



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS BUAP

**An exploration of the impact of “Peer Mentoring” program
on Mentees’ achievements in a BA program in ELT**

A Case Study.

Tesis para obtener el título de:

LICENCIADO EN ENSEÑANZA DEL INGLÉS

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March 2023



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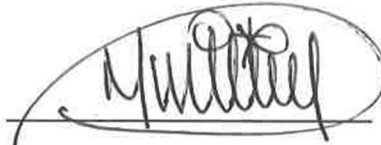
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Abstract

Adapting to a new educational level can be challenging for some students, especially those who experience "low achievement"; This research observes the learning process of some first-year students who voluntarily look to improve their target language skills through a program named 'Peer Mentoring'. Students take part in an undergraduate program in English Language Teaching (ELT) where the target language is essential and where the "Peer Mentoring" program supports them in their learning process. This inquiry also reports the impact of the "Peer Mentoring" program on the Mentees' academic and social-behavioural skills performance to improve their achievements. This study follows a mixed approach to collect data from different sources that allow us to determine the impact of the peer mentoring program on students' accomplishments and their views about the program. The instruments used to carry out this research were mixed, which means quantitative and qualitative analysis; the data collection was through a semi-structured interview to provide qualitative data about the attitudes, opinions and values given by the mentees and a quantitative technique applied through Likert scales. Finally, some checklists support the determination observed during the inquiry to describe mentees' social-behavioural skills and achievements during the "Peer Mentoring" program. The information collected in this research was divided into two categories. It took all the elements and factors that happened with the peer mentees' achievements and their connection with their social-behavioural skills. The results from the analysis show that most of the mentees' social-behavioural skills are related to their professional development since they must make decisions to improve their achievements.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

First-year students must organize their learning, manage their new study and social schedules, build new social networks and friendships, and adjust to the requirements of university styles of learning and teaching. Some students feel tired of not controlling those situations; they start missing their classes, and the consequence is failing the course. In the worst-case scenario, students abandon school. These students experience "low achievement", which "can be defined as low or weakness of the student's mark under the normal average in a study subject level because of a variety of reasons, including those related to the student himself, or those related to the family, social and academic environment. Consequently, this may lead to frequent repetition of failure, despite the abilities that qualify them to get the best marks" (Al Zoubi, 2009, p. 2262). In every classroom, there are students who have low achievement because of many reasons generally "entering college is, for many young people, a major step in the journey into adulthood" (Montgomery, 2008, p. 2)

Talking about more specific actions that, most of the time, students with low achievement tend to do and which do not help to develop the required skills in school have a common root that is related to students' behaviour and values; for example, they do not feel involved with the group, they are afraid of criticism, and have doubts then do not want to express them, for instance, they get low participation. Also, those students are more likely not to attend classes frequently, or they need to show more interest in keeping their attention on classes. In addition, it is common to hear low achievers' expressions such as "I cannot do it"; sometimes they do not want to participate in activities, or neither do homework; most of the time, there is a lack of communication between teachers and that kind of students. So the school or teachers have to think about strategies to help those students avoid failing or abandoning the school.

That is something that happens at the Faculty of Languages-BUAP where some students from the BA in Teaching English were facing problems to learn English as foreign language since the first semester/cuatrimester. A program called Peer Mentoring at Facultad de Lenguas BUAP helps to understand better the situation about what is happening with each student., It was implemented at Licenciatura en Enseñanza del Inglés (LEI) as a strategy to help students to improve their language skills. This research will focus on low achievers students and their social-behavioural skills to observe their improvement in their academic achievements. There are different types of mentoring, but this inquiry is based on Peer Mentoring, which provides “an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person. Usually, the Mentoring Program specifies curriculum-based activities. For example, a seven-semester student might tutor a first-semester student in listening, reading, writing and speaking skills or engage in other skill-building activities on-site. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually, in a peer mentoring relationship, the mentor and the mentee meet frequently for a semester or an entire school year.” (National Mentoring Partnership, 2005, p.12)

“Peer Mentoring program is a form of **mentorship** that usually takes place between a person who has lived through a specific experience (**mentor**) and a person who is new to that experience (**mentee**). Mentors work to ease the transition from high school to college by demonstrating positive student habits, sharing skills, guiding students to resources and opportunities on campus, and promoting autonomous decision-making among first-year students” (Bozeman and Feeney, October 2007, p.39)

During my social service at Facultad de Lenguas (BUAP), I took the role as student mentor helping students who had low achievement (peer mentees) to improve their English Language through the program called "Peer Mentoring". This program aimed to help students to improve in the foreign language. It is open to all students who had covered the 70% of the

credits in program and decided to do their social service giving tutorials to students. The primary purpose is to keep practising their English language and clarify doubts they still need to solve. Peer mentoring involves providing academic content to students and working on discipline; for this reason, several factors are supposed to influence language learning, one of which is social-behavioural skills. Promoting social-behavioural skills in the "Peer Mentoring program", such as student values like inclusion, respect, responsibility, honesty, cooperation and caring between each other, may influence English language improvement.

1.2 Purpose of the research

The purpose of this project is to gain an understanding of how "Peer Mentoring" influences Peer Mentees' academic and social-behavioural skills to improve their achievements.

1.3 General objective

The objectives to carry out this study aims are:

*Observe the impact of peer mentoring programs on peer mentees.

1.4 Specific objective

*Describe the peer mentees' academic and social-behavioural skills performance during the "Peer mentoring" program.

1.5 Research questions

The following research questions were developed to guide the data collection and analysis:

RQ1: Do Social Behavioral Skills affect Mentee's Achievements, and if so, how?

RQ2: What is the most prominent area of language skills mentees improved in their achievements?

1.6 Methodology

The methodology used was **Case of study**, which means:

1. “A detailed analysis of a person or group, especially as a model of medical, psychiatric, psychological, or social phenomena.
2. a. A detailed intensive study of a unit, such as a corporation or a corporate division that stresses factors contributing to its success or failure. b. An exemplary or cautionary model; an instructive example.” (The American Heritage Dictionary of the English Language, 2000, as cited in The Free Dictionary, 2008)
3. “An analysis of a group or person to generalize about a larger group or society as a whole” (Collins Essential English Dictionary, 2006, as cited in The Free Dictionary, 2008). (Case Studies: Research Method. 2011, p.1)

Then, this study will relate the observation of peer mentees' social-behavioural skills and how they connected them to improve their English language during the "Peer Mentoring" program. It will also describe the social-behavioural skills changes and the results of the grades in the research students showed through qualitative and quantitative analysis.

