities such as peer coaching, mentoring, or study groups may support and retain these professionals.

In my opinion and experience being a mentor, I consider it very important as a future teacher (the mentor) to provide support and mentorship to another future teacher (the mentee that is just starting out. The mentees can benefit greatly from the support and mentorship of a more experienced teacher, and this supports them to navigate the challenges of teacher training and to develop their teaching skills. And more than knowledge and expertise, developing their own teaching philosophy, and to stay up to date on the latest educational research, it seems important to me to teach as a more experienced teacher to a less experienced teacher to provide a sense of community. Thus, teaching might be a challenging profession, and it can be helpful for future teachers to feel like they are part of a community of supportive colleagues, in consequence it can be asserted that mentorship programs facilitate creating this sense of community and to provide future teachers with a network of support.

2.5 Collaborative and cooperative learning

Many educators believe that collaborative learning is a more effective way to teach students, and they have incorporated collaborative learning activities into their classrooms. Nunan (1992), defined collaborative learning as "a process whereby two or more students work together to achieve a common goal," while cooperative learning is "a process whereby students work together in small groups to achieve a common goal, but each student is also responsible for his or her own learning" (p. 12). The author and I agree that collaborative learning is more effective than cooperative learning because it requires

students to share ideas and negotiate meaning. This can guide students to develop their critical thinking skills and their ability to work effectively in teams. Group projects is just an example of a collaborative learning activity. Group projects are a common form of collaborative learning. Students are assigned to groups, and they work together to complete a project. This can be a research project, a creative project, or a performance. There are many other ways to incorporate collaborative learning into the classroom written in David Nunan's book *Collaborative Language Learning and Teaching*.

2.6 Developing study habits

The development of study habits is the process of creating and maintaining a set of behaviors that lead the student to learn more effectively. According to Brown (2014), effective study habits involve more than just memorizing facts. Brown emphasizes the importance of understanding concepts and practicing skills. Study habits might include things like setting goals, time management, finding a study environment that works for both the mentor and mentee, taking breaks, and rewarding the mentees for their efforts. Some advice on how to create effective study materials are flashcards and concept maps.

Developing study habits is considered important in terms of the support it represents for the student in their learning process. Oakley (2014) argues that study habits are essential for success in school and in life. In addition, an effective development of study habits takes time and effort, but it is worth it, and it can help the learner succeed in school and in life.

2.7 Communicative skills

Communicative skills are the abilities that allow people to effectively send and receive messages. They include both verbal and nonverbal communication skills. Verbal communication skills are the skills people use to communicate through spoken or written language. Such as listening, speaking, reading, and writing. Nonverbal communication skills are the skills people use to communicate without using words. They include body language, eye contact, facial expressions, tone of voice and gestures.

Communicative skills are essential for success in many areas of life, including school, work, and personal relationships. They allow people to connect with others, share their ideas, and build relationships. According to Gordon (2000), effective communication is essential for building strong relationships with people and is essential for success in many areas of life. In short, communicative skills are essential for building and maintaining strong relationships, both personal and professional. Therefore, practicing and improving our communication skills, people can enhance their relationships and improve their overall quality of life.

2.8 The use of a variety of teaching methods

The implementation of a variety of teaching methods is essential for successful mentoring. Mentors should adapt more than one method to meet the needs of their mentees. Fullan (2016), has written about methods for adapting methodologies and argues that educational change is complex and requires a variety of approaches. He suggests that practitioners, researchers, and policymakers should use a variety of methods to talk about adapting methodologies, including dialogue, reflection, and collaboration. By using a

variety of approaches, educators can increase the chances of successfully implementing educational change.

There are many different methods that can be used to talk about adapting methodologies. Here are a few examples:

- *Theories*: There are many theories that can be used to understand and explain the process of adapting methodologies. For instance, the theory of action research suggests that practitioners can improve their practice by reflecting on their own work and making changes based on what they learn.
- *Models*: There are also many models that can be used to guide the process of adapting methodologies. For example, the design-based research model suggests that researchers and practitioners work together to develop and test new educational innovations.
- *Tools*: There are also several tools that can be used to support the process of adapting methodologies. For example, the Delphi method can be used to gather expert opinion on a particular issue, and the nominal group technique can be used to generate ideas and reach consensus.

Adapting methodologies varies depending on the specific context. However, all the methods mentioned above can be helpful in promoting dialogue, reflection, and collaboration among practitioners, researchers, and policymakers.

