

**INTERNSHIP AT UNIVERSIDAD DE CÓRDOBA THROUGH MENTORING
MODALITY**

FINAL INTERNSHIP REPORT

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ENGLISH LANGUAGE TEACHING PROGRAM

MONTERÍA – CÓRDOBA

2023

INTERNSHIP AT UNIVERSIDAD DE CÓRDOBA

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

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2023

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ABSTRACT

In this report, I will describe my internship which was done in a Mentoring Project as a support program to help students who have learning problems or are at academic risk at the Universidad de Córdoba, in the bachelor's degree in Foreign English Language Teaching. The purpose of the project is to help, assist, support, and guide students who had assimilation problems regarding English language in subjects such as Grammar and Communication, from first to fifth semester. The Mentoring Project is a new pilot program in which during my internship, I applied with some academic supporting strategies and pedagogical theories such as The Eclectic Approach, Motivational Strategies and Learning Styles. The gains of this project are presented in this report through a description of the activities and findings obtained with the students or mentees, and the achievement of some of them. Finally, it concludes with some general facts and reflections observed in the mentoring, its limitations and some recommendations for the program and future intern teachers.

Keywords: Mentoring, Learning styles, Eclectic Theory, Motivational Strategies, Inclusive Practices.

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1. Introduction

English as a foreign language in Colombia is of great importance not only for students but also for the society in general, since it increases opportunities for the community's development and the labor market; as well as it lets people take new paths in their lives, being useful for professional and personal growth. However, promoting the development of skills in this language is a challenge that both public and private institutions have embraced; nevertheless, there are still huge gaps in the students when they finish school or university. According to Orduz (2020) and EF English Proficiency Index (EPI) (2022), a company that reports English levels worldwide shows that Colombia is one of the countries with low proficiency among Latin American countries this year. Considering that learning English is not deeply rooted in our culture, specifically in certain parts of the country, as it is in the Cordoba department, where most students attend an official public establishment where English learning does not start properly from preschool and primary levels, resulting in notorious gaps in students' communicative competence through the whole academic life. Therefore, it is not surprising to hear that learning the English language becomes demanding work. Despite that fact, many people want to learn English since they know it is a necessity as well as an advantage for a better quality of life,

Based on what has been previously stated, one of the biggest efforts made for reaching the goals relating to the improvement of teaching English for the department of Córdoba - Colombia is done through the bachelor's degree in foreign languages with an emphasis in English from the University of Córdoba; it trains English teachers for different educational levels. Thus, this program has some strategies like internships as optional requirements for the fulfillment of the

degree which I consider important because it matches better with the mission of this bachelors. The purpose of this option is not only to achieve and finish the bachelor's degree, but also to get valuable experience to master abilities and get new knowledge through applying pedagogies in an educational context; as well as proposing change or impact in the field of teachers' training.

The type of internship I carried out was Mentoring, or “Programa de Acompañamiento y Tutoría Académica Estudiantil”, as a support program to help students who have learning problems or have academic risk due to their low performance. Its purpose is to reduce students' dropouts and to be trained on the specific learning outcomes that are not achieved in the term. The context in which this internship program was carried out is at the University of Córdoba located in Montería, in the department of Córdoba, Colombia. This university offers undergraduate and postgraduate programs with masters and specializations, furthermore, it has many headquarters out of Monteria. It is a wide place with green zones, study rooms, buildings, cafeterias, a library, courts for playing or taking place other kinds of events, a cultural center, a fitness room, among others. In this place, the students that received my mentoring sessions were from Communication and Grammar courses in first and fifth semesters of the bachelor's degree in foreign languages with emphasis on English, from the Education Department. These students were from first and second socioeconomic status mostly, some of them were from municipalities or towns out of Monteria such as San Pelayo, Cerete, and Arboletes; the rest lived in Monteria, and many of them came from public schools. Also, among those students, I worked with people who had special needs, specifically, visual disabilities.

In this context, I observed certain problems regarding language development, for example, they had low levels in the speaking in which they took a lot of time to express their words or got confused in using some tenses; also, in listening skills and sometimes comprehension of grammar

topics, mainly concerning the uses; as well as personal problems such as lack of motivation or support by their classmates.

By the nature of my work experience, in which the sessions were individual, as a personalized education, with a student-centered view and having in mind the students' learning styles, the multiple intelligence and motivation area, I made use of some strategies and methodologies under an eclectic approach/theory. So that each mentored student could reduce their learning acquisition problems in the language area to develop the knowledge and necessary skills; consequently, to improve their performance and overcome their academic risks.

This final report will present my experience, the theories I used, the findings or gains, the limitations and recommendations of this internship modality, and evidence. First, the theories, strategies, and practices I explored to apply in this internship and so explaining the main procedures used; after that, my methodology; later, I will detail the gains, which are the experience and its achievements; finally, the conclusion about the main implications, limitations and recommendations.

2. Theories

The present section addresses the theories, strategies and practices that were applied during my internship through the Mentoring Project.

2.1 Mentoring

Mentoring is a formal way of tutoring, a personalized education in which one-person mentors or guides another one in something that needs to be developed and improved regarding knowledge, skills, etc. “Mentoring is as the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee” (Hobson et al. 2009, p. 207). As regard this statement, mentoring is used for preparing novices or mentees (students) by mentors (teachers) for developing their skills or proficiency. In other words, mentoring provides the tools and knowledge for better preparation in a required field.

According to Scandura and Williams (2002), another similar definition of mentoring is “a dyadic relationship in which an older, more experienced organizational member fosters the growth and development of a junior employee into a competent professional” (p. 241). It means, a relationship between both sides and one side or the more experienced helps the other one or the less experienced for the improvement of their professional life. Then, mentoring is employed for different contexts, depending on the aims that the mentor and the mentee have. Therefore, mentoring could be interpreted as training or coaching sessions.

Similarly, “Mentoring is just-in-time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst—an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that

might have taken place in the future.” (EDUCAUSE, n.d.). It is an aid where there is a sharing of knowledge between the mentor and mentee in which the student is helped to get the learning that they need. In other words, mentoring assists students or mentees as a support strategy to facilitate and improve their expertise, working with their needs according to each student's case, particularities, and way of learning, in a dyadic way.

2.2 Learning Styles

Each person is complex, therefore a different being that has their thoughts, identity, and ways for understanding what surrounds them and these include, in the education field, the methods for learning knowledge and developing competency and skills. Thus, to explain the concept, I will break it down. The first word Learning is understood as “a *process that* leads to *change* which occurs as a result of *experience* and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p. 3). This indicates that learning is not a product or result, but a process itself that aims for a transformation that a person, in this case a student, will need to go through for their personal and professional life. Concerning this, learning is a continuous path which is traveled by various means based on a person. The second word defined by Schmeck (1988, ix): “A style is any pattern we see in a person's way of accomplishing a particular type of task”. In this regard, it is a method or way of doing something; in relation to pedagogy, for understanding what people study in their own way. Hence, a learning style must be understood as a specific way of learning that a single person has, so that teachers make use of that to create learning strategies for teaching.

