Universidad de Granada

Proyecto Maracena Bilingue: A pilot study

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Abstract

This work aims to report possible motivational and English language performance changes of sixty five Primary Education students from bilingual and non-bilingual schools inside the "Proyecto Maracena Bilingue". The project follows several objectives such as the improvement of the English communicative skills and the level of motivation towards English classes in those students. "Proyecto Maracena Bilingue" has been developed during three months, one hour and half classes per week in groups of eight students. Mentors, three TFG students and two coordinators all of them from the Education School, are also the participants of this project.

Quantitative and qualitative instruments such as information data given by the school teachers, weekly evaluations made by mentors and observation made by TFG students were used during the process to measure the possible changes that this work aims to report.

In this work significant results cannot be conclude as the limitations of the project.

Key Words

Primary Education, motivation, language performance, initial teaching training.

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1. INTRODUCTION

The capacity to communicate using a second language like English has been one of the key competencies for future European citizens in the context of the Life Long Learning program of the European Commission (COMM, 2010).To achieve this challenge, national and regional governments have set Bilingual Educational Plans to drive such a long term goal.

The economic crisis in our country has brought some dramatic consequences to schools affecting mainly students and teachers. Some of the most important consequences which have been the rationale for the project are: the failure of elementary students in Bilingual Programs and non-Bilingual Programs and the dropout of these students who in general have low self-esteem and with a low intrinsic motivation. The "Proyecto Maracena Bilingue"(PMB, n.d.) is an educational project whose main objective is preventing the situation previously mentioned.

Its main objectives are: support and training of general English understanding and of instrumental English in bilingual classes. The project arises as a result of the cooperation among the University of Granada, the Town Hall of Maracena, three public schools and one semi-public school also in Maracena.

This initiative develops on previous projects with the collaboration of undergraduate students of University of Granada. The role of these students is to provide peer mentoring for primary school pupils of the schools mentioned above.

The steps of Proyecto Maracena Educa, which have also been the followed in the current research are the following (PMB, n.d.):

a) Setting the agreement among staff and professors from both Degrees,

b) Selecting a group of University students, who will act as Mentors for Primary school pupils of the different schools mentioned above,

c) Holding two sessions to train and inform future mentors of their tasks and responsibilities with the Mentees and the mentoring process,

d) Designing the protocol to be used to monitor how mentoring sessions evolve according to some pre-established criteria,

e) Implementing the Mentoring sessions during the second semester, and

f) Monitoring and evaluating processes and outputs during the focus group session scheduled by the end of semester.

This research aims to answer the following questions:

- Has the level of motivation in English classes changed after the intervention?

- Has the intervention led to any positive changes in the performance during English classes?

2. LITERATURE REVIEW

2.1. Basic Principles of Language Teaching in Primary Education

The first key principle to take into account in Language teaching is the Constructivism in the English learning process. Children try to find and construct a meaning in any task in the English class. For this to happen, teachers should examine classroom activities from the pupils' point of view in order to facilitate their process of meaning construction (Cameron, 2001).

Inside the Piaget's constructivism idea of Language learning there are two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child while accommodation involves the child adjusting to features of the environment at some point. Both are adaptive processes of behaviour and then become processes of thinking. After that, the idea of accommodation has been taken into account in language learning under the label of "restructuring". This idea refers to the act of re-organisation of mental representations while learning a new language (McLaughlin, 1992)

Another reason for teaching English is that children need space for language growth. The two main strategies to carry out this aspect in the English classroom are routines and scaffolding.

One of the most important principles of English language teaching is the importance of non-formal grammar teaching during English class. This is not only because language in use carries clues to meaning that they may not notice but also because they cannot take much advantage of formal grammar instruction.

Lastly, the relevance of the language experience has to be mentioned. English lessons have to ensure rich learning experiences that contain certain language skills. If they do so, children will be able to build those skills required. In this sense, knowing how to identify the particular learning language opportunity of a task and developing it into a learning experience is vital for children.

2.2. Government objectives for primary education

The objective of *Real Decreto 1513* is to establish the minimum and common contents of Primary Education in the whole educational system.