For that reason, adapting methodologies must be clear about the purpose of the conversation and be respectful of different perspectives. There is no one right way to adapt

methodologies and different people will have different ideas about what works best. Be open to feedback, be willing to listen to other people's ideas and suggestions and be disposed to change your own mind if you are presented with new evidence. Finally, be persistent, adapting methodologies is not always easy, but it is important to keep trying. The more practice, the better will be the result.

In mentoring some strategies such as conferences, discussions, group work and projects, are important to keep students engaged and learning. This applies after knowing the needs of each student. Marquardt, (1999) argues that the most effective mentors are those who can adapt their mentoring style to the needs of the mentees. Mentors can change their approach as the mentee's needs change. For instance, if the mentee is struggling with a particular task, the mentor may need to change their approach to providing support.

First, it can serve to ensure that the mentee is able to learn in a way that is most effective for them. Not everyone learns in the same way, so using a variety of methods can help to reach a wider range of learners. Second, using a variety of methods can help to keep the mentoring sessions interesting and engaging. Besides, this can facilitate keeping the mentee motivated and eager to learn. Finally, using a variety of methods can succeed to create a more collaborative and interactive learning environment.

In view of that, the best methodology for a particular mentoring relationship will depend on the needs of the mentor, the mentee, and the situation. However, using a variety of methodologies aid to ensure that mentors and mentees have the resources and support they need to be successful.

3. METHODOLOGY

This chapter describes the methods and strategies I used in my mentoring internship to tailor my mentoring sessions to the target population. I also discuss what I learned as a future teacher and the principles of mentoring.

The internship was conducted at the University of Córdoba in Montería, in the Foreign Language Teaching Program which created the Student Academic Accompaniment and Mentoring Program as a degree option to help to prevent student dropout. The program provides mentors to students who are struggling academically, helping them to overcome their challenges and remain in the program. This program started in the second half of 2022, where five mentors with key qualities assisted more than 15 students with several academic needs contributing to the success of the master plan which was divided into 3 main phases to have an excellent execution. The first stage consisted of selecting students to be mentors; they were chosen based on their academic records in subjects such as Communication (I, II, III, IV, V), Grammar (I, II, III, IV) and Advanced Grammar. Moreover, to become a mentor, students must have excellent social skills, be empathetic, be reliable with information, and be responsible with academic and administrative tasks. After mentor selection, a tutor is assigned to each mentor. The tutor's role is to supervise the mentors' teaching experience and help them achieve the expected objectives in their final report.

The second stage begins with a meeting, where mentors and tutors are informed about the program, its goals, rules, the procedures to be accomplished, and the instruments

La educación es un derecho, no un privilegio.

to be used by mentors throughout the mentoring internship as well. These instruments include: An initial meeting between the mentor and the mentee to measure mentees' academic performance. A document called FDOC-085, which allows mentors to record mentees' weaknesses, academic and psychological needs. If a mentee needed psychological assistance, the mentor would fill out a form and send the mentee to the Bienestar Universitario office. A field diary kept by mentors to record observations and specific aspects of their experience. Some aspects that I wrote in my diary were the “expectations” of my students because I always try to manifest everything. Hence, after listening to the weaknesses my student had, I tried to change that “weakness” in an opportunity to work harder. Finally, mentees kept a weekly journal to express their feelings, knowledge, perspectives, and learning strategies. Mentees can also annotate key points that would support mentors' descriptions of their experiences and the results of the different methodologies used.

After knowing the previous instruments, mentors get to know their mentees and arrange a schedule. Finally, after the mentors meet the students and share the information with the tutors, they discuss the methodological strategies, didactics, and data collection instruments that each mentor would use. Additionally, the type of mentoring to develop should be chosen. In this case, traditional mentoring, one-on-one, and group mentoring were used. This semester, I completed a training program to become a mentor in which I learned about the role of a mentor and the skills that mentors develop.

La educación es un derecho, no un privilegio.

The role I played as mentor during each session was to share my own experiences and insights to help mentees to make better decisions about their careers, about making things with love. Also, I helped mentees develop their skills and knowledge, taking into consideration their own learning pace and I provided them a listening ear and offered encouragement when facing challenges; helped mentees develop mechanisms for dealing with stress, such as having a previous informal conversation; taking a deep breath or maybe some meditation to calm down. Sometimes, students came to mind in another part, and I used to start asking them how they were or what they did in the past days. The important thing here is to show real interest in your students, build confidence in every meeting and show mentees what it takes to be successful in their chosen field, even though it is demanding –I had to say that I intervened by helping mentees develop their own personal and professional values–.

The most significant strategies used to support mentees achieve their communicative learning outcomes and to build reliability among us are described below.