Consequently, learning styles are different in each individual, that is, they differ in their “natural, habitual, and preferred way(s) of absorbing, processing, and retaining new

information and skills” (Reid, 1995, as cited in Hatami, 2013) which means, people do not learn in the same way nor in the same rhythm, but they have their manners to perceive the knowledge. So, it is important to take into account those characteristics in the students when it comes to teaching, identifying the features for a well effective learning and so, apply them. That is why, it was pertinent to bear in mind the different learning styles (visual, auditory, tactile, read/write) in relation to each student’s mentoring.

2.3 Motivation Strategies

Motivation is a key element in mentoring; therefore, using motivational strategies properly may assure the success in the process. Dörnyei (2001) states that motivational strategies refer to “those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (p.28). That is to say that when motivational strategies are applied deliberately and purposefully, they can produce positive results. Thus, using motivational strategies for keeping and improving students' willingness, depends a lot on the teacher’s skills, so the goals can be achieved.

These types of influences or strategies do not refer to showing the students the best materials, projects or books to promote motivation, but it is further than that. Guilloteaux and Dörnyei (2008) explain motivational strategies as instructional interventions applied by the teacher to elicit and stimulate student’s motivation. As the authors stated, motivational strategies are pedagogical or educational interventions, to boost the student’s motivation and therefore these ones must lead to a learning purpose. Especially, when the teacher has to work with each student independently, which in that way, takes extra time and effort. The idea to use motivational strategies in the students, or in case in mentoring, the mentees, is to foster active participation and

so they create a positive and open environment/mood; otherwise, unmotivated students would not listen, would not try to learn, would lose interest in the sessions or classes and as a result, they would have difficulties when learning.

Motivation is a long- term affair which is built with trust, care, patience and hard work and even more intrinsic motivation. “Motivation is one of the most important factors in the enjoyment and success in learning any subject, especially a foreign language.” (Muñoz-Restrepo et al., 2020). Therefore, motivation is a big aspect to enhance the students’ learning process.

2.4 Eclectic Theory

When teaching, there are many methodologies, approaches, techniques, and strategies that teachers think to apply in their classes considering many aspects, like students’ context, socio-economic background, proficiency, as well as the personal or internal side, such as their personalities, or their motivation; in order to keep developing the education for learners and meet their needs. For a second or foreign language, particularly English, certain methods, approaches and techniques are followed by teachers in English-language classrooms. When a novice teacher applies one specific method, for example, taking in mind the aspects mentioned above he or she finds it effective, with time, they realize the advantages and disadvantages of that method, and consequently they start to consider other methods. In my view, there is not such a perfect methodology that supplies and satisfies all students’ requirements; consequently, the teacher begins to value and apply other methods for their instructions, noticing that all teaching and learning process practices or theories have their beneficial and adverse sides. So, at this point, it is when the eclectic theory or approach comes due to the fact that it is its purpose, as Parupalli (2018) says:

The main purpose here is to create a new method made of all the various methods already existed and incorporated in ELT taking the advantages of each method, approach and technique. In fact, the main idea is to use all the available methods, approaches and techniques in a varying proportion depending on the classroom circumstances. The Eclectic Approach is the one that integrates all the language-teaching methods depending on the classroom circumstances and the abilities of the learners. (p. 5)

The Eclectic theory, hence, is used as a method in which teachers are free in the uses of activities, application, lesson plans, organization, etc. in order to achieve the proposed goals. Likewise, Kumar (2013) stated:

The eclectic method is mostly used method because every other theory has strength and limitations of its own. Learning of this method benefits from teaching. The eclectic method is a combination of different method of teaching and learning approaches. This method effectively works for any kind of learners' irrespective of age and standard. (p.1)

In other words, this method is adaptable and flexible as well as it works effectively with all types of learners. Besides, a teacher that can handle this in all their classes, it is the result of having a wide range of knowledge of the other methods, approaches, techniques and so he or she is prepared for any kind of situation that can occur, without forgetting some principles that this method has, such as, starting from the easy to the abstract, take in mind the students' individual needs, the native language could be included in the lessons, and the motivation and the learning style are rooted (İşcan, 2017). Nevertheless, these principles can be adapted depending on the context the teacher is working in, for example, in accordance with the first principle, if it is necessary, the teacher can start the class from the abstract to the easy. The important aspect here is

that all students can learn.

2.5 Inclusive Practices

The inclusive practices are the methods or ways the teacher uses so everyone in a classroom can work in equal conditions. When the teacher starts to recognize and value the diversity in each group, he puts equitable ways to work with all learners instead of applying one method or approach; that defines inclusive practices (Prematilaka, n.d.). Inclusive practices are effective and should be included in all classrooms having into account the variety of students and their learning styles. This topic is related to inclusive education which encompasses all students regardless of their physical conditions, their abilities, or needs, and none is excluded. According to Kirschner (2015), he examined: “The term inclusive education is most often used to mean the inclusion of persons with physical and mental impairments, such as sensory or mobility limitations, intellectual disabilities, learning disabilities, language disorders, behavior disorders and autism spectrum disorders” (p. 2). However nowadays, the inclusion is not related only to that but everybody, all the learners, with or without disabilities. In that sense, the thought of having accessible education for everyone lets people visualize a democratic conception for any educational institution.

The importance of putting in exercise inclusive practices in classes, allow the students in the case with disabilities or those students additional needs, to be heard, avoid discrimination, violence, or abuse, and also receive support from the community, and at the same time be able to face the challenges when they leave the school or the university. This promotes thereby: “Participation in public life”, “Exercise of legal capacity”, “Work and employment”, “Adequate standard of living” (UNICEF, 2017, p. 2). In brief, it is the same thing with children’s or student’s

all rights when education, as they are interlinked, and it should be thought like that.

An example of some inclusive practices or strategies by Kirschner (2015) are: “A flexible approach to providing support” (p.8), “Integration of universal design and differentiated instruction” (p. 10), “Normalizing” the reality of human differences” (p. 12). The first one is related to using an approach that lets many changes depending on the context and the moment. I consider the Eclectic theory as an adaptable methodology or approach. The second one, when planning the activities, and the materials to use as well. And the third one when the teacher tries to normalize the similarities and differences that all human beings have and therefore to give a new view for students to understand the world.

3. Methodology

The way I work as a teacher can differ a little by the context and other characteristics, however, in all of them I apply my personal mode. As a teacher, I am an enthusiastic person and passionate. When I learn and teach something, I do it with excitement because I want my students to feel the importance or relevance and the value of what I am teaching. Besides, I consider myself loving and empathic to the point that my students can open emotionally and address me with confidence. I think that my students and I enjoyed the mentoring sessions.