The specific contents of the area of English as a foreign language come from the need to transform the context where students have to live in an international, multicultural and plurilingual society. In the Spanish educational system, the objectives below are designed in order to develop an effective oral and written communication in students during Primary Education, with particular emphasis on meaningful learning contexts:

- To listen and understand oral messages in relation with pupils' experiences.
- To interact orally with classmates and teachers in known situations and with familiar contents.
- To understand several texts about previous pupils' experiences.
- To write texts in order to communicate effectively with the help of simple written texts.
- To learn how to use new technologies and dictionaries in order to become independent learners.
- To use previous knowledge and experiences in other foreign languages in order to facilitate English learning.
- To show a receptive attitude of the English language and their own learning potentials.
- To value the English language as a way of communicating with people from different countries showing respect for different cultures.
- To appreciate the English language as a useful learning tool for other school subjects.

In addition to these basic objectives, the document also provides a number of considerations in relation to teaching listening and speaking (*Bloque 1*), reading and writing (*Bloque 2*), knowledge of the language (*Bloque 3*) and sociocultural aspects (*Bloque 4*). Many of the pedagogical considerations contained within these sections are also mentioned in the EPOSTL (discussed below)

2.3.   EPOSTL

The European Portfolio for Student Teachers of Languages (EPOSTL, Newby et al., 2007) is a document which provides a series of skills that teachers should possess in order to effectively teach a foreign language. It is necessary to follow a specific methodology that leads to the appropriate implementation of the main objectives aforementioned for English teaching and learning.

There are four basic skills that children will develop and improve during Primary Education and those are: listening, speaking, reading and writing. For this reason, teachers should deal with these four main skills but not in separate blocks. In other words, two or more skills will be usually integrated in the English classroom (see Brown, 2007).

A number of key considerations for teachers in relation to these skills are mentioned below:

The following aspects could be highlighted as far as listening skills are concerned:

- The selection and use of sort of activities where students can use their expectations about the recording while they are listening (during listening activities).

- The election of listening activities that match the interests and needs of the pupils and also bear in mind the language level of the students.

And finally try to get children involved in the practice and development of listening strategies necessary for the proper understanding of oral interactions in the classroom.

With respect to speaking skills, the outlined key points are:

- The importance of creating a supportive atmosphere that invites children to participate in speaking activities.

- While selecting meaningful speaking interactive activities, we should evaluate if they develop fluency, accuracy and the recognition of specific features of the English language.

Also it is highly fundamental to bear in mind that these speaking activities should allow kids to express their opinions.

In order to deal with reading abilities in Primary English classes, the most important recommendations are arguably the following:

- The selection of a range of pre-reading and post-reading activities to motivate learners towards reading the texts. The importance of this step in reading activities is that they might be designed in order to help learners to use their own expectations and knowledge about the topic of the text.

Overall, when dealing with reading skills, helping learners to develop critical reading skills such as analysis or interpretation together with making pupils aware of the importance of reading in their everyday lives are of utmost importance.

Lastly, writing skills are also mentioned in the EPOSTL, and these are some of the most relevant points for primary education:

- The evaluation and selection of meaningful activities in view of the development of the students' creative potential and the correct use of language depending on the type of text or the purpose.

- The evaluation and selection of authentic materials to stimulate the writing process.

- The use of writing techniques in the English classroom. These techniques will be focused on the development of awareness of structure, coherence, cohesion and the use of irregular spelling patterns.

- The assistance of students to structure, edit and improve their own writings as important steps in the writing process.

Lastly, the use of peer-assessment and feedback as a useful tool in the writing process as pointed out by the EPOSTL.

As a result of the review/analysis of the *Real Decreto 1513(MEC, 2006)* and the "European Portfolio of Students Teachers" (EPOSTL, Newby et al., 2007), some common aspects can be found, and those are:

- The relevance of students' previous experiences when selecting activities, tasks or materials for the English class. This aspect helps to build a bridge between what they know and what they learn.

