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The Effectiveness of the mentoring process at UCSH's English Teaching Program

Tesis para optar al pregrado de Profesor de Inglés

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Forewords

Firstly, we would like to thank all teachers during these short five years inside this beautiful world, thanks for the motivation, knowledge and dedication. We also want to thank our families who supported us in this investigation as well as people who contributed giving fundamental information for this research. Mrs. Pulgar was a key informant as well as our guide teacher, Mrs. Marcela Fuentes who helped enormously to encourage us to continue with this topic, giving essential background contents and energy to carry on. Finally we want to thanks to Mr. Francisco Rojas Godoy, the person who aided to the construction of the graphs on Data analysis

We hope this newfangled research will continue being studied since these ideas exposed next will be one of the first contribution in order to improve mentoring process inside UCSH and thus, help our students with a better professional formation.

Abstract

This research is designed in order to know the real impact of mentoring process at UCSH's English Training College. Firstly, we will define some key concepts for the present study, such as "peer tutoring" and "mentoring", dealing with their similarities and differences. Moreover, through a quantitative and qualitative approach, we will seek the strengths and weaknesses of this program, so as to handle the necessary information to maximize learning gains during Mentoring Program. This has been done by examining a structured interview answered by mentees, which is related to their experience at Mentoring and deals with sociolinguistic, psychological and academic aspects of this topic. Therefore, with data analysis available, we will identify some aspects to improve and others to strengthen, which will permit us to build an improvement proposal according to the collected information through this study. This project will be the first investigation linked to mentoring process at UCSH's English Training College, hence, it will be a considerable gain no matter what.

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Introduction

Mentoring program has been running at UCSH's English Training Course for a few years, which has been an academic tool in order to help students with particular learning needs to improve their academic performance. Through this research, we will try to measure the real impact of this program not only in students´ academic performance, but also in their psycho-social aspects, such as improving the mentee's self-confidence or their integration to the university life. In other words, we will seek to understand the running of this program correctly, with the goal of detecting its high and low points. Thus, through a good understanding of this program, it is possible to maximize the positive aspects and improve the negative ones.

To understand the correct running of this program at UCSH, it is very important to clarify concepts such as "Mentoring" and "Peer Tutoring" which are different, although people use them often as synonyms. To do this, we will approach both concepts from their true meaning and their history, and then to appreciate the differences between both. In this way, we will extract the strengths and weaknesses of these concepts, to take elements and to build, in the final part of this thesis, an improvement plan proposal, which will be matured through what we consider important from both, according to specialized literature and UCSH's reality.

In order to expound our general objectives clearly, we can synthesize two general goals what we have mentioned recently:

- **To comprehend the running of this program correctly, with the purpose of detecting its strengths and weaknesses**
- **To build an improvement plan proposal for mentoring program**

Furthermore, we think it is necessary for our research to have a clear stance about the effects of mentoring at UCSH`s English Teaching Training College, therefore, we set out the following hypothesis:

"Mentoring program has a positive impact on students (mentor and mentee)"

To prove this hypothesis, we will deal with a topic which has always been linked to humans through history, since "peer tutoring" and "mentoring" have gone hand in hand with humankind's course. Nevertheless, it is important to expound that this topic began to be studied only 200 years ago, in a tepid manner, and subsequently we locate the heyday of specialized literature between 1970 until nowadays. It is worth to mention that this is not a widely researched topic, which has been one of the biggest difficulties during this thesis.

Also, we will include the Vygotskian theory of the zone of proximal development, to link it with Second Language Acquisition, which is a natural course of this research if we consider the study program's context.

Later, we will tackle students´ experience about their participation in "mentoring program", where we will extract valuable data to devise a global vision about mentoring at UCSH. Thus, it will be possible to maximize the positive aspects and improve the negative ones of mentoring program at English Teaching Training Program.

On the other hand, we have decided to deal with this topic, because we think it is possible to contribute to improve our study program and university, not only in the academic field, but also in terms of university climate. Thus, we are building a healthier study community, principally through the psycho-social part of the present investigation which is focused on elements such as interpersonal relationships and students´ self esteem.

Also, we think deeply that students have the role of contributing to the development of their study programs at university, characteristic which develops their pro-activity, an essential feature in our future profession. For that reason, we decided to work in this area which provides us innumerable possibilities to contribute to the development of our study program and university.

 We think it is necessary to carry out this research which is unprecedented at UCSH, and therefore, everything which comes afterwards will be gain for everybody, since this is the first investigation related to this topic at UCSH's English Training

College, and for that reason, we hope each conclusion will be a precedent for future researches.

Theoretical Framework

1. **Peer Tutoring**

1.1 Defining Peer Tutoring

Peer tutoring has become a key tool to facilitate learning for students with disabilities and special learning needs. Nowadays it is used in many countries, mostly in Anglo-Saxon cultures such as the United Kingdom, U.S.A, and Canada. Thus, Peer tutoring points out to strategies which consist of student's partnership in order to aid each other in school / university performance since it generates reciprocal learning between tutor and tutee as well as social interaction abilities and motivation. Currently, Peer tutoring can be understood as: *"People from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching"* (Topping, K.J., 1996. Pp 330). Therefore, there are notable benefits for both parts, because we have got the tutor who has the sense of duty of a total domain of the knowledge to be taught, which means that tutors should have a full command of what they will teach, by doing so, they will increase their acquaintance, not only focused on academism but also focused on social aspects, obtaining an integral development for both. Then, we have got the tutees who will build their own knowledge related to the contents of the scheduled program, according to their cognitive reality. Peer Tutoring is characterized by specific role taking and high emphasis on curriculum content as well as structured material.

According to Topping (1996), it does exist a typology of peer tutoring which analyzes ten dimensions for a good peer tutoring process.   Let us analyze briefly this typology:

1. Curriculum content: These are knowledge or skills oriented, or a combination of both.

2. Contact Constellation: It is about the number of participants which can vary enormously, being more intensive when this process is in pairs (dyadic).

3. Year of study: Tutor and tutees may be from the same or different years of study.

4. Ability: It could operate on a cross – ability basis (even in the same year) as well as same – ability working together towards a correct understanding.

5. Role Continuity: the roles do not need to be permanent. Switching at strategic moments aids to self – esteem development.

6. Place: It may vary in location.

7. Time: It may be scheduled according to the extent of the goal.

8. Tutee characteristics: Those considered at risk of under – achievement, failure or dropout and people from minorities.

9. Tutor characteristics: Generally he/she should be "the best student" but when he/she is a merely average person (or even lower) the cognitive

challenge get more complicated and attach therefore more benefits taking into account tutee and tutor`s improvement as a whole.

10. Objectives: Intellectual, formal. Effective and attitudinal gains as well as social and emotional gains are found as objectives. (Adapted from K. J. Topping, *" The effectiveness of Peer Tutoring in Further and Higher Education: A typology and review of the Literature"*, Vol. 32, No. 3 (Oct., 1996)

1.2 Types of Peer Tutoring:

According to Professor Keith Topping (1996), here follows a listing of some peer tutoring types that have been described below:

Cross – Age Tutoring: It joins students from different ages, older students assuming the role of tutor and younger students assuming the role of tutee. There are training sessions for tutors which include problem solving strategies, how to give an appropriate feedback, reinforcement and setting goals. The benefits of this method are a feeling of control over academic outcomes, the development of social skills, self – esteem and the experience of an older and more experienced person teaching you.

Peer – Assisted learning strategies (P.A.L.S): here students belong to the same skill level so teachers must monitor and interject when it is required, however, the students

are in charge of generating deeper understanding via reciprocal collaboration on structured learning activities.

Reciprocal Peer Tutoring (R.P.T): In this type of tutoring, students monitor and evaluate each other within a structured format (two or more). It promotes academic and social competency. Here students alternate roles which help to maximize students' interdependency, learning and motivation. Students have a large teacher – prepared choices as well as rewards if they accomplish the goals previously established. RPT might be worked with more than two people, because they have to prompt, teach, monitor, encourage and evaluate each other, creating an environment of acceptance and equity.

The personalized system of instruction (Fred Keller, 1960): P.S.I is a method where students proceed at their own pace with the aim of mastering each step before carry on with the next one. The tutor is a checker, taster and recorder in order to ensure tutee´s mastery. P.S.I was found to be effective across the whole ability range.

Supplemental Instruction: often used in courses with new and difficult content imparted by lectures where there is a low rate of interactive teaching. It operates on a cross – age basis with one "leader" working with several tutees. Leaders are trained to model and facilitate rather than directly address curriculum content.

Same year dyadic reciprocal peer tutoring: Dyadic conditions (one tutor working with one tutee) have revealed positive effects on learning and less impact on stress.