Active listening: This skill might be learned and improved with practice. I always paid attention to the mentee's body language, such as facial expressions, eye contact, and posture. This could help me understand how they were feeling and what they were trying to communicate. Maybe at first, they felt uncomfortable because we did not know each other, but I was able to build trust as we met and have a healthy relationship with them. I always made sure that my encounters with them were characterized by a positive working environment and that there was no tension or uncomfortable silences. I also tried to avoid

La educación es un derecho, no un privilegio.

distractions such as the phone, computer, or other people in the room. This showed that I was paying attention to what they had to say or to do, which indicated that it awakened learners to confide in my role as a mentor.

Building reliability: Something that helped me a lot was to take some time before starting the mentoring session to think about what I wanted to achieve in the relationship with my mentee. What skills and knowledge do I want to share? What kind of support do I want to offer? The more prepared I was, the more confident I felt. Apart from that, mentoring can be a challenging role, but it is also very rewarding. I always made sure to focus on the positive aspects of the relationship and be enthusiastic about helping my mentees achieve their goals.

Adapting: I assisted more than 15 students with several academic needs and some of them with psychosocial needs. There was a specific case of a first semester student with attention-deficit/hyperactivity disorder (ADHD). Based on those facts, and according to the training received from mentoring and the help of Bienestar Universitario office, my own experience every time I assisted her was very significant. Mentoring a student with ADHD was a rewarding experience for me. I learned more about the condition and how to assist others who are affected by it. I was also able to connect with the student on a personal level and provide her with the support she needed, and the idea of seeing the expected results and goals achieved throughout the mentoring was very gratifying.

La educación es un derecho, no un privilegio.

Modeling: In the context of language learning, modeling refers to the process of providing learners with examples of the target language so that they can learn how to use it correctly. One way I provided modeling to my mentee in this lesson was showing my own task first to the mentee to do the same. As a mentor, I could not ask the students to do an activity if I had not first shown them how they are going to do it or how is composed. I guided the mentees develop the skills and confidence they need to create their own activities.

4. RESULTS (Experience descriptions)

This chapter presents the findings of this internship in terms of professional and personal development, what students learned through this mentoring process, and its impact at Universidad de Córdoba. The internship was part of a mentoring program, and it involved developing some lesson plans in which context was considered as important to teach a class. The lesson plans are presented as a teaching tool to create a more engaging and interactive teaching and learning experience.

Mentoring was a growth learning experience that provided to me both professional and personal development. Professionally, mentoring facilitated mentees to develop new skills and knowledge, guided them to learn about my experienced professionals as a teacher, and to be inspired to achieve their goals. Personally, mentoring helped mentees to develop self-confidence, to improve communication skills, to gain a better understanding of them, and develop leadership skills.

La educación es un derecho, no un privilegio.

To warm up the first meeting I introduced myself to the mentee and explained the benefits of taking the mentoring session. I asked the mentee why she considered that she had failed the term, without judging. The mentee talked about some reasons such as not being responsible enough, not having studying habits, or lacking confidence in taking the evaluating activities. I also wanted to know about the goals the mentee wanted to achieve throughout the mentorship, and a weekly journal was used in which these aspects were mentioned.

At first the mentee felt anxious or vulnerable because it was our first mentoring session, and she was sharing with me the difficulties she was having in class. The most important thing in this situation was to always give her an active listening ear, a friendly attitude, and, if necessary, a yoga session of breathing as a powerful tool to improve focus, concentration, and relaxation. Once the mentee told me about her weaknesses, I told her that those weaknesses were opportunities to improve and continue learning. I always changed negative words to positive ones, such as "but" to "and". For example, "It is impossible" became "I will try hard, and I will do it" or "I can't" became "I can do it with my mentor's guidance".

Finally, after having reviewed the teacher's syllabus, I used to design the appropriate lesson and support exercises for my mentee, considering her needs and the objectives she wanted to achieve. Likewise, the mentee committed to developing responsibility to improve her study habits and doing the activities I sent. I acted as a goal fixer mentor, which means I assisted my mentees set and achieves their goals. I did this by


La educación es un derecho, no un privilegio.

providing guidance, support, and responsibility. The first step to becoming a successful goal fixer mentor is to get to know the mentees. What are their goals and their strengths and weaknesses, and what are their challenges. Once listened to them I started tailoring their support to their individual needs.