- Take into account the students' opinions and expectations when planning a listening or reading activity. This will increase the curiosity and motivation in the students.

- And finally, trying to create a supportive atmosphere which will allow pupils to feel comfortable and in an outgoing state of being to express themselves.

2.4 Antecedents for "Proyecto Maracena Bilingüe".

"Proyecto Maracena Bilingüe" comes from a previous idea, "Proyecto Maracena Educa"and we can say that both of them have a common present context: the lack of efficiency in the Spanish Educational System, according to several national and international studies made recently (PME, n.d). For this reason, "Proyecto Maracena Bilingue" has a clear long term goal: to improve the

performance and the motivation of the students taking part in the project towards English as a foreign language, together with the improvements in Bilingual classes.

As mentioned above in the introduction, the economic crisis not only affects the young people in Spain but also the whole of Europe.

Some data that can exemplify the present situation for people in Spain are:

- High early school dropout rate and the low rate of students who finish the Compulsory Secondary Education (ESO). The latter is significantly higher in our country than in the rest of Europe. (PME, n.d).

- Low level of knowledge in relation to basic curricular subjects, according to the Programme for International Student Assessment (PME, n.d) in countries inside the OCDE (The Organization for Economic Co-operation and Development).

- In 2011, the unemployment rate in people between 15 and 24 years old was one of the highest in Europe (PME, n.d).

Given the current economic crisis in Spain, there is a need for citizens to have a series of key skills and competencies. One of these competencies is clearly that of mastering a foreign language. This idea is mentioned in the *Spanish National Youth Guarantee Implementation Plan* (Ministerio de Economía, 2013).

This paper gives specific lines of action that follow an integrated and preventive approach to guarantee that young people under twenty-five years old receive higher education and good employment opportunities.

According to The Spanish Youth Guarantee Implemantation Plan, (Ministerio de Economía, 2013):

> *"Spain has one of the highest rates of young people aged under 25 not in education, employment or training ("NEETs")1 in the European Union, five points above the average and only surpassed by Bulgaria, Italy and Greece"*

The basic aim of this Youth Guarantee is to prevent unemployment, and for that employment, social and educational aspects are treated. For the above purpose, specific lines of work are defined and they are mainly related to training actions that will provide young people with training in technologies and also in languages as basic tools for young people in the present time.

3. METHODS FOR "PROYECTO MARACENA BILINGUE"

3.1 Context and Research questions

According to the main objectives set up at the beginning of "Proyecto Maracena Bilingue", two investigation questions were established for this final project:

- Has the level of motivation in English classes changed after the intervention?
- Has the intervention led to any positive changes in the performance during English classes?

3.2 Participants

In the "Proyecto Maracena Bilingue" several participants have taken part in the project:

- Twenty-two mentors. All of them students of first, second and third year of the "Grado Bilingue de Educación Primaria". These twenty two mentors were selected through an interview in January, 2014.
- Ninety-six students of three public schools and one semi-public school in Maracena from 5th and 6th grade (see Table 1).

From the 96 students who were enrolled in the program at first, there were sixty five who attended the first and final sessions and who finally completed the pre and post-tests so we will work with this number of students in this study.

These sixty five students were divided into eleven groups (see the chart below), with two mentors per group. It is necessary to say that I have been working with two non-bilingual groups (EC and SC).

The names and other personal details of the students and mentors are completely anonymous.

- Three "Trabajo Fin de Grado" students from "Grado en Educación Primaria: Mención Inglés" and two more "Trabajo Fin de Grado" students from "Grado en Psicología".
- The three students from "Grado en Educación Primaria: Mención Lengua Extranjera Inglés" have had specific functions during the development of "Proyecto Maracena Bilingue" and these have been the following:
  - Attending formative meetings from 25th of February to the 27th of May.
  - Attending all weekly sessions in Marecena from the 25th of February until the 27th of May.
  - Supporting all the mentoring sessions.
  - Collection and analysis of the data.
  - Weekly observations during the sessions.

- Two coordinators from Faculty of Education.