As a professional, my methodology when teaching is based on examples and comparisons, depending on the topic and the type of students I have. I like to catch up with students, so I use what they tell me for the session and mix it with the new topic, so in that part I am a bit spontaneous. Besides, I like to explain thoroughly the topic in simple words and use as many examples as possible so they can participate on the basis of their lives or their reality, what we know together, and adding new information for better comprehension and produce significant learning. Consequently, they keep motivated, understanding in an uncomplicated way with things they know and understand and participate with things that they like. Realizing that learning the English language requires practice, sometimes I also prefer to do traditional exercises extracted from grammar and communication books. For instance, I used to tell my mentees, regarding strategies, two ways of exercises I recommended doing in the free time; and when there was an opportunity, I applied these ones with the students. In that way, they could see and experiment better with what I referred to. For instance, an exercise I applied was, if they were watching a video with subtitles and understood it, put it many times and repeat it out loud, and record their voices; in which they can hear themselves. In that way, they practiced the vocabulary and pronunciation and not only listened; it was something simple to do (see Appendix A) and I did it with students I

considered to practice their speaking. Another exercise that I suggested the students do in the sessions is to write everything they say. For example, if they had an opinion, record it and try to write it later, as similar as possible.

In my internship, which I worked in the mentoring project as an internship model, I was always aware of the students' motivation, so I talked about the importance of the English language in our society and for professionals. I gave them pieces of advice on how to learn English and told them strategies I found and used, so students could apply them in their free time, as I mentioned above. Besides, other ways to keep their motivation were to get to know the students in a respectful way, address them about their progress in my free time out of my schedule with them, asked them about their classes, asked them to tell me their insights about a specific topic, or their doubts about anything else, showed me their activities they have done, invited to practice other different things for improvement and of course matching their learning styles so they that they could go through a more interesting and easier process with me.

Another thing I would like to highlight is that I worked with students who have visual impairment, one student with visual disability and another one with low vision. "Visual impairment (vision impairment, vision disability) is defined as a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses or medication." (Disabled World, 2014). According to this student, he could only identify lights and someone's shape just when they stood in the light. He taught me to move with him, for example, he had to touch my right shoulder to follow me; If we got upstairs, I did it first and then he touched the railing of the stairs; if we had to take a seat, I took his arm or hand so that he could feel the chair; and so on. The other one had low vision which means that a person still has difficulty seeing although they use eyeglasses, contact lenses, medication, or surgical techniques to strengthen their vision but they can identify

many things in a certain level (Disabled World, 2014). This student sometimes came with his eyeglasses, on his own; he could identify shapes and colors. However, when he had to see a text or anything, he had to get near it to his face or take a picture with his cellphone and zoom up. In my process with these students, I did not work so differently, instead, I gave the mentoring sessions most of the time as if they did not have any inconvenience since I am aware that everybody is different in terms of abilities and traits, and in distinct levels.

In my planning lessons I was so flexible and spontaneous, because many times I took the chance in learning something new from the students and I used it for teaching, even when I had my tasks ready for them; based on the eclectic theory with a combination of some characteristics from different methods, among them, inductive, deductive, audiolingua, Communicative language teaching, and grammar translation; all of them in a adaptive way. For example, with the student with visual disability, whose learning style is writing, for teaching the Modal verbs topic, this one being taught in his Communication class and Grammar class as well, I planned this:

Figure 1: *Lesson plan Modal verbs.*

INSTRUCTIONAL ACTIVITIES

Activities
<p>- Modal verbs</p> <ol style="list-style-type: none"> 1. The student listens to an audio about a grandma cooking with her granddaughter using modal verbs, in which he tries to repeat what it says, making some pauses whenever necessary with the mentor. 2. Then, he has to identify the modal used and its function in the parts of the audio. 3. Finally he has to say some sentences using the modals and after that, write them. 4. Journal

In this session, the first activity is related to the audiolingual method, when the student had only listened and repeated. The following 2 activities are about to the inductive method with some characteristics of other methods. The student had to identify some specific modals from the context given, in this case an audio, identifying their functions. This is an inductive way, but I also used a bilingual method, which means using the tongue language to understand the topic better once he had identified some models. Then the student was instructed to say outloud possible sentences using the grammar topic. When the student was not sure if what he was saying was ok, we had to use grammar translation. At the end when he had to write the sentences, there were some words he did not know how to write, so I spelled them (See Appendix B). Many of my lessons were this way because it left an opportunity for doing something else that could arise in the mentoring, which was usually like that.

3.2 Duties

During the semester, we had to create one schedule for each academic term which involved the mentoring classes and administrative hours. (The third term is not included).

Figure 2: Activity schedule of the first academic term.

HORAS	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00 - 8:00 a.m.					
8:00 - 9:00 a.m.		Robinson Rodriguez. Communication 4. 4th Semester			
9:00 - 10:00 a.m.		Robinson Rodriguez. Communication 4. 4th Semester		Mirjana Hoyos. Communication 4. 8th semester	
10:00 -11:00 am					Mirjana Hoyos. Communication 4. 8th semester. (virtual Monitoring)
11:00 - 12:00 m					Planning
12:00 - 1:00 p.m.	Esteban Mestra. Grammar 2. 2nd Semester	Erika Ruiz. Grammar 2. 2nd Semester			Planning
1:00 - 2:00 p.m.	Karla Fajardo. Communication 4. 4th Semester	Erika Ruiz. Grammar 2. 2nd Semester		Karla Fajardo. Communication 4. 4th Semester	
2:00 - 3:00 p.m.	Liz Rambao F. Grammar 4. 5th Semester				
3:00 -4:00 p.m.	Liz Rambao F. Grammar 4. 5th Semester				
4:00 - 5:00 p.m.	Support internship project	Esteban Mestra. Grammar 2. 2nd Semester	Administrative hours with teacher	Andrea Lopez. Advanced Grammar. 5th Semester	
5:00 - 6:00 p.m.	Support internship project		Administrative hours with teacher	Andrea Lopez. Advanced Grammar. 5th Semester	
6:00 - 7:00 p.m.					
7:00 - 8:00 p.m.					

In this first term, as you can see in Figure 1. to set the schedule, we had to contact all the students, and invite them to be part of the project if they were interested. From the start, we had problems since our classes crossed, or either the students or me did not have time and we couldn't meet in a specific time. So sometimes one side had to give their time to do the meetings. This

process took time because the students occasionally did not answer calls or messages. Then we had to communicate with their teachers to let them know who we were and asked them why they had reported their students. This part was challenging, my partners and I did not want to disrupt the instructors. who occasionally did not attend the messages or call either.

Figure 3: Activity schedule of the second academic term.

HORAS	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00 - 8:00 a.m.		Robinson Rodríguez. Communication 4. 4th Semester			
8:00 - 9:00 a.m.		Robinson Rodríguez. Communication 4. 4th Semester			
9:00 - 10:00 a.m.		Robinson Rodríguez. Communication 4. 4th Semester	Planning		
10:00 -11:00 am			Planning		Support internship project
11:00 - 12:00 m					Support internship project
12:00 - 1:00 p.m.		Santiago Estiven. Grammar 1. 1 Semester			Administrative hours with teacher
1:00 - 2:00 p.m.		Santiago Estiven. Grammar 1. 1 Semester		Santiago Estiven. Grammar 1. 1 Semester	Administrative hours with teacher
2:00 - 3:00 p.m.					Dayana Montiel. Grammar 3. 3 Semester
3:00 -4:00 p.m.					Dayana Montiel. Grammar 3. 3 Semester
4:00 - 5:00 p.m.		Adriana Novoa. Grammar 1. 1 Semester		Andrea Lopez. Advanced Grammar. 5th Semester	
5:00 - 6:00 p.m.		Adriana Novoa. Grammar 1. 1 Semester		Andrea Lopez. Advanced Grammar. 5th Semester	
6:00 - 7:00 p.m.		Adriana Novoa. Grammar 1. 1 Semester		Andrea Lopez. Advanced Grammar. 5th Semester	
7:00 - 8:00 p.m.					