4.1 Lesson plan

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Lenguas Extranjeras con énfasis en Inglés
LESSON PLAN

MENTOR: Kamila S. Gil Vergara	MENTEE: Dallys Romero	SEMESTER: 1
UNIT TITLE: Around the world!	TIME: 1h	LESSON DATE: June 29th, 2023

TASK/PROJECT/PROBLEM	Learning outcomes:	Lesson Teaching Points:
<p>The student will make a brochure to exemplify possible solutions for the future based on some environmental problems in their living area.</p> <p>Example:</p>  <p>The infographic details the following objectives:</p> <ul style="list-style-type: none"> Emissions: Direct greenhouse gas emissions: 152 100 tonnes of CO₂ equivalent. Reduce the direct greenhouse gas emissions by 25% by the end of 2024. Water: Water consumption: 3 477 megalitres. Limit the increase of water consumption to 5% up until the end of 2024. Waste: Non-hazardous waste recycling rate: 85%. Increase the recycling rate. Energy: Electricity consumption: 1251 GWh. Limit the increase in electricity consumption to 5% up until the end of 2024. Ionising radiation: Ionising radiation: <0.02 mSv/year for the public. Continue to keep the contribution to public exposure for people living in the vicinity of CERN at a negligible level. 	<ul style="list-style-type: none"> - Students will present in writing some future plans by providing environmental solutions. - Students will be able to communicate orally possible solutions their city will encounter for the future regarding its currently environmental problems 	<ul style="list-style-type: none"> - Grammar: Simple Future (will /going to) - Vocabulary: Environmental problems: Climate change, air and water pollution, deforestation, increase of gas emission, wasting, etc. - Talking about possible solutions for the future

La educación es un derecho, no un privilegio.

INSTRUCTIONAL ACTIVITIES

<p>Warm-up</p> <ul style="list-style-type: none"> To introduce the class, the mentor and the mentee will play a game of "What will happen next?" It starts by watching a short video. Then, the mentor stops the video before the end and asks the mentee to predict what will happen next. The mentee can share their predictions, and the mentor can discuss why she thinks those things will happen. The idea is to actively listen to the mentee and have to let her know that she can make any mistake when expressing herself and that there should be no fear in it. 	<p>Resources/Materials</p> <ul style="list-style-type: none"> https://youtu.be/MWssn2ONZFo 	<p>Time</p> <p>15 min</p>
<p>Core activities</p> <ul style="list-style-type: none"> By modeling her own brochure, the mentor will guide the mentee develop the skills and confidence she needs to create her own brochures. In this stage the mentor will explain that a brochure is a promotional document that is typically folded into a pamphlet or leaflet. It is used, in this case, to inform the environment problems presented in the world according to CERN's. Also, the mentor will explain what this brochure contains 1. A catchy headline, 2. A brief overview of the problem (environmental problems), 3. A section that highlights the consequences of environmental problems, such as wasting, increase in gas emissions and lack of water in the future. 	<ul style="list-style-type: none"> - Notebook - Board - Markets 	<p>30min</p>

La educación es un derecho, no un privilegio.

<p>Closure</p> <ul style="list-style-type: none"> • The mentee will start creating the brochure. She can make a draft considering that she must focus on the city of Monteria (the environmental problems that will happen in 30 years and the possible solutions to avoid that consequence). The mentee will share with the mentor her point of views by using the simple future. The mentee will be asked what future she would have to provide a solution to environmental problems. e.g., <i>What will you do to prevent energy consumption?</i> • Finally, the grammatical content part will be reviewed. The mentee is also provided with constructive feedback to help her improve those skills that need reinforcement. 	<ul style="list-style-type: none"> - Paper - Scissor - Clue - Pens - Magazine 	<p>15 min</p>
--	--	----------------------

At the end of the class, the student was able to make her own brochure and express some environmental problems that will be presented in the city of Monteria and the possible solutions as a citizen that she will implement.

In language learning, modeling is the process of showing learners how to use the target language correctly by providing them with examples. One way I provided modeling to my mentee in this lesson was showing my own brochure first. I guided the mentee develop the skills and confidence she needs to create her own brochure.

I believe that the right teaching methods can make students more engaged in learning. I used an individual methodology that involved students actively participating in the learning process, because I wanted them to learn how to speak up and participate in class. I was able to create a good atmosphere because they saw me as one of them and this allowed me to apply different methodologies that led to them

La educación es un derecho, no un privilegio.

developing creativity, better study habits, and responsibility. These methodologies included collaborative and cooperative learning. Ausubel (2000), said that the most important factor influencing learning is what the learner already knows. This refers to the context that surrounds the learner and the reasons why they are learning. I have found this to be true in my experience, because when students can relate new information to what they already know, they are more likely to understand and remember it. Additionally, when students can see the relevance of the learning to their own lives, they are more likely to be motivated to learn.