Groups	Bilingual/non bilingual	Grade/level	nº of students
Group 1 1lm	Yes	5º	8
Group 2 8lm	Yes	4º	7
Group 3 15lm	Yes	4º	7
Group 4 1ec	No	5º	9
Group 510ec	No	5º	10
Group 6 20ec	No	5º	8
Group 7 28ec	No	5º	7
Group 8 1gr	No	5º	10
Group 9 11 gr	No	5º	10
Group 10 1sc	No	4º y 5º	9
Group 11 10sc	No	4º	11
Total			96

Table 1. Distribution of students by groups

3.3 Project Description

The description of the "Proyecto Maracena Bilungue" follows several steps:

Between December 2013 and January 2014, contact with Maracena Town Hall and the English teachers in the schools and also the directive group of Primary Education in these same schools in Maracena are established.

Training sessions are set up for mentors of University of Granada and sessions in Maracena also started in the beginning of February.

The eleven groups of students are divided into two time groups: from 16:00 until 17:30 and from 17:30 to 19:00. In the first session the pretest and the writing test are taken by the students without any help from the mentors, (see section 3.4 and Appendices).

Considerable observations are made by coordinators and "Trabajo Fin de Grado" students during the sessions.

Some specific interventions are made by coordinators in the first sessions in order to help and guide mentors in next sessions.

Monitoring meetings in the middle of the project are conducted.

Different activities have been developed throughout the project like a storytelling by an English teacher from Granada.

The 20th of May 2014 students take the posttest and the final writing test. The last day of the "Proyecto Maracena Bilingue" the 27th of May 2014, a special activity is carried out: an English Gymkhana, where students, in groups, have to undergo certain activities to finish the Gymkhana. After this special activity, some sweets and soft drinks are offered to the students of the project.

3.4 Instruments and intervention

In this section we distinguish between quantitative and qualitative instruments and both were used during the project.

As quantitative instruments we utilised:

- Weekly reports made by mentors after the practice and observations in the sessions.

- Information and data given by participant schools and the English teachers of every student, as the level of: oral and written comprehension, speaking and written skills, level of motivation and if they have repeated any level during Primary Education (Tables 2 and 3). Some of this information like the level of oral and written comprehension, speaking and writing skills and level of motivation have been given when the project was set up and at the end of it, in order to check the possible changes they might have noticed after the intervention. School teachers are still writing these reports and we will not have them until the end of June that is why, they cannot be shown in this study.

- Final evaluations of the students made by mentors are also ongoing so regrettably they can neither be shown in this paper.

- Children's school records concerning the English subject are also facilitated by the English school teachers. They are not discussed in this project because teachers will facilitate them to us when the course is finished.

  Qualitative instruments were used as well in this project, which were mainly, observations made by "Trabajo Fin de Grado" students about "Proyecto Maracena Bilingue", the whole group I have been working with (no bilingual ones), and about specific students who presented relevant characteristics to reflect about the practice.

School		Level of oral comprehension	Level of oral expression	Level of written comprehension	Level of written expression	Motivation level
Las Mimbres	Mean	1,88	1,56	2,25	1,62	2,94
	N	16	16	16	16	16
	S.D	,719	,727	,683	,806	,854
Emilio Carmona	Mean	2,81	2,48	2,81	2,48	4,05
	N	21	21	21	21	21
	S.D	,680	,602	,750	,680	,498
Giner de los Ríos	Mean	2,40	1,73	2,20	2,07	2,07
	N	15	15	15	15	15
	S.D	,910	,704	,862	1,033	,961
Sagrado Corazón	Mean	2,15	2,08	2,08	2,08	2,46
	N	13	13	13	13	13
	S.D	,801	,760	,641	,641	1,050
Total	Mean	2,35	2,00	2,38	2,09	3,00
	N	65	65	65	65	65
	S.D	,837	,771	,784	,843	1,132

Table 2. Skills and motivation levels over 5 (non bilingual students)

		Frequency	Percent	Valid Percentage	Accumulated Percentage
Valid students	**Not repetead**	56	86,2	87,5	87,5
	Repeat	8	12,3	12,5	100,0
	Total	64	98,5	100,0	
Data Loss	**System**	1	1,5		
Total		65	100,0		

Table 3. Total of number of students who have repeated any level

3.5 Procedures

"Proyecto Maracena Biluingue" has carried out specific procedures to achieve the main objectives of the project.