1.6.1 Hypothesis

Students with low academic achievement improve their grades by participating in Peer Mentoring program, since the program's goal is to support and guide not only academically but also helping to improve on certain students' social skills.

1.7 Significance of the study

This research has focused on identifying the key factors that promote academic success, especially for students with a high risk of failure. It addresses the characteristics of individual students, their social-behavioural skills, and the relationship between their academic achievements led

through the peer mentoring program, specifically at the Facultad de Lenguas BUAP. The literature broadly supports the positive role students' attitudes and behaviour play in improved academic achievement. Literature also supports the peer mentoring program's positive influence on students with low academic performance, such as engaging instructional activities and supportive relationships in improving students' academic outcomes.

1.8 Key terms

Mentorship: is a relationship in which “a more experienced or knowledgeable person helps guide a less experienced or knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise.” (Mentorship, 2021, p.1)

Low achievement: “is considered a multidimensional problem because there are so many factors that contribute to the reduction of the educational lower attainment, which may be psychological, educational, social, or medical reasons. However, for educational purposes, we can say that low educational achievement is a student's lack of grades on tests in all subjects. It can be a weakness in the student's performance and marks under the normal average.” (UKEssays, 2018, p.1)

Peer Mentoring: According to the National Academy of Sciences, "Mentoring occurs when a senior person or mentor provides information, advice, and emotional support to a junior person or student over a period of time" (Balandya, 2021, p.2)

Peer mentor: “It is typically older and more experienced in the institutional, organizational context and draws upon her experience to guide and support the mentee's efforts to advance within that context. Within higher education, several different forms of mentoring are used to facilitate student success.

Mentors can be more experienced peers, faculty members, support staff, and/or alumni.” (Peter J. Collier, 2021, p.9)

Peer Mentee: A person whom a mentor helps. (National Mentoring Partnership, 2005, p.12)

Social-behavioural skills: “It is a general term for instruction conducted in (behavioural) areas that promotes more productive/positive interaction with others.” (Tom McIntyre, 2001, p.4)

Conclusion

This chapter describes why this topic was researched, the significance of the study and context of the research, the setting where the study was carried out, and why the topic was chosen. The objective and the research questions were also presented. In Chapter two, the theoretical framework and literature review will be presented, followed by the research methodology in Chapter Three, the analysis and comparison of the data results in Chapter Four and finally, the presentation of the conclusion in Chapter five.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter provides the theoretical basis for the development of the study and analysis of the findings. Hence, the relevant literature on the topic was analyzed and synthesized into a logical framework guiding the research.

2.1 Mentoring

Although there is no consistent definition of mentoring, Crisp & Cruz (2009) describe it as a traditional mentoring relationship characterized as a dyadic, hierarchic, and face-to-face relationship between a more experienced person and an inexperienced person in a specific field (a senior and a junior employee, faculty member and student, advanced student and first-year student). "Mentoring" is also defined by Allen and Eby (2007) as a particular form of social support, mainly found in three different areas: (a) workplace mentoring, (b) mentoring in higher education, and (c) youth mentoring. According to the National Academy of Sciences: "Mentoring occurs when a senior person or mentor provides information, advice, and emotional support to a junior person or student over a while" (Collier, 2017, p.9).

"Mentoring is a process whereby an experienced person accompanies another person who is generally younger, such a process being aimed at attaining the purpose agreed between both parties: help the younger person grow. In the university context, this accompaniment should broaden, deepen, and gear the knowledge acquired in the degree by stimulating interest in keeping learning throughout life. However, as far as the student is concerned, the benefits of mentoring refer not only to the academic and professional field but also to his/her development as a human being. Mentoring is understood as a continuous feedback process of orientation and help between a mentor (more experienced professional or student who has the knowledge and skills needed to help) and a mentee (another professional or student "novel"), established to meet their needs and optimize their development and learning potential." (Rosillo, 2018, p.3296)

According to Parsloe and Wray (2000), a mentor's general goal is to exchange wisdom, support, learning, or guidance for personal, spiritual, career or life growth. Treston and Cook (1999) define mentoring as the "relationship in which the mentor provides support, advice, feedback and guidance" to the mentees based on the traditional mentoring model of the apprentice learning from a master. In a setting, students would act as mentors and aid direct entry students to adapt to a new study environment, course-related problems and general studying issues or concerns. Glaser, Hall and Halperin (2006) suggest that a critical factor in a successful transition to university is the social networks that students establish. Therefore, an essential factor of mentoring scheme is to assist the new students with making social connections with other new students. Technology advancements have provided an alternative to face-to-face mentoring; telementoring (Wood, 1999). According to Michael (2008) "the term mentoring can be used to describe different situations in which one person (Mentor) assists, instructs, or guides another person (mentee)" (p. 1). This process takes place in the development of the mentees' skills as well as in the professional and personal development.

2.2 The Mentoring Program at Facultad de Lenguas BUAP

"In 2012, Facultad de Lenguas, BUAP presented the model of Mentoring as a support tool for those students who faced academic problems during the development of their university career, being then an action of Accompaniment for the university student. Thus, in the Summer of 2012, the Directorate of Higher Education, a dependency that initially took charge of the project, organized a preparation course for teachers and students from different academic units of the BUAP to form the first cadre of teacher mentors and student mentors (Peer mentoring), being the mentor and the apprentices (mentees) the main figures in this stage (Ocotitla, 2015, p.26).

According to BUAP (2009):

“The objectives of the mentoring program within this Academic Unit are aimed at contributing to the comprehensive education of students so that they make personal, social, and work decisions in a critical, autonomous, creative, aesthetics and ethics based on the knowledge developed, solving problems inherent to teacher training and/or learning foreign languages”.