This type of peer tutoring has been considered one of the most innovative ways of learning with peers. Structured material is not used since researchers have found that it decreases achievements because it makes students feel uncomfortable and stressed. The term Reciprocal is an important factor since it stimulates and motivates learners to carry on studying as well aids to self – esteem and social development. A tutee also needs to contribute and work as a tutor while the tutor takes the role of tutee.

1.3 History of Peer Tutoring

Peer tutoring has existed in some manifestations since the first days of civilization, being an essential part in education until nowadays. To know the history of this educational concept, it is necessary to go back to the fore from the first vestiges of this concept in the Western World in the eighteenth century, when it was possible to find the first recorded use of an organized and systematic peer tutorial learning project.

During the late 18th and early 19th centuries, due to big economical difficulties related to educational budget, peer tutoring resulted an effective way of giving poor children a realistic possibility of education, considering the lack of founds destined for educational enterprise. Thus, Andrew Bell, superintendent of the Military Male Asylum at Egmore, in England, designed the first methodical approach to peer

tutoring (1803). In this circumstance, there is a need to elucidate that through those days the asylum was used as a school for orphans during wartime. Hence, Bell transformed the asylum into more than an official school, being also a remarkable change in the global educational history.

He introduced the idea of using trays of sand in the classroom, because it was a cheap writing material, more inexpensive than paper. Then, his teaching staff thought that it was an absurd idea so, teaching staff's rejection pushed him to adopt this technique using students as monitors to teach each other with sand. Subsequently, Bell understood the use of child monitors was a more significant discovery than trying to reduce operating costs using trays of sand.

Bell grouped the students according to their level of achievement. Students could be promoted to a better class or demoted to an inferior one. Thus, Bell's school had every classroom divided, so that half of the students would play the role of tutors, and the other half would obtain tutors' instructional help. Therefore, Bell realized that system was crucial to enable their pupils to keep pace with educational contents.

Another important key personage in this history was Joseph Lancaster (1803) who realized he could not teach 350 students at his school in London. At that moment, Bell's experience resulted the best answer for Lancaster. However, he slightly modified Bell's method, complementing it since tutors received detailed and organized instructional materials.

Later, the figure of William Fowle's appeared (1845) who provided some theory to support peer tutorial practices. Fowle concluded that children could be better teacher than adults in some respects, because children have a feeling of fellowship which is a magnificent incentive for learning and low rate of stress, learning in a comfortable environment. Last researches are linked with Professor Keith J. Topping who has contributed enormously to a better understanding of socio – linguistic and psychological Learning Development. In one of his books, titled "The Effectiveness of Peer Tutoring in Further and Higher Education" he shared a magnificent description and data analysis about how much we can gain knowledge through this old concept but in fashion nowadays, peer tutoring.

The conception of peer tutoring has matured over the years, being the definition that we have embodied previously in the present research, enriched concept by all the social and scientific influences received in two-hundred years of existence.

1.4 Theoretical background of peer tutoring

In the present research, tutoring concept is raised according to schools of thought which assume this concept employing an approach linked to the set of specialized literature generated after the accidental Andrew Bell's discovery and going through Joseph Lancaster and William Fowle's theories, finishing in K.J. Topping's

typology. Thus, an approach matured by more than three hundred years, is used now as a cornerstone to contend this wide conception, time which provided innumerable and interesting tools to be adopted through this study, whether it is theoretical support or even as a possible answer to expose the problem of the present research.

There are lots of advantages in peer tutoring which have been defined in many publications. William's Fowle's conclusion (1845) was extremely relevant for future investigations linked to this topic, although these conclusions were the result of a big chain generated by A. Bell. Hence, the benefits of peer tutoring were widely known, being applied in many educational systems, illuminating timidly the field of research linked to this subject, since the maturing and modernization of the concept arrived nearly 200 years later, with Professor Keith J. Topping in 1990.

In accordance with K.J. Topping who capitalizes Vygotsky's thought (1976), claiming that: "Peer tutoring is a social interaction view of cognitive development" (Pp. 323). In this way, Topping complements the conception of peer tutoring, representing a psychological support which at the same time gives a significant methodological armor to build applicable knowledge, obtaining a considerable input for the present research.

As Topping assumes, within peer tutoring we can find advantages in the campus of interpersonal features like motivation, self-esteem and most importantly,

autonomy. Although, we should provide these tools in order to produce independence rather than create dependency and fear about learning process, the last aspect is extremely important, because peer tutoring program must consider this feature, in order not to be counterproductive.

If we speak only about the tutor's experience in peer tutoring, it is easy to sight that the act of tutoring involves further cognitive challenges, specially related to simplification, clarification and exemplification, due to "to teach is to learn twice", where "learning by teaching" is an unbeatable opportunity for mentors. Considering pedagogical advantages for the tutee, a more active, interactive and participatory learning are appreciable, receiving immediate feedback, lowering anxiety, and greater student ownership of learning process.

Therefore, when we expose the concept of tutoring in this research, the methodological background is given by authors such as A. Bell, J. Lancaster, and especially by K.J. Topping, due to him is the main compiler of information related with Peer tutoring. These sets of ideas are linked to every enunciation of the concept "Peer tutoring" in the present study.

1.5 Advantages of Peer Tutoring

Peer tutoring is a concept which provides innumerable benefits, received by the tutor and tutee. Specialized literature offers a wide pile of advantages if a peer tutoring program is applied correctly in an educational curriculum and because of the bi - directionality of the educative act, peer tutoring is mutually beneficial, since both tutee and tutor learn at the same time in accordance with their specific needs. Furthermore, peer tutoring is also advantageous to teachers who do not have enough time to spend with each student.

The advantages for tutors in peer tutoring program are numerous, which can be summarized in the next sentence: "to teach is to learn twice" (Joseph Joubert, 1782), because of preparing to be a peer tutor involves to re-organize the existing knowledge, transforming it into function of teaching, obtaining the enhancement of cognitive processing, related to the attention and motivation for the task being increased, it is necessary the review of existing knowledge and skills. In this way, a peer tutor consolidates his/her learning process, enhancing the self-esteem, and acquiring the ability to detect and correct not only his/her mistakes, but also tutee's difficulties. Furthermore, tutor develops new abilities which are useful to other aspect of life, because tutor has to learn how to solve conflicts, decision making, promoting his/ her leadership´s abilities.

For tutees, a peer tutoring program is a tailor-made suit, because they obtain individual instruction focused on their specific learning needs, dealing with the contents in accordance with their cognitive reality, taking more concrete and meaningful steps. Inside the advantages for tutee, we can sight four main benefits for them when they look for a peer assistant: they get individualized instruction; they receive more teaching time; they respond better to their peers than to their teachers; and finally, they can obtain companionship from the student who teaches them. The advantages showed previously will be exposed orderly in the following paragraph.

Firstly, the tutee receives individual instruction, since tutee may ask tutor some questions he or she would not dare to ask in a formal class, thus, the time is spent on crucial things for tutee´s understanding of the subject matter. Therefore, the one-to-one experience is extremely helpful for tutee, being the educational act a low-pressure situation, stimulating learning.

Secondly, tutees get more teaching time, obtaining an obvious advantage, spending their free time in solving their specific learning needs. Because peer tutoring session is a good opportunity to deal with learning problems with a qualified person, whereas students do not have enough time to do this during class, because there are many students demanding teacher's time.

Thirdly, students potentially respond better to their peers than to their teachers, this happens because the peer tutor shares similar cultural tastes, resulting a

specifically well thought form in order to acquire the knowledge and skills that formal education offers, since it considers the tutee's and tutor's cultural reality, promoting learning into an adapted method.

Finally, the students being tutored can receive companionship from peer tutors, obtaining a good chance of adapting to a new educational context, because of people feel more secure with the guidance of a more experienced person in a social situation.

Institutionally speaking we can point out some benefits to universities such as economic factors, and the results obtained by the students, that mean important data which leads to a better decision making in order to improve the program and increase students' learning development and social skills.

To sum up this point of the research, we have reviewed that peer tutoring program can provide many benefits which we have itemized into five main advantages. On one hand, tutor has an unbeatable possibility to consolidate his /her knowledge, learning by teaching, and on the other hand, tutee obtains a personalized instruction, getting more teaching time, adapting himself to the new learning situation through the guidance of a peer, turning the educational act into a more familiar experience, since it considers their cultural reality and specific learning needs inside an educational institution which at the same time is beneficiated by feedback from outcomes and new researches about tutoring programs. (Adapted from Topping, K.

