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Facultad de Educación y Trabajo Social

DEPARTAMENTO DE DIDÁCTICA DE LA LENGUA Y LA LITERATURA

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**English Language teaching in Secondary Education through
Mentoring. A proposal based on a classroom analysis in Year 2**

Estudiante: D. Rubén Ajo García

Tutor: D. Francisco Javier Sanz Trigueros

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ABSTRACT

The teaching of foreign languages in bilingual sections today plays a fundamental role in preparing citizens for the world of employment, as is clear from European determinations. The teaching role and the methodology adopted in the classroom are key elements in maintaining students' readiness to learn and acquire foreign languages at compulsory school levels. Therefore, this paper addresses the above issues by focusing on the notion of mentoring, because of the high value it represents in promoting communication and culture in the classroom. It takes as a reference a training experience in a mentoring project led by the Department of Education of Castile and Leon and the University of Cardiff, in collaboration with the University of Valladolid. This experience made it possible to observe, in situ in two schools, the intervention of five Welsh mentors with activities prepared for the sixth year of Primary Education and the second year of Secondary Education. From the critical evaluation of these observations, a proposal for a contextualised intervention is planned, as a continuation and improvement of the previous activities. Finally, this paper concludes with reflections on the relevance of mentoring in the foreign language classroom in Secondary Education.

Key words: Secondary Education; Foreign Language teaching; Lesson proposal; Mentoring.

RESUMEN

La enseñanza de lenguas extranjeras en secciones bilingües juega hoy un papel fundamental en la preparación de ciudadanos para el mundo del empleo, según se desprende de las determinaciones europeas. El rol docente y la metodología adoptada en el aula son elementos clave para mantener activa la disposición de los estudiantes hacia el aprendizaje y adquisición de lenguas extranjeras en los niveles de enseñanza obligatoria. Así pues, este Trabajo Fin de Máster aborda las cuestiones anteriores centrandó la atención en la noción de mentorización, por el alto valor que supone en la promoción de la comunicación y de la cultura en el aula. Se toma como referencia una experiencia formativa en un proyecto de mentorización liderado por la Consejería de Educación de Castilla y León y la Universidad de Cardiff, en colaboración con la Universidad de Valladolid. Experiencia que hizo posible la observación, in situ en dos centros educativos, de la intervención de cinco mentores galeses con actividades preparadas para sexto curso de Educación Primaria y segundo de Educación Secundaria Obligatoria. De la evaluación crítica de esas observaciones se plantea una propuesta de intervención contextualizada, como continuidad y mejora de las actividades anteriores. Finalmente, se concluye con aspectos reflexivos en torno a la pertinencia de la mentorización en el aula de lenguas extranjeras de Educación Secundaria.

Palabras clave: Educación Secundaria; Enseñanza de lenguas extranjeras; Mentorización; Propuesta de intervención.

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INTRODUCTION

Nowadays, learning foreign languages is essential in this globalized world. Mastering one or several languages is common for the best communication between people. The idea of plurilingual and multicultural society is more than appropriate in this context. This is the reason why the education must be centered in the effective learning and acquisition of languages. The different methodologies, didactics, approaches, tasks, etc. must focus on how best to help students to become plurilingual and pluricultural citizens (Beacco et al., 2016).

The Spanish Organic Law 8/2013, of 9 December, for the Improvement of Educational Quality insists on the latter idea, since it stresses:

El dominio de una segunda o, incluso, una tercera lengua extranjeras se ha convertido en una prioridad en la educación como consecuencia del proceso de globalización en que vivimos [...] La Unión Europea fija el fomento del plurilingüismo como un objetivo irrenunciable [...]. La Ley apoya decididamente el plurilingüismo, redoblando los esfuerzos para conseguir que los estudiantes se desenvuelvan con fluidez [...]. (PREAMBULE XII P. 10)

This means that the use of languages must be developed through all lifelong learning. This idea must be instilled from the beginning. We have to be open to the language, effort day after day to progress, work hard, study and take advantage of each and every resource provided to us to improve.

The teaching of foreign languages has developed an incredible evolution in terms of methodology, didactics, in the fact that several subjects are taught in the foreign language through the implementation of the widespread CLIL programmes (Coyle, Hood & Marsch, 2010) bilingually. What is significant is to generate awareness for the continuation of this path. In the current curriculum, students have fantastic opportunities to learn and improve their foreign language skills. It is decisive to find approaches or methodologies or that stimulate the learning of the foreign language, that promote communication to bring cultures closer.

JUSTIFICATION

It seems convenient to highlight Martín Sánchez (2009) words: “Desde el punto de vista histórico-pedagógico, la evolución metodológica de las técnicas, procesos y mecanismos utilizados para la adquisición de un segundo idioma es un aspecto de máxima importancia en la educación”. (p. 55)

This necessity to find new methodologies, more effective methods and more competent mechanisms for foreign languages acquisition make the *mentoring* practice essential. We need mentoring to be focused on the classroom, the student and his or her improvement of communication skills in a foreign language.

It is essential to make students aware of the importance of languages, of the continuity of working and improving the performance in them. On the contrary, Students abandon the study of foreign languages or the bilingual option in many cases. Mentoring processes can help to this, to create awareness and need of foreign language in the student, to find new and more efficient resources, to increase his/her motivation in the study, etc.

This paper is a reflection of a project based on Mentoring. Students from University of Cardiff (United Kingdom) came to Spain to support the innovation and the development of bilingual programs in primary and secondary schools. The project was implemented with the name *Modern Foreign Languages (MLF) Student Mentoring Project*.

The project consists of training undergraduate and graduate students to attend primary and secondary schools and become role models to promote curiosity about and interest in foreign languages and the cultures that support them. This project is developed in the context of the bilingual sections in Valladolid (Castile and Leon, Spain), where there is no risk of abandoning the learning of foreign languages, but there is a risk of abandoning the bilingual sections.

Therefore, this project intends to support the continuity of learning in a Spanish-English bilingual section with the assistance of Welsh Mentors who are being trained as Spanish language teachers and who will also come into contact with students from Castile and Leon who are being trained as English language teachers.

With this in mind, the *object of study* of this paper consists on the study of the Mentoring process in Secondary Education, the conditions for its development and the analysis of its impact on foreign language learning, towards the provision of a series of teaching recommendations.

OBJECTIVES

On the basis of the arguments set out above and in accordance with the stated object of study, the following objectives, one general objective and some specific, have been formulated.

The main objective of this paper is *to inquire on the mentoring concept and the teacher roles it entails in engaging the students in the foreign language learning, in pursuit of teaching guidelines.*

The five aims that have been established and that refer to the targets to be achieved for the fulfilment of the above-mentioned objective are:

1. To expose the relationship of the teaching roles in different didactic methodologies and present the teaching role in mentoring.
2. To gather the main points of the process of mentoring, embracing its manifold facets in foreign language teaching.
3. To describe the observations made in two sessions proposed by mentors from Wales in session with last year of primary and the second year of secondary school students.
4. To plan a lesson proposal for Year 2 of Secondary Education based on an assessed mentoring experience.
5. To reflect upon the relevance of mentoring in the foreign language classroom of Secondary Education, and provide teaching guidelines for its adoption.

These objectives have been planned and are the guide for the different sections. As the objective and aims have been clarified, we can continue to the ideas of the paper.

PART I
THEORETICAL RATIONALE

Chapter 1. Foreign Language Teaching as of the international arena

*Man is the enemy of what he does not know: teach a language and you will avoid a war.
Expand a culture and you will bring one people closer to another”*
(Naím Boutanos).

We live in a globalized world, and the current time is the "age of communication". Nowadays we have the opportunity to learn, to acquire a cultural richness like we have never had before. International organisms such as UNESCO or the European Union (EU) use these bases to support the strengthening of language learning.

In 1948 *Universal Declaration of Human Rights* established the basic principle against discrimination in which language was included in ‘Article 2: Everyone is entitled to all rights and freedoms set forth in this Declaration, without distinction of any kind, such as [...] language.’

In terms of education we can find policies from different levels of curricular organization; international, European, national and regional. Each country is free to develop its own educational policy and more specifically its way of proceeding in the area of foreign language teaching, but paying attention to the international policies.

1.1 International Policies with regard to language education

UNESCO (United Nations Educational, Scientific and Cultural Organization) is a specialized agency of the United Nations. It was founded on 16 November 1945 with the aim of contributing to peace and security in the world through education, science, culture and communication.

Related to education more specifically, inclusion, equality and quality are ensured as well as opportunities for all through lifelong learning. The attention is drawn to current education cornerstones such as education from early years, secondary education, different curricula, bilingual learning, learn to learn, plurilingual education, higher studies, ICT and human rights.

Furthermore, foreign language teaching is one of the priorities. Languages are essential for intercultural education and communication (Corbett, 2003). UNESCO has launched various initiatives to promote plurilingual education around the world. They proposed the notion of “multilingual education” distinguishing among: mother tongue, regional or national language and international language. This connects with the context as well as with the concern about cultural diversity, tolerance, people in movement or migration.

Europe is a multilingual and multicultural continent. From the very first commercial connections, we have understood the importance of languages in the Union. This is why we can find many policies based on education, regulating the languages teaching.

Article 21 of the *Charter of Fundamental Rights of the European Union* prohibits discrimination, including language and the Article 22 promotes cultural, and linguistic diversity. This is the starting point for the “multilingualism” policies. This policy encourages understanding and communicating in more than one language and to approach to cultures and opinions. This is what the Barcelona European Council (2002) concluded by spreading the formula of 1+2. This means that every European citizen should be able to use his/her own mother tongue plus at least two foreign languages.

Related to education and teaching of languages, this policy tries to implement a minimum agreement. The European commissioner Ján Figel developed a policy for its development promoting national strategies, teacher training, language learning at an early age, content integrated learning, higher education and an indicator of language competence.

In the EU, specific actions have been launched since the 1990s to reflect on and explore innovative teaching methods. Since 2001, the European Year of Languages, language learning and linguistic diversity have been promoted in the EU and the Member States. And since 2009, language learning has become a priority to improve the quality and effectiveness of education.

In educational terms, PISA is its most iconic project (Programme for International Student Assessment). On the subject of foreign languages, it refers to the globalized world and the need to speak more than one language. As far as globalization and languages, motivation is an aspect to which the Organisation for Economic Co-operation and Development (OECD) attaches great importance as well as cultures and identities.

The OECD attaches a lot of importance to the landscape and the geographical distribution of languages and its evolution and the necessity of paying attention to the particular contexts when dealing with language teaching. Learning languages must have means and ends, thus implications for individuals, educators and policy makers should be clarified.

The Council of Europe has played an important role in advancing the learning and teaching foreign languages at European level. From its Department of Language Policy, a policy of promoting linguistic diversity and language learning was enhanced. As a result, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001) was published and recently renewed (Council of Europe, 2018) with updated language descriptors.