As you can see in Figure 2, In the second term we had to do the same as the first one, but this time we were not assigned these students, this time we chose them, making use of the tool ADATAR. But we had little less time with them than those we worked on in the first term.

In this term, the project group agreed to meet every Friday with the supervisors of the project to know the process of each one of us, the mentors, and the mentees we had as well as my

advisor which we had to meet once a week. At the end of each mentoring session, I had to send the students some questions related to the sessions and wait for their answers through WhatsApp. Finally, we had to get ready, lesson plans, evidence, and a follow up report FDOC-85 of each student for teachers that wanted to ask at the end of each term.

Figure 4: FDOC-85

UNIVERSIDAD DE CORDOBA												
REGISTRO DE ACTIVIDADES DE ASESORIA ACADÉMICA A ESTUDANTES												
DATOS DEL ESTUDIANTE		EDUCACIÓN				PROFESOR ASESORADO			CICLO DE ASESORIA			
NOMBRE Y APELLIDOS		Nivel de Asesoría				Asesoría			Asesorado			
AP	PRIMER NOMBRE	FECHA	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría	FECHA DE ASesoría
1	2	3	4	5	6	7	8	9	10	11	12	13
1	RODRIGO	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020
2	RODRIGO	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020
Firma del Asesorado												
Firma del Asesor												

X Grammar 4 - Sandra Hortua.xlsx

 | UNIVERSIDAD DE CORDOBA | | | | | | | | | | | | | |--|---------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------| | REGISTRO DE ACTIVIDADES DE ASESORIA ACADÉMICA A ESTUDANTES | | | | | | | | | | | | | | DATOS DEL ESTUDIANTE | | EDUCACIÓN | | | | PROFESOR ASESORADO | | | CICLO DE ASESORIA | | | | | NOMBRE Y APELLIDOS | | Nivel de Asesoría | | | | Asesoría | | | Asesorado | | | | | AP | PRIMER NOMBRE | FECHA | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | 1 | RODRIGO | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | | 2 | RODRIGO | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | | Firma del Asesorado | | | | | | | | | | | | | | Firma del Asesor | | | | | | | | | | | | | **X** Grammar 2 - Yina Vega.xlsx | | UNIVERSIDAD DE CORDOBA | | | | | | | | | | | | | |--|---------------|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------| | REGISTRO DE ACTIVIDADES DE ASESORIA ACADÉMICA A ESTUDANTES | | | | | | | | | | | | | | DATOS DEL ESTUDIANTE | | EDUCACIÓN | | | | PROFESOR ASESORADO | | | CICLO DE ASESORIA | | | | | NOMBRE Y APELLIDOS | | Nivel de Asesoría | | | | Asesoría | | | Asesorado | | | | | AP | PRIMER NOMBRE | FECHA | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | FECHA DE ASesoría | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | 1 | RODRIGO | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | | 2 | RODRIGO | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | 2020 | | Firma del Asesorado | | | | | | | | | | | | | | Firma del Asesor | | | | | | | | | | | | | **X** Communication 4 - Nicolas Balles... |

4. Findings and Gains

Through this Internship, I got much experience in various areas that let me understand better this wonderful social work, challenging though. At first, I was afraid because I was included in something I did not expect and many people concerned did not give me clear answers, because they knew neither. Besides, there were many gaps to fill at the beginning and problems about how to start and carry out, since there were no steps to follow as well as I was not sure what things I could do and could not. Although we had the support of our supervisors, I felt that they did not understand our frustrations, for example, we did not know what to do when a mentee did not attend the programmed session since it was not mandatory for them or the type of methodology we could use for all of them since it was a personalized education for many students; we had to analyze each case as different, therefore applying the same methodology was not logical. Also, we did not have a private place to teach or do our mentoring. So, I thought that this project lacked the organization to start it as an internship. Evidently, I was a pioneer in a new project; it was something new that I was being part of, and I knew we were just experimenting. However, I was scared not to do my work properly in the sense that we had to focus on organizing the project itself and making sure to make the meetings with the mentees. However, going through all of that, I could fulfill my internship, obtaining many results both positive and negative which this chapter will address.

4.1 Professional Results.

In the mentoring project, employing the traditional one-on-one modality at Universidad de Córdoba, I had to think about: (i) how to teach different students separately and them coming from different subjects such as Grammar and Communication, (ii) which part of the university I could have access and for us not to be disrupted, (iii) what type of material I had and which ones I could

use in a mentoring session, (iv) what to do so that my students cannot get bored and cannot drop out my lessons either, now that my internship practically rely on them. Knowing that I was dealing with adolescent-adults of upper education, I knew that many things that I was taught to employ in a school would be slightly different, at which I was used to being prepared with materials and everything for implementing in groups. Given that this time was personal sessions, the strategies I was used to exercising would not operate suitably as well as the same methodology for many students. So, for not being limited by that and in view of the nature of the mentoring, I resorted to the Eclectic theory.

To use the Eclectic theory, let me work with students in different ways. Therefore, when I had to work with students from the same group in which they were reported, I did not use the same lesson plans for them, instead, I made them separately, even if they have some similar activities. Because the mentoring allowed me to approach the students and in a certain sense it was easier to know each of them deeply. So clearly their levels in certain details were not so alike. That is why I did not want to be limited to using a unique method or in this case, one lesson for all of them.