Likewise, for the BUAP, mentoring is called a process of Accompaniment that seeks students' personal and professional development based on the exchange of knowledge and experiences, in solidarity, between a mentor and the students. For this one work, mentoring takes on a vital role during the student's academic career, since with this accompaniment, the student will feel supported to enhance their skills and both personal and professional skills and not necessarily to facilitate their learning, but to provide guidance in decision making.

2.3 Types of mentoring

There are different types of mentoring taken into account in the Facultad de Lenguas through the variety of programs that are in force and that offer Accompaniment to the new generations in their beginnings in the faculty, as well as for the programs that are generators of spaces for participation, motivation, integration and development for the university identity.

According to the OIETM (Observatory of Educational Innovation of the Tecnológico de Monterrey) (2017) the Types of Mentoring are described as learning experiences around a relationship that is established between someone who knows (mentor) and someone who does not (mentored) thus, it will be addressed following descriptions of some types of mentoring, which serve as a basis common to the understanding of this work:

- Peer mentoring or peer-to-peer mentoring. When the mentoring relationship is between individuals of the same age, role, or status, each

acts as a mentor to the other in what everyone can contribute, be it experience or skill. It implies a horizontal relationship between colleagues, partners or individuals who perceive each other as equals. Inside that peer-to-peer relationship, there may be more reciprocal mentoring or, on the contrary, more established (mentor-mentee).

- Group mentoring. It occurs when the mentor supports a group of people around a project or common interest. It does not establish individual mentoring relationships, but its action is oriented to the benefit of the group, to its shared goal or purpose, how to structure that relationship and accepts different models, such as the formation of flexible circles around the figure of the mentor or the development of projects oriented to a specific achievement. Digital technology makes it possible to develop this type of mentoring through platforms that facilitate discussion forums, shared resource banks, or video conferences with the mentor.

- Reverse mentoring. In relationships in which mentoring is reciprocal, the mentor learns from the apprentice a different way of seeing or doing things, a perspective generational or certain technological practices. It differs from peer mentoring in that "Reversible" mentoring occurs between individuals with different statuses and roles within that community, between mentors and apprentices, and between veterans and novices. However, the learning dynamics in both cases are equally flexible and reciprocal.

2.4 Peer Mentoring

For this review, peer mentoring is defined as "a model of mentoring service delivery in which an older adolescent or child is matched in an explicit mentoring relationship with one or more younger peers." (Karcher, 2005, p.65).

"Peer mentoring describes a relationship where a more experienced student helps a less experienced student improve overall academic performance and provides advice, support, and knowledge to the mentee"

(Collier, 2017, p.9). As Collier (2017) mentioned, peer mentoring matches mentors and mentees who are roughly equal in age and power for the task and psychosocial support. According to Collier (2017), although a peer mentor may or may not be older than the mentee, there is a considerable difference in each one's level of the college experience. To make more transparent how the Peer Mentoring Program at BUAP was created and developed, some of the highlights of this program will be presented. According to Lopez (2012), BUAP University and the Mentoring Institute of the University of New Mexico (MI-UNM) established a learning alliance to initiate collaborative networks, creating a mentoring program at BUAP and promoting the training of the participants of this program. This project started with the selection and certification of 20 teachers and students. "The Mentoring Institute Program (UNM) certification was given in levels 1 and 2. The principal of the Mentoring Institute, Nora Domínguez, oversaw the preparation of the participants. To be certified as mentors, this group took a workshop where they learnt the highlights of mentoring. At the end of this intensive course, mentors were asked to design a project based on mentoring to develop in their School or Faculty". (BUAP, 2018. p. 10)

According to the BUAP (2009) and Lopez (2012), the primary concern of BUAP under the Modelo, Universitario Minerva is the development of each student in the academic areas of knowledge, abilities, and attitudes. In this view, different programs to improve the quality of college education are proposed. One of these programs is named Desarrollo Integral de los Alumnos, in which several proposals for students' assistance before, during and at the end of the career are proposed. Moreover, Lopez (2012) mentioned the Sistema Integral de Tutorías program; this program proposed the students' assistance by a prepared teacher during the career. This proposal was the basis for a further project, the 'Peer Mentoring Program at BUAP. Furthermore, Lopez (2012) justified

this project as a viable alternative to the students' encouragement and companionship through the academic development of their careers.

2.4.1 The importance of Mentors and Mentees' relation

"Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of dangers, and point out unexpected delights along the way." (Daloz, 2012)

According to Langhout, (2004) in a mentoring program, the relationship between mentor and mentee is reciprocal. The mentor listens and stimulates reflection in the mentee to promote career development, professional growth, or satisfaction." Chao, Walz, & Gardner (1992) mentioned that mentoring program outcomes depend not only on the aims of a mentoring program but also on the relationship between mentor and mentee. Mullen (2007) explained that Mentoring relationships could be differentiated as informal or formal; informal mentoring relationships are spontaneous, grow out of informal interactions between mentor and mentee, and are not structured. Formal mentoring relationships are specified by the goals and the structure of a mentoring program, and the mentee is assigned to the mentor.

On the other hand, Zachary (2000) reveals that Mentor competence and Mentee commitment plays an essential role in students' achievements. It is important to mention that this relationship connects students' behaviour and moral values. Therefore, values in a community determine a contribution to the social relationship with one another. In this perspective, values play an essential role in the students' daily development because they are not just the relationship between student and teacher. However, it is the student's relationship with themselves.

Mentor and mentee characteristics are essential for the quality of a mentoring relationship. According to Kajs (2010) if a mentor does not have clear expectations and high quality training then it minimizes their ability to help and support beginning students. Gratch (1998) explains that mentors

should focus on how they solve problems and try to explain the organization of their thinking to their mentee. Harrison (2006) lists the following qualities as important when pairing a mentee with a mentor:

- The mentor should be older than the new teacher.
- The mentor and mentee should be at the same grade level and the subject matter.
- The mentor and mentee should have compatible theories ideologies and agree that their relationship is important for professional development.

The most crucial component in matching a mentee to a mentor is their ability to work together and build a relationship that is built on trust, respect, and each other's ability to work competently (Galvez-Hjornevik, 1986, p.6).

2.5 Zone of Proximal Development (ZPD)

ZPD is defined by Vygotsky (1978) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86).