J.(1988). *The peer tutoring handbook:* Promoting cooperative learning. Cambridge, MA: Brookline Brooks)

2. Defining Mentoring

First at all, it is essential to stress that "mentoring" is a concept that is really extensive which is possible to find in many aspects of life, not only in educational field. For that reason, it is difficult to demarcate a process linked so closely to the transmission of knowledge, which is a distinctive feature of humans. So, the present paragraphs will be provided with and appropriate definition of mentoring laden with contemporary conceptions of this concept which are the result of a long history, from Homer's epic, The Odyssey to nowadays.

It is worth mentioning that mentoring is not only an informative process, since it is related to building the optimization of learning and the maximum development of participants. Therefore, mentoring is a constructive process linked to the integral development of participants, considering aspects such as social integration and personal development of mentor and mentee. Hence, taking into consideration the social nature of mentoring where there are several interactions between mentor and mentee, we can distinguish it as a bidirectional process; in other words, both receive benefits during the process. On the one hand, it is a guidance for mentee during the acquisition of knowledge, competences and abilities, and on the other hand, mentor

develops new abilities which can be transferred to professional areas and other aspects of life, enhancing his/her self-esteem and personal satisfaction, being a professional revitalization. In general terms, mentoring focuses on the person.

It is a voluntary association between mentor and mentee which cannot be totally planned and closed; because mentoring has to be adapted to the different learning realities, but it is always intentional with general aims, extending in the medium and long term.

In general terms, mentoring is divided into two types:

1) **Informal Mentoring (Natural)** is a volunteer process where interaction flows freely, because there are neither structures nor study programs. It is also a spontaneous circumstance, since a person approaches a potential mentor who can agree to form a mentoring association. Natural mentoring is the most honorable relationship because it is not forced, it is totally natural, a relationship between someone who knows very well something and somebody who likes very much what the other person does and even feels admiration for him/her so he (mentee) comes looking for help from who really knows. If this person accepts you, a beautiful relationship will begin. According to Carr, R. (1999) a natural mentor is an older and more experienced person who plays the role of facilitator in order to attach goals and dreams that life gives us, and this occurs inside a warm environment because there exists chemistry among

mentor and mentee, making the relationship as free as possible, in other words, making it natural with no schedules or structure at all.

2) **Formal Mentoring** is a supervised and guided program made by an institution, with assigned relationships and general aims. The objectives are clearly delimitated. There is more control and following process over the action. Informal mentoring has become bigger and more famous in terms of usefulness   over the last thirty years. Too many companies and educational institutions have been working with this learning tool. Despite mentoring has been concerned to work with one mentor and one mentee also good results have been found in group work. We can also find within formal mentoring the existence of others institutional agents like the tutor who is the person in charge of matching the couples as well as selecting the mentors who need special training before start mentoring, a season which is variable because there is no certificate method that points out the exact time for a successful mentoring. (Carr, R., 1999)

Literature also recognizes some other variables of mentoring but these three variables have been overtaken from the two main ideas which are informal (natural) and formal mentoring. The variables are: *Peer mentoring* developed amongst people of the same age and environment. e.g. university students.

Transition Mentoring is characterized by being used in transitive periods only, such as when coming to university for the first time.

Finally, the last variable is *e–mentoring* whose biggest supports are the new technologies of information and communication. Especial for people who cannot get in touch frequently or has geographic limiting. (Angelica Risquez, University of Limerick, 2006)

Speaking about the main characters that make this process real and meaningful, we can differentiate three figures which are: **the mentor**, responsible for mentee's improvement, holder of an enormous capacity and ability of helping other people, and also owner of knowledge and experience. Then, we have got the **mentee**'s figure who is the person with some particular learning needs, and who might have the willingness of being taught by somebody trained and qualified, so this person has to be implicated in order to tackle the challenge presented through the process. Finally, we find the **tutor** (only in formal mentoring) who plays the role of the biggest authority of the process, being the head, since he is the person who coordinates the action amongst all levels, selecting mentors, matching couples (mentor and mentee), evaluating the aims according to the deal between the participants; in few words, he ensures that the objectives set are met and achieved.

2.1 History of Mentoring

Maybe mentoring is one of the oldest concepts linked to education, due to this, it is the first way of teaching known by us. At the dawn of every culture there are vestiges of mentoring, China, Greece, India, Jewish people, and so on. In those historical stages, the mentor was a sage who guided followers in diverse aspects of life. This historical method of teaching and leading was the only form of education, when the school did not exist. Thus, people were mentored by their own master, who gave them essential tools for life. In other words, if someone was to learn a particular job, they would be apprenticed to a particular master who executed that job.

The term "mentor" has been known by a lot of different names such as master, guild, artisan, craftsman, among others. In a diachronic approach, the genesis of the word "mentor" is in 800 B.C. from Homer's epic, The Odyssey (Carr, 1999; Conway, 1995; Roche, 1979). In that story, Mentor plays the role of teacher, counselor, guide, and friend to Telemachus.

The roots of the practice of mentoring are lost in antiquity, since it is practically impossible to know when and who was the first mentor and mentee, because it is a practice linked to the transmission of knowledge which is a distinctive human feature. Therefore, we know superficially the dawn of mentoring, but we are unable to arrive at the truth, because it is not possible to distinguish the first mentor and mentee.

Despite mentoring is a very old practice; this concept was associated to education in the 1970s. During those days, literature about this topic emerged thanks to names such as Gerard Roche (1979) and Linda Phillips (1977), researchers who were motivated by the apparent benefits for organizational growth and leadership development associated to this practice. It's worth pointing out that Roche focused on mentoring as a tool to developing successful business people.

Later, in the 1980s, Kathy E. Kram presented her investigation about mentoring which is the cornerstone for many studies that followed. She restructured the model of mentoring, dividing it into four different stages; initiation, cultivation, separation, and redefinition. Kram's ideas were adopted by many organizations including schools and universities.

2.2 Theoretical Background of Mentoring

Mentoring has become one of the greatest educational tools and many times it has been the answer to students' problems, mainly in first year students who do not know anything about university´s world before they get in.

Mentoring has the big grace of encompassing innumerable things, mentoring does not mean academic issues only, it involves personal and socio - linguistic aspects, it fosters an integral development for society,   from the easiest thing like how to borrow a book from the library to share deep life experience, you can perceive

mentoring meaningful. The mentor (a student from the latter course) is the person who teaches and supports you. He or she is the person in charge of modeling and contributing positively in your life.

According to Dr. Ray Carr (1999) Mentoring is to help somebody to learn something that without aid he or she would have learnt slower or with more difficulty doing it by his own. Carr (1999) focuses on speed up learning without formal instruction, since structured material increases students' stress level; it does not necessarily imply good outcomes. One of the principles of mentoring is people comfort, fundamental aspect mentor and mentee must have in order to create a meaningful learning environment.

Some of the main features of mentoring are: (Dr. Ray Carr, 1999)

1. Mentoring is about development in general

2. Mutual benefits

3. It can be applied to numerous group as well as individuals.

4. It requires commitment and confidence.

5. It helps you to develop your maximum potential.

6. It is a volunteer and no forced relationship

7. Medium / long term process

8. It is always intentional.

According to all these points above and applying them into an educational context focused on the moment of access of students to university we can say that mentoring is a continuous feed – back process of help and orientation between the mentor and one mentee or group of mentees from recently new entry, with the purpose of solve students' needs and optimize their development and potential learning.

We can easily observe the main objective of mentoring which is to serve as a real option according to people's needs. But that is by the part of the people inside; if we take a look at the side of universities we can see some objectives too, things like facilitating the access to university and specially with titration stage as well as help students to meet academic requirements like planning, exam strategies, lectures and learning ´style.

To sum up the idea we will analyze the cycle of mentoring which consists of four stages: The first is *review and explore*, it is about to talk and explore different aspects, listening and meeting each other. The second stage is *what you think and feel about it*; it means comprehension of both parts, in this stage the mentor recognizes needs and tries to understand how mentees feel about, mentor offers support and aid to continue to the third stage, this stage is about *planning*, what kind of lesson you can overtake from, mentor and mentee in this stage attach a fully understanding about what is wrong and take decisions in order to overcome failures. With the mentor´s help, commitments and schedule action program are established to finally get to the

last stage which is *planning and active* participation where you create and apply all you have learnt in the process. (Carr, R., 1999)

2.3 Advantages of Mentoring

Mentoring is a wide concept which is divided into informal and formal, what offers a great variety of benefits related to educational and social fields. To detail the benefits, we have done the exercise of dividing them into three parts; firstly, benefits for mentor, secondly, benefits for mentee, and thirdly, benefits for institution where mentoring is imparted, benefits which will be exposed below.

Mentor develops new abilities which can be transferred to other areas of life and work, but above everything they contribute to personal development, since the mentor enhances his/ her self-esteem and personal satisfaction, revitalizing his /her professional life, because mentor has to access new ideas and tendencies related to his/her field. Furthermore, mentor obtains a more complex perspective about organization and community, because mentor must conceive learning such as a social building, analyzing other cognitive realities during learning process, making more complex the notion of community and organization.