I believe that these are important factors to consider when designing a mentoring program. By considering the learner's existing knowledge and interests, mentors can create a more engaging and effective learning experience.

Cooperative learning is a structured learning method in which students work in small groups to complete a task. I had the opportunity to work on two occasions with two groups of two in some mentoring sessions. Each member of the group was responsible for learning the material and contributing to the group's success. This was very effective because we assigned roles to each member of the group, and this ensured that all members of the group were actively involved in the learning process.

Collaborative learning is a more informal learning method applied in this mentoring process in which students work together to achieve a common goal. Students were free to choose how they want to contribute to the group's success. Collaborative

La educación es un derecho, no un privilegio.

learning could be implemented in a variety of ways, for example, in the creation of a map for giving directions, students brainstorming questions such as *Where is this location...? How can I get there...? Could you help me locate this...?* Both cooperative and collaborative learning were effective ways to implement this mentoring process. These methods facilitated students to develop a variety of skills, such as teamwork (appendix), communication, and problem-solving. Additionally, these methods may assist students to learn the material more effectively and to retain it longer.

4.2 Professional gains

The impact of this teaching growth experience was marked by a greater appreciation for the mentee's perspective. As I listened to the mentee's experiences and challenges, I came to appreciate their unique perspective on the world. This helped me to be more empathetic and become a more understanding person. Overall, the impact of this mentorship was profound. It gave me the opportunity to learn new skills and knowledge such as developing problem-solving skills, as you will be able to see how other people approach and solve problems. Leadership skills, as I was able to see how I motivated and led the learning process of my mentees. This knowledge has been invaluable in my own teaching practice.

Mentoring not only allowed me to build relationships with other professionals in this field. It also taught me how to be the teacher I want to become. A democratic and empathetic teacher, who always helps students solve problems, can connect with students

La educación es un derecho, no un privilegio.

on a personal level and creates a safe and supportive environment where students feel comfortable when learning. I want to be a teacher who also performs very well academically and has in-depth knowledge of the subject I teach, who can communicate this knowledge in a clear and engaging way, and who can answer students' questions in a comprehensive and informative way.

4.3 Personal gains

Mentoring is a mutually beneficial relationship in which the mentor provides guidance and support to the mentee. Talking about my professional growth, being a mentor pushed me to be my best self, because I learned many valuable things:

- I learned how to be a better listener. As a mentor, I had to learn how to listen to my mentees without judgment or interruption. This was an important skill for me to develop, as it allowed me to better understand their needs and challenges.
- I learned how to be more patient. Mentoring can be a slow process, as it takes time for mentees to learn and grow. I had to learn to be patient with my mentees and to celebrate their small successes along the way.
- I learned how to be more supportive. As a mentor, I was there to support my mentees through both their successes and their challenges. I learned how to offer encouragement and advice, and how to be a shoulder to cry on when needed.

In addition to the knowledge and skills I gained, I also developed many virtues as a mentor, such as tolerance, honesty, and self-trust. I also learned to see teaching in a new

La educación es un derecho, no un privilegio.

way, understanding that each learner has a different way to learn and study and that we must be able to adapt our teaching methods accordingly. The mentoring process helped me to convince myself that I want to be an excellent teacher so that my students always take something good from me. I love the feeling of generating a desire to learn in my students, and I am always eager to help them in their learning process. I also enjoy the challenge of teaching something new every day.

I am grateful for the great opportunity that the Universidad de Córdoba gave me. and I believe that it has made me a better person. This has not only contributed a lot of weight to my resume, but also to my life and personal growth as such. I am excited to continue my journey as a mentor and to help others reach their full potential.

4.4 Students Gains

Talking about the students' gains, most of the students achieved the goal, learned, improved their learning process outside of class to have a better performance in class and developed studying habits to improve their communication skills. Some students let me know what their gains were in these mentorships through a student's journal.

Through the scaffolding process guided by me as a mentor, the students were able to implement various study strategies to put in practice in future moments of this process and got a better score on the next term. Some of the students expressed that the

La educación es un derecho, no un privilegio.

mentoring was important to them because it made them more secure and calm when it came to fulfilling the commitments in the area.

Mestra Agresott Esteban David - 1007675993	2.400	3.600		
De La Espriella Chadid Dallana Karolina - 1104256817	1.700	2.300		
Perez Cogollo Valeria Andrea - 1098070683	2.800	3.000		

The graphs show that the students' scores improved overall. While one student did not achieve the minimum passing score, their improvement is still commendable. It is hoped that they will continue to improve their scores in the next term.

La educación es un derecho, no un privilegio.

5. LIMITATIONS

This new degree option called “Mentoring” was created with the goal of helping students improve their English skills. However, the project faced some challenges.