Figure 5: Lesson plan from student A in Grammar ii

INSTRUCTIONAL ACTIVITIES		
Activities	Resources/Materials	Time
1. The tutor will take a story where the topic of possessives is found. the student will talk about what the story was about while she is completing some spaces using the topic.	- pdf	30 min
2. Then she answers some questions about the story.	- notebook	10 min
3. After that, she describes 3 aspects about the story using the corresponding topic.	- cellphone	30 min
4. The tutor socializes the possessive case topic and later, the student will do some exercises about the topic from the PDF on a sheet.	https://en.islcollective.com/english-esl-worksheets/vocabulary/accidents/lost-boys-possessives/97159	20min
5. and finally she will talk about the video sent through whatsapp.		10 min
6. weekly journal		

Figure 6: Lesson plan from student B in Grammar ii

Activities (4 october) <ol style="list-style-type: none"> 1. The tutor will take a story where the topic of possessives is found. the student will talk about what the story was about and complete some spaces. then he answers some questions 2. Then he describes 3 aspects using the corresponding topic. 3. Then, the student will do some exercises from the PDF on a sheet. 4. weekly journal 	<p>-pdf</p> <p>https://en.islcollective.com/english-esl-worksheets/vocabulary/accidents/lost-boys-possessives/97159</p> <p>- notebook</p> <p>- cellphone</p>	<p>30 min</p> <p>20 min</p> <p>10 min</p>
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As you can see in the Figure 3 and Figure 4, both are lessons from the Grammar ii subject, and these students were from second semester, they were learning the possessive case. In these lesson plans, there are some similarities in some exercises and others not. Both students needed to be supported in the grammar part, I had found out they had speaking weaknesses, even more Student A though. So, in the lessons, they used the same material, but with little differences, doing activities not only related to grammar but also practice speaking; for example, the student A in the Figure 3, in the fourth and fifth task the mentee had to do two extra exercises, since she had problems to understand the topic and also, she needed to practice her speaking. Although there was also the possibility to make the sessions in groups, I did it in that manner because I wanted to focus on them individually, although this way was a little bit hard. Also, the way I made the lesson plans, in the present instance, were more personal, putting “He” or “She” for me and not adding the word Student to differentiate them and preventing future confusion; besides I did not want to put names in order to keep their personal information. As a result, I started to learn how to make different activities from just one material, and if it was necessary, to add. To make a lesson plan for each student was exhausting but it was necessary so that I could not mix my lessons and likewise not to forget what I was going to do with each student that I could have in the same day, in view of the fact that I had sometimes more than one meeting in a specific day.

Reviewing that the objective of the mentoring project is assist these students and that includes that they do not fail the term too, I thought of matching the sessions (mentoring) with their classes (Grammar or communication) using the same topics that they were taking at the moment with their teachers, an idea that some of them were in agreement, like the grammar topic Possessive Case from Grammar ii (Figure 3 & Figure 4) . Generating in that way, non-intrinsic motivation, since for students it was convenient to study something like what they were learning in class.

Since all the skills of the language such as speaking, listening, reading, writing, are important and interconnected, I realized that these students needed to be worked on other areas, different from those that are part of the subject they were reported on, and if they had the necessity to improve it too. When I talked to them by messages or calls to set the schedule, I asked them, (even with their teachers) to know what they highlighted as weaknesses or assimilation problems that they could identify no matter the subject they were reported to. For example, if they were reported by Grammar, I communicated with both students and teachers, to know which other areas needed to be reinforced. And consequently, among the activities they had to do, there were some related to those other skills, as in the students A and B's case, in particular, student A. One of the assignments she had to do relating to speaking was to watch a video per day and send to me her reflections in an audio, as a practice, since we only meet each other once a week. By way of example, one of her recordings, she (student A) had to talk what the video said sent through WhatsApp:

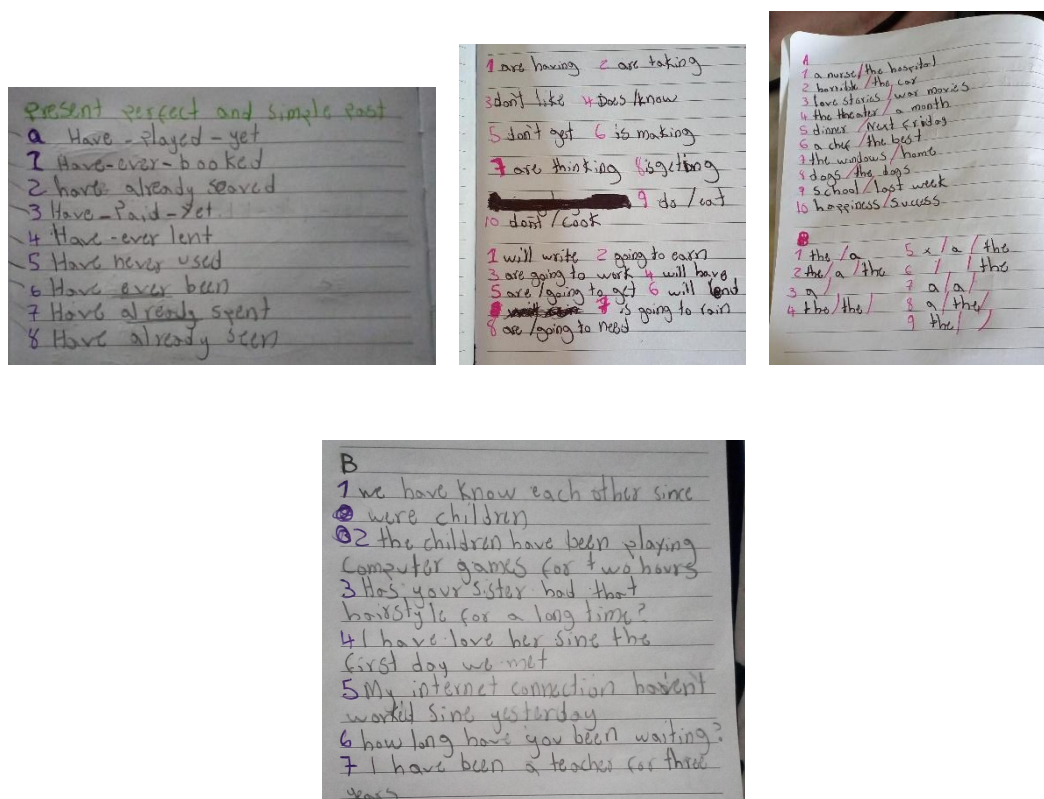
Hi Miss Amadonna, today is [sic] other day for me [sic] practice and speak. I'm going to tell you about the video. In the video there is a woman [sic] talking about four [sic] thing ladies need to be in a happy relationship ... One, [find] a [sic] men who [sic] make laugh. Two, find a [sic] men who's cultured and will explore the world with you. Three, find a [sic] gui whose intellectual ambition and will support your ambition. Four, find a [sic] gui who is honest, trustworthy, and respectful... but more important is that you make sure that these four guys don't know [sic] at

other. (See Appendix C).

This student struggled originally with her speaking, So I made her to practice more, and the exercises changed, for instance to do reading out loud (see Appendix D) or to tell me her favorite food, when we were talking about countable and uncountable nouns (see Appendix E). In that way, the student could improve a little more her speaking skill while she was learning better the grammar topics in the mentoring, at the end, she could pass the term.

Similarly, another case is with a girl, student C, but in this case was reported by Communication IV who had low proficiency and some problems understanding certain grammar rules. I used both the Communication books *American English File* and Grammar books *Grammarway* to help her clarify the structural part of the grammar topic.

Figure 7: Activities solved from the Grammar bank, *American English File* pag 133, 134, 135 and 137, by the student C.



These grammar topics are related with the units Student C was taking at that moment, such as, the article, Present Simple, Present Continuous, Present Perfect, Future Will and Going to. This student had problems understanding the uses of these topics, so she was used to misunderstanding and misusing, therefore I had to explain to her and did the review of the topics. In the end, she ended up dropping the subject, it was frustrating for me, nevertheless she wanted to remain in the mentoring project.