Mentee gains educational inputs indispensable to his / her survival at educational institution, developing attitudes and abilities such as decision making, social relationships, and abilities to communicate. In this way, mentee has more

clarity about academic professional objectives, and the wide range of options which are presented. Thus, mentee is prepared to take personal and professional opportunities in a more effective way. In addition, mentor develops a high degree of competence to look for solutions, getting the necessary autonomy to educational and professional life.

The institution where a mentoring program is imparted also receives important benefits, since the retention rate of students increases meaningfully, providing a high degree of satisfaction and permanence at institution. Additionally, institution equips with a better educational quality, optimizing and improving the educational institution, obtaining a better coordination, acceleration of learning process, and an economical improvement, because generally the incentive is not economical for mentors.

Therefore, mentoring is a beneficial tool to be imparted at an educational institution, obtaining many profits not only for students (mentor and mentee) but also for the institution which a mentoring program is granted, being these benefits divided into formal (educational gains) and informal (social gains). It is worth to stress again that mentoring program focuses principally on personal development, consequently the improvement of self-esteem, satisfaction of participants, and social integration of new students are essential benefits for a mentoring program. (Taken from Carr, R. (1999). Alcanzando el futuro: *El papel de la mentoria ante el nuevo milenio.* Documento en PDF en http://www.mentors.

3. Differences between Peer Tutoring and Mentoring

Firstly, both terms are deeply related , further, they share more similarities than differences, resulting the main difference between these two concepts is the organizational structure, since peer tutoring is more structured than mentoring, which is freer. Tutoring involves the teaching of skills or set of skills to either an individual or group of people, also it is more impersonal than mentoring and it is focused on curriculum contents. Mentoring on the other hand is dependent on the establishment and nurturing of a personal and close relationship between the mentor and mentee overtime which is another variable specially in natural mentoring where you can hold up the relationship for life.

Tutoring and mentoring have more things in common than counterparts; both are focused on integral development, where peer tutoring is a most suitable method to work in companies and educational institutions. Literature has been working a lot during these last thirty years, creating a best thought method focused on academic and performance environments. Mentoring can also be applied in educative context but it requires a little more of willingness and desire of learning because mentoring process is more personal and goes further than academic goals only. (Adapted from Carr, R. (1999). Alcanzando el futuro: *El papel de la mentoria ante el nuevo milenio.* Documento en PDF en http://www.mentors.

4.0 Learning Theories

To better understand the real impact peer tutoring could get in students we will analyze some features and main ideas about social learning, how interaction can aid people to learn a widely range of abilities and skills. Regarding this investigation we will focus on the support of social learning in Second Language Acquisition. We will start analyzing Vigotsky's theory (Zone of Proximal Development), the remarkable cornerstone which has helped numerous researches until today.

4.1 Scaffolding's Theory

Scaffolding theory (Lev Vigotsky, 1976) is about how much we can learn with the aid of someone more capable at the current field, for this, Vigotsky claimed his famous concept called Vigotsky's zone of proximal development (Z.P.D); this term is one of the best known hypotheses over the world. Its influence has made people use this term in many areas like psychology, health and teaching different kinds of subjects. This idea emerged from many attempts to help and better understand cognitive processes and social skills. Vigotsky's original claim about Z.P.D was: "The distance between the actual developmental levels as determined by independent problem solving under adult guidance or in collaboration with more capable peers" (Vigotsky, 1978, p. 86). That means we receive help in order to develop our skills,

but this help will be given by somebody with a wide knowledge or experiences, someone superior in some area that we want to improve. Something that we can do with collaboration today, we will be able to do independently tomorrow.

The common conception of Z.P.D would be the interaction between a more competent person and a less competent person within a task, where the less competent person becomes independently proficient at what was initially a jointly – accomplished task. Within this conception we will take into account three main aspects which will be named as: generality assumption (applicable to learning all kinds of subject matters), assistance assumption (learning depends on intervention by someone more competent) and potential assumption (property of learner).

The first point (generality assumption) is due to the ability to perform certain number of tasks alone, while in collaboration this number could increase a lot, this idea can overlap with the main concept of Z.P.D which refers to the level of development, not numerous tasks solving in spite of similarities among those ideas, they are not the same. "For any domain of skills, a Z.P.D can be created" (Tharp and Gallimore, 1998, p. 96), this idea in some way tries to explain and compare developmental levels with collaborative task solving. Also an expanded conception claimed by Wells (1999) about ZDP applies to: "Any situation in which, while participating in an activity, individuals are in the process of developing mastery of a practice or understanding a topic" (p.333)

The second aspect (assistance assumption) refers to the way an adult or teacher, who is more competent, should interact with other. "arguably, the notion of the zone of proximal development is little more meaningful than that of a learning situation presented to a child, where adults and/or more advance children directly or indirectly have a positive influence on the child" (Gillen, 2000, pp. 193 – 194).

The third and last point (potential assumption) points out to the readiness to learn somebody internally has. Here we have got two illustrations from recent research: "It is within this zone that a person´s potential for new learning is strongest" (Fabes & Martin, 2001, p. 42) or: "Vigotsky's phrase for the individual´s current potential for further intellectual development, a capacity not ordinarily measured by conventional intelligence test" (LeFrancois, 2001, p.587).

Giving these concepts related to zone of proximal development, teaching becomes more cognitive than ever; to support this theory, many other researchers linked this ideas to the psychology field.

At the end of the 70', another important character worked on this field too, the psychologist Albert Bandura who showed the world an important theory called Social Learning which aided enormously to a better comprehension of learning processes, and which will be presented below.

4.2 Social Learning:

People are endowed with learning by observing others' performance. A wide range of things can be observed, such as behavior, attitude and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide of action." (Bandura, 1977 p.81) . Social learning involves a continual reciprocal interaction between cognitive, behavioral and environmental influences.

There are four conditions for an effective modeling, these conditions are:

Attention: Various factors affect the amount of attention paid. Depending on one`s characteristics, attention is affected.

Retention: This is about how much and well people retain information about things previously paid attention to. It includes symbolic coded, cognitive organization, motor rehearsal, and mental images.

Reproduction: It involves physical capability and self − observation about the performance. The person has to reproduce the image as good as possible.

Motivation: Motivation plays a key role in whatever we want to do. We must have a good reason to imitate any behavior. (Adapted from Bandura, A & Walter, R.H. Social learning and personality development. New York, 1963)

"Reciprocal Determinism" is what Bandura (1963) relied on. This concept is about how the world and a person`s behavior can cause to each other.

Behaviorism states that one`s environment creates one`s behavior. Bandura found this very simplistic and claimed that behavior creates environment too. So social learning is the bridge between behaviorist and cognitive learning theories where the environment, behavior and one`s psychological processes interact reciprocally.

4.3 Second Language Acquisition

With these learning theories, human beings are able to interact physically and socio – linguistically through the last point and target purpose, *Second Language Acquisition*. We associate these theories as the biggest support you could have if one person has decided to fully master a target language. Stephen Krashen (University of Southern California,1981) on his theory about Second Language Acquisition, talks about i + 1, where the letter i means the current level of a second language and the number 1 the next level. This may get familiar with Vygotsky scaffolding's Theory but it is not the same because Krashen focused on the pathway to totally domain a target language, whereas Vigotsky Scaffolding's Theory is a big aid inside a linguistic world. "Acquisition requires meaningful interactions in the target language – natural communication – in which speakers are concerned not in the form of their

utterances but with the messages they are conveying and understanding" (Stephen Krashen, 1985, pp. 125). These kinds of ideas are supported by five main hypotheses which we will briefly analyze coming next, these are: ***The Acquisition – Learning Hypotheses*** in which, according to Krashen, there are two independent systems of Second Language performance, the first is called "the Acquire system", product of subconscious process; an example is when you understand what somebody is saying but you cannot answer back because you do not have the tools yet. This happens because subconscious processes have not become into conscious learning yet which is the second system of the two ones previously mentioned, called "learned system" which is in charge of shelf learnt information such as grammar rules. According to Krashen, S. (1985) "learning" is less important than "acquisition".

Then we have ***The Monitor Hypothesis*** which explain the relationship between these systems, how one system influences the other. The monitor would be the brain who has the labor of editing and correcting deviations from "normal" speech and to give speech a more "polished" appearance (Krashen, S., 1985)

The Natural Order appeals to the steps for attach second language acquisition; some theories (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) suggest second language acquisition is predictable; however Krashen rejects grammatical sequencing when the goal is Language Acquisition.