Recruitment Stage: The fact that some students did not answer or reject the mentoring was a limitation in my mentoring process because it meant that I was unable to help them. I had put a lot of time and effort into preparing for the mentoring sessions, and it was disappointing to see that some students were not interested.

In addition, the worst part was designing a lesson plan or study material for a specific student who did not attend the mentoring. This was a waste of my time and energy, and it also meant that the student was not getting the guidance they needed. Nevertheless, I learned a lot from this experience, and of course I took evidence on these students who never responded or attended the mentoring. I also learned that it is important to be flexible and to be willing to adapt my plans if students were not able to attend the mentoring sessions.

Time: The process of grading and uploading grades was often delayed because some teachers do not upload their grades on time. This could be frustrating for me as a mentor because from the beginning I knew there were students who really needed the mentoring, and since the writing process of my degree work needed that experience as a mentor.

La educación es un derecho, no un privilegio.

ADHD: In the case of the student with ADHD, it was a limitation of the lack of knowledge in psych pedagogy for me because I had to learn about the specific needs of students with ADHD and how to best support her in the mentoring sessions. I also had to learn about the different teaching methods and strategies that are effective for learners with ADHD.

I learned that learners with ADHD often have difficulty paying attention, staying focused, and following instructions. They may also have difficulty controlling their impulses and fidgeting. These challenges can make it difficult for them to succeed in the learning process. However, I also learned that students with ADHD are often very creative and intelligent. In the case of this student, she was able to improve her speaking skills and feel more confident when speaking in public.

However, I am grateful for the opportunity to learn about ADHD and how to best support students with this disability. I believe that this knowledge will lend me to be a more effective teacher and to help more students succeed.

La educación es un derecho, no un privilegio.

6. CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the conclusions and recommendations of a “Mentoring” Program at the Foreign Languages Teaching Program at the University de Córdoba, which included approximately 15 students from Communication (I, II, III, IV, V), Grammar (I, II, III, IV) and Grammar Advanced

I have always said that choosing your degree work at the university depends on the approach you want to give to your career as a teacher. The focus in teaching of a mentorship as a degree option is on developing the skills and knowledge necessary to be an effective mentor. This includes learning about the different types of mentoring relationships, the different roles that mentors can play, and the skills and qualities that make a good mentor.

One key take away from my experience as a mentor was the importance of being positive. I learned that it is important to be positive when mentoring students because this may lead the mentees to motivate and help them to believe in themselves. I would recommend mentoring to anyone who is interested in helping others to achieve their goals. It is a great way to give back to your mentees, to inspire them and to make a difference in the lives of them.

Additionally, I would like to recommend to the program that it is necessary to increase the number of mentors to carry out the classes in a better way. In this sense, each mentor could take one subject from one semester. This would allow mentors to focus on a

La educación es un derecho, no un privilegio.

specific subject and to develop a deeper understanding of the material. It would also allow mentors to provide more individualized attention to their mentees.

I am grateful for the opportunity to become a mentor. It was a rewarding experience that I will never forget.

La educación es un derecho, no un privilegio.

7. REFERENCES

Brown Peter C., McDaniel Mark A., Roediger III Henry L.. (2014). *Make it Stick: The Science of Successful Learning*. (p. 81). <https://www.retrievalpractice.org/make-it-stick>

Coutu Diane. (2003). *The Mentor's Gift*. (p.104). <https://hbr.org/2002/03/the-anxiety-of-learning>

Day Christopher. (2013). *The New Lives of Teachers*. (p. 7). https://www.researchgate.net/publication/285966404_The_New_Lives_of_Teachers

Diaz-Maggioli Gabriel H.. (2003). *Professional Development for Language Teachers*. (p. 1). https://drive.google.com/file/d/1xzraOeSlzwsqDzXARTyH2gQl8IbbqwCs/view?usp=drive_link

Fullan Michael (2016). *The New Meaning of Educational Change*. (p. 107). <https://michaelfullan.ca/books/new-meaning-educational-change/>

Grossman Pamela L.. (2003). *Pedagogical Content Knowledge in the Teaching of English Language Arts: Cases and Commentaries*. (p. 202). <https://cdn.ncte.org/nctefiles/resources/books/sample/50136chap01.pdf>

Marquardt Michael J.. (2000). "The Successful Mentor: A Guide for Developing High-Performance Relationships". (p. 179).

La educación es un derecho, no un privilegio.