It has four common objectives to achieve:

- a) Making lifelong learning and mobility a reality
- b) Improving the quality and efficiency of education and training
- c) Promoting equity, social cohesion, and active citizenship
- d) Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

This document of reference provides a common basis for the development of language programmes, curriculum guidelines, examinations, manuals, etc. It describes what to learn in order to use the language to communicate and exposes the skills to develop in order to be able to (inter)act effectively. The description also includes the cultural context in which the language is situated. The Framework also defines levels of language proficiency which determines the progress of the students.

Lastly, it is worth to mention *Eurydice* inasmuch as it frequently publishes the Key Figures on Language Teaching. It shows concern about regional and minority languages. It presents data related with foreign languages at School, on teaching languages, in secondary education, etc. This might be illustrated, by way of example, in *Eurydice* (2017, 2019).

1.2. Language teaching from the Spanish Laws

In the case of Spain since the 1990s, the Organic Education Laws have paid increasing attention to the study of foreign languages. The education authorities are developing curricula for the learning of foreign languages. This development includes to study foreign languages as to study subjects in foreign languages.

The *Organic Law 2/2006, of 3rd May, of Education* (Head of State, 2006) (LOE) and the *Organic Law 8/2013, of 9th December, for the improvement of educational quality* (Head of State, 2013) (LOMCE) which modifies the former, establish "linguistic communication" in relation to the official and foreign languages as one of the key competences to be acquired by the students. Both laws include both the plurilingualism as one of the principles of the education and the training in at least one foreign language and its promotion from the second cycle of Infant Education.

The number of teaching hours in foreign languages has been increasing, hence it allowed the implementation of bilingual and multilingual programmes, methodological changes, focusing more on communication skills and incorporating the ICT. Another important aspect to highlight is the training of teachers. All these developments are envisaged in the *Royal Decree 1105/2014, 26th December*, through which the basic curriculum for Secondary and Upper Secondary Education is established; as well as in the different regional Orders.

As far as bilingual teaching is concerned, there exist two different types of schools which put it into practice: The so-called "bilingual sections" and "teaching bilingual programmes" (MECD-British Council Collaboration Agreement). These programmes are usually referred to as "language sections".

Bilingual sections began in the 2006-07 academic year. They form part of the educational offer of schools financed with public funds in which the development of a bilingual educational project "Spanish & foreign language" is authorised and two or three non-linguistic subjects are taught in the foreign language of the section.

In the 1996/97 academic year, the first “Spanish-English integrated curriculum school project” was launched in Spain in collaboration with the British Council. The MECD/British Council teaching bilingual programme aims to provide children from 3 to 16 years of age with a bilingual and bicultural education.

At a regional level, in Castile and Leon more specifically, law regulating Secondary Education and foreign language teaching is, *Order EDU/362/2015*, of 4 May.

The *Order EDU/362/2015 of 4 May* establishes the curriculum and regulates the implementation, evaluation and development of Compulsory Secondary Education in the Community of Castile and Leon. Article 14 deals with the learning of foreign or co-official languages, which will be subject to the second additional provision of *Royal Decree 1105/2014 of 26 December*. In Annex I.A. we find the methodological principles of the stage and in Annex I.B. the subjects of the block of core subjects.

Among these core subjects, the First and Second Foreign Language subjects take place. In the section on First foreign language, the law exposes contents, evaluation criteria and learning standards in each of the four blocks:

- Comprehension of oral texts,
- Production of oral texts: expression and interaction,
- Comprehension of written texts and
- Production of written texts: expression and interaction.

The Syntactic-discursive contents of every language offered are also part of the curriculum. In this *Order EDU/362/2015*, the study of the First foreign language is presented as follows:

La Primera Lengua Extranjera tiene como finalidad principal dotar al alumnado de un instrumento de comunicación, aprendizaje y desarrollo personal que le sirva de forma eficaz a lo largo de toda su vida académica y profesional, en cualquier situación y en cualquier lugar. (Orden EDU/362/2015 de 4 de mayo, p. 32785)

Chapter 2. Towards a teacher mentoring role

These methodological changes, which are advocated by European decisions and by the educational laws of our national environment, have been providing quality in the teaching of foreign languages. This quality is largely ensured by adapting to the circumstances of today's society, where the number of bilingual sections is increasing. The language of instruction should be reviewed and the role of the teacher should be enhanced to include that which is useful and relevant to the teaching of or in foreign languages. A role that could be included in mentoring, as a process of accompanying the formation of students of a bilingual section.

Therefore, this chapter deals with the roles of the foreign language teacher throughout the history, and the mentoring process in search of an emerging teachers' role towards the improvement of language teaching.

2.1. The roles of the foreign language teacher

For centuries, Latin has been the dominant language, but over time, other languages have gained importance as well as learning them as second and multiple foreign languages. In the need of learning new languages, the methodology in the teaching of Latin was found as the most appropriate.

From 17th century until 19th century, foreign language learning was based on grammar, deductively through rules, lists of vocabulary and translations. Oral skills were nonexistent as the focus on real communication. This methodology is known as *Grammar-translation*. Other characteristics of Grammar-translation method are that the learning is based on sentences with little relation with the real world, taught in native language, teacher centered and without motivation. In Grammar-translation the teacher has a role of instructor, translator, proofreader.

The change started in the 19th century when specialists created methods based on the child language learning (C. Marcel, T. Prendergast) or communicative events (F. Gouin). The reform movement started with new approaches in which phonetics were important as well as

the spoken language and the pronunciation habits, being more conversational, oral with realistic dialogues in which words and sentences were meaningful in context, through an inductive grammar and fomenting the use of language instead of translation.

The *Natural method* appeared at the end of the 19th century as a reaction to Grammar-Translation Method against translation and proposing the demonstration and the action. It was the base for the *Direct method* in which the communication in the target language was decisive, to learn everyday vocabulary and sentences, the listening skills based on questions and answers, the pronunciation, the grammar through an inductive way, through demonstration. The teacher played the role of transmitter or questioner.

In the 1920`s the Structuralism focused on reading comprehension and grammar structures. Structuralists proposed pronunciation and repetition of structures based on phoneme, morpheme, words and sentences as the basic levels of language and stated that we learn to speak before reading or writing so students must be taught speaking first.

In the 1950`s the *Audio-lingual method* appeared based on aural and oral procedures and behavioral theories. The direct method was rejected and the grammar and the structures were taken into account again as well as pronunciation and repetition of structures were basic. The audiolingual method proposed the mastering of elements of language, rules, the basic levels of language...it was believed that the we learn before reading or writing so that must be taken into account. It was important to imitate mother tongue processes through stimulus answer sequences for example. The learning process was based on mimic, memorization, examples. The student developed a passive role, they are like robots and the real communication was not solved and the teacher functioned as a conductor or model.

Another approach that appeared at this time is the oral situational. This approach was based on lists of vocabulary and grammatical categories like structures and patterns. The spoken language was taught based on meaningful situations.

In the 1950s, linguistic issues were introduced and practiced. Chomsky (1957) criticized behaviorism and audio-lingual method as well as the learning through structures and defended the creativity and uniqueness, a learning not based on habit formation but rational question of rules. Cognitivism presented the learner is an active participant, he/she must think and use his/her mental capabilities and analyze situations. This permits the rise of *Communicative Language Teaching (CLT)*.

In the 1960's the Generative Transformational Grammar and the applied linguistics showed the functional and communicative potential of language. The communicative competence should be gained through the four different skills and the use of different registers. To learn languages, the activities must involve real communication and be meaningful tasks, be based on interaction, negotiation of meaning and information sharing.

Language is viewed from different perspectives: structural, functional and interactional and not taken anymore as an isolated phenomenon. The student's necessities are taken into account, as well as the conditions of learning, the atmosphere, intimacy, security. In relation to language teaching and learning we start talking about diversity and plurality.

The roles of teachers and learners changed: the learner is the center, an active participant with responsibility. The teacher adopts a multidimensional role, for example facilitator of the autonomy, participant in the learning process, researcher, analyst, counselor, manager.

From the 60's we can find different trends, methods and approaches based on communication, even we can classify or consider them as subcategories or branches of the communicative approach. In the *Silent way* (1972) the student is the center, his/her psychology is important. The teacher remains in silence, offers tools, introduces situations. His/her role is verifier and checker. The student learns through discovery, creating actively. The silent way is a problem solving and structure based method interested in sounds and structures. There is not a syllabus but students work the four skills.

In the *Community Language Learning* (1976) the student is treated as a person, with feelings and intellect, who can feel threatened and the teacher must be the counselor an observer. Language is thought as a social process, as communication, as interaction. Learning process is based on cognition and affection. The community language is based on security, attention/aggression/, retention/reflection and discrimination.

The *TPR -Total Physical Response* (Asher, 1977) is based on the oral comprehension, on speech and actions, on instructions in imperative as the children acquire the mother tongue. Entertaining is basic to reduce stress and animate the student. The teacher is a language exhibitor, the order maker and action monitor. The student imitates what he/she sees and, when ready, he/she speaks. Here, comprehension precedes production.

Suggestopedia (1978) defends that human beings can learn languages faster than they do, they only need to overcome the barriers and abandon the failure feeling. The teacher is the friend, the inspiration as well as the authority giving confidence to the student to feel safe.

Task-based language teaching (1987), focuses on the use of authentic language and on asking students to do meaningful tasks related to the real world using the target language based on realia. Its main goal consists on the developing target language fluency and student confidence. TBL tries to make language truly communicative.

The role of foreign language teaching according to each method is summarised and presented. this is set out in the following table:

Table 1. Roles of the Foreign language teacher according to methodological approaches

<i>Traditional approaches</i>	<i>Communicative approaches</i>	<i>Alternative/humanistic approaches</i>
Grammar-translation Roles: <i>instructor, translator, proofreader</i>	Communicative approach Roles: <i>facilitator, monitor, independent participant</i>	Silent Way Roles: <i>verifier, checker</i>
Direct method Roles: <i>transmitter, questioner</i>	Total Physical Response Roles: <i>language exhibitor, order maker, action monitor</i>	Suggestopedia Roles: <i>friendly, inspirational</i>
Audiolingual (structuralist) Roles: <i>conductor, model</i>	Task-based language teaching Roles: <i>selector, leader, guide task creator</i>	Community Language Learning Role: <i>observer</i>

2.2. What is mentoring?

Mentoring is a practice that consists of learning through others. The essence is not teaching in the sense of instruction or transmission but in the sense of learning based on social interaction between different people by generating a dialogue. It is a learning model based on the experience of both the mentor and the mentee. In addition, the practice remains an outgoing process in which individuals provide support and guidance to other.

Also, De Miguel Corrales (2019) says that mentoring is based on sage advice from someone more experienced and prudent, to guide on the extended journey of learning (translated from page 13-14). It consists of guiding another person to discover how to exploit all present resources to achieve his/her goals and/or respond to his/her challenges. Portner (2003) says that mentoring is based on *relating, assessing, coaching and guiding* (p. 7)

That experienced and prudent person is known as mentor. A mentor represents a person who embodies the attributes of an experienced, wise, sensible, and trusted guide and advisor. Mentor comes from the ancient Greek μέντωρ which is associated with the root men mind, thinking, thought and tor agent - agent that favors thought, the use of the mind.