During the mentoring I could make use of the space in the university for teaching, it was reassuring to make the sessions that way, both for the student and me. Initially, it was with the aim of changing the usual place, which was at the library where I met with all the students, as I did not know what other places or classrooms I could use freely without distractions. Nonetheless I understood that some topics could be more interactive and fun to learn putting into practice outdoors if it was possible. As an example, there was a grammar topic that a student, Student D, asked me to clarify since she had a test about that, (second term) so I met her, it was the first time by the way, at the Tamarindo football pitch and we made use the surroundings for the topic There Is- Are.

Figure 8: *Activities from a lesson plan being applied outdoors.*

Activities
<p>- there is - are</p> <ol style="list-style-type: none"> 1. the student meets the mentor, getting to know each other. 2. the student talks about her background of the topic and her doubts. The mentor will clarify them. 3. Then, the students will look around and will say some things that she can see and perceive, for example there is a library, there are three trees and so on. also the student will be clarified about the use of some and any taking in mind countable and uncountable nouns. 4. After that, the mentor will review the present simple and continuous in their uses, so she can make some examples of it in what she is doing at the moment as well as her daily routine.

Figure 9: *The student D*



I knew, later, that in that way I was applying the strategy Realia. Where it is a strategy for teaching in reality.

Another matter for my professional growth which I had never expected, was to work with special needs students. Although having taken a course called ELT for citizenship in which I learned about this type of context, it was not the same to take a real role that implied it in my internship. I admit, I was scared because I did not know how to address and face this kind of student, thinking that I would ruin it or anything. So, I talked to many teachers that gave classes to the student I was assigned to, who was reported by Communication IV so as to understand or find out how I could work with him, the Student E.

This student presented visual impairment, but he was born with the ability to see. As a result, I made use of that, in the time when he could see and we practiced speaking, like movies or series which were our favorite topics, or when talking about other things we tried to use the grammar that we were learning at the moment. At the beginning, I noticed that he needed to work hard in the grammar part, so we worked with those grammar topics in the units he was taking in communication, and he wrote whether the examples I gave him or his own examples. With him, I had to use English and Spanish in these explanations. He was always paying attention and sometimes wanted to record our session for him to listen to later.

Transcript		
T1	S	if you hadn't ... if you hadn't got late, I would... wouldn't have been furious... been furious
T2	T	Well, if you gave me better directions, I wouldn't be so late. So tell me, what kind of food we will have
T3	S	Indian food
T4	T	What! you know that I don't like that kind of food, you know what, if you listened better, you would know more about me
T5	S	If... if you were...eee more relaxed yes?
T6	T	mmjmm
T7		if you were more relaxed... I...I...I hadn't would hadn't, I would hadn't I would have take (taken) you another restaurant
T8	S	you know what, please cancel those reservations, we are going to break up right now!

(see Appendix F)

This was a practice, in this case, the student was learning the conditionals, so we employed a short Role-Play which we had to use second conditionals. He could better control the first lines since it was the second conditional but in the last sentence, he had to use the third conditional, that's why he struggled in that instant. This student could not pass the first term because he was ill and he had not sent some activities he had to do when he was absent, however he passed the second term.

We usually met at the library, but I thought that there we did not have a sense of freedom to express our emotions when we got excited for something, since we had to be quiet, that is why we did this activity outdoors. Likewise, I did the sessions outdoors with another mentee (student F) I had later with the same visual condition but in a low level, it means that he can see at a certain point.

Figure 12: *Giving mentoring session outdoors with special need students (E & F)*

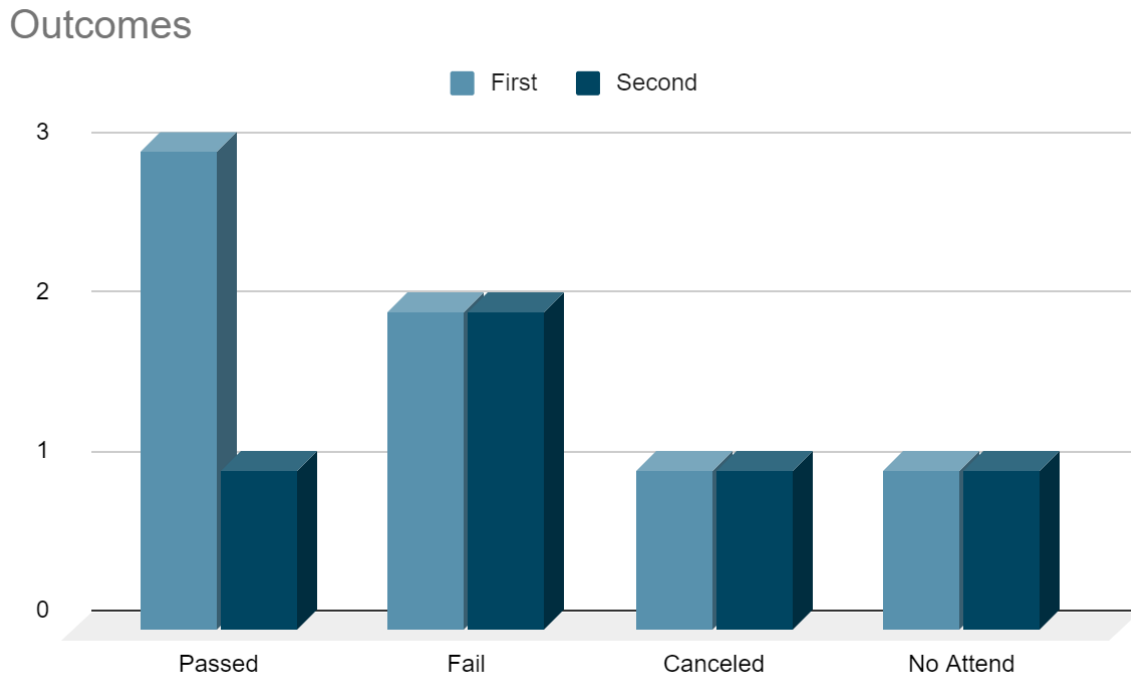


With these students I considered the environment affects the mood and therefore the learning. At the beginning it took time to find good places without being worried by the others that stared at where we were, and that, sometimes, was a distraction in my teaching, nevertheless I did not want to give the session in a close place as a classroom either. Although it was challenging to find quiet but good places outdoors, we could make it.

This project started at the end of September. Since this is a new project, in my internship there were some circumstances that may affect the development of it. In this semester, there were two suspended weeks in the first term due to many students, who were making strikes, and it is when we started the meetings with the mentees at that moment; in spite of the fact that it was a bit stressful, we had to manage in order to start our internship. In my case, I gave online sessions for those who wanted to receive the lessons during the suspended time, since most students took it as a holiday (see Appendix G). This unexpected event caused the official schedule imbalance of the major English. So, when we started with the students in the second term, First, we had to contact each coordinator of each semester, then we used a program called *Adatar*, to know who failed the first term so that we could contact them to offer to be part of the project. Unfortunately, we had initiated late, having 3 last weeks before December, the last two ones, teachers were giving topics from the third term, yet we continued mentoring them. Therefore, with the later ones we could not

do much in helping them for their second term. It is likely that for these reasons, the outcomes of mentoring projects were affected during this time.