"A ZPD can be created for any field of skill. This concept has a significant contribution to the field of education and is used in developing age-appropriate curricula and teaching techniques. In the education domain, teaching and learning occur when help is offered at points in the ZPD at which performance requires help. The assistance is provided by the teacher, the expert, or a more capable person in giving help or assistance. Consequently, teaching consists of assisting performance through the ZPD. Under the ZPD mentioned by Vygotsky (1978), individuals learn best when collaborating with others. Through such collaborative endeavours with more skilled persons, learners learn and internalize new concepts, psychological tools, and skills." (Kamarudin et al., 2020, p.289)

Murray & Arroyo (2002) indicate that the zone of proximal development can be characterized from cognitive and affective

perspectives. From the affective perspective, the learner should avoid boredom, confusion, and frustration. The material should be relatively easy from a cognitive perspective. Both boredom and confusion can lead to distraction, frustration, and lack of motivation. Of course, the optimal conditions differ for each learner and the same learner in different contexts (p,2). To enhance ZPD progression, teachers must continually define new goals throughout their teaching life. Their prior experience with passive learning and blind dependence on other teachers usually hinder the teachers from theorizing their 'own' pedagogical knowledge and from moving up through their ZPD. Lumpe (2007) suggests that one way to bring about professional growth is to attend the classes conducted by 'exemplary teachers' and 'coaches' and observe their teaching methods, strategies and techniques.

2.6 Definition and importance of values

Soykan (2007) explained that the word value reflects the importance, worth, desirability and respect something gets in return. Ergil (1984) refers to a sociological concept in that values refer to similarities and shared demands. Inkeles (1964) refers to social values as moral beliefs and principles accepted by the majority to ensure the continuity of society. Values, in addition to these qualities, signal not what is there but what should be there in society through moral imperatives. In that sense, values are accepted as truthful opinions and criteria set for what is expected by society. When we say we enjoy similar things and we find the same things beautiful, we refer to shared content of values. What sociologists call philosophers' objective souls called collective consciousness are the domain of expected values (Ülken, 2001). Without society, there will not be any biological, psychological, or sociological value. Only in society can language, religion, morals, arts, and traditions appear as the result of which is the accepted core of a society. Coming to the world as an organism, human beings come to learn societal dreams, ideals, norms, morals, arts,

and religion through growing into an identity (produce) from an organism (seed) (Türkdoğan, 1982, p.149). Ethos is what anthropologists and sociologists call when they mean a society's profile of values which comes from a Greek word meaning common behaviours (Doğan, 2011, p.110). Values that inspire and are inspired by society can function both as a measure and something that is measured. In essence, values should be regarded as positive entities since "honesty" is a value; "intricacy" refers to lacking it. Values guide people as abstract entities that ordain people with ideal thinking and behavioural aspects such as being hard-working all the time. Hence, values are belief-based narratives that shape our approach to stuff and events; as such, they point at what is good and evil and guide people as abstract entities (Ülgener, 1991, p.241).

After having the views of the authors above, they show that the words in common to define the values concept and their importance are community and behaviour, then the word "values" is interpreted as the "social unit"; in other words, people who share opinions, ideas, cultures, as a human being's necessities. In comparison. Decisions must be made during the career study process, and some of them are related to students' responsibility, respect, honesty, and care, among others; it explains the importance of how much students' values affect their achievements.

2.6.1 Influence of social environment and values in the classroom

According to Doğan, (2011) Values can be categorized in many ways, such as by their content (aesthetic, scientific, educational, economic, political, and social values), extensiveness (societal, national, and global values) and process (exchange modes), and modern and traditional values. This research will focus on societal values; these are criteria shared by most of a society in a perfect sense, all of which guide them to a better society. Doğan, (2011) says societal values regulate and organize daily life. Some of these societal values include honesty, sedulity, helpfulness, and modesty. From a sociological perspective, ideally, accurate values are

unique to one society. Hence, values are original to one group at a single moment. According to Rowan (2011), Humanistic education looks more closely at what happens with the practice of the values in the classroom. Rowan (2011) identifies five ways we can look at the practice of the values in the classroom.

(1) CHOICE OR CONTROL: encourage students, as time goes on, to exercise more and more control and choices concerning the course of their education - their education goals and their day-to-day activities.

(2) FELT CONCERN: As education becomes more humanistic, the curriculum tends to focus more on the students' felt concerns and interests.

(3) THE WHOLE PERSON: pay attention to the feeling, choosing, communicating, and acting, and ask students about their dreams as well as their thoughts and actions. May use guided fantasy to illuminate physics or drama to illuminate history or geography.

(4) SELF-EVALUATION: Learners more and more are encouraged to evaluate their learning progress, occasionally choosing to take tests, asking for others' feedback, or gathering data about themselves.

(5) TEACHER AS FACILITATOR: The tutor or lecturer tends to be more supportive than critical, more understanding than judgmental.

Teachers' job is to foster an engaging student environment and ask inquiry-based questions that promote meaningful learning. As to the structure of the learning establishment itself, the self-choice is emphasized on the part of the student and emphasizes marks and grades. The teacher or lecturer becomes a facilitator rather than just an authority figure or a provider. Students have a voice in the decisions which may affect them. Those places with learning contracts, negotiated study or student-led project work, are humanistic to that extent.

2.7 Humanistic Education and Language Teaching

Humanistic education (also called person-centred education) is an approach to education based on the work of humanistic psychologists

(Clark, 2007, p.35). Carl Rogers has been called the "Father of Humanistic Psychology" and devoted much of his efforts toward applying the results of his psychological research to person-centred teaching where empathy and caring about students. Genuineness on the learning facilitator's part was the essential trait of the most influential teachers. (Hall, Eric; Carol Hall, 1988, p.112)

Recently, the humanistic approach has been applied to many teaching and learning methods. One of them is cooperative learning. Calderón (1984, 1986, 1990, 1994, 1996, 1998) explained that Cooperative Learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. The more diversity in a team, the higher the benefits for each student. Peers learn to depend on each other positively for various learning tasks.