Portner (2003) proposes the role of mentor as “*expert-who-has-the-answer*” (p. 7). John C. Daresh (2013) defines the term mentor as *anyone who is capable to demonstrate craft knowledge to a beginner* (p. 13). Mentors are guides and models in the socialization process and providers of learning opportunities.

In addition, De Miguel Corrales (2019) says that mentoring is an act of love, of freedom, of openness of gaze and thought. Of love, because mentoring is to share, to learn together through experimentation. Of freedom, because it promotes autonomy, independence of the other to support him/her to grow as a person. Of openness of gaze and thought, because it is a relationship and a conversation that expands the human being and his or her possibilities of building a better society (Translated adapted from page 11).

Mentoring is like a ritual in which the shaman, someone with the wisdom, shares the experience and the abilities and teaches, guides and encourages younger people. In this context, mimesis is fundamental. Mentees imitate what they see and learn. This structure continues in the mentoring practices nowadays. The mentor is the shaman and mimesis is one of the methodologies for the mentees to learn. Mimesis consists of observing the other, but also transforming oneself. It involves acting, representing, speaking, thinking, expressing.

De Miguel Corrales (2019) talks about the infinite possibilities of mentoring, not only to promote people's learning, but also to achieve its realization, its full development and wellness, to build organizations healthier, intelligent and ecological, to improve our framework for coexistence and the future of those who are here and those who are to come. Human progress has been based on learning through others with more experience, more knowledge, more resources or better social position (translated from p. 15).

The intervention of more experienced people from the environment, the mentors, not only facilitates but accelerates the development of potential, learning, adaptation and change processes. The process is based on the active learning. We referred before the imitation, the mimesis. This process has to be a balance between imitation and active learning.

According to De Miguel Corrales (2019) the basic ingredients of mentoring are: potential, talent, purpose, goals, objectives, learning, development, change, transit, transformation, experience, agency and action, mediation, social interaction, conversation, communities of practice, socialization and roles (Translated from p. 55).

2.2.1. Mentoring during history and evolution in the world

De Miguel Corrales (2019) states that the practice of mentoring is carried out since antique Greece and the Middle Ages, where young citizens were paired with ancient people who learned the skills, culture and values necessary for their physical, social, intellectual and spiritual development. In the Middle ages we can stand out the guilds.

In Oxford, in the 15th century, we can observe a similar practice called tutoring. In the 18th century, in illustrated France, there were the so-called French rooms. From the 18th to the 20th century, there is a big develop in the United States where enterprises and companies used mentoring (translated and adapted from pp. 11-12).

Freedman (1992) presents the contemporary practices: In the 20th century, mentoring experiences a big change related to the enterprise context where formal and structured programs were developed focalized in the formalization of the practice. In the US, we can find the Big Brothers/Big Sisters projects. They emerged at the beginning of the 20th century in New York. Mentoring was used to help women in corporations and childlike people in schools. Others were focused on under 10s, one-parent families and to recruit and train processes for mentors. In the late 80s, mentoring was a tool to help disadvantaged and at-risk children and young people. (pp. 8-9)

Miller (2005) adds other countries' experiences like Canada or Israel. In Canada, among other examples, we can find Big Brothers and Big Sisters purposes and interest in training mentors. In Israel, the project *perach* is developed, which means flower but represents the acronym of tutoring and consists of a relevant project with children and teenagers as receptors of the benefits. Other countries based some of their projects on perach – like England with the National Mentoring Pilot Project in England or Sweden in Malmö University. In Australia, we can find the National Mentoring Association of Australia but they base their ideas on American proposals (Miller, 2005, adapted from pp. 3-13).

Renowned people such as Oprah Winfrey, Bill Gates or Mark Zuckerberg admit having had mentors and emphasize the importance of mentoring in their careers. Oprah Winfrey says – “your mentor is someone who lets you see the highest from you when it is hide. He is someone who allows you to see the top of yourself when it is sometimes hidden from your own view.” (De Miguel Corrales, 2019, p. 15)

2.2.2. Mentoring and Psychology

Piaget (1990) argued that we learn actively and through practical experiences, but he did not indicate the importance required to the social dimension of learning. Vygotsky (1979) introduces the concept of social mediation in learning. He points out that learning is constructed through social interactions, with the support of someone more expert. He establishes specific roles: the expert, who plays a supporting, directing and organizing role, and the learner, who has an active role in his or her learning.

In this manner, the expert becomes a guide and facilitator of learning and guided intervention practices begin to acquire relevance, demonstrating that they can increase the development of diverse skills, improve reflective capacity, expand perceptual frameworks and improve the level of awareness, thus enabling faster learning.

Vygotsky (1979) admits that the autonomous learning is considerably slower than learning with the help of others. The guided learning takes place through tools based on social intervention like generating role models, learning by imitation, asking questions of a maieutic nature, carrying out shared activities or presenting examples and experiences.

Bandura (1995) attaches great importance to social intervention in education. From vicarious experiences, a person sees that another person with similar or more experienced conditions has been able to execute what he or she is proposing to do, considers it more possible to achieve it and, therefore, will initiate and/or persevere in behaviors to do so.

Verbal reinforcement is essential. All our learning happens between conversations. Interaction with other people is a source of learning by observation. It is also fundamental to set goals and objectives (actions, means, resources...) and the evaluation of actions and results.

In summary, the key elements can be self-knowledge, setting goals and objectives which must be achievable, self-regulation, active learning, mediation, guided contextual learning, and metacognition or analysis and evaluation.

2.2.3. Benefits and problems of mentoring

Mentoring has many benefits, for the mentors, for the mentees, for the school where the project is developed but it can also have some problems that we have to take into account. Daresh (2003) offers the synthesis of benefits and problems. We collect them in the next Table 2:

Table 2. Synthesis of benefits and problems of mentoring (Taken from Daresh, 2003, pp. 3-7)

<p>BENEFITS TO MENTORS</p>	<ul style="list-style-type: none"> -Satisfaction with their jobs as teachers. A mentor learns as much, if not more, as those who are mentoring. -Mentors get increased recognition from their peers. -Mentoring gives people opportunities for personal career advancement. -Mentors often gain a renewed enthusiasm for the profession. 	<p style="text-align: center;">PROBLEMS</p> <ul style="list-style-type: none"> -Too protective relationship and control. -To ignore real limitations. -Mentors might become too demanding. -Good teachers do not always make good mentors. - Mentees might develop a limited perspective on problem solving too much on a single mentor. -Mentees might develop too great a reliance on particular mentors. -Expectations might be unrealistically high.
<p>BENEFITS TO MENTEES</p>	<ul style="list-style-type: none"> -Mentees feel more confident about their professional competence. -Mentees see theory translated into practice -Communication skills are enhanced. -Mentoring is a way to learn the “ticks of the trade”. -Mentoring makes people feel as if others are caring about them. 	
<p>BENEFITS TO SCHOOLS</p>	<ul style="list-style-type: none"> -They have more capable staff. -An attitude of lifelong learning is created among all teachers. -Higher motivation levels and job satisfaction. -Teachers demonstrate an improved sense of self-esteem. -Greater productivity results. 	

According to Freedman (1992) the popularity of mentoring also rests in several properties: *Simple* focusing on the needs of an individual, *direct*: a person helps another person in order to make a difference to their lives, *cheap*: mentoring is a low-cost program, *sympathetic*: a mentor is neither neutral or objective, *legitimate*: it is recognized as a proper role to play in the lives and *flexible*: in that it can be used for a range of purposes and appeals. (pp. 33-35).

Below, the synthesis of foreign language teacher's roles is presented in Table 3 with the roles that behoove to the *mentoring approach*, in accordance with a literature review.

Table 3. Roles of the Foreign language teacher including those of the mentoring approach

<i>Traditional approaches</i>	<i>Communicative approaches</i>	<i>Alternative/humanistic approaches</i>
Grammar-translation Roles: <i>instructor, translator, proofreader</i>	Communicative approach Roles: <i>facilitator, monitor, independent participant</i>	Silent Way Roles: <i>verifier, checker</i>
Direct method Roles: <i>transmitter, questioner</i>	Total Physical Response Roles: <i>language exhibitor, order maker, action monitor</i>	Suggestopedia Roles: <i>friendly, inspirational</i>
Audiolingual (structuralist) Roles: <i>conductor, model</i>	Task-based language teaching Roles: <i>selector, leader, guide, task creator</i>	Community Language Learning Role: <i>observer</i>
	Mentoring approach Roles: <i>mentor, guide, advisor, model</i>	

2.3. MFL Student Mentoring Project

Gorrara, Jenkins & Mosley (2019) state that in view of the severe decline in interest and continuity in languages in Wales, a bilingual region in the United Kingdom (UK), several government initiatives are being launched.

The purpose is to curb this development and the consequences that may entail. The Modern Foreign Languages (MLF) Student Mentoring Project at the University of Cardiff in the UK is based on a collaboration between four universities in Wales that have developed an expertise over the last three and a half years in engaging young people to continue learning foreign languages.

The project, which is funded by the Government of Wales, trains undergraduate and postgraduate students from the partner universities to attend the colleges and act as role models for secondary school students to choose to continue studying foreign languages. Mentors provide specific foreign language and culture support for small groups of pupils over two six-week periods.

Mentors work with 5-8 students in a weekly session and offer a programme of activities that support optimistic attitudes towards language learning and encourage reflection on the importance of cultural sensitivity in preparing for subject selection in Secondary. Moreover, the project had a digital platform, the Digi-Languages project.

With regard to the project expansion, the Regional Government of Castile and Leon shows interest in the project and decides to establish connections to recognize if the project works in Spain. In the case of Spain, the objectives are focused on the progression of the study of foreign languages, to make students understand the importance of them and the continuity of the bilingual paths in compulsory education.

From the initial contacts between the Department of Education and the School of Modern Languages of the University of Cardiff, the Regional Educational Administration set the challenge of verifying whether this project would be useful in the context of bilingual programmes in Castile and Leon, where there is a certain risk of abandoning the bilingual programmes that the students are studying. Therefore, this project intends to support the continuity of learning in a bilingual model with the support of Welsh mentors who are being trained as Spanish language teachers and who will also come into contact with Master's students who are being trained as English language teachers in the University of Valladolid.

PART II

THE PRAGMATIC APPROACH

Chapter 3. An experience in a mentoring classroom in Secondary Education

3.1. Contextual and foregoing remarks

In Wales, the problem lies in the abandonment of the study and mastery of foreign languages and in the Spanish case the problem is based on the abandonment of the bilingual option in Secondary education. Both problems have in common the lack of awareness of the importance of foreign languages domain and the non-use of the means and available resources. The students have excellent opportunities to improve their communication skills in different languages.

The University of Cardiff in Wales, is working with:

-The Department of Education of Valladolid, through the Directorate General for Educational Innovation and Equity of the Regional Government of Castile and Leon.

-The University of Valladolid (UVa), particularly with the Department of Didactics of Language and Literature at the Faculty of Education and Social Work.

-Two schools of Arroyo de la Encomienda: CEIP Raimundo de Blas and IESO Arroyo de la Encomienda.