The Input hypotheses (i + 1) briefly explained above but now we will add that this theory focuses on "Acquisition" only. If a learner is on a stage "i" then acquisition can happen if he is exposed to comprehensible input (i + 1) being natural communicative input the key factor to designing a syllabus. (Krashen, S., 1985)

Finally, the fifth and last hypotheses, *the Affective filter hypothesis* which encompasses a lot of affective variables such as motivation, self confidence, esteem and anxiety. When the filter is "up" it impedes language acquisition. On the other hand, when somebody has a "low" affective filter that means the person has motivation, good self confidence and low levels of anxiety and thus it will help to shortcut the process of acquiring a second language. (Krashen, S., 1985)

According to all these theories, peer tutoring and mentoring programs work with reciprocal interaction pointing to second Language Acquisition as a main objective, Of course many of the students at Universidad Católica Silva Henríquez from English Teaching program have acquired a second Language to some extent. So the function of peer tutoring and mentoring program is to provide meaningful tools in order to aid in order to "fill the gaps" and improve communicative skills as well as integral development.

4. Brief contextualization of the study reality

Our research started from the basis of collaborating with our study program for new students who want to be English teachers in the near future, which is a hard task since we live in a Spanish speaking country, so our desire to fully master the language for all students could be possible through an external help; outside the classroom, this alternative and complementary way to help is the well – known program of UCSH called *mentoring*, founded in order to aid students with some difficulties to moving forward not only with their English level but with their social skills also because mentoring is not academism only, it is about social relationship, sharing experiences and values for life. This program has been employed along six years and it is actually our target to this research. With this investigation, we want to check the effectiveness mentoring has had in students from the first year as well as contribute with new ideas, and a reinforcing proposal based on new emerged information obtained from diverse data collection instruments such as surveys and interviews.

5.1 Kind of Research

First at all, it is worth to expose this research uses a qualitative-quantitative approach, since, on the one hand, data collection and tabulation have been immersed in the quantitative paradigm, therefore, the first period of data collection is presented in a very objective way, where the numbers are the main speakers during data collection, and on the other hand, the qualitative paradigm appears, since the interpretation of data is necessary not only to understand the study universe, but also to convert the information collected into a tool which allows us to transform the study universe in accordance with the new peer mentoring program's challenges.

Thus, the mixture between these two paradigms allows a more complete research which assures a study with wider field of action; accordingly, it does give a more sophisticated tool, improved by the advantages of both paradigms.

5.2 Study Universe

Mentoring program at Silva Henríquez University began in 2007 with the propose of support and help students with special academic needs, which prevented learners move forward at the same pace their classmates did. Therefore, mentoring program represents a bespoke suit for learners with particular academic requirements.

For this reason, this program was launched in order to counteract these diverse academic and social situations.

The evaluation criteria of the UCSH to decide who needs to be mentored is wide, thus, there are many ways to become mentee of this program; one of them is when students do not reach the minimum standard after leveling program (60%), also when teachers notice a special academic need that they cannot solve in classroom such as low score marks, which indicate the existence of this special difficulty in learners. Besides, in accordance with teachers' criteria, learners can be derivated to this program considering factors such as shyness, timidity and shame in classroom.

This program is composed by mentor, mentee and tutor who is the person in charge of matching the couples, giving methodological and material support for mentors, and controls the interaction between mentor and mentee, asking mentor for progress reports about mentee´s advance.

5.3 Description of the Informants

In the present research, the informants were students from level 200 of the English Teaching Program at UCSH, which were mentees during the first semester. These mentees were the source of information during this research, who were

immersed in this program as main participants. According to this, these students answered a survey linked to their experience through this program.

Mrs. Patricia Pulgar, the main responsible of mentoring program at UCSH, participated also as informant, providing important information for the current research.

5.4 Survey's description

The applied survey was composed by 10 statements, where mentees classified their level of agreement on a Likert'scale from 1 to 5, where the level of appreciation increases, we will take number three as positive enough so number one and two will be negative appreciations about the given statement. In this survey, statements were linked to many features of an ideal mentoring process which will help us to get closer to the current effectiveness of mentoring program at UCSH. The survey´s content are based on socio − linguistic, and psychological founds, besides, academic elements will be considered since there are statements related to performance improvement as well as social skills development. Students' responses will show good and bad things about how they perceived mentoring along their process, results which will be analyzed in order to better understand the whole process and reinforce it.

Considering the implementation of this program we have decided to apply a survey designed by us to mentees so as to better understand the grade of satisfaction or dissatisfaction learners may go through. This instrument was destined to find things that maybe are not working or could be improved at mentoring program. Let us take a look at the survey:

	Likert Scale (%)				
Statements	1	2	3	4	5
1. Mentoring resulted meaningful for me in my adaptation at university.	11,1%	11,1%	22,2%	44,4%	11,1%
2. Mentoring resulted meaningful in my academic performance.	11,1%	11,1%	44,4%	33,3%	0%
3. Mentoring answered my socio – academic needs.	11,1%	22,2%	22,2%	33,3%	11,1%
4. Before mentoring, my autonomy degree was lower at university.	22,2%	0%	33,3%	33,3%	11,1%
5. After mentoring process, my autonomy increased	11,1%	22,2%	11,1%	55,5%	0%

6. I would have liked my mentor to accompany me in other university processes.	11,1%	22,2%	22,2%	33,3%	11,1%
7. Mentoring process starts at the right moment in order to improve my score marks.	22,2%	22,2%	11,1%	11,1%	33,3%
8. Mentoring should start at the same time lessons do, at the beginning of the semester.	22,2%	0%	0%	33,3%	44,4%
9. There was chemistry with my mentor during the process.	11,1%	11,1%	22,2%	11,1%	44,4%
10. Mentoring is necessary.	0%	11,1%	0%	11,1%	77,7%

5.5 Data analysis

1) **Mentoring resulted meaningful for me in my adaptation at University.**


Mentoring resulted meaningful for me in my adaptation at university.
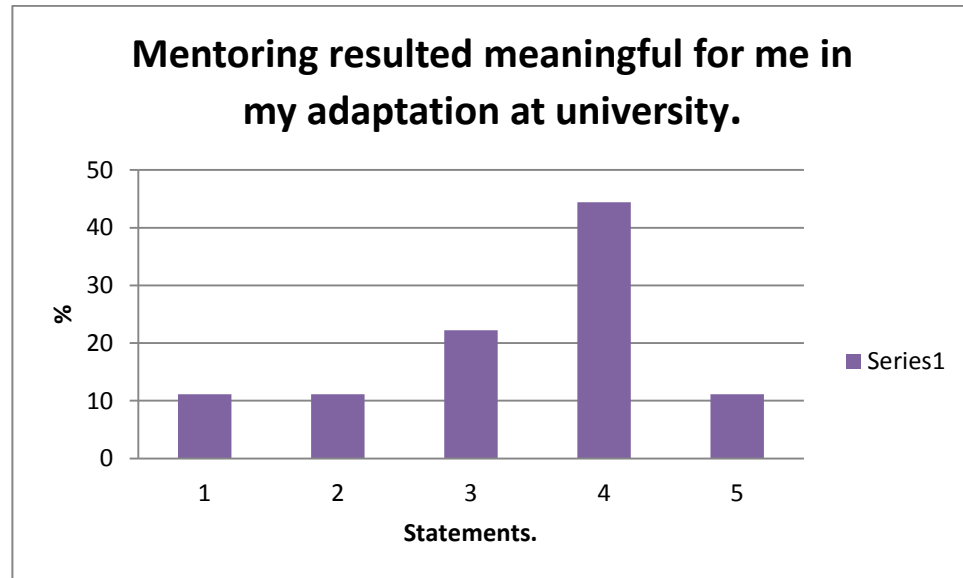
This statement is linked to the social connotation of mentoring at UCSH, thus, the real social impact of mentoring program can be revealed, in accordance with students' answers, they exposed a warm agreement with the statement, 66. 6% of students' answers were inclined for numbers 3 and 4 in Liker's scale, and only 11. 1% of students showed a total disagreement (number 1) with the statement.

2) Mentoring resulted meaningful in my academic performance.