<https://d1wqtxts1xzle7.cloudfront.net/82782427/ba1898076856f24110e8fe239e0fdfa>

Maxwell Bronwen. (1993). *Extending the mentor role in initial teacher education: embracing social justice*. (p. 104). <https://shorturl.at/fkyR9>

Nunan David. (1992). *Collaborative Language Learning and Teaching*. (p. 19). <https://catdir.loc.gov/catdir/samples/cam034/91035573.pdf>

Oakley Barbara. (2014). *A Mind For Numbers*. (p. 23). <https://barbaraoakley.com/books/a-mind-for-numbers/>

Ragins Belle & Kram Kathy. (2007). *The Roots and Meaning of Mentoring*. (p. 5). <https://shorturl.at/sJMNX>

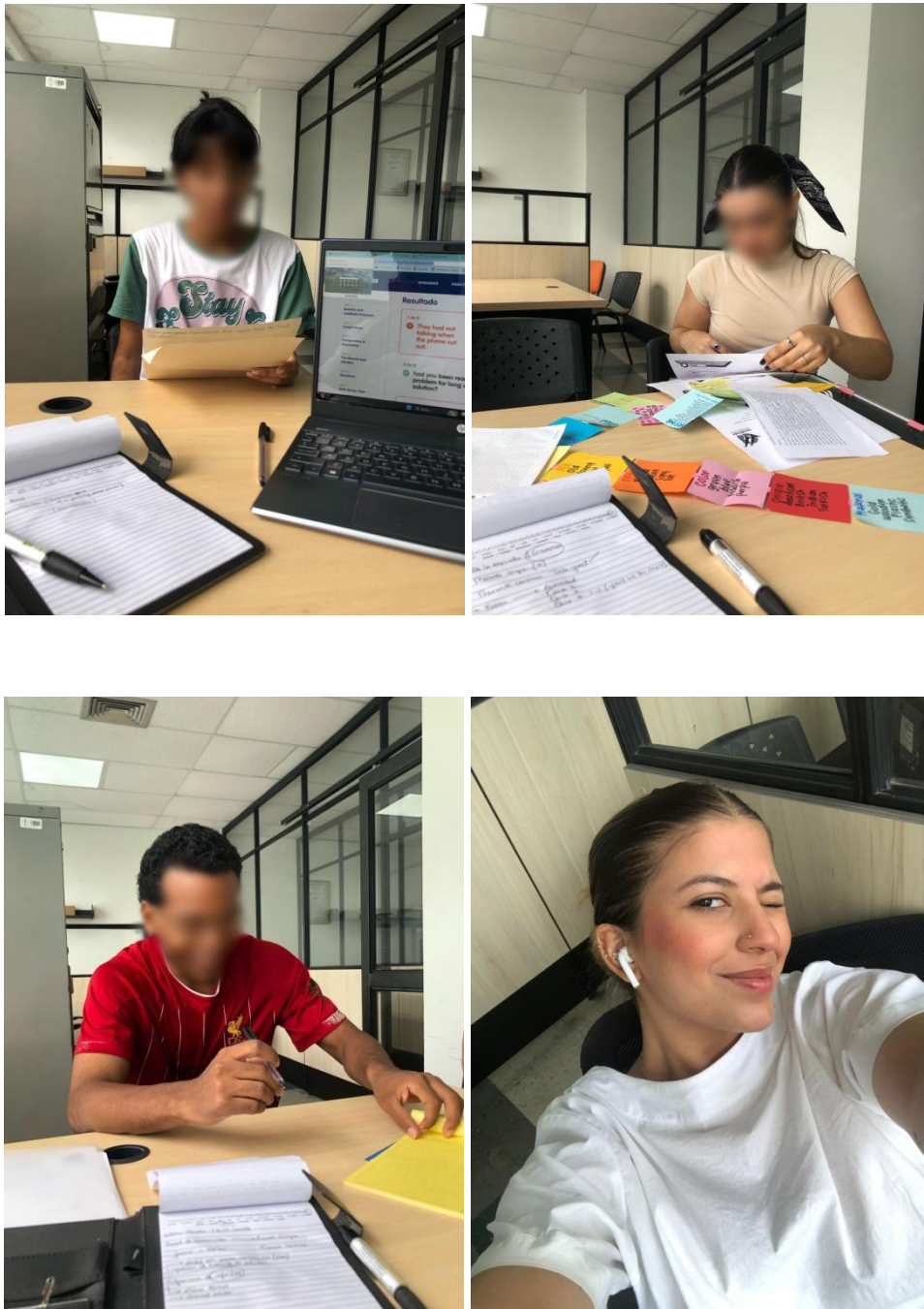
Shulman Lee. (1980). *Those Who Understand: Knowledge Growth in Teaching*, (p. 53). <https://www.wcu.edu/webfiles/pdfs/shulman.pdf>