They are all developing this project whose aim is to raise awareness among primary and secondary learners of the importance of languages, of the continuity of their study, work and improvement of their skills and abilities and to encourage bilingual learning and its continuity throughout compulsory schooling.

As it has been said, this project will focus more on supporting the option of bilingual learning in order to encourage learners to pursue their studies in a foreign language. This will be developed from the visit of students from the University of Cardiff who come to meet with sixth grade of primary and second grade of secondary students from schools in Castile and Leon.

Learners, in these schools, have the excellent opportunity to receive contact with native British people, and to learn from their mother tongue while. At the same time, British mentors develop activities focused on raising awareness of the importance of foreign languages and on choosing bilingual teaching as the most suitable opportunity for improving the foreign language.

Before initiating the contact with the learners of the schools, it was necessary to have a preparatory meeting of the people in charge of the project at the University of Cardiff and of the Directorate General for Innovation and Educational Equity with the centres that will participate initially. Meetings were also arranged at the University of Valladolid, in the Faculty of Education and Social Work from where communication was established with the University of Cardiff.

After several working sessions in the form of meetings to focus on the project, the roles are clear.

-In the first place, the students of the University of Cardiff develop the implementation of the activities that have as objective the above mentioned one. With them, two teachers and coordinators who lead and interact with the rest of stakeholders.

-In the second place, two UVa lecturers of Didactics of Language and Literature are coordinating the project from Spain and the communications with the University of Cardiff.

-In the third place, two UVa students of the externships of the Master's Degree in Teacher of Secondary and upper secondary education, Vocational training and Language teaching, involved in English Teaching, are also participating.

The basis of the project is the coming of students from University of Cardiff who participate as mentors of primary and secondary learners to support them in the study of foreign languages, and encourage them in the continuation of languages learning in the bilingual route. All this is coordinated by the University of Cardiff and supported by the University of Valladolid.

On Wednesday, February 26th 2020, the joint meeting of all the participants took place at the Faculty of Education and Social Work. One of the Welsh coordinators presented the project and gave very interesting data related to the study of foreign languages, the importance of them, the abandonment in Wales and different proposals to change this situation. Hence the importance of this project, and share it with other institutions in charge of education and training.

Dr. Francisco Javier Sanz Trigueros made the presentation of the education system in Spain, drawing the attention to the organization of bilingual schools. He gave a presentation on the study of foreign languages in primary and secondary education, highlighting the bilingual centres and the agreements between the MECED and the British Council. Immediately, he also explained the teacher training in higher education and addressed Practicum issues.

The externships students of the Master's Degree in Teacher of Secondary Education reviewed the situation of foreign language study in Spain, the evolution of it from studies based solely on grammar to a need to apply languages to different skills and the growth of interest in communication from the perspective of plurilingual and intercultural education. Furthermore, the students realized how important is the command of languages at the time of higher studies, to access studies abroad to get better job opportunities.

The mentors made the presentation of the practical part of the project in the form of a workshop. The activities proposed the development of different skills focused on the practice of English and all this with the aim of raising awareness of the importance of foreign languages. Mentors proposed creative activities and team work, both cooperative and competitive. Part of the time was used to remember the need to communicate, to interact with the students, in that the language is also a vehicle of culture.

3.2. In-class observations of the teaching performance

Once the MFL Project has been explained as well as the case in Spain focused on the community of Castile and Leon, the objectives are centred and the entities involved in the project are known, it is time to deal with the main part of the project: the contact between the Welsh mentors and the young learners of primary and secondary schools.

This point will focus on the observation carried out on 27th and 28th February 2020 in the CEIP Raimundo de Blas and IES Arroyo de la Encomienda schools. In each school, several activities focused on the above-mentioned purposes were implemented with the groups of year 6 of primary and year 2 of secondary education during the morning session.

Both schools have been preparing the project for a long time and with great interest, informing students and families of the characteristics and benefits of the project. The

coordination of spaces for the activities, the groups of learners and the material in the school made the project develops in the most positive way possible.

The teachers of both schools are familiar with the project and have specific, distributed and coordinated tasks. The pupils know the project, as well as the mentors with whom they have had contact from video conferences with United Kingdom, they know their names and also the details of the project.

3.2.1. Observation 1. The sixth year of Primary Education

On Thursday 27th February it was the turn for the development of the project at CEIP Raimundo de Blas. The time for the team to arrive at the centres was 8.30 a.m. The first half hour in the school was devoted to the presentation of the team and preparation of the materials to be used. The first forty-five minutes were spent for a joint presentation in the assembly hall.

Primary learners received mentors in a very positive way, because the learners met the mentors in a video conference. The learners were divided into groups and they knew the classroom that they had to occupy. The coordination by the school staff made everything run smoothly.

After the presentations, each mentor occupied a classroom and received ten learners. With these ten students, each mentor worked all day long developing the different activities focused on the objectives set out above. Two breaks were taken, following the same schedule and structure for all groups. In each classroom, there was a mentor, a teacher and the ten students and supporting the mentors, there were the externship students of the master.

Mentors introduced themselves and talked about the importance of languages and continuing their bilingual training. They also presented the different activities to be developed and the schedules. The first activity was based on working in teams and making a puzzle that they had to colour in. The puzzle represents an eye. The students received a piece of a puzzle on paper and a colour with which they should paint, in their opinion, the surface they had been given.

It was explained that languages are like colours through which we see the world. If we only speak one language we will only see the world in one color, but if we master more than

one the color palette expands, as well as the experiences we can live. Once the pieces are finished they were put together creating a colourful group image.

The following activity was based on the explanation that language is not something unconnected but associated with culture, textures, flavours and smells. Everything has a connection and we are able to associate it. The students were offered a map of the world and foods such as coffee, curry, paprika, pasta or cocoa. Everything is very colorful and has a characteristic smell. Students had to decide where in the world to place each food and make a small description of what it suggested to them.

More specifically related to Wales was the activity of a recipe and tasting a *Welsh Cake*. It was the moment when the mentors took the opportunity to talk about the place they come from, to locate it on the map, the characteristics of the region, the bilingualism there and the languages they learn, the sports they practice, their hobbies and exchange information with the learners from Arroyo. Together they had to discover the order and parts of the recipe of the welsh cakes and finally, they tasted this typical sweet that the mentors brought.

After a break, learners were encouraged to reflect on the fact that language is not based on words or language, but that bodies are implied on communication and we express through them. It can be expressed something with words, but with the body or with the intention the message or the meaning can change. Here we played a game to see if the meaning of the words and/or the message match the meaning of what the sender wants to say.

The reflection of how our brain works with respect to words and stimuli was raised. In pairs, a game was proposed based on seeing who says a list of words (colour names) presented in a different colour to their name. In this way we could be conscious of the fact that many times the brain anticipates the meaning.

Previously, reference was made to the culture, food and smells related to regions and even languages that can be spoken there. Afterwards, it was proposed to associate culture, languages and clothing with a memory game based on finding pairs. Presenting competitive dynamics increased motivation and participation. Finally, the learners were asked to write down on a paper doll several aspects they had learned and make a chain with all of them in order to put the ideas together.

Externships students also participated in the activities, encouraged communication, debate, and dialogue in the foreign language. We also encouraged students to continue studying foreign languages, its importance to maintain their studies based on the bilingual option offered by their state schools. We told them about our experience, our language training, how we studied in primary and secondary schools, how it has changed and the very positive opportunities they have today. We encouraged them to take advantage of these opportunities, initiatives such as mentoring, being able to receive training in other languages and to continue their education throughout their lives in linguistic and also cultural areas, to travel, to exchange experiences...

3.2.2. Observation 2. The second year of Secondary Education

On Friday 28th February, the mentors took the project to the IESO Arroyo de la Encomienda. In the high school they worked with students from Year 2. In this case the dynamic changed, because the day was divided in two and in each part a group participated. With this division, there were more students participating in the project, but the time for the development of the activities was less.

In the case of the high school, the students did not know the mentors and did not have much idea about the project, while the coordination by the English department was excellent. The groups were divided and each student knew which classroom should occupy. The students were divided into five classrooms in a row so that communication among themselves was easy.

In each classroom, the process was the same as the day before, that is, each mentor occupied a classroom and worked with the same group of students. The schedule was again based on arrival at 8.30 and half an hour of preparation; from 9.00 to 11.00 a first group worked; from 11.00 to 11.30 a break and from 11.30 to 13.30 a second group performed.

At a meeting the day before, it was recommended that communication should be paramount, that the oral response from the learner should be encourage, and the interaction would be compulsory. The Cardiff team found this to be correct and proposed the modification and/or adaptation of some activities the following day.

The activities proposed were the same as the previous day, some were eliminated because of the shorter time available and the mentors proposed to work on different activities with each group. It also happened that the provision of material meant that some activities were at risk of not being able to be carried out.

The first activity they did with each group was to colour the eye, presenting the discussion in the same way as the previous day. They compared languages with colours, and the more languages spoken the more colourful the world can be appreciated. The debate became more interesting with the students of Year 2 although it was more difficult for them to start a dialogue.

Another interesting element in the high school is that the students were very interested and open to what the mentors had to say about their contexts, their habits, their hobbies, and so on. The discussion was much more participatory although in several cases it was necessary to instigate the communication.

Many activities were adapted, such as the recipe and the presentation of the *Welsh Cake*. From this typical sweet, the mentors could present their places of origin, their customs, Wales in general, its location on the map, the bilingualism in the area... The debate about the food and smells organized on the map and related to languages was very participatory and the students contributed great ideas to the proposals.

Competitiveness was a motivating element to promote communication. Interesting debates took place in the game of clothing memory. Although several students did not participate much in groups and the mother tongue was used on some occasions, they were always asked to express themselves in the foreign language. Also sometimes, there was a lack of communication, of dialogue, between the mentors and the students, who were eager to exchange impressions with the young British mentors.

It also happened that it was a special day in the high school, in that it was the cultural week and there was a lot of movement and the students were more restless. The fact that the time was reduced also meant that the activity was used less than at school where the students had more contact with the mentors and were able to communicate more in the foreign language.

Chapter 4. A mentoring proposal based on the teaching results

4.1. A moderate appraisal of the outcomes. Some reflections

Any proposal, project, methodology that involves novelty, that promotes awareness of the importance of foreign languages, communication in the classroom, language practice, contact of students with the foreign language and culture by native people is always positive.

The MLF Mentoring Project is beneficial from multiple perspectives, not only for students who become aware of and in contact with culture and languages as close as possible to reality, but also for all participants, for mentors, for externship students, for teachers and professionals involved. It is also useful for the schools where this project was developed, for the universities that organized and collaborated, as well as for the institutions. In particular:

-For the Directorate General of Innovation and Educational Equity, this is an initiative to support innovation and development of bilingual programmes in Castile and Leon.

-For the Directorate General of Universities and Research, this project is another opportunity within its strategy of internationalization of the universities of Castile and Leon.

-For Cardiff University and University of Valladolid, it is an opportunity to integrate an international dimension into its teaching modules for foreign language students.