. **Mentoring resulted meaningful in my academic performance.**
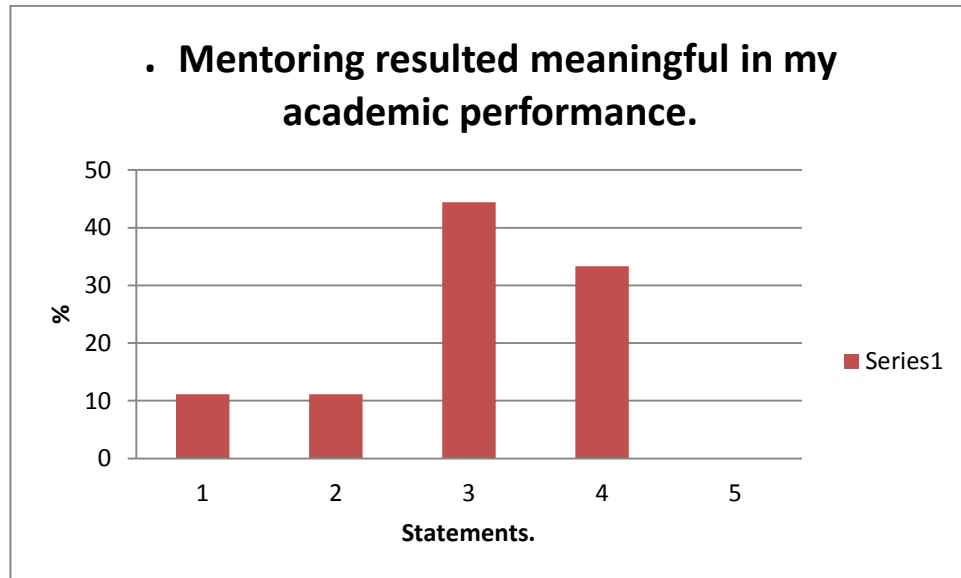
The statement points out to whether mentoring works as it is supposed to or not. The Survey revealed 77. 7 % in terms of agreement (from number 3 onwards). That means students have seen changes in their results (score marks) but even more significant is the amount of knowledge they could achieve. Nonetheless, we can observe 22.2% of disagreement with the statement, which uncovers a variant worthy to be studied and understood, since mentoring program at UCSH did not solve the academic needs of this 22. 2%. Thus, it is necessary to find out and understand the factors which make in these cases the improvement in the academic performance impossible.

3) Mentoring answered my socio – academic`s needs.

Mentoring answered   my socio - academic needs.

According to this affirmation students showed gratefully satisfied (77. 7%) with the relationships established among mentor and mentee as well as others relationships during mentoring process. To feel comfortable inside learning activities which involves a group of people is a key aspect because you interact with others for a target purpose that becomes easier when socio – academic relationships are good.

4) Before mentoring, my autonomy degree was lower at university.

Before mentoring, my autonomy degree was lower at university
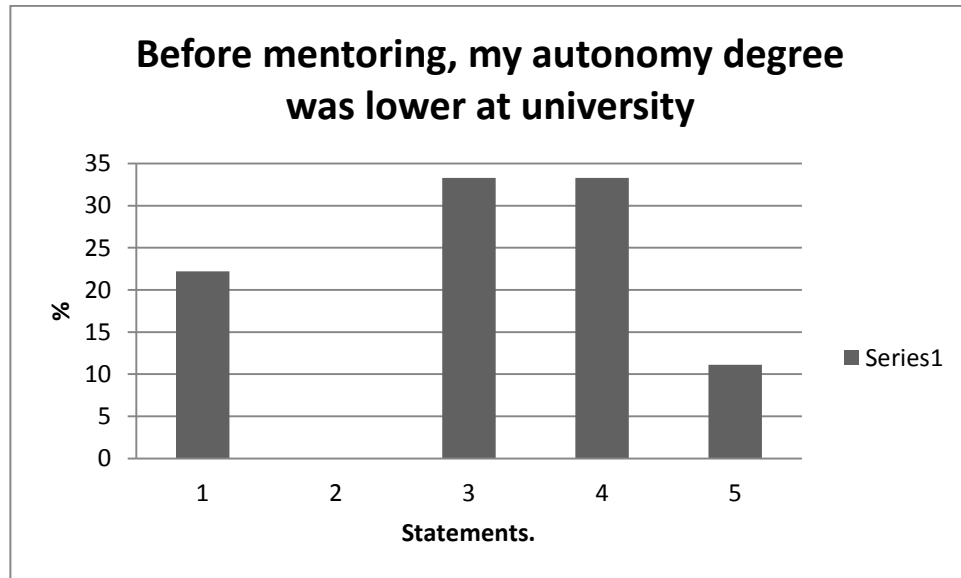
Autonomy is an important point human beings must develop in their lives if they want to improve. This statement points to whether there exist some influences inside mentoring process which help to increase the level of autonomy we all have. This statement represents a starting point in order to measure the real impact of mentoring at UCSH in students' autonomy, since this statement is totally linked to statement nº5 because on the one hand, this statement asks mentees to evaluate their autonomy degree before mentoring, and on the other hand statement nº5 asks mentees to evaluate this variant but after mentoring. The survey showed 77. 7 % of approval,

that shows the integral aid of mentoring giving autonomous tools to students in order to better study without a "guide man" on their own.

5) After mentoring process, my autonomy increased.
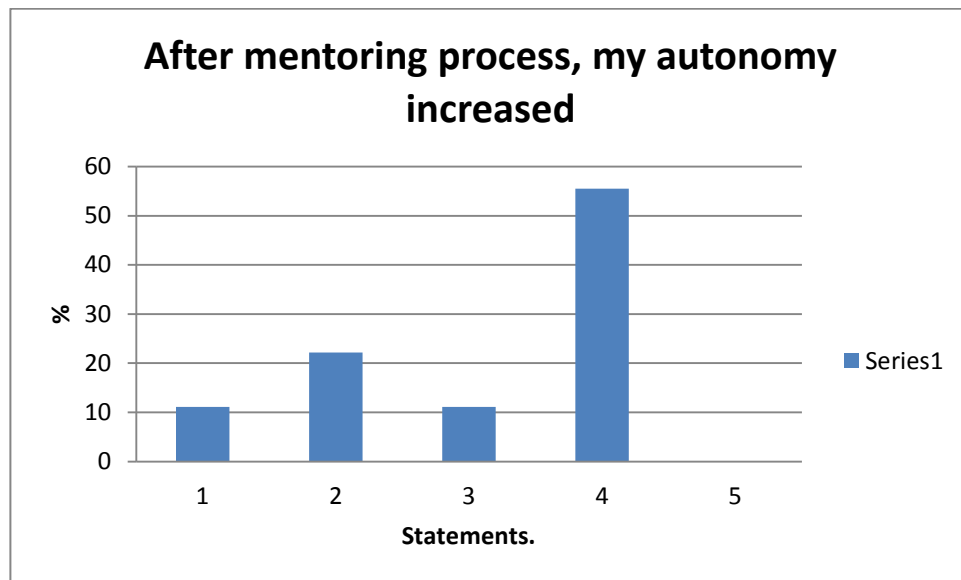
This is similar to the previous statement, at any rate it will show if there is any connection with the statement seen before. The survey revealed 66. 6% of students whose mentoring had helped them to develop a better level of autonomy; this at the same time, supports the affirmation above. Mentoring can help students to be more autonomous, of course mentors have to be careful in order to well – teach how to be autonomous rather than guide-dependent. However, the survey revealed 33.3% of mentees who do not think their autonomy degree enhanced through mentoring

program, perhaps it is because mentoring program at UCSH gives too much importance to the academic field, in this way, other important aspects, such as personal development, are somehow left aside.

6) I would have liked that my mentor to accompany me in other   university processes.
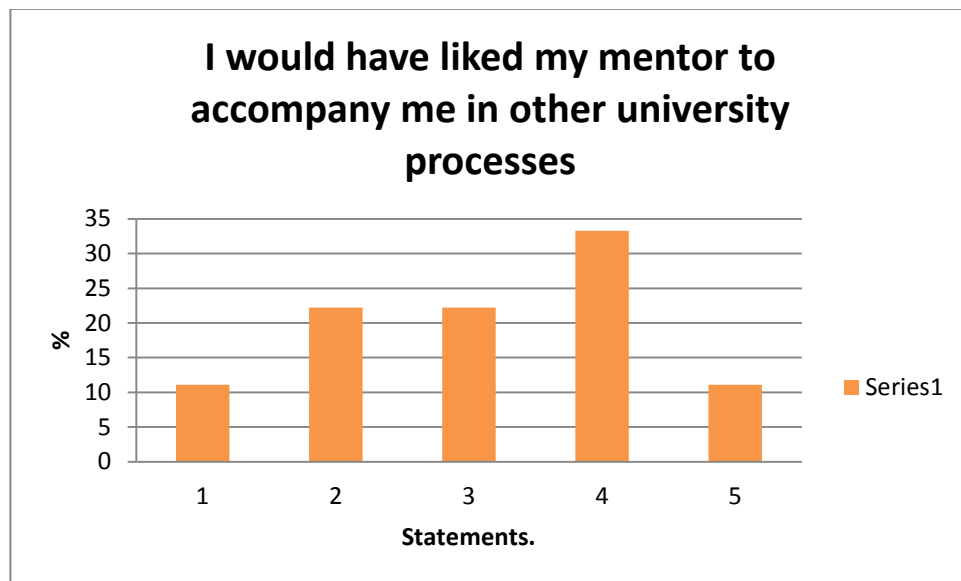
Mentoring involves such a lot of factors, it is not about performance only, it encompasses several aspects like intrapersonal, interpersonal and self – esteem development. Mentoring is one of the most wonderful learning tools the world has ever created. That is the reason of this statement; we want to know if mentors were with students in another aspect or activity rather than performance training only, we

want to know how "friendly" the relationship was. 66. 6% of the students would have liked their mentors to accompany them in other university processes. Thus, we could say that Mentoring at UCSH leaves social aspects aside, because it is focused principally on academic field, which is totally understandable, but it is essential to recognize that the real impact of this program may be maximized if mentees' adaptation to the university was another main pillar at UCSH's Mentoring.