Thomas Gordon. (2000). *Parent Effectiveness Training: The Proven Program for Raising Responsible Children - New Edition*. (p. 435). <https://www.iberlibro.com/9780609806937/Parent-Effectiveness-Training-Proven-Program-0609806939/plp>

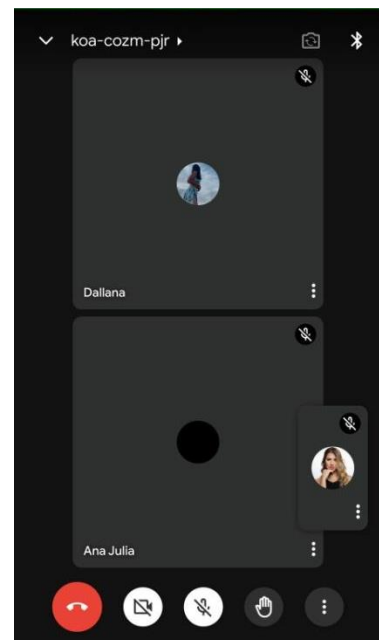
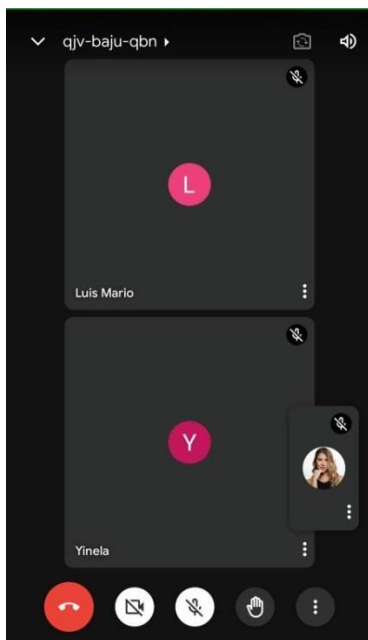
Zachary Louis J.. (2011). *The Mentor's Guide*, 2nd Edition. (pp. 103-105). <https://www.oreilly.com/library/view/the-mentors-guide/9781118103302/>

La educación es un derecho, no un privilegio.

8. APPENDIX



La educación es un derecho, no un privilegio.



La educación es un derecho, no un privilegio.

FORMATO DE METAS DE MENTORÍA*

(Para ser llenado por el Mentorizado.)

Nombre: Esteban Mestra

Fecha: 23/06/2023

¿Qué desea usted lograr al comprometerse en la relación de mentoría?

Mejorar en las habilidades de listening y writing.

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:

Beneficios para usted:

- Mejoramiento de mi proceso de aprendizaje fuera de clases para tener un mejor rendimiento dentro de clases.
- Implementar diversas estrategias de estudio para ponerlas en practica en momentos futuros de este proceso.

Beneficios para su Programa / Organización / Comunidad:

- Conocer más de cerca las razones del bajo desempeño de los estudiantes en el area e identificar maneras de mejoramiento.
- Preparación para estudiantes que están a punto de finalizar la carrera y se disponen a presentar su trabajo de grado.
- Estudiantes que salen de un bajo desempeño a un mejor desempeño.

¿Cuál es la importancia de esta mentoría para ti?:

Es importante porque me hace sentir más seguro y tranquilo a la hora de cumplir con los compromisos del area.

La educación es un derecho, no un privilegio.



drive.google.com/drive/u/1/folders/10TxNhwxy0SGPGrP3oQ0pwFAFLbPD-hgH

Drive

Buscar en Drive

Comparti... > PASANTIAS ME... > DOCUM... > KAMILA S. GIL ...

Tipo de archivo Personas Última modificación

Nombre	Propietario	Última modificación	Tamaño de archivo
EVIDENCES	yo	30 may 2023	—
PLANNING	Kamila Gil	14 jun 2023	—
0. Advisory meetings .xlsx	yo	29 jun 2023	155 kB
1. FDOC-085_Registro de actividades de asesoría académica a estudiant...	yo	21 jun 2023	84 kB
2. FDOC-085_Registro de actividades de asesoría académica a estudiant...	yo	22 jun 2023	84 kB
7. Advisory meetings DOCENTE DE AULA 2019_ .xlsx	Kamila Gil	29 jun 2023	118 kB
DEVELOPING EFL LEARNERS STUDY HABITS TO IMPROVE COMMUNICA...	yo	29 jun 2023	267 kB

Activar Windows
Ve a Configuración para activar Windows.

La educación es un derecho, no un privilegio.