On the other hand, the Department of Education considers that this action provides, once again, opportunities for students of bilingual schools in Castile and Leon as it is a further support in their learning process of the English language and knowledge of the culture.

Synergies and communication channels are also created between universities, between professionals, as well as between students who not only expand their training and teaching practice but also their horizons and contacts with an interesting and practical initiative.

With this practice, students in compulsory education become aware of the importance of foreign languages, of their usefulness through communicative practice with native teachers who promote the notions of plurilingualism and multiculturalism. MFL mentoring is therefore an interesting and necessary project that brings together universities, professionals, students and adolescents with a common goal: languages, communication and cultural exchange.

Both the primary and secondary schools, as well as the universities as entities of the board receive with open arms this project, this powerful communication channel, with so many positive aspects to develop and that will grow towards new paths. All through mentoring, communication practice for the development of foreign languages.

We are conscious of the fact that it was a short time for the development of the project to be done in only one day in each location. However, if it is correctly used, it can lead to a minimum acceptance by the students of the idea of the importance of languages and culture, as well as the benefits of being able to receive native speakers of the foreign language and develop activities with them.

In addition, activities need to be very well thought out and focused on objectives: to instill the importance of foreign language proficiency, communication practice and oral skills; to interact with native speakers of the foreign language and culture by exchanging points of view; to develop creativity through communication in a foreign language... Much of it was so, well structured, there was room for it, but the lack of communication and the failure to create a space in which to share ideas for foreign language practice was notorious.

In the high school, it was better to spend the most of the time with the mentors and have one group with them instead of two. It would be more positive that mentees can meet the different mentors and learn from each other's differences. Each mentor would specialize in one activity and the mentees would rotate with each one.

As for the externship students, they suppose a very effective bridge when it comes to communication. They were aware of the needs and shortcomings of students at schools, the curricular necessities or the elements to be practiced more. Externship students also know techniques on how to teach certain elements of the foreign language as well as methodologies and strategies that are best adapted to those needs of the learners.

The project seemed of great interest from the first moment, and the participation was from the moment of the proposal. The opportunity to work with professionals from another country in the process of preparation, to learn from the project, to be involved in it, resulted a magnificent opportunity for the training period we are concluding with this Master's Degree and for life in general.

Even so, the involvement and our role as students in the project was challenging on account of the fact that we were ‘beginners’ in this kind of situation. The structure, the dynamics of the sessions, the methodology to be followed were a truly dare at first. Nevertheless, familiarity with these aspects was more and more gained, and also due to the attempts to contact the organization in Wales and the mentors personally to request information, to offer help, etc.

Nonetheless, in the development of the activities, the exchange of information was fluid as well as the dynamics, the debates and the communication. Help was offered to the mentors in terms of the organization of groups, preparation of material, development of activities even proposals of topics for discussion in the classroom and explanations to specific subjects.

Support was also offered at all times for the organization and movement of the mentors, offering advice in relation to the needs of the students, at the organizational level, when adapting the dynamics... the predisposition and contact was close to promote the best development of the project.

4.2. Preparation of the lesson proposal

In order to focus all the elements exposed, tips for improvement and to exemplify the process, the following lesson proposal based on mentoring is presented (see Annex 2). For the work, small groups of students are proposed with teachers, one native and one Spanish.

A proposal is made here for six sessions to be developed throughout the course, two at the end of each term. This is proposed to be carried out in six sessions, two each end of term, as a parallel method to formal education in order not to hinder the school calendar. It is therefore a more relaxed perspective for the student who also finds in these sessions a reinforcement of content while proposing new experiences. This is also intended to encourage motivation and keep them connected to the foreign language, to the subject through the practice of skills.

It is possible to be in contact with native people both in a face-to-face and virtual way. With all this, the aim is to enrich the learning process as well as to create curiosity and need in the students.

These sessions are focused on the presentation of a final project based on an exhibition of objects related to the culture and tradition of English-speaking countries. The sessions will be aimed at that project based on communication, oral expression of the student, practice and improvement of skills and abilities.

This proposal is flexible, as it is open to improvements and possible changes, with the main aim of promoting and encouraging a more significant and effective acquisition of the foreign language (English).

4.2.1. The school and students' characteristics

Before proceeding to the presentation of this mentoring proposal, a brief context and important data regarding its development should be presented. In this section, the contextualization that allows the lesson proposal to be framed within this work is presented.

The proposal is designed for a group of 10 second year students of Secondary Education, the same ones who have developed the original project or with similar characteristics. All of them are students in the bilingual option and come from previous bilingual studies. The IESO Arroyo de la Encomienda is again proposed as the location for the development of the project. It is decided to work with a group or groups of no more than ten students to encourage communication and interaction among students. With larger groups it is difficult for time that all students can produce. It is considered that to be able to practice and develop skills in the foreign language is difficult in overcrowded classes.

The school is a newly created centre, publicly owned, dependent on the Junta de Castile and Leon, where students in Secondary Education are schooled. The school is located at Avenida de la Aranzana 22 in Arroyo de la Encomienda in the province of Valladolid. It is a municipality very close to the capital and in constant growth. It has a total of 20,179 inhabitants.

The economic context of Arroyo de la Encomienda is based on industry and commerce. Its socioeconomic level is medium. The number of students enrolled this academic year 2019 / 20 is 228. They come from the town of Arroyo de la Encomienda and areas near this municipality. They studied the infant and primary stages in bilingual schools.

The school is located in a regional and local level of medium socioeconomic level and strongly marked by monolingualism. Therefore families, in general, are concerned and involved in the learning of their children. It can be defined as a heterogeneous school, since students from different countries also attend, and therefore cultural and linguistic differences stand out, which sometimes lead to integration difficulties.

In this academic year, 2019-20, there are five groups of First Year and four groups of Second Year, as well as a group of PMAR¹. Each year the two cycles of secondary education will be completed, until reaching 4th grade. The two current courses are very well coordinated. As there are few students, the attention is excellent, as well as the follow-up and treatment. The school has collaboration with nearby schools and some in Valladolid, as well as with the town council with whom it has a close relationship.

It is worth mentioning its participation with the University of Valladolid and also with the University of Salamanca to be a secondary school participating in master's externship program and with the University of Cardiff in the mentorship project for foreign language teaching.

Among its objectives, the school is committed to promote intercultural education and collaboration between teachers and students by cooperating with educational institutions in other countries, organizing numerous extracurricular activities and study trips, and participating in national, European and international projects.

At the school, students are not allowed to use mobile devices but all classrooms have a digital blackboard, a chalkboard, a projector, a computer and internet access. In addition, there are two computer classrooms that allow for various activities that encourage motivation and interest among the learners. The constant use of ICT favours meaningful and discovery-based learning. The project does not reflect students with special needs. In the case that there is some kind of need, the project and/or the activities will be adapted to those needs of the student with the required specificity.

¹ PMAR: Programas de mejora del aprendizaje y del rendimiento - Learning and performance improvement programs

At the teaching level, it is advisable to highlight the presence of international mentors who may vary with each session and a Spanish teacher. This proposal is made to bridge gaps in the sense that a native teacher may not know the needs of the Spanish students, the curriculum or the most efficient methodology to face the difficulties as well as the Spanish teacher may not know the cultural contextualization or master so perfectly the pronunciation and/or intonation of the foreign language. Learning from different mentors, from different backgrounds, is interesting as announced in the theoretical rationale.

Lastly, it is compulsory to refresh the role of the teacher in the mentoring programme. The teacher is a keystone for the development of the educational effort. He/ she promotes the proper environment for learning and the development of the curricular dispositions. During the lesson, his or her roles are: *mentor, guide, advisor, model*. The atmosphere of the classroom where the sessions are going to be developed is essential, an aspect to take into account for the better development of the process.

Teachers must create the essential conditions for learning, paying particular attention to skills and expectations of each student and to the search for the development of each student's talent. They will prepare and organize the work, helping in its development; they will coordinate actions; promoting positive attitudes towards the English language and culture, capturing and developing the student's interest in new things and creativity, intervening in an active and reflexive way, and treating mistakes as signs of progress. For their part, students must actively participate in their learning process, being, as defined by the LOMCE, the centre and *raison d'être* of education.

At the level of educational development, the project is presented for students with an ordinary educational development, being able to adapt the program, projects, dynamics, activities or tasks to the need that any student presents. The learner's language command may correspond to A.2.2 as set out in the Common European Framework of Reference for Languages (Council of Europe, 2018).

The learner's participation in the project requires a high level of commitment, related to participation in classes, attendance, completion of tasks and, above all, communication in the foreign language in order to make the best use of it.

4.2.2. Curricular elements

The legislative framework of this teaching proposal is divided into three levels, all reflected in the theoretical rationale part of this work. These are: At European level, *the Common European Framework of Reference for Languages* (Council of Europe, 2001), through which learners are enrolled at the basic reference levels (A.2.2), the skills of oral and written production and comprehension are observed, the importance of developing the communication skills is stressed and language learning is restricted to the multilingual and multicultural environment; showing that the teaching/learning process tends towards cultural cohesion and respect for diversity.

On a state level the legislative framework for this proposal is:

- LOE (Head of State, 2006) and LOMCE (Head of State, 2013)
- *Royal Decree 1105/2014*, 26 December, through which the basic curriculum for Secondary and Upper Secondary Education is established (BOE 3 January)
- Order ECD/65/2015, 21 January, through which the relations between competences, contents and evaluation criteria in Primary, Compulsory Secondary and Upper Secondary Education are described. (BOE de 29 January).

At a regional level: Order EDU/362/2015, of 4 May, in which the curriculum is established and the implementation, evaluation and development of compulsory secondary education in the Community of Castilla y León is implemented (BOCyL num 86 8 May).

- *Stage Objectives*

According to the Article 11 of the Royal Decree 1105/2014 26 December the main objectives of this proposal are, **g**), **i**), **j**) and **l**). Notwithstanding, there are also other objectives with a transversal nature, to whose development the proposal also contributes [objectives a), b), c) and d)]

- *Key Competences*

Educational reform, following the recommendations of the European Parliament and the Council of 18 December 2006, of UNESCO and the OECD, among others, is based on the enhancement of learning by skills. In this sense, training in competences allows for lifelong learning.

Most of the key competences are developed in the subject of First Foreign Language, having some more weight than others. In this proposal, particular attention will be paid to *competence in linguistic communication*, more specifically to *multilingual competence* (European Commission, 2019). Competences in learning to learn, in cultural awareness and expression and social and civic competence will also be keys. Attention will be paid to the development of initiative and entrepreneurial competence and, of course, to digital competence.

- *Relationship between Contents, Assessment Criteria, Learning Standards*

Next, the relation between the contents, the assessment criteria and the evaluable learning standards that will have more relevance in the lesson proposal are presented in Annex 1 according to the Order EDU/362/2015 and the Order ECD/65/2015.

4.2.3. Pedagogical aspects

The pedagogical aspects of the lesson proposal through mentoring are presented below. Among them are methodology, didactic strategies, transversal elements, temporalization, classroom management, resources and didactic materials, activities, linguistic-discursive input, the treatment of the error, attention to diversity and the evaluation of the project and the process.