It is crucial, however, to establish classroom norms and protocols that guide students to:

- Contribute
- Stay on task
- Help each other
- Encourage each other
- Share
- Solve problems
- Give and accept feedback from peers (Mennella, 2017, p.1-4).

2.8 Cooperative Learning for ELLs

"Cooperative Learning is particularly beneficial for any student learning a second language because it promotes peer interaction, which helps develop language and learn concepts and content. It is important to assign ELLs (English language learners) to different teams so that they can

benefit from English language role models. ELLs learn to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, ELLs benefit from observing how their peers learn and solve problems and this way, students develop the skills they most need to practice" (Calderón, M. 1984, 1986, 1990, 1994, 1996, 1998, p.7). "Elliott and co-author Frank Gresham identified the top 10 skills that students need to succeed based on surveys of over 8,000 teachers and over 20 years of research in classrooms across the country; these are:

1. Listen to others
2. Follow the steps
3. Follow the rules
4. Ignore distractions
5. Ask for help
6. Take turns when talking
7. Get along with others
8. Stay calm with others
9. Be responsible for the behaviour
10. Do nice things for others" (Cohen, 2000, p.1).

This inquiry identifies all these tasks in values like inclusion, respect, responsibility, honesty, cooperation and caring.

2.9 Attitudes and values evaluation

Social psychologists reserve the term attitude to refer to our relatively enduring evaluation of something, where the something is called the attitude object. The attitude object might be a person, a product, or a social group (Albarracín, Johnson, & Zanna, 2005, p.223). Every human has thousands of attitudes, including those about family and friends, political figures, abortion rights, terrorism, music preferences, and much more. Each of our attitudes has unique characteristics, and no two attitudes come to us or influence us in the same way. Research has found that some of our attitudes are inherited, at least in part, via genetic transmission from our

parents (Olson, Vernon, Harris, & Jang, 2001, p.841). Other attitudes are learned chiefly through direct and indirect experiences with the attitude objects (De Houwer, Thomas, & Baeyens, 2001, p.853).

According to Thomas Lickona (1993), values are of two kinds. Nonmoral values express what we want or like to do (preferences). Such as listening to classical music or reading a novel. Moral values tell us what we ought to do. Such as acting honestly, responsibly or reasonably toward others. Specifically, values are qualities that students should develop as principles underpinning behaviour and decision-making, whereas attitudes support cognitive functioning. Attitudes and values are both personal qualities that students should develop. In the process of learning, they mutually affect each other. The effects of learning can be reviewed and improved through different modes of assessment.

On the other hand, Berger and Milem (1999) found that the students most likely to persist are those whose values, norms and behaviour are already congruent with dominant patterns on campus. Bean and Eaton (2000) used attitude-behaviour theory to emphasize the importance of student characteristics to succeed in college. They proposed that personality traits such as self-efficacy help a student persevere when faced with academic and social challenges; those with a strong, better-developed self-concept are more confident about their ability to succeed, while those less confident are more likely to founder and give up when encountering difficult circumstances. Khu (2006) found that students guided by an internal locus of control believe they can work their way through situations, while externally controlled students may conclude that fate has determined their course, especially when facing trying times; as a consequence, they may give up and leave college prematurely.

Scriven (1991) defined an evaluation is examining and weighing a phenomenon (a person, a thing, an idea) against some explicit or implicit yardstick. According to Weiss (1997) formal evaluation is the systematic assessment of the operation and/or outcomes of a program or policy,

compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy.

2.9.1 Instruments to evaluate attitudes and values

According to McGraw Hill (2006) observations are a way to see examples of physical, emotional, social, and intellectual development. Observing allows seeing the development that occurs. Well-planned observations usually focus on specific areas of development. Observation can also help in understanding how different areas of development are interrelated. As observation proceeds, notes must be objective rather than subjective.

It is summarized that when observing it is important to record facts instead of making judgments and expressing opinions. From the variety of methods used to observe, the ones applied for this research are listed next.

Anecdotal records

According to McGraw Hill (2006) anecdotal records are short but complete written descriptions of a specific, standard behaviour, event, or situation that the observer is tracking. McGraw Hill, (2006) also mentioned specific characteristics found on this instrument, such as:

Advantages:

- * Written only when a specific behaviour, event, or situation occurs.
- * When well written, includes details about the when, where, and why of the incident, including what was said.
- * Best for tracking changes over time.

Disadvantages:

- * Depends on accurate short-term memory.
- * Focuses on only one event, situation, or behaviour.

* Does not give immediate feedback since it must be interpreted with similar records accumulated over time.

Observation Checklist

McGraw Hill (2006) defined an observation checklist lists skills and behaviours students typically master or show at a certain age—observer notes which have been achieved. McGraw Hill (2006) also cited the important aspects covered by this instrument like:

Advantages:

- * Easy to record.
- * A good way to track each child's development and areas of strength and weakness.
- * Can look for many skills at one time.
- * Can use to plan activities to improve areas of weakness.

Disadvantages:

- * Tells what was observed but not why or how.
- * Skills need to be checked regularly to identify those newly learned.

Scale

. McGraw Hill (2006) defined a scale as an instrument to evaluate how well the student being observed meets criteria related to a skill or behavior.

Likert Scale

According to Jhangiani, (2022) various rating scales have been developed to measure attitudes directly (i.e., the person knows their attitude is being studied). The most widely used is the Likert scale (1932). Every attitude has three dimensions: cognitive, affective, and behavioural, according to the Construction criteria pointed out in each item:

1. Determine the attitude to evaluate.
2. Define the attitude.
3. Prepare indicators for each dimension of attitude (cognitive, affective, and behavioural), both in a positive and negative sense.
4. Validate the logical relationship between each dimension and its indicators through expert judgment (content validity).
5. Use the Likert-type scale: Total agreement (TA); Partial agreement (PA); Neither agree / nor disagree (NA / ND); Partial disagreement (PD); and Total disagreement (TD). A semantic differential scale can also be used.
6. Distribute the indicators at random.
7. Incorporate control indicators.
8. Diagram the instrument. (Likert, 1932, p.50)