Figure 13: *Student's outcomes of the mentoring in first and second term.*



As you can see in the figure 12, in the first term, three mentees out of seven could pass and in the second term, one of five students (this student was one of whom failed the first term). Among the nine students, four could not pass and two had canceled the subject, therefore we could not continue with them. The rest 2 had not attended the lessons, despite having called them and everything.

4.2 Personal Growth

The reason why I chose to do internship as my degree option, was the fact that I wanted to get to know people who make me think that what I was doing was correct. There were ups and

downs, however I never thought that I was going to learn so much, even in a simple but hard project. I realized the importance of being a teacher, and I felt it is not valued as it should be by people, even from some who receive education. Even so, I could understand better this labor going through this experience and the efforts I had to make to fulfill my duty as an Intern-teacher.

Being a teacher at the Universidad de Cordoba was demanding, I had to study almost everything again from advanced books so then I could explain properly to the students, which ended up being something wonderful. I felt great, as if I were really a university teacher. I think it would be different if I had been giving classes at a school. I had my doubts that my work with them, just giving sessions individually, could make the difference or at least, that they could feel that the sessions were helpful and useful. So, I was happy every time when they did the journal talking about my sessions, in which they could learn and enjoy my classes too (see Appendix H).

In the mentoring project, giving personal sessions, most of the students got used to me, and they expressed their feelings not only about their classes but also their private life. I felt as though I was a psychologist, listening to their stories, or sometimes their reason why they were having problems with the major, so we took more time due to that, but also, there had been moments we felt productive, that we stayed more than the hours we had set in the schedule to continue and not lose the motivation and opportunity to learn. Those students still write to me when they have some doubts.

There had been moments, when I got sad and down, when the students did not want to attend the session, or even dropped out of the subject, I thought it was my fault in a certain way. Nevertheless, I was always supported by my supervisors and my personal advisor, so clearly, I kept going, as for the attendance who had not canceled yet, I looked for different methods to meet them and so on.

I learned so much both academically, which gave me more confidence to know more English, a new view in how to make classes taking in mind the learning styles and the motivation as well as to make inclusive sessions; and personally, as I know I am not the same person who started this some months ago.

5. Conclusions, Recommendations and Limitations

For me, this project is an excellent idea, because it means that there is extra aid for students that study English as a professional career and something that they did not have before, or in my case I would like to have and to be part of, in the initial five semesters. It is an opportunity for the students (mentees) who want to improve their weaknesses, especially those who keep failing the terms, courses or just need some reinforcements recommended by the teachers. Nevertheless, students have the duty and responsibility of improving the gaps they have and do not leave everything to the mentors.

In this project I could observed and then, conclude following general facts about the students or mentees I had:

- There were some students who really wanted to learn and were serious about the lessons we had, these students usually were from the first and second semesters or those with special needs.
- The mentoring sessions were taken as practice time for those mentees who did not do it in their free time since they enjoyed practice with someone that alone.
- Being reported to take mentoring was slightly embarrassing for a few who were in the upper semester, e.g. reported by Communication IV subject but being from 7th semester.
- There were students who wanted to follow the lessons even though they had passed the term or those who had canceled the subject which were informed.
- The students usually wanted to meet once a week, if it was twice, they usually attend one meeting a week.

These are a few general insights I got from nine students I had between first (seven) and second term (five).

I also examined and reflected that many factors are involved in the implementation of the project such as their limitations which are:

1. to be part of the project, is not mandatory for the mentees, so if they please, they can continue or drop out of the sessions. So, the mentor always has to be in contact with them since the internship relies mostly on that. (Although they sign a paper, this one has just moral value).
2. The student could drop the subject which he or she was reported on, when it occurs, the mentor cannot go on with this student and therefore the mentor does not complete the required hours for the internship.
3. The number of students that each mentor is responsible for is not measured, there is no limitation fixed, in comparison with the great quantity of students failing the term from first to fifth semester.
4. There are sometimes when the mentor and mentees cannot meet at a specific time when the other one can.
5. There are some cases in which the mentor has to change their planned activities because of new situations that arise in students' classes, for example, the mentees tell their mentors about a new topic they are learning in their classes or they will have a quiz and need to study it.
6. It is kind of difficult to make evidence when the students do not want to be recorded even if it is a video at the moment of the session, because of the shame that they have when they cannot speak English well.

Some of these limitations were challenging to carry out, I had to be always flexible for any situations or events that could emerge, and to work everyday all the time with these students, to

follow their process and to be ready.

As recommendations for improving the project and achieving the purpose we have, Firstly, I suggest that these limitations must be the primordial issues to tackle before starting again for the future interns, so that they can avoid troubles in the following semester. Secondly, I advise to continue the lessons for those who have passed the term if it is necessary and if the mentor considers it like that, even more in those cases, for some motives, the student and the mentor could not meet the times they had to. Thirdly, the mentees receive more than one hour. I have perceived that giving one hour does not make a change if the mentor has to see the student once a week. Finally, I believe and expect that this mentoring project can help more students than those I had, including students with special needs.

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Appendixes

Appendix A

Audio applying the strategies I recommended the student do in their free time as a practice by some students.

https://drive.google.com/file/d/1kUUC5ngYQorBzWDjvWJq2-j0BZMLAaLP/view?usp=share_link

Student's audio talking about stereotypes.

https://drive.google.com/file/d/1OZ7pCQX8ubj7ZTVuJKlZLAic7Oqy1pnL/view?usp=share_link

Student's audio talking about a video tik tok Eliha's reflection. Assignment

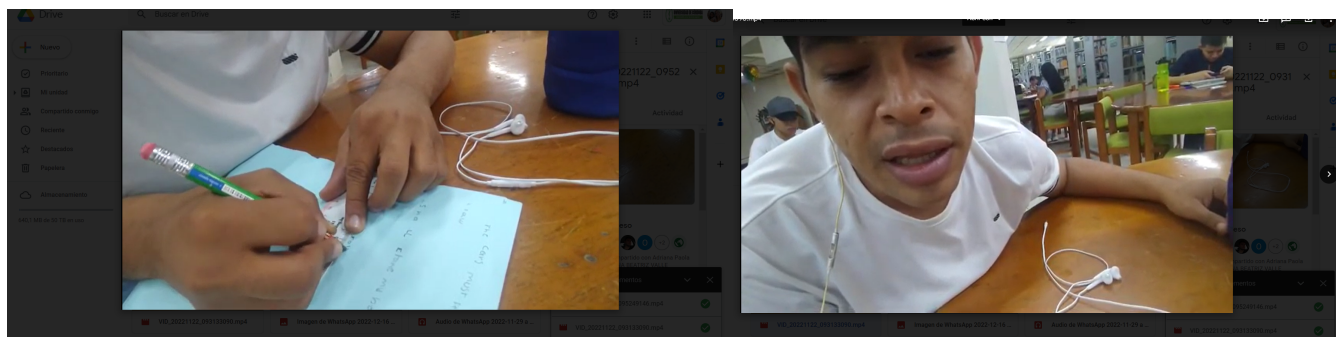
https://drive.google.com/file/d/1AKx4i0JK2RAFHLGBgalGz0unlZoRmPff/view?usp=share_link