- *Methodology*

The teaching methodology of a foreign language, as indicated in article 1.g. of the Royal Decree 1105/2014 of 26 December, is:

conjunto de estrategias, procedimientos y acciones organizadas y planificadas por los profesores, de manera consciente y reflexiva, con la finalidad de posibilitar el aprendizaje del alumnado y el logro de los objetivos planteados. (p. 172)

The methodology used for this proposal is based on the needs of the students, in their context and pursuing the motivation of the students. Mentoring is therefore presented as a methodology as such and is the one chosen for this proposal. In it the teacher plays a role of mentor as well as, guide, advisor and model.

The psycho-pedagogical model that is followed is the socio-constructivist (Vygotsky, 1978) which supports the importance of the level of development of the learner's knowledge. The construction of knowledge is developed through social interaction with others, promoting the communicative approach (Hymes, 1967) and highlighting the influence that culture has on the social context.

At all times, the students are the center of the process. They are active participants, their work and commitment to evolution and learning is required. Evaluation and self-evaluation processes are also carried out, in which the student is aware at all times of his/her development and evolution.

This proposal takes into account the theory of language acquisition which asserts the relevance of being exposed to and constantly receiving input from $i+1$ in order to develop and improve a language, thus producing significant learning (Krashen, 1980). Students learn by relating their previous knowledge to new content sometimes with the help of a mediator, either their teacher or another student.

Several approaches are combined and connected to each other. One of the most relevant is the learning through projects (Kilpatrick, 1918). Competency-based learning is also bearded in mind with regard to methodology, preparing students to face personal challenges throughout their lives successfully in different contexts.

It will be followed the guided discovery learning (Bruner, 1966). On the one hand, the teacher sometimes takes a guiding role providing students with relevant content in an organized manner (facilitated learning) based on “presentation, practice and production”. On the other hand, students work in a more autonomous way, deducing the language structures from the tasks ('discovery learning').

An integrative approach will be established, as an attempt to integrate all language elements through communication skills (listening, speaking, reading, writing and interaction). To this end, meaningful learning forms the basis of the methodology. Therefore, grammar, vocabulary and pronunciation and so on, are not taught in isolation but in an integrated manner. Consequently, teaching *functional language* is paramount, always keeping in mind why we use language. Through these approaches, students become aware of the usefulness of English in real situations.

The use of ICT will be taken into account. Activities are designed to involve learners in their own learning process using technologies. This is intended to give them the opportunity to practise the language anywhere and at any time. Learning through games engages students in their learning in a fun way, and content is often received in a motivated manner. Thanks to interactive games, students can develop transversal elements as well as aspects related to the culture of English-speaking countries.

To conclude this section, it is essential to highlight the attention paid to the affective dimension of language learning, in particular, to the emotional intelligence and the affective filter (Krashen & Terrell, 1988).

- *Didactic Strategies*

Taking into account the different types of learning strategies proposed by Oxford (1990) it is proposed the use of both direct and indirect strategies in carrying out the different activities presented in this proposal.

By way of example, direct strategies are expected to be applied when the students have to repeat something, follow patterns, perform role plays, answer questions, use resources, organize information, overcome any gaps in knowledge, and so on.

Indirect strategies are expected to be applied since many of the proposed activities are designed for students to work cooperatively in groups, encouraging students to participate in the various discussions or sharing.

- *Transversal elements*

This proposal presents, in addition to the work on the topics discussed above, a special focus on certain transversal elements. Among them, culture, multiculturalism and intercultural awareness should be highlighted. It will be a transversal element that will be dealt with throughout the proposal, at the level of the study of the culture of English-speaking countries and the contrast with our culture, especially highlighting its weight in the last session (session 6).

In addition, other fundamental topics to be dealt with will be moral and civic education, which will be worked on in sessions 1, 2 and 5, education for equality in session 3 and 5, highlighting the treatment of all people as equals regardless of origin, race or sex, environmental education and healthy living habits in session 4.

- *Temporalization*

As for the calendar of the mentoring program, six sessions are planned throughout the course, avoiding coincidences with the evaluation calendar. The sessions will be held before the end of the terms in two consecutive sessions. In this way, there is enough time to give certain continuity to the sessions and to allow the development for the work of certain activities such as the final project.

The experiences. It also seeks to motivate them, keeping them engaged through multiple options such as connecting with native people both physically and through virtual forms. All this is intended to generate curiosity in students and a need in relation to foreign languages while practicing the language and enriching learning.

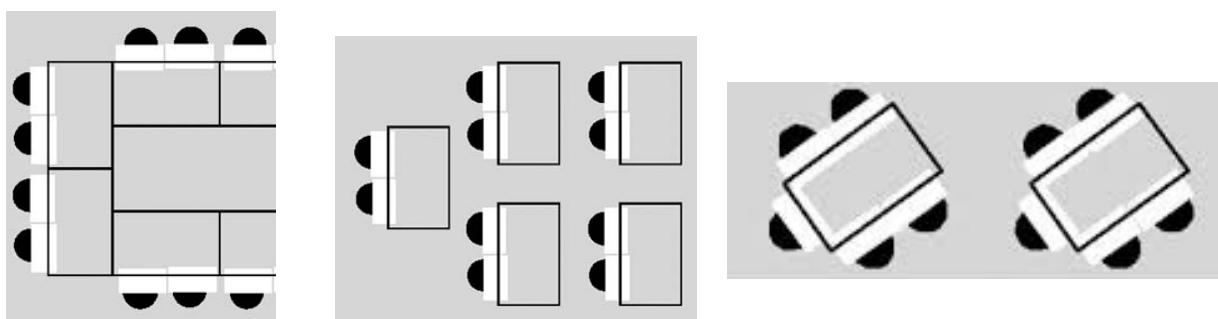
Sessions	Date	Month and Term
Session 1 Session 2	Thursday 16th Friday 17th	December (1st term) December (1st term)
Session 3 Session 4	Thursday 25th Friday 26th	March (2nd term) March (2nd Term)
Session 5 Session 6 (Final)	Thursday 17th Friday 18th	June (3rd term) June (3rd Term)

- *Classroom management*

In relation to the organization of space, it is taken into account that the classroom is not the only educational space. The school playground and the corridors, where the work that the students do is sometimes shown are also to be considered educational places. in session 6 for example, the projects could be shown and the activity developed outside or in the corridor.

The proposal tries to use different rooms and different scenarios in which the teaching of the subject takes place: *Computer room* or the *audiovisual room* are fundamental to develop the sessions 3 and 5. The *Library* can be used taking into account the necessity of communication during the sessions. For example, session 4 would be the perfect place. *Auditorium - Theater* must be used in the session 6.

Classrooms should be a nice and pleasant place, functionally adapted to the needs of the learners. Depending on the activity, learners will be grouped together in one way or another. The arrangement of chairs and tables in the classroom will be in a U-shape during discussions and explanations by the teacher. It is also proposed to work in pairs or in two groups of five people.



During work, completion of activities, projects, etc., students are organized according to the type of interaction taking place in the classroom at that time: *Teacher-student*; *Individual work*; *Working in pairs* and/or *Group work*.

Working in groups, each member has a task to perform. Groups are usually heterogeneous in order to benefit from the knowledge, skills and abilities of their peers. The activities in pairs will be mainly oriented to practice oral expression, for example through role-plays. Individual work will be developed for activities of reflection, understanding of concepts and demonstration of language learning. The individual activities respect the work rhythm of each student.

- *Resources and materials*

The following resources and materials are required:

- Texts for written comprehension and for developing debates, carefully chosen real materials according to the level of the students and designed for interaction and communication.

- Videos, listenings, audio-visual material, and pronunciation sounds for the practice of oral comprehension and expression which is crucial in this proposal.

- Photocopiable material and flashcards to make input comprehensible.

- The cultural object to carry out the final project based on an exhibition of these cultural objects and the oral and written explanation of the culture and traditions.

- Stationery material for the practice of written expression and for different creative practices that will focus on the final project.

As referred above, all materials are tried to be as real as possible and close to reality. The incorporation of ICT is essential, providing various material resources that offer teachers the possibility of designing their classes in a personalized way and adjusting them to the needs of each moment: *Video and media player; Computer/s; Recorder; Interactive Whiteboard; Internet connection (WiFi, others...); Email and skype* to contact with teachers and *penpals*.

- *Activities*

In this proposal, activities are designed so that students can be the center of the learning process. All students are always encouraged to participate using the English language and the teacher conducts the class in English.

In general, activities are planned so that they are:

- Clear, so that the student knows what to do and how.

- Graduated, since different levels of difficulty are taken into account.

- Varied, to try to avoid monotony and fatigue.

A wide variety of activities are planned so that students can practice and develop the five language skills: listening, speaking, reading, writing and interaction. Depending on their objective, they are classified into introductory, warm up, motivational, developmental, expansion, reinforcement, relaxation, evaluation, complementary and final activities.

Examples of activities that will be carried out in this proposal are: *Readings, debates, brainstormings; Group activities; Interactive activities; Research activities; Role-plays; Interpretations of data, graphs, etc.; Cultural texts; Activities in which emotions are worked on; Communication activities; Transversal or multidisciplinary activities, etc. ...*

- *Linguistic input*

In foreign language teaching, we have to listen a lot and make sure that the stimulus is as complete as possible and focused on improving the language.

What a student receives in class from the teacher is known as input. Most of this input is oral, based on explanations, questions, anecdotes... focused on improving the student's skills. In the case of the foreign language, the input has a double function because it is both a vehicle and a content.

That is why this project tries to make the teacher's speech as adjusted as possible to promote better understanding. The syntactic-discursive structures provided by the curriculum will be integrated into the input, such as description of qualities, expression of preferences and ask for opinions or initiation and maintenance of relations.

- *Treatment of the error*

In this project, the error is considered as a natural part of the learning process. Error occurs as evidence of the underlying dynamism of the understanding and progressive mastery of the new communication system. In this project it is understood that errors occur when the learner anticipates how the language will function or when he or she transfers rules from his or her mother tongue in a natural process of acquisition.

But it is important to make a distinction between error and mistake. Error is considered to be systematic failure due to poor or insufficient knowledge of the language. These errors will be corrected at the end of the oral interactions, in a group setting and with an accessible language, and always bearing in mind that they do not disappear suddenly, but take time. A mistake is an occasional failure due to a lack of attention at a given time, which can happen to a native speaker as well. Mistakes are not worth correcting because they are not relevant to the teaching-learning process.

Mistakes are not corrected unless they prevent understanding of the message to increase the motivation to speak in class and to promote fluency. However, once the student has finished his/her intervention, possible mistakes are reviewed paying attention to not only linguistic aspects, but also sociolinguistic and pragmatic ones since the teacher's comments and assessments allow the student to improve.

- *Attention to diversity*

One of the elements that LOE and LOMCE shows concern is the attention to diversity. The content or methodology can be modified or adapted so that all students achieve the objectives. In the same way, extension activities should be offered for those students who are more capable or receptive. Therefore, these differences should be constantly addressed, presenting the same activities in a different way.