2.9.2 Behavioral skills

According to Bayer (2005) it has been shown that mentor–mentee relationship quality is one of the main factors that facilitate positive mentoring outcomes, such as improved social skills. If it is true that relatively high levels of social skills prior to mentoring are necessary for youths to benefit from mentoring, then the mentees with relatively low levels of social skills who might need mentoring the most need consideration. Moreover, a recent evaluation of the effects of school-based mentoring in the United States showed not only that higher mentor–mentee relationship quality led to desired outcomes but also that when relationship quality was low, the opposite was true, that is, it was associated with harmful effects such as misconduct (Lyons & McQuillin, 2019, p.88). "On the "demystifying" side, Phillips-Jones discovered that effective mentors and mentees use specific processes and skills throughout their relationships. Further, the skills and processes can be learned, and relationships can be better—more enjoyable, productive, and even time-efficient—as a result. Additional research by The Mentoring Group revealed that mediocre mentoring relationships occur unless a fairly structured process and specific skills are

applied. Not much happens, and participants become frustrated with their well-intended but haphazard efforts. Worse, disappointed participants become convinced that mentoring does not work. On the positive side, when individuals use these skills and add structure, important, satisfying changes occur in the lives of both mentees and mentors. Both mentors and mentees should utilize the following core skills in their mentoring partnerships:

1. Listening Actively
2. Building Trust
3. Encouraging
4. Identifying Goals and Current Reality" (Linda, 2003) p.1-4

Conclusion

This chapter discussed a series of concepts associated with the topic and the aims of this study. These concepts clarified and helped clarify the purpose of this research. In the following chapter, it will be presented the research methodology that was used to get data to answer the research questions for this research.

CHAPTER III: METHODOLOGY

Introduction

This chapter provides information on essential aspects of the research methodology followed in this thesis project. This research has a mixed methodology perspective that helped to observe the peer mentoring program's impact on mentees. Using different instruments throughout the mentoring program was necessary to monitor and track students' progress. This chapter also describes the study participants and the development followed to collect, process, and interpret data to get the results and conclusions derived from the application of the instruments. It is important to remember that the objective is to describe the peer mentees' academic and social-behavioural skills performance during the "Peer mentoring" program to answer the research questions.

3.1 Research Methodology

This research involves decision-making and people's behaviour ahead of different issues and obstacles faced by the students; that is why using mixed research for this inquiry provides information about the human side of the problem that is being studied. According to Strauss & Corbin (1998) quantitative and qualitative methods can give comprehensive descriptive statements, made about a subject based on observations, interviews and evaluations. The answers vary from person to person, depending on their perspective. The qualitative data will provide the best explanation for concepts and themes in this inquiry. Patton (1980) mentioned that the process requires a skilful interpretation and handling of the data and relies on a systematic and rigorous method. In its purest form, qualitative analysis is led by an inductive approach.

On the other hand, the value of data in the form of counts or numbers in this research will be defined by quantitative data, Formplus Blog (2019) established that each dataset has a unique numerical value. Quantitative

data is used to answer questions such as "How many?", "How often?", "How much?". This data can be verified and conveniently evaluated using mathematical techniques. Quantitative data is usually collected for statistical analysis using surveys or questionnaires sent to a specific population section. According to Silverman (2000), qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires.

3.2 Method

The method applied in this inquiry is "Case of Study" it is the most appropriate method for this research because it offers a chance to get a description of the "Peer mentoring program", students' behaviour and social relation in real life.

Yin (2009) describes case study as:

An empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clear, according to Yin (2009), case study research is best applied when the research addresses descriptive or explanatory questions: i.e., what happened, how, and why? It is also suitable for describing a situation or phenomenon occurring in the present, where the in-depth description is functional and where the researcher does not need to manipulate events.

Dul and Hak (2007) give another definition: A case study is a study in which a) one case (single case study) or a small number of cases (comparative case study) in their real-life context are selected, and b) scores obtained from these cases are analyzed in a qualitative manner.

3.3 Setting

The research was conducted at a faculty of languages at a vital university in central Mexico. The faculty holds a relevant number of students and teachers within different areas of study, a master's degree and bachelor's degrees in English and French language teaching, as well as learning different languages, being the university centre for the international certification in languages. The faculty students' profile for a Degree in English Language Teaching should be able to learn languages, analyze and synthesize, work individually and as a team, and have organizational skills for autonomous learning. They must also be open, understanding, and tolerant towards diversity and have empathy with their peers. Meanwhile, the graduate will be a highly competent teacher. They will know Anglophone cultures and manage the English language at a competent academic level. They will also be able to continue studies that strengthen their personal and professional development; as Language Professional teachers, their main field of work is teaching in private or public schools. Students from the faculty are required to prove the level of the language and their ability and competency in their foreign language. Currently, the importance of qualified and certified teachers in the state has increased over the years due to the need that marketing, companies, and society themselves demand. Qualified and certified teachers need to acquire moral values and be conscious teachers who not only teach but also develop citizens and future professionals with ethical values, morality, awareness, and a humanitarian vision to grow up as future shapers and functional members of society.

This research was developed entirely in the facilities of the school during a period from August 18th, 2018, to January 5th, 2019, exclusively dedicated to the application of the instruments and data collection. During the data collection, the participants were only accompanied by the researcher, who explained the entire process for the instrument application, gave indications about the procedure and defined some key terms to make

the topic clear and understandable. In this way, it was expected to receive better-detailed information.

3.3.1 Participants

To describe the social-behavioural skills performance during the "Peer mentoring" program, the participants selected were students from Facultad de Lenguas BUAP. They are all different ages, around 19, 20 and 21. The students speak Spanish as their first language. They know the concepts and fundamental theories of Spanish and general culture. All of them are from Mexico. Research students are studying to get their English language teaching degree from Target Language I and II; for instance, their scholar register I.D. starts with 2017, 2018 and 2018.1. Most of them are in a "peer mentoring" program voluntarily because they want to improve in skills like speaking, reading, or listening in their foreign language. Students were in their first university year. The following table shows the student's background and their context.