The intervention started on the 25th of February doing the pre-test to establish the general beliefs of the English classes and also to get an idea of the written skills of the students. Between the 25th of February and the 20th of May the mentoring sessions took place in "Las Mimbres School" in Maracena.

Mentors are in charge of preparing the sessions, all the material and the activities are going to be used with the help of the two coordinators from Education Faculty of Granada. The activities used were selected in view of developing communicative skills with a big presence of oral interaction, production and listening activities. Also motivational tasks and games took place in the sessions to make sure a positive learning environment was created.

Written and reading skills were developed as well, but not with the same importance as speaking and listening abilities. Reading and Writing skills were worked together much of time, in which students had to read a small and meaningful text and answer some simple questions. Sometimes, this kind of activities was carried out with some speaking interaction with the rest of the students in order to not work skills in an isolated way.

Grammar was present in an inductive way as the main goal of the sessions were increased level of motivation towards English classes and also increased level of oral production in order to express themselves as accurate as possible. For that, mentors tried to give clear models to the students while talking and they made the students say them aloud in some occasions for them to memorize specific chunks of language which are useful for their interactions.

Finally, on the 20th of May, the post test was completed by the students. The post-test was the same as the pre-test, (See appendices). While completing the pre-tests, mentors and TFG students tried to keep a relaxed class environment without any disruptive element that could be disturbing for pupils.

During the next two weeks the data are checked for consistency, for possible errors or inaccuracy of the results. This involves checking the questionnaires and calculating the Cronbach alpha.

The mean is also calculated to look for possible significant differences and to examine these differences. We also conducted a T.T Test (See Appendices) for related measures to see if there were any significant differences between pre and post tests. If $p < 0.05$, then the difference is significant.

The written tests made by the students at the beginning and at the end of the intervention are also examined, (see Appendices) following these parameters:

1. Level of text dependence
2. Number of grammatical errors
3. Adequacy of the vocabulary
4. Grammatical adequacy
5. The degree of the completion of the task

4. RESULTS

4.1 Internal reliability

The Cronbach alpha is calculated to check internal reliability, (see tables 4 and 5).

Cronbach Alpha	Number of Elements
,770	11

Table 4. Reliability statistics, 11 Positive items

Cronbach Alpha	Number of Elements
,253	4

Table 5. Reliability statistics, 4 negative items

Since the reliability measures are not at an acceptable level for negative items, the focus of the present study will be on the positive questions.

4.2 Pre and posttests

At this point we show the results of the whole intervention process.

		Media	N	Desv. Típica	Error típ. de la media
	Statistical T Test Related				
1	Pre 1. inglés es divertido	9,00	46	1,713	,253
	Post1	8,78	46	2,270	,335
2	Pre 2. me gustaría visitar países donde hablan inglés	8,22	46	2,412	,356
	Post2	8,22	46	2,658	,392
3	Pre 3. me gustaría tener amigos que hablan inglés	8,13	45	2,436	,363
	Post3	7,58	45	2,848	,425
4	Pre 4. me preocupo cuando no voy tan bien como compañeros	7,69	45	3,397	,506
	Post4	8,29	45	3,231	,482
5	Pre 5. me gustaría usar inglés que he aprendido	9,78	46	,467	,069
	Post5	9,09	46	1,953	,288
6	Pre 6. estudio para que sea más fácil cuando llegue a Secundaria	9,00	46	1,955	,288
	Post6	8,28	46	2,664	,393
7	Pre 7. en familia todos pensamos que inglés es importante	8,46	46	2,492	,367
	Post7	8,52	46	2,447	,361
8	Pre 8. inglés será importante cuando sea mayor	9,85	46	,556	,082
	Post8	9,09	46	2,127	,314
9	Pre 9. siempre estoy ansioso en clase de inglés	4,91	45	3,417	,509
	Post9	6,04	45	3,674	,548
10	Pre 10. me gustaría hablar con personas para mejorar inglés	8,98	45	2,072	,309
	Post10	9,31	45	1,743	,260
11	Pre 11. me gustaría vivir en el extranjero	5,38	45	3,557	,530
	Post11	5,44	45	3,565	,531
12	Pre 12. me aburro en clase de inglés	2,30	46	2,682	,395
	Post12	3,00	46	3,464	,511
13	Pre 13. mis padres dicen que estudie inglés	8,63	46	2,752	,406