7) Mentoring process starts at the right moment in order to improve my score marks.
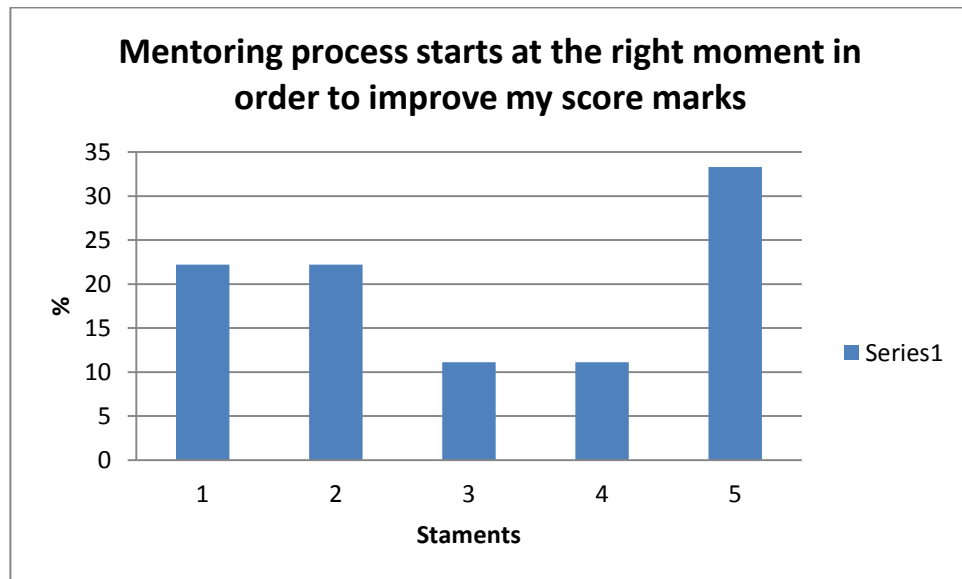
Mentoring program starts around one month after classes do, the survey showed 55. 5 % of approval to this statement which is significant but not convincing since we think of mentoring as a medium – long term relationship which gets more solid with time, the first month is critical to the whole process, to that time curricular content will be more aggressive than first week that is why we think it is important to start mentoring and lessons at the same time or with one week of delay. Therefore, the survey shows a worrying level of dissatisfaction related to the beginning of

mentoring, so it is worth to evaluate mentees' opinion in the pursuit of mentoring improvement at UCSH.

8) Mentoring should start at the same time lessons do, at the beginning of the semester.
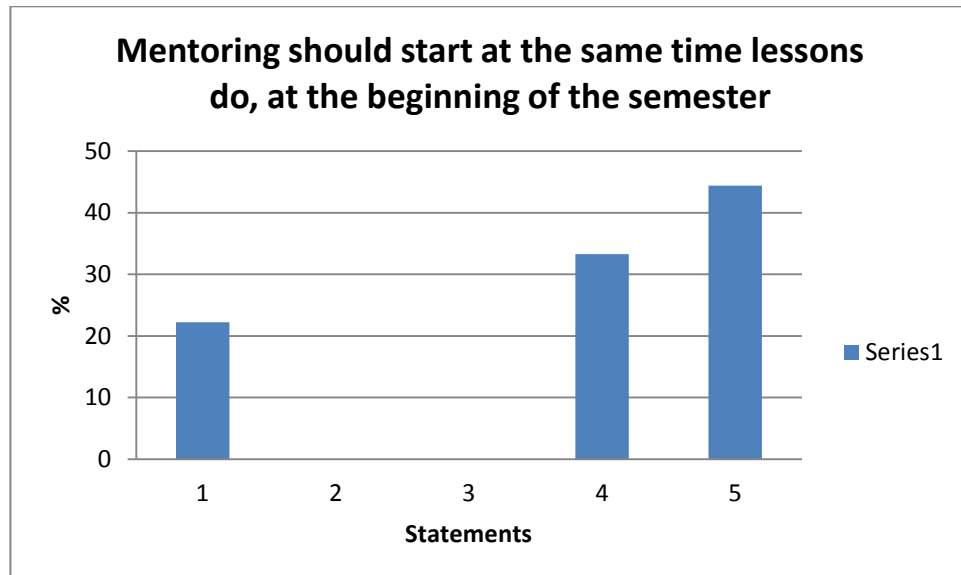
As we mentioned before, students surprisingly notice the same, since 77. 7 % of them agreed with the idea that mentoring program should start at the beginning of the semester just like lessons do.

9) There was chemistry with my mentor during the process.

There was chemistry with my mentor during the process.
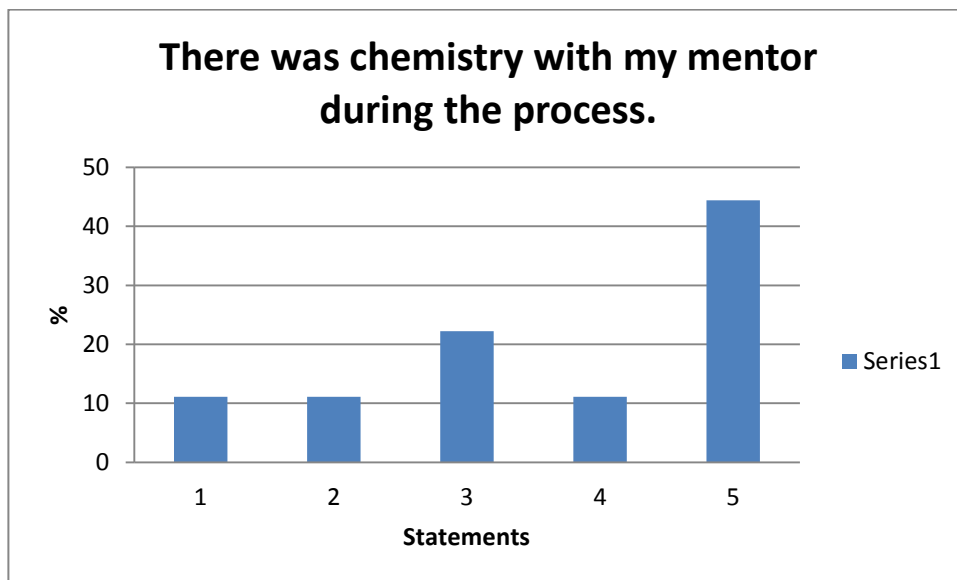
Chemistry is the root of effectiveness in mentoring, since it is the platform to whatever we want to build upon. With a good relationship it is easier to do anything you would like with a partner. Fortunately, students showed a good relationship with their mentors, since 77. 7% expressed it in the survey. Of course we cannot demand a total of approval percentile since people not always match with each other. This particular data reveals that we have found a strong point in mentoring program at UCSH, due to mentors and mentees are the same age.

10) Mentoring is necessary.

Mentoring is necessary

Finally, we have got this statement that infers how much students reflect about the importance and aid of mentoring. The survey yielded positive results, 88.8% of the students surveyed think mentoring is necessary. That shows the positive impact mentoring obtained during the process.

5.6 Interpretation of the results

The statements of our survey were related to two main aspects to analyze; sociolinguistic and psychological aspects, academic aspects were also included in mentoring program at UCSH. Thus, in order to present the interpretation in a clearer way, the following paragraphs will be exposed with a structure in accordance with the fields mentioned recently. Besides, every division will be subdivided into positive and negative interpretations to facilitate a better understanding of this section.

5.7 Sociolinguistic and psychological aspects

The real impact of mentoring at UCSH linked to mentees' adaptation at university might be evaluated in a positive way, 77. 7% of mentees think mentoring program is meaningful in their study program, this datum means mentoring program is being run properly, which solves their social needs during their first days at university, it is a successful program in a general view. Besides, numbers show that mentoring program gives tools for mentees to enhance their autonomy not only in university environment, but also to other aspects of their lives.