Table 3.1 Mentees' Background

MENTEES	AGE	LEVEL	LOCAL OR FOREIGN	RURAL OR URBAN
MENTEE 1	21	META I	FOREIGN	RURAL
MENTEE 2	19	META I	LOCAL	URBAN
MENTEE 3	19	META I	LOCAL	URBAN
MENTEE 4	20	META I	LOCAL	URBAN
MENTEE 5	21	META II	FOREIGN	RURAL

3.4 Research Techniques

A mixed analysis will be applied to collect the data to answer the research questions, which means quantitative and qualitative research are required, according to the experts in the field, Wisdom (2011). The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained inquiry program. The core characteristics of a well-designed mixed methods study in research include the following:

- Collecting and analyzing quantitative (closed-ended) and qualitative (open-ended) data.
- Using rigorous procedures in collecting and analyzing data appropriate to each method's tradition, such as ensuring the appropriate sample size for quantitative and qualitative analysis.
- Integrating the data during data collection, analysis, or discussion.
- It uses procedures that implement qualitative and quantitative components concurrently or sequentially with the same or different samples.
- It frames the procedures within philosophical/theoretical research models, such as within a social constructionist model that seeks to understand multiple perspectives on a single issue.

Integrating quantitative and qualitative data in the form of a mixed methods study has great potential to strengthen the rigor and enrich the analysis and findings of any evaluation. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than separate quantitative and qualitative data collection and analysis; that is why to collect the data, the techniques applied are based on an interview, Likert scales and Observation. (Creswell and Plano Clark, 2011)

3.4.1 Interview

Silverman (2000) states that qualitative methods, such as interviews, are appropriate for exploring sensitive topics where participants may want to avoid discussing such issues in a group environment. The research interview aims to explore individuals' views, experiences, beliefs and motivations on specific matters. There are three fundamental types of research interviews: structured, semi-structured and unstructured. As well as, thinking firstly of the objectives to reach and the research question established at the beginning of the inquiry will lead to the creation of questions for the Interview. Accordingly, a semi-structured interview was determined to be suitable for the nature of this study. Using open-ended questions is particularly useful to this research and to get the answers oriented to explore the students' views, attitudes, values, beliefs, and motives while participating in the mentoring program. It also offered a high validity since participants could talk in detail and depth about their experiences in their classroom. The interviewers created a peaceful atmosphere in which the Interview could be comfortable answering all the questions asked; easy to establish communication to expand the responses.

3.4.2 Likert Scales

The psychologist Rensis (1932) established the Likert scale, a rating scale used to measure attitudes or opinions. With this scale, respondents are asked to rate items on a level of agreement, a method of ascribing quantitative value to qualitative data, to make it amenable to statistical analysis. A numerical value is assigned to each potential choice, and a mean figure for all the responses is computed at the end of the evaluation or survey. The Likert scale assumes that the strength/intensity of an attitude, from strongly agree to disagree strongly, and assumes that attitudes can be measured. On the other hand, the Likert scale was answered by Mentees to describe their attitudes and opinions at college,

aspects like Mentees' emotions, feelings, and behaviours. A different one was answered by the Mentor to also describe the Mentees' attitudes observed. Both Likert scales will keep the same format shown below and consider the guide to evaluate attitudes exposed by Marchant and Perez (2010). The primary purpose of these scales was to analyze the Mentee's social-behavioural skills and support the observations found. (Likert, 1932)

3.4.3 Observation

According to Patton, (2003) observation is an efficient and effective way of gathering data and is a practical resource for getting qualified data from the past. Checklists structure a person's Observation or evaluation of performance; these tools can provide consistency over time or between observers concerning the quality of data an individual will be getting on the assessment will highly depend and vary on the type of descriptors used. This inquiry's checklist will be used to register observations of peer mentees' sessions. In this case, attendance, participation, homework, and punctuality are descriptors. Patton, (2003) mentioned that observations, are also used for evaluating and measuring, using the specific criteria that allow the researcher to gather information to make a judgment regarding the matter being assessed.

3.5 Instruments

As was established, the instruments used for the collection data were mixed, which means quantitative and qualitative analysis; the collection data was through a semi-structured- interview to provide a qualitative measurement of attitudes, opinions or values given by the mentees, a quantitative technique applied through the Likert scales and finally a registered was taken into account by the checklists observation also well known as quantitative data collection, it supports the determination observed during the inquiry in order to describe mentees' social-behavioural skills and achievement during the "Peer Mentoring" program.

3.5.1 Interview guide

The interview guide has six open questions, all related to self-discipline and values like caring, responsibility, honesty, cooperation, and inclusion, and according to the five statements exposed by Rowan (2011) (1) choice or control, (2) felt concerned, (3) the whole person, (4) self-evaluation, (5) teacher as facilitator. As the Interview becomes more humanistic, the questions tend to focus more on the students' felt concerns and interests, pay attention to the feeling, choosing, communicating, and acting, and ask students about their dreams, thoughts, and actions. The researcher used to be more supportive than critical, more understanding than judgmental, to promote that these factors may influence English language improving and looking for answers that guided this inquiry to have a view about peer mentee attitudes, values, beliefs, and motives than later will be helpful to observe and support their statistical achievements information.

3.5.2 Mentee and Mentor Likert scales

Two Likert scales were constructed. These Likert scales assume that the strength/intensity of an attitude is linear, on a continuum from strongly agree to disagree strongly, and assume that attitudes can be measured. Therefore, one of the Likert scales was applied to "MENTEES" the intensity established were: TA = Totalmente de acuerdo, PA= Parcialmente de acuerdo, NA/ND= Ni en acuerdo, ni en desacuerdo, PD= Parcialmente en desacuerdo, TD= Totalmente en desacuerdo. As was established, the values of each symbol have their meaning. Also, this Likert scale has a column called "indicators, " meaning the items considered to qualify according to the peer mentee's point of view. The Items pointed to answers that were encouraged to show values inside the classroom, like empathy, respect, care, honesty, and responsibility, except the Items pointed at the opposite statements, which seem to violate the social-behavioural skills agreement purposely. In a similar case, another Likert scale designed by

Timón (2010) was used by the "MENTOR", This second Scale was aimed at observing mentees' behaviour; in other words, this Likert scale item answered by the Mentor will guide us to have a view about peer mentee's attitudes, values, beliefs, and motives observed through the peer mentoring program than later will be helpful to check the peer mentees' profile and their statistical achievements information acquired by then. The scale has five options to describe how frequently the Mentee behaved in the peer mentoring program; the Mentor could choose from the following options: P= Permanentemente, F= Frecuentemente, O= Ocasionalmente, RV= Rara vez, N= Nunca. In this instance, the column "indicators" strongly relates to social-behavioural skills, focusing on self-discipline and values like caring, responsibility, honesty, cooperation, and inclusion that mentees show in the classroom.