	1	2	3	4	Mean

(table continued from previous page)

Post13	9,20	46	1,628	,240
14 Pre 14. me pongo nervioso cuando tengo que hablar en inglés	7,28	46	3,324	,490
Post14	6,72	46	3,557	,524
15 Pre 15. pienso usar inglés en mi trabajo en el futuro	8,24	45	2,506	,374
Post15	8,40	45	2,349	,350

Table 6. Pre and post tests for motivation in non bilingual groups

For the majority of items there is no significant difference between the pre and post tests. However, there are significant differences for items 5 and 8 (see Appendices):

Item 5: I would like to use the English I have learnt (pre= 9.78 vs. Post=9.09)

Item 8: English will be important for me when I am older (pre= 9.85 vs. 9.09).

These levels show a drop in motivation, while at the same time there are a number of items which show an increase in anxiety.

4.3 Results from writing

I have analyzed the written tests (See appendices), made by the students, (two non-bilingual groups from Sagrado Corazón and Emilio Carmona school) at the beginning and at the end of the intervention following these parameters:

    1.   Level of text dependence

    2.   Adequacy of the vocabulary

    3.   Grammatical adequacy

    4.   Task completion

    The parameters are scored from 1 to 5, with 1 being the least and 5 being the highest in value.

- Sagrado Corazón results

	1	2	3	4	Mean
1SC	1	1	1	1	1
4SC	2	1	3	1	1.75
5SC	1	1	1	1	1

Table 7. Pre- writing test

	1	2	3	4	Mean
1SC	2	3	2	4	2.75
4SC	4	3	3	5	3.75
5SC	2	2	3	3	2.5

Table 8. Post- writing test

- Emilio Carmona results

	1	2	3	4	Mean
4EC	2	3	3	2	2.5
5EC	3	2	2	2	2.25
6EC	2	1	2	1	1.5
7EC	3	1	3	2	2.25
8EC	2	3	4	3	3
9EC	4	4	4	4	4

Table 9. Pre- writing test

	1	2	3	4	Mean
4EC	1	3	4	4	3
5EC	2	3	3	4	3
6EC	2	2	3	2	2.25
7EC	3	2	3	2	2.5
8EC	2	3	4	3	3
9EC	3	4	4	3	3.5

Table10. Post-writing test

As we can see in Tables 7, 8,9 and 10, the mean is increased in most of the students from the pre- writing test to the post- writing test. We also can appreciate how in just one post- writing test the level of text dependence decreases and the level of grammar and vocabulary adequacy have been increased, (see 5EC). In general, and as the results suggest, when the level of text

dependence increases, the rest of the parameters increase as well. This is a of students paying more attention probably to the written model given (4SC and 5SC post-written tests).

If we look at 1SC pre-written test, these students present a low level of text dependence, which, in this case, means that these students wrote just one sentence, which is not possible to grade.

Lastly, other cases in this study (see 4ECpre and post writing tests and 9EC post writing test) suggest that an improvement could be done in grammar and vocabulary aspects as when their level of text dependence decreases the rest of the parameters increase.

4.4 Researcher observations

Several observations I have made are also included as results as I have been participating in the project as an action researcher. It is for this reason that these observations are taken into account as they can give some light to the entire intervention and its results. These observations were made during the development of the project and also during the formative sessions that took place at the beginning and in the middle of the project.