In accordance with the information, students appreciate the personal relationship with mentor, essential feature within mentoring program. In addition, we may infer

how the outcomes according to the current relationship among mentor and mentee will be like.

However, there are many negative aspects which have been discovered along this interpretation.   Nevertheless, we have to clarify that negative things have been overtaken from the minority mentees' opinions, being these bad elements a kind of support to build upon an improvement/reinforcement planning.

Data shows that 33. 3% of mentees think mentoring program did not solve their social needs at university, the same percentage thinks mentoring did not provide them with tools to improve their autonomy. Moreover, 22. 2% of mentees did not feel chemistry with their mentor. All the information exposed in this paragraph could be explained through the idea that mentoring program was not personalized in terms of the particular reality of every single student. However, we should repeat that we base this interpretation according to the minorities' opinion.

Likewise, 66. 6% of mentees think mentoring could help them in other aspects rather than university only, such as library use, computer room access, and a better understanding of university's functions, so as to solve typical mistakes about university day-to-day.

To sum up the sociolinguistic and psychological features of the current interpretation, we can extract positive and negative features of mentoring program at

UCSH, where the focus was put on negative appreciations since here is where we can start to build a reinforcement planning for a better application and gains for our new students.

5.8 Academic aspects

In this field, there is a positive mentees' appreciation about the impact of mentoring program related to students' academic gains (77. 7%), where the current program solved their academic needs just in time, for preventing subject failure, since any mentee failed the subject where he/she was accompanied. In this area, students' responses showed that mentoring is really necessary at English Teaching Program, since it helps to reinforce, learn and acquire a second language. However, percentage in statement n°2 *("Mentoring resulted meaningful in my academic performance")* points out a high tendency to number 3 in Likert's scale (44. 4%), which does not show neither a complete agreement nor a full disagreement, hence, these data make us think there are some gaps to fill up, since it is a warm critic from mentees.

Despite 55. 5% of mentees think that mentoring starts at the right moment, 77. 7% of respondents think that mentoring should start at the same time lessons do. In addition, 44.4% of mentees think that mentoring does not begin at the right moment

in order to prevent subject failure. Because of all this, data indicates mentoring program at English Teaching Program may start with more anticipation.

88. 8% of the respondents think mentoring is necessary, because they realized that every single person can increase their knowledge and social skills, expanding the zone of proximal development with mentor's help, which speeds up their learning progress, since a person can learn faster with the help of somebody capable rather than in isolation.

To sum up the academic aspect, we observe positive impact of mentoring program on mentees' performance which is an important contribution to students on English Teaching Program, but at the same time the data demonstrate that there are some aspects to improve and reinforce.

5. Conclusion and proposal

According to outcomes obtained linked to one of our general objectives *("To comprehend correctly the running of this program with the purpose of detecting its strengths and weaknesses")*, we noticed some gaps amongst mentoring process at UCSH, these empty spaces could have been generated by lack of features proper of mentoring, by saying this, we mean that the kind of relationship established by these nine couples was more related to peer tutoring process which is very similar to mentoring but it is not the same, than a mentoring process. What both processes have in common is the integral development of human beings. The point is the quality of the relationship; we noticed a kind of relationship focused mainly on academic performance, making the relationship *impersonal*, where the mentor played the role of *tutor* who is the person that trains you in order to accomplish an academic or specific goal. Therefore, if we go back to chapter 4, we established some differences between mentoring and peer tutoring (Morras, J. A., Bello, F.,2012) this, at the same time, according to huge contributions made by K.J. Topping (1988) and Dr. Ray Carr (1999) respectively, we could state that Mentoring at UCSH's English Teaching Training Program is a **"Peer Tutoring",** due to the focus is put on academic aspects**.** These differences were supported by results obtained on the survey, thus, we emphasize that the process being applied at university (mentoring) is rather a peer tutoring program; we think this because hard data yielded some deficits at socio −

linguistic area, that means the relationships were not *personal*, mentors did not accompany mentees in other situation different from academic, and the time of duration was not enough to consolidate a good relationship in order to create a more personal link between the couple (dyadic). So, we could say that the help granted by university is with no doubt very meaningful and integral, but it encompasses more features of peer tutoring instead of mentoring. Also, it is important to repeat that these two concepts have more similarities than differences, but we must be clear about what we want to apply at university in order to aid new students to accomplish subject's tasks and make them feel comfortable with their entrance to university, which is a new and wonderful world that with the support of a mentor *(mentoring)* or a tutor *(peer tutoring)* would be very much meaningful and less scary for students who want to adapt as fast as possible to new boundaries.

Mentoring program at Silva Henríquez University has a lot of features for a successful mentoring process, thing such as a plan to measure program progress and another plan to measure expected outcomes, which, at the same time were, of course, previously established. In addition, the university thought of creating a process to reflect on and disseminate evaluation findings, all that stuff is going well but according to our findings we want to contribute in order to transform this process into a real mentoring one. For doing so, we may suggest the following contributions which are based on the lack of personal relationship features as well as some academic ones, for this, in order to **build an improvement proposal**, we suggest that

mentoring program might be characterized by practices that increase relation quality and longevity, including these:

1. Intensive training for mentor;

2. Structured activities for mentors and mentees;

3. High expectations for frequency of contact;

4. Greater support and involvement from parents; and

5. Monitoring of overall program implementation.

These five practices predicted more positive outcome for youth in mentoring programs. Furthermore, a research by Roffman, Reddy and Rhodes on one – to – one (dyadic) mentoring program has provided two relatively simple but fundamental benchmarks against which similar one – to – one mentoring programs can measure themselves to ensure that relationship will have positive effects ("Towards predicting successful Youth Mentoring Relationship: A Preliminary Screening Questionnaire," J. Roffman, R. Reddy, and J. Rhodes, 2002).

These two benchmarks are:

Duration: Because duration tends to imply strong relationship and programs, it may be the single best benchmark of program effectiveness. Across several studies, longer duration has been associated with stronger effects.

Relationship quality: Although duration is probably the single best benchmark, research found that the quality of a mentoring relationship can predict outcomes above and beyond how long the relationship lasts.

According to students' social needs we focused on, and at the same time propose these contributions. We have got the duration which is a key factor since we need time to establish a good relationship with somebody, above like's issues. For that reason, we noticed that mentoring process at UCSH is too short; its duration is about four months where the minimum time should be six month so as to obtain good outcomes. We suggest that the time of mentoring should be all – year round, since one semester is not enough time to better familiarize with university environment as well as with your mentor. You would have one semester to get to know the mentor and accomplish various tasks with him/her, and then you would have a second semester where that relationship could become more personal, getting closer to a real mentoring process. Consequently, mentoring process may start after placement test, which is given to new students every year; this test could be an important parameter to decide who needs to be mentored. Accordingly, the earlier mentoring process begins the more gains students would have.

The second benchmark is about "chemistry", which is the root of whatever you would like to build upon with the help of somebody. Mentor has to be disposed to create a good relationship since they are trained amongst many other things they have to carry out. Thus, you can predict outcomes just by watching how a couple are going

in terms of compatibility, good and bad moods are kicks off which have consequences in future. For that reason, it is difficult when you do not feel the link with your mentor; bad outcomes are predictable in this case. In accordance with the hard data, 88. 8% felt chemistry with their mentor which is wonderful, but the duration at the same time did not permit a closer relationship between mentor and mentee, placing the relationships into a boundary (impersonal) accompanying it with high focus on academic accomplishments and low or non – existence focus on extracurricular activities, such as meeting outside university or simply accompanying him/her in other university issues. Although benchmarks can be enormously useful, they may not provide the level of detail or rigor that programs or funders desire.

6. Projections

Through the proposal given recently, it is essential to make an exercise focused on some possible projections, with the aim of prognosticating some future stages for the present proposal which will be presented during the following paragraphs.

If there is an intensive training for mentor, they will be more capable not only in the academic field, but also they will be prepared to generate a proper environment with their mentees, which is extremely important in order to get a successful mentoring. (J. Roffman, R. Reddy, and J. Rhodes, 2002).

On the hand, if there are structured activities for mentors and mentees, mentoring process would gain time, thus, there would be more opportunities to detect and solve some mentees' particular needs, not only academic requirements, but also other aspects of university life.

Furthermore, if the frequency of contact is at least twice a week during a full academic year, mentees might be adapted to university life in a faster and more integral manner. In addition, mentors might have enough time to teach, and for that reason, they might be exposed to new possibilities to apply their knowledge, thus, there would enhance the probabilities of meaningful learning for them, because teaching entails the recapitulation of your knowledge.

Besides, if there is a continuous monitoring of the process, made by the teacher in charge, the process would not lose the pedagogical control, accordingly,

it would always be managed by a capable professional, which would contribute to the success of the program.

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Appendix