In this project the adaptations will focus on: Time and space of learning; more personalized methodology; reinforcing learning techniques; improve procedures, habits and attitudes; increase counseling attention; and curricular enrichment.

(a) For students who are late in joining the education system: the necessary support measures will be taken.

(b) For students with specific learning difficulties: both schooling and care measures will be adopted.

- *Evaluation of the project and the processes*

With regard to evaluation, there is not established and evaluation of content as such. It will be the students themselves who will keep track of their own process and evaluation through portfolios and questionnaires that they themselves will answer, giving an account of their evolution and learning.

With respect to the evaluation of the project, there are tools in mind to show if the project has practical functionality such as an *assessment checklist* (see Annex 3) and rubrics to know the usefulness of the dynamics and the achievements obtained with them.

CONCLUDING REMARKS

Mentoring implies a change in the role of teachers, whose adoption in linguistic disciplines and in non-linguistic disciplines taught in a foreign language is crucial to stimulate students and make them aware of the importance of communicating in another language.

Previous and contemporary methodological proposals show that students' command of the language is not sufficient or desired, which implies the need to continue researching new methodological approaches or to promote improvements in existing ones. In this world where we live, which is increasingly globalised, there is a growing demand for multilingual and multicultural individuals.

Communication is a basic activity and the mastery of languages multiplies the possibilities of speakers to be able to carry them out in their native language and the other second or foreign languages that they master. Therefore, it requires people with extensive knowledge and mastery of languages.

Mentoring in the teaching-learning process leads to more detailed attention to communication skills in expression, comprehension and interaction. The proposal made here presents six sessions with ten students and two teachers, one native of the English-speaking country and one Spanish teacher. The roles of the teacher in mentoring are that of a mentor, guide, advisor and model. The number of students proposed makes the attention greater and more detailed, as well as the time dedicated by each student to their participation and practice of the language.

With regard to curricular elements, the proposal depart from the curricula reflected in the various state education laws, both in terms of content, standards, assessment criteria, skills, cross-cutting elements, etc.

The aim is for the training to be as broad as possible, dealing with topics such as new technologies, health, habits, culture and equality. The proposed methodological approach is based on this attention to communication and interaction, to encourage students to communicate, a practice that produces a substantial improvement in their language skills.

Individual, pair and team work is proposed. Working as a team allows students to learn from each other's interaction. The dynamics are motivating and are based on real materials so that contact with the language is as precise as possible.

Project work is basic in this proposal. It seeks direct contact of the student with the culture of the English-speaking countries so the project connects the expression in the foreign language and the culture of the countries.

Linguistic exchanges are proposed with contacts with other students in the foreign countries. These exchanges are carried out by means of e-mails and videoconferences for the practice of both written expression and comprehension and oral expression and comprehension. The input during the sessions is fundamental and careful in order to provide an adequate atmosphere for learning as well as to influence it.

With all this, the aim is for the student to be trained, to expand his or her knowledge and mastery of the foreign language but also, which is considered of vital importance in this proposal, to generate awareness of the importance of language learning and mastery in today's world, openness and cultural acceptance as fundamental elements for our progress in the sociolinguistic and socio-cultural field, contact with teachers but also with native students for the exchange of impressions, as well as making a final presentation of what has been learned and built up in the process.

Mentoring is therefore proposed as an innovative and efficient methodological perspective derived from the communicative approaches in terms of the learning and acquisition of foreign languages due to the modifications and improvements it promotes. All this with a view to forming the individuals that the world of today and the future requires.

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ANNEXES

Annex 1 - Relation of contents, assessment criteria and learning standards

SECOND YEAR OF SECONDARY EDUCATION		
Contents	Assessment criteria	Learning standards
Block 1: Oral texts comprehension		
<p>1. Strategies for understanding: - Mobilization of prior information. - Identification of the textual type,</p> <p>3. Communicative functions: - Initiation and maintenance of relations. - Description of qualities.</p> <p>4. Syntactic-discursive structures: -Description of qualities.</p> <p>5. Elementary oral lexicon in common use: activities of daily live leisure and recreation.</p> <p>6. Sound, accent, rhythmic and intonation patterns. - Recognition of phonetic symbols and identification of phonemes.</p>	<p><i>The students should be able to...</i></p> <ul style="list-style-type: none"> - Identify information, main points and relevant details. - Know and use the socio-cultural and sociolinguistic aspects. - Recognize oral lexicon related to everyday matters or to one's own interests. - Discriminate sound, accent, rhythmic and intonation patterns. 	<p><i>The student can...</i></p> <ul style="list-style-type: none"> - Identify the general meaning and main points of a formal or informal conversation. - Understand, in an informal conversation description, accounts, viewpoints and opinions. - Distinguish the main ideas and relevant information in presentations.
Block 2. Oral texts production: expression and interaction		
<p>1. Production strategies: <u>Execution</u></p> <p>3. Communicative functions: - Initiation and maintenance of relations - Description of qualities.</p> <p>4. Syntactic-discursive structures: -Expression of preferences and ask for opinions.</p> <p>5. Elementary oral lexicon in common use: activities of daily live, leisure and recreation.</p> <p>6. Sound, accent, rhythmic and intonation patterns - Pronunciation of phonemes. - Production of basic rhythmic, intonation and stress patterns.</p>	<p><i>The students should be able to...</i></p> <ul style="list-style-type: none"> - Produce texts, in an informal register. - Incorporate socio-cultural and sociolinguistic knowledge. - Carry out functions according to the communicative purpose. - Show control over syntactic structures. - Know and use an oral lexical repertoire. - Pronounce and intone in a clear and intelligible way. 	<p><i>The student can...</i></p> <ul style="list-style-type: none"> - Perform short, rehearsed, well-structured, visually-supported presentations. - Participate in informal conversations with social contact, exchanges of information and expression of opinions.

Block 3: Written texts comprehension		
<p>1. Strategies for understanding: - Mobilization of prior information.</p> <p>2. Socio-cultural and sociolinguistic aspects.</p> <p>3. Communicative functions: - Description of qualities. - Establishing and maintaining communication and organization of the speech.</p> <p>4. Syntactic-discursive structures: -Initiation and maintenance of relations. -Description of qualities. -Express preferences and ask for opinions.</p> <p>5. Elementary oral lexicon in common use: activities of daily life, leisure and recreation.</p>	<p><i>The students should be able to:</i></p> <ul style="list-style-type: none"> - Identify essential information in short, well-structured texts. - Know and use the socio-cultural and sociolinguistic aspects. - Recognize written lexicon related to everyday matters and to general topics. 	<p><i>The student can...</i></p> <ul style="list-style-type: none"> - Understand personal correspondence. - Comprehend the ideas of journalistic texts. - Grasp essential information on web pages and structured reference.
Block 4: Written texts production: expression and interaction		
<p>1. Production strategies: <u>Planning</u></p> <p>2. Socio-cultural and sociolinguistic aspects.</p> <p>3. Communicative functions: - Description of qualities. - Establishing and maintaining communication and organization of the speech.</p> <p>4. Syntactic-discursive structures: 1. Initiation and maintenance of personal relationships. 2. Description of qualities.</p> <p>5. Elementary oral lexicon in common use: activities of daily live, leisure and recreation.</p>	<p><i>The student should be able to</i></p> <ul style="list-style-type: none"> - Write texts on everyday subjects or of personal interest. - Know and apply strategies to produce texts. - Incorporate the socio-cultural and sociolinguistic knowledge. - Carry out functions according to the communicative purpose. - Know and use a lexical repertoire to communicate information and opinions. 	<p><i>The student can...</i></p> <ul style="list-style-type: none"> - Complete a questionnaire with personal information. - Write brief reports in conventional format with simple and relevant information. - Write personal correspondence in which social contact is established and maintained and information is exchanged.

Taken and translated from Order EDU 362/2015 of 4 May

Annex 2. Tables for the sessions

Session 1 – FIRST TERM		
<p>Organization of times and groups: Timing: Thursday 16th of December From 12pm to 1pm Group of 10 students: 2nd Year, bilingual. A.2.2. level.</p>		
<p>Contents</p> <ul style="list-style-type: none"> - Mobilization of information. - Description of qualities. - Express preferences and ask for opinions. - Conceive and express the message clear and coherently. - Expression of knowledge and certainty. 	<p>Assessment criteria</p> <p><i>The student should be able to:</i></p> <ul style="list-style-type: none"> -Debate ideas related to the importance of learning languages identifying the essential information and applying strategies for the understanding. -Read and understand a text related with <i>how important is knowing a foreign language</i> recognizing the vocabulary. 	<p>Learning standards</p> <p><i>The student can...</i></p> <ul style="list-style-type: none"> -Understand the points of view related to the learning of languages. -Participate in the debate exchanging opinions related to foreign languages. -Read the text and extract information related to speaking languages. - Relate and organize ideas based on the importance of learning foreign languages. Share and defend the conclusions.
Lesson organization		
<p>Resources - Photocopieds</p> <ul style="list-style-type: none"> - Computer – Screen - Internet – Video – Printable cards 	<p>Classroom management: Tables and chairs create a “U” shape. Teachers interact with the students. If the activity requires it, the students could move and stand. Students work individually, in pairs or in groups depending on the activity. Teacher will supervise and advise the students as well as they respond to curiosities and collect student contributions</p>	
Activities		
<p>1. Are languages important? – <u>Warm up activity</u>. <i>Debate and reading</i>. In pairs. 20 minutes</p> <ul style="list-style-type: none"> - Presentation of the program, calendar, collect of questionnaires and authorizations (Pen pal activity in which students interchange emails with students from UK and USA) - 2’ - Presentation of the final project <i>cultural objects exhibition</i> – 2’ - Participating debate about if learning languages is important and the advantages. – 8’ - Reading of <i>How Important Is Knowing a Foreign Language?</i> From the New York Times – 8’ - https://www.nytimes.com/2019/03/29/learning/how-important-is-knowing-a-foreign-language.html <p>2. 9 reasons to learn another language – <u>Reinforcement activity</u>. <i>Video - listening</i>. Individual 10 minutes</p> <ul style="list-style-type: none"> - Watching a video and debate about the ideas found in it. - https://www.youtube.com/watch?v=HpTfl_GqPUs <p>3. Thermometer of learning – <u>Relaxation activity</u>. TPR. Two groups. 20 minutes.</p> <ul style="list-style-type: none"> - Students receive cards with reasons to learn foreign languages. They have to organize them in order of importance and defend their ideas. 		