At the beginning, English was not used enough during the classroom activities due to the low level of English of the students. In the following classes, English was used more and more. Students needed to get used to English rhyming and they needed also some input of new vocabulary and grammar structures, aspects that are easily introduced in students' speeches if they have enough English input during the sessions.

Because of that, mentors have always tried to give the structures that they wanted children to interiorize in order to be used by them when they were ready and they have gotten enough practice.

The used of Spanish during the sessions was useful at some points, due to very low level of English they initially had.

According to my observations, most of the interactions made during the sessions were teacher-students interactions, so more student-to-student interaction will have to take place in future projects.

Other observations and considerations that can be taken into account about the specific sessions of the two non-bilingual groups which I have been working with (Emilio Carmona and Sagrado Corazón schools), have been made during these three months and to sum up, I can conclude:

There was a high presence of activities and tasks in which oral interaction was used between the students and also between students and teachers.

Activities and tasks were designed following the specific contents of "Segundo Ciclo" for the English subject as daily routines, festivities or physical descriptions.

Reading activities have also been included, in which students could read about topics related to holidays such as Easter and other meaningful contents. Reading has been also included in some activities where they had to read simple texts and answer questions about it.

I should mention as well as an important conclusion that some behavioral problems occurred during the sessions. These behavioral problems I refer to disturbed the class.

One particular incident was when one of the students, called Joaquin, here for purposes of anonymity, completely refused to work and follow the instructions given by mentors. Both mentors paid too much attention to him and completely stopped the class because of him. So in this situation, the rest of the group that was following the class appropriately had to wait until both mentors solved the problem. One of the mentors continued with the activity they were doing and the other mentor did a different activity with this particular student. In this case, what are we saying to the rest of the class? To me, it effectively says that if I do not want to work and I say it several times, in the end, I will get what I want.

To conclude with this aspect, I would like to outline that in my point of view; maybe a specific training on behavioural problems resolution would be beneficial for mentors.

5. CONCLUSIONS

Before providing a series of tentative conclusions, it is necessary to mention that there is a series of limitations to this study. Firstly, the results obtained from the non-probabilistic sample cannot be extrapolated to the rest of the population. In addition, it is possible that a revision of the instruments would be needed if it was decided that a similar study could be carried out. Also the brief period of intervention leads to insignificant results that makes it impossible to give any clear answer to the research questions that were establish at the beginning of this work.

It is possible, however, to make a number of observations in relation to the specific context in which this study has taken place. In terms of the results in motivation, it has clearly increased during these three months because of the close relationship established between mentors and mentees and also all the effort they and also TFG students have put in to create an open learning environment where they could express themselves with the time required for them to feel comfortable with us.

As far as improvements in English are concerned, it can be observed that there are not any considerable results for the reasons mentioned above. Improvements in English skills and abilities can be appreciated just in particular cases.

Some of the most important benefits of participating in this program have been experienced by the author of this paper are: the experience gained during the period of intervention that leads to the development of professional competencies, in relation to the Investigation methods, the chance to have taken part in "Proyecto Maracena Bilungue" has been an excellent opportunity to familiarize myself with investigation and intervention methods used in Education.

Being part of this project has also given me another perspective on Teaching English that cannot be appreciated in regular English classes as the level of teacher-to-student and student-to-student interaction were very high and the ratio of student to teacher was very low. This particular context has given me the favorable circumstances and the space to take a different approach to the teaching practice. In my opinion, a longer period of intervention would have been excellent in terms of having some more time to work with the result and pay more special attention to the specific methodology that has been developed in this work. It is for all these reasons, that if I were given a chance to be part of the project again, I would love to get involved in "Proyecto Maracena Educa" without any doubt.

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Appendix I - Pre and post- tests.