Student's audio talking about video tik tok.

https://drive.google.com/file/d/1v5HYv3yZUWO74FALIMvfQexOBaKyh77r/view?usp=share_link

Appendix B

The student learning the Modal Verbs



https://drive.google.com/file/d/10jsDroiE0WeaYDjaUA5wVnBmsJO-NskT/view?usp=share_link

https://drive.google.com/file/d/10q7ze2YqJnJrLvpA6ln73fM9f4Pa7RQr/view?usp=share_link

Appendix C

The audio the student 'A' did as a speaking practice, yet being reported by Grammar.

https://drive.google.com/file/d/1QILRNERFkb0OL209uPxmmTjXJaRZhquN/view?usp=share_link

Appendix D

Assignment. Audio. The student A talked about her favorite food.

https://drive.google.com/file/d/1DTMyjx6ECFx1gCm8UwSKVgrIUA9LoSUp/view?usp=share_link

Appendix E

Student A's audio practiced reading.

[https://drive.google.com/file/d/1_DCaa4lFTpEPSVm2y0pNLhmsTEX0csqL/view?usp=share](https://drive.google.com/file/d/1_DCaa4lFTpEPSVm2y0pNLhmsTEX0csqL/view?usp=share_link)

[e_link](#)

Appendix F

Audio Transcript: Practice about Role- Play.

[https://drive.google.com/file/d/1MkzJoKwbpl12EfE0tvUpdKnHsFqT7zTn/view?usp=share](https://drive.google.com/file/d/1MkzJoKwbpl12EfE0tvUpdKnHsFqT7zTn/view?usp=share_link)

[link](#)

Appendix G

Journal about the feeling that some students had with the mentoring project. the questions are:

1. ABOUT OUR LAST SESSION:
2. WHAT WAS THE BEST THING YOU LIKED?
3. WHAT DIDN'T YOU LIKE ?
4. HOW DID YOU FEEL?
5. WHAT TOPICS OR/AND NEW THINGS DID YOU LEARN?
6. WHICH WAS THE CHALLENGING THING/PART?

The best things have been that I can learn while I make mistakes

All things I like .

I felt very good.

I have learnt about articles, possessive etc.

The challenges have been learn new vocabulary.

4:47 p. m.

I liked to learn the use of possessives in a didactic way, I liked much the history. 9:52 p. m.

just I did not like that the class could not be face to face 🤔 9:53 p. m.

I feel very good, the teacher Amadona is very patient and explains very well 9:53 p. m.

The history in general was a challenging for my 9:53 p. m.

1. I've enjoyed meetings and learned some more.
2. There's nothing not like me.
3. I've felt confident.
4. I've some new words and different ways to say things. Also, I've understand the possessive case more than before.
5. The listening and vocabulary, because I need to learn more words.

2:33 p. m.

Tú

ABOUT OUR LAST SESSION:

WHAT WAS THE BEST THING YOU LIKED?

WHAT DIDN'T YOU LIKE ?...

I liked the most is that if I didn't understand you explained to me over and over again and also as you explain.

What I did not like was and always will be virtuality I think face-to-face is better.

how I feel ? Well, even if it's virtual, I've always learned things that I didn't before .
So, I feel good but it can be better

I learned the use of THE ,I learned better their rules for better use, as well as some rules to use and differentiate verb tenses like present perfect and past simple among others.

the challenging part is to try to speak as much as possible in English and do the exercises

7:24 a. m.

quiz: ABOUT OUR LAST SESSION:

WHAT DID YOU LIKE THE MOST?

I liked that the one who advises me is a very good person and makes me want to continue learning with her.

WHAT DID YOU NOT LIKE?

I did not like that there is not much time

HOW DID YOU FEEL?

I felt good thank God very motivated.

WHAT SUBJECTS AND/OR NEW THINGS DID YOU LEARN

?

I learned all the topics as I tell you, I need more time.

WHAT WAS THE DIFFICULT THING/PART?

the most difficult part for me was sometimes I recorded the audios but the rest is excellent, amadona understands a lot God bless you always.

WHAT WAS THE BEST THING YOU LIKED?

I really like the method you use; it helps a lot to understand the topics clearly. You always look for a way to explain in the clearest possible way, with everyday situations for example. I like the freedom I have when expressing my opinions, apart from this you also give me my time to formulate my answers in a better way.

WHAT DIDN'T YOU LIKE?

I think there's nothing I didn't like; the classes have been quite creative and substantial. Sometimes I must admit that I did not want to teach but seeing that they were good enough for me and that little by little I could understand no longer problems with that.

HOW DID YOU FEEL?

I felt very comfortable, I feel that it has been easier for me to learn with you than with some teachers because I do not feel pressured, I feel that I can go more to my step and that motivates me.

WHAT TOPICS OR/AND NEW THINGS DID YOU LEARN?

I managed to better understand some issues that I couldn't understand before, such as passive voice or some times. also learn the meaning of new words or expressions. He also helped me to speak more, to be able to formulate better sentences, to correct the grammar of these, among other things.

WHICH WAS THE CHALLENGING THING/PART?

I think everything you have explained to me has had something a little difficult for because I feel that this explanation requires more time, more practice. However, it also depends on my effort apart from the classes, study it and practice it to go understanding better, until I manage to learn it. no career is easy, everything is a question of your dedication, commitment, discipline and love to learn it, I feel that I must improve my study schedules and devote more time to those things or topics that I cannot understand from a whole, for me the grammar is a little more difficult than other subjects.

8:41 p. m.

What I liked most about the sessions is that if I don't know a word I can ask and she kindly answers my questions with very good examples, which helped me a lot to understand the topics, I like everything about the sessions.

My tutor is a very kind person, she makes me feel good and confident and that is something that makes learning easier when you get along with someone it is easier to understand them.

I have learned a lot of new things, vocabulary, pronunciation, she gave me tips on how to improve my listening, and she is excellent, not only helps me with grammar, she takes the time to teach me new things.

My only challenge, or I call it purpose is to improve in grammar, thanks to

Appendix H

present simple: **am/is/are + pp**
*My car **is serviced** twice a year.*

present continuous: **am/is/are being + pp**
*My car **is being serviced** now.*

past simple: **was/were + pp**
*My car **was serviced** last month.*

past continuous: **was/were being + pp**
*My car **was being serviced** when I went to the garage.*

present perfect simple: **have/has been + pp**
*My car **has already been serviced**.*

Amadonna Serpa Quintana

makes the

The cows **are** milked once a day. (It's obvious that they milk the cows)

Online classes

[illegible]

Andrea López

Andrea López

R

Robin Rodriguez