Session 2 – FIRST TERM		
<p>Organization of times and groups. Timing: Friday 17th of December From 12pm to 1pm Group of 10 students: 2nd Year, bilingual. A.2.2. level.</p>		
<p>Contents</p> <ul style="list-style-type: none"> - Mobilization of information. - Formulation of hypotheses. - Expression of knowledge and certainty. - Establishing and maintaining communication and organization of the speech. - Production strategies planning and execution. 	<p>Assessment criteria</p> <p><i>The student should be able to:</i></p> <ul style="list-style-type: none"> - Participate in a conversation sharing the ideas and discussing the opinions. - Write a report explaining cultural elements and traditions. -Relate artists and creations sharing the conclusions. 	<p>Learning standards</p> <p><i>The student can...</i></p> <ul style="list-style-type: none"> -Debate in the discussion proposing own ideas and reflecting the others’. - Develop a composition explaining cultural and traditional aspects related to an object following a structure. - Organize information based on ideas related to art and artists and express the outcomes.
Lesson organization		
<p>Resources - Photocopies - Computer – Screen - Internet – paper - printable cards - books, newspapers, magazines</p>	<p>Classroom management: The session should be developed in the Library to have access to information. Teachers interact with the students. If the activity requires it, the students could move and stand. Students work individually, in pairs or in groups depending on the activity. Teachers will direct the activities, adapting them if necessary.</p>	
Activities		
<p>1. <i>We need culture to talk.</i> – <u>Warm up activity.</u> <i>Debate.</i> In pairs. 10 minutes</p> <ul style="list-style-type: none"> - Participating debate about the importance of culture while learning languages. -In pairs, students have to establish conclusions and share them. <p>2. <i>The culture object</i> – <u>Main activity.</u> <i>Writing and speaking.</i> Individually. 20 minutes.</p> <ul style="list-style-type: none"> -Writing a composition based on an object they chose talking about cultural elements and traditions. The reports will be the information for the final project exhibition. <p>3. <i>Culture cards.</i> <u>Reinforcement activity.</u> TPR – Two groups. 20 minutes.</p> <ul style="list-style-type: none"> - Students must relate art theme cards. They have to connect the artist, the creation and the explanation. They will present the organized information in the walls of the classroom. <p>examples of activities: https://www.educaplay.com/learning-resources/5853737-where-does-this-art-come-from.html https://www.educaplay.com/learning-resources/5862478-american_painters.html</p>		

Session 3 – SECOND TERM		
<p>Organization of times and groups. Timing: Thursday 25th of March from 12pm to 1pm Group of 10 students: 2nd Year, bilingual. A.2.2. level.</p>		
<p>Contents</p> <ul style="list-style-type: none"> - Recognition of phonetic symbols and pronunciation of phonemes. -Socio-cultural and sociolinguistic aspects. -Initiation and maintenance of personal relationships. Description of present states and situations. 	<p>Assessment criteria</p> <p><i>The student should be able to:</i></p> <ul style="list-style-type: none"> - Participate in a conversation based on pronunciation. - Read and represent texts focusing on pronunciation. - Recognize the pronunciation of words. 	<p>Learning standards</p> <p><i>The student can...</i></p> <ul style="list-style-type: none"> -Debate and make decisions about pronunciation, sounds and patterns. -Represent theatre monologues and scenes pronouncing correctly. -Decipher and reproduce the pronunciation of words.
Lesson organization		
<p>Resources - Photocopies - Computer – Screen - Internet – paper - printable cards – one computer per student</p>	<p>Classroom management: Auditorium or gym (open space). Teachers interact with the students. If the activity requires it, the students could move and stand. Students work individually, in pairs or in groups depending on the activity. Teachers direct, supervise and provide support during the activities as well as they are models.</p>	
Activities		
<p>1. Pronunciation of English in the World. – <u>Introductory activity</u>. <i>Debate</i>. In pairs. 10 minutes</p> <ul style="list-style-type: none"> - Participating debate about pronunciation and different accents. -In pairs they have to guess the pronunciation of words, sentences and expressions. <p>2. Let's play. - <u>Main activity</u>. <i>Role Play</i>. Individually and in pairs. 20 minutes.</p> <ul style="list-style-type: none"> -Students represent monologues and scenes. They have to pay attention to pronunciation. <p>3. How does this sound? <u>Relaxation activity</u>. – Two groups. 20 minutes.</p> <ul style="list-style-type: none"> - Students must decipher the pronunciation of words and which pronunciation belongs to what word. 		

Session 4 – SECOND TERM		
<p>Organization of times and groups. Timing: Friday 26th of March from 12pm to 1pm Group of 10 students: 2nd Year, bilingual. A.2.2. level.</p>		
<p>Contents</p> <ul style="list-style-type: none"> -Expression of the will, intention, decision, order, authorization and prohibition. -Expression of quantity. - Use of Elementary oral lexicon in common use related to affairs. - Production Strategies: Planning and Execution - Requesting and offering information, indications, opinions and points of view, advice, warnings and notices. 	<p>Assessment criteria</p> <p><i>The student should be able to:</i></p> <ul style="list-style-type: none"> - Participate in a debate sharing opinions and answering questions. - Organize the ideas in a text and find the structure of a recipe. - Work in groups to prepare the recipe following instructions 	<p>Learning standards</p> <p><i>The student can...</i></p> <ul style="list-style-type: none"> -Debate in the discussion proposing own ideas and reflecting the others’. - Identify the structure and organize the ideas of a recipe - Prepare the recipe following instructions
Lesson organization		
<p>Resources - Photocopies - Computer – Screen - Internet – paper - printable cards</p>	<p>Classroom management: Tables and chairs create a “U” shape. Teachers interact with the students. If the activity requires it, the students could move and stand. Students work individually, in pairs or in groups depending on the activity. Teachers direct and supervise as well as provide material and support in the activities</p>	
Activities		
<p>1. Language, flavors and smells. – <u>Warm up activity.</u> Debate. Individually. 10 minutes</p> <ul style="list-style-type: none"> - Participating discussion about the relationship between language, culture food, flavors and smells. <p>2. Pumpkin pie recipe – <u>Reinforcement activity.</u> Reading. In pairs. 20 minutes.</p> <ul style="list-style-type: none"> -Reading a recipe following instructions and a structure. - Ordering the information and resolving questions <p>3. Cooking time <u>Relaxation activity.</u> TPR – Two groups. 20 minutes.</p> <ul style="list-style-type: none"> - Students must cook the pumpkin pie following the recipe created by themselves. 		

Session 5 – THIRD TERM		
<p>Organization of times and groups. Timing: Friday 26th of March from 12pm to 1pm Group of 10 students: 2nd Year, bilingual. A.2.2. level.</p>		
<p>Contents -Socio-cultural and sociolinguistic aspects. - Initiation and maintenance of personal and relations. - Establishing and maintaining communication and speech organization. -Production strategies: Planning and Execution.</p>	<p>Assessment criteria <i>The student should be able to:</i> - Watch a video and debate conclusions. - Establish a conversation based on a questionnaire about body language. -Recognize meaning based on linguistic and paralinguistic elements.</p>	<p>Learning standards <i>The student can...</i> - Interchange ideas based on watching a video about body language. -Talk and share information with a friend from other country. -Decide the meaning of a message influenced by gestures and intonation.</p>
Lesson organization		
<p>Resources - Photocopies - Computer – Screen - Video - Internet – paper - printable cards – conference resource</p>	<p>Classroom management: Computer lab. Teachers interact with students, who work in a computer. If the activity requires it, the students could move and stand. Students work individually, in pairs or in groups depending on the activity. Teachers supervise and provide material and support in the activities</p>	
Activities		
<p>1. <i>Our bodies talk.</i> – <u>Introductory activity</u>. Debate, video, listening. In pairs. 10 minutes. - Participating debate about the possibility of talking through bodies and the changing of meaning. -Video - https://www.youtube.com/watch?v=rgPZ9YWUeTo</p> <p>2. <i>Pen pal videoconference</i> – <u>Main activity</u>. Speaking. Individually. 20 minutes. -Students communicate by video conference with the Pen Pals with whom they have maintained contact through email. They follow a pattern of conversation and dialogue about the importance of body language - <i>what does it mean this sign in your country?</i></p> <p>3. <i>Your body says you're lying.</i> <u>Reinforcement activity</u>. – <i>Role Play</i>. Two groups. 20 minutes. - Students are provided with cards with messages. They have to express the message by re-signifying it through body language. The other group has to interpret the meaning.</p>		

Session 6 Final Session – THIRD TERM		
<p>Organization of times and groups. Timing: Friday 26th of March from 12pm to 1pm Group of 10 students: 2nd Year, bilingual. A.2.2. level.</p>		
<p>Contents</p> <ul style="list-style-type: none"> - Production Strategies: Planning and Execution -Description of physical and abstract qualities of people, objects, places and activities. -Expression of knowledge and certainty. - Expression of interest, approval, appreciation, sympathy, satisfaction. - Elementary oral lexicon of common use related to leisure and sport; travel and holidays. 	<p>Assessment criteria</p> <p><i>The student should be able to:</i></p> <ul style="list-style-type: none"> - Participate in a sharing the ideas and discussion the opinions. - Make a presentation and explain cultural elements of the language. 	<p>Learning standards</p> <p><i>The student can...</i></p> <ul style="list-style-type: none"> -Debate in the discussion proposing own ideas and reflecting the others’. - Develop a presentation explaining cultural and traditional aspects related to an object following a structure.
Lesson organization		
<p>Resources - Photocopies - Computer – Screen - Internet – objects and projects</p>	<p>Classroom management: School hall and corridors. Outside, Yard. Students direct the activity and guide the visitors. Teachers provide support.</p>	
Activities		
<p>1. Explanation – <u>Warm up activity</u>. Debate. In group. 10 minutes</p> <ul style="list-style-type: none"> - Participating debate about the importance of learning language and culture. -Students receive the visitors of the exhibition and make this introduction to the activity. <p>2. Tour – <u>Main activity</u>. Speaking. Individually. Presentation, <i>role play</i>. 20 minutes.</p> <ul style="list-style-type: none"> - Explanation of the object and the cultural events and traditions related to. - To help it, students have the object physically and audiovisual material created to that. <p>3. Conclusions. <u>Relaxation activity</u>. In groups. 20 minutes.</p> <ul style="list-style-type: none"> - Meeting to talk about the activity and the evaluation of the project and learning. 		

Annex 3. Assessment checklist

INDICATOR	LEVEL				
	Not achieved	Achieved with low level	Achieved with medium level	Achieved with high level	Completely achieved
Block 1: Oral texts comprehension					
Identify information, main points and relevant details.					
Know and use the socio-cultural and sociolinguistic aspects.					
Recognize lexicon related to everyday matters or to one's own interests.					
Discriminate sound, accent, rhythmic and intonation patterns.					
Block 2. Oral texts production: expression and interaction					
Produce texts, in an informal register.					
Incorporate socio-cultural and sociolinguistic knowledge.					
Carry out functions according to the communicative purpose.					
Show control over syntactic structures.					
Know and use an oral lexical repertoire.					
Pronounce and intone in a clear and intelligible way.					
Block 3: Written texts comprehension					
Identify essential information in short, well-structured texts.					
Know and use the socio-cultural and sociolinguistic aspects.					
Recognize written lexicon related to everyday matters and to general topics.					
Block 4: Written texts production: expression and interaction					
Write texts on everyday subjects or of personal interest					
Know and apply strategies to produce texts.					
Incorporate the socio-cultural and sociolinguistic knowledge.					
Carry out functions according to the communicative purpose.					
Use a lexical repertoire to communicate information and opinions.					