Código:
Lo rellena el profesor/a

Cuestionario inicial/final

Esta encuesta está diseñada para ver cómo te ves en cuanto a la asignatura de inglés. Se te pide que contestes con la máxima sinceridad. Tus respuestas serán anónimas. Contesta de 1 (no estoy de acuerdo en absoluto) a 10 (estoy totalmente de acuerdo)

1. Las clases de inglés son divertidas (me encanta aprender inglés) ___

2. Me gustaría visitar países donde hablan inglés___

3. Me gustaría tener amigos que hablan inglés___

4. Me preocupa cuando no voy tan bien en inglés como mis compañeros/as___

5. Me gustaría intentar usar el inglés que he aprendido___

6. Estudio inglés para que me sea más fácil cuando llegue a secundaria___

7. En mi familia todos pensamos que el inglés es importante___

8. Estudio inglés porque pienso que será importante cuando sea mayor___

9. Siempre estoy ansioso en clase de inglés___

10. Me gustaría intentar hablar con personas en inglés cuando mejore mi nivel___

11. Me gustaría vivir en el extranjero___

12. Me aburro en clase de inglés___

13. Mis padres me dicen que estudie inglés mucho___

14. Me pongo nervioso cuando tengo que hablar en inglés___

15. Pienso que utilizaré inglés en mi trabajo en el futuro___

Prueba inicial/final: Writing

Vas a realizar una prueba corta en inglés. Los resultados de esta prueba son anónimos.

You receive this email from a new friend.

> Hi
>
> My name is Jennifer and I am your new efriend. I am ten years old and I live in Bolton with my mother and my two brothers, Sean and Alex.
>
> I go to Inst. Primary School in Bolton. It's a large school with a big playground and computers in all the classes. My favourite subjects are Spanish and History. I like maths too, but it's a bit difficult.
>
> In my free time I like to go swimming and I play hockey in the school team on Saturdays.
>
> I love listening to music. My favourite singer is Will.I.Am from Black-Eyed Peas.
>
> Please write back to me and let me know something about you.
>
> Love
>
> Jennifer

Write an answer to the email. Include information about:

- Where you live
- Your family
- Your school
- Your hobbies
- What you like doing

Appendix II - T.T Test for related measures non bilingual students.

	Media	Desviación Típica	Error típ. de la media	95% Intervalo de confianza para la diferencia		t	gl	Sig. (bilateral)
				Inferior	Superior			
Pre 1. El inglés es divertido - post1	,217	2,180	,321	-,430	,865	,676	45	,502
Pre 2. Me gustaría visitar países donde hablan inglés - post2	0,000	2,556	,377	-,759	,759	0,000	45	1,000
Pre 3. Me gustaría tener amigos que hablen inglés- post3	,556	3,019	,450	-,352	1,463	1,234	44	,224
Pre 4. Me preocupo cuando no voy tan bien como compañeros -post4	-,600	4,590	,684	-1,979	,779	-,877	44	,385
Pre 5. me gustaría usar el inglés aprendido -post5	,696	1,824	,269	,154	1,237	2,586	45	,013
Pre 6. Estudio para que sea más fácil cuando llegue a secundaria -post6	,717	2,579	,380	-,049	1,483	1,887	45	,066
Pre 7. En familia todos pensamos que el inglés es importante - post7	-,065	2,542	,375	-,820	,690	-,174	45	,863
Pre 8. El inglés será importante cuando sea mayor -post8	,761	2,089	,308	,141	1,381	2,470	45	,017
Pre 9. Siempre estoy ansioso en clase de inglés - post9	-1,133	4,669	,696	-2,536	,269	-1,628	44	,111

Pre 10. Me gustaría hablar con personas para mejorar mi inglés - post10	-,333	2,056	,306	-,951	,284	-1,088	44	,283
Pre 11. Me gustaría vivir en el extranjero - post11	-,067	3,264	,487	-1,047	,914	-,137	44	,892
Pre 12. Me aburro en clase de inglés - post12	-,696	3,626	,535	-1,773	,381	-1,301	45	,200
Pre 13. Mis padres dicen que estudie inglés - post13	-,565	2,810	,414	-1,400	,269	-1,364	45	,179
Pre 14. Me pongo nervioso cuando tengo que hablar en inglés - post14	,565	4,004	,590	-,624	1,754	,958	45	,343
Pre 15. Pienso usar inglés en mi trabajo en el futuro - post15	-,156	2,504	,373	-,908	,597	-,417	44	,679