3.5.3 Checklist

Over the peer mentoring program, a checklist was used to record some criteria of mentees' attitudes according to Elliott and co-author Frank Gresham, who identified the top 10 skills that students need to succeed (Cohen, 2000); the table is divided into five categories to have a registry of mentees' activities, in the first column at the left corner is the month, below multiple spaces are used to establish the session worked, the next column indicates mentees' attendance according to their session, in other words, if the student was present the day that they have to, later is found "punctuality" taken into account because of the mentees' responsibility and commitment with themselves and with the program, the same case happens with the following two columns that record participation and homework. A chart was used to do a registry of mentees' achievements; one of them was used to register the mid-term test scores, another was used to register the final-term test scores, and this last one has added a column where indicates mentees'

final grade according to their target language, the order of the columns is showed then.

3.5.4 Cambridge test results

According to Dickson (2020, p.109), A test is used in education to explain how the progress of learning and the final learning outcomes of students are assessed. Cambridge Tests enable learners to make consistent and measurable progress. As students are enrolled on their subject of Lengua Meta because of the university curricular map, they follow the Cambridge English Empower program guided by their teacher. It is a general English course for adult and young adult learners which combines course content from Cambridge University Press with validated assessments from the experts at Cambridge Assessment English. (Cambridge University Press, 2020) The primary purpose of these tests in this research is to compare the Mentee's results obtained through the peer mentoring program process. Also, Cambridge tests' results will lead this inquiry to register and observe the Mentee's areas of improvement since it involves listening, writing, and reading skills.

3.6 Procedure

All along the peer mentoring program, it was observed that some LEI students were facing a challenging life situation because of the relation between mentees' social-behaviour skills and their academic achievement; the research started by stating the main research problem and the intended purpose. Specifying the population for the application of the instruments, just to those students with low achievement and who were participating in a peer mentoring program. The research questions were then established to guide the inquiry; they are quoted below to consider.

RQ1: Do Social Behavioral Skills affect Mentee's Achievements, and if so, how?

RQ2: What is the most prominent area of language skills mentees improved in their achievements?

To answer the research questions, the following doings were preceded: the mentees participated voluntarily in the peer mentoring program, and their cases were analyzed individually and generally. The information required by the mentoring program was the mentees' I.D (the number granted by the colleague to their students), complete name, age, origin (to determine if they were local or foreign students), specify if their area of origin was rural or urban, telephone and e-mail. The following fact involved mentees whose, on September, were asked to answer a semi-structured interview, made by 6 open questions all the questions related with their feelings, to explore how they were doing in their target languages, and also to reinforce the cooperative learning worked at the program, where is very important to know Mentee's social and behavioral skills. This process was building supported by the statements exposed by Rowan, J. (2011) After working with mentees' social-behavioral skills, on the second week during October they were indicated to fill a Likert scale to evaluate some attitudes between them and their interaction with others, at the end of the peer mentoring program, second week, January 2019, a second Likert scale about attitudes that students had through the mentoring was filled from the Mentor, this scales were created according to the statements to evaluate attitudes exposed by Marchant Mayol J. and Perez Lorca (2010) and supported by Timón (2010)., the primary purpose of this scales were to analyze Mentee's social-behavioral skills and support the observations found. Through the process, a record of the mentees was taken to establish a frequency in categories such as checklists, observations and mentees' achievements. Later, according to the record of mentees' participation, attendance, homework and punctuality, the total score was added to a single registry. The total was converted into a percentage representing the frequency of every Mentee's attitude toward the mentoring program. Finally, at the end of the peer mentoring program, the Cambridge tests scores, mid-

term and final-term, were recollected; it should be noted that the mid-term test was applied on October about the second week and the final test on December first week, during the time of mentoring sessions each Mentee answered their test, accessing into the Cambridge website with a password that Mentee's acquired because of their workbook (Cambridge empower A2 or B1 according to their level). Those results will be observed, analyzed, and classified according to the period of each Mentee to finally observe the social-behavioural skill and the relation with the Mentee's achievements. All the collected data from tables and journals were helpful for this research project. The instruments present essential information regarding the impact of the "Peer Mentoring" program on the Mentee's academic performance.

Conclusions

This chapter describes the research methodology, the Instruments that were used, the subjects, the procedure, the data collection and data analysis; the results analysis and comparison of data will be presented in Chapter Four and, finally, the presentation of the conclusion in Chapter five.

CHAPTER IV: FINDINGS

Introduction

This chapter aims to present the collected data from the techniques registered to the participants. Also, present the discussion on Mentees' progress in social-behavioural skills related to their achievements. It is expected that the results show possible changes that support Peer Mentoring Program to improve mentees' English Language and that results show students improve their social-behavioural skills.

4.1 Reasons for attending the Mentoring program.

Through the Peer Mentoring Program, the Mentees' reason for attending is fundamental because this is a humanistic education model, as it looks more closely at what happens in the room, supporting students to express their motivation and inviting them to attend the "Peer Mentoring" program voluntarily. It has been found that Mentees have identified deficiencies in their English Language Learning Process, and they have taken actions to get better results; according to Rowan (2011), when a student feels concerned about improving, then the practice of values is prominent, as reported by mentees, most of them focus on their commitment to reach better grades in their Lengua Meta. Participants show interest in getting better in speaking and listening language skills, although every Mentee has their own opinion and perspective and sometimes shares some points of view; for example, all students highlight that there is a self-evaluation because they identify the need to get help, using phrases like:

M1 -"Poder mejorar mi inglés en las cuatro habilidades",

M2 -"Quiero mejorar mi speaking y mi listening",

M3 -"Tener una mejor pronunciación",

M4 -"Mi nivel de inglés es malo",

M5 -"Desarrollar mis habilidades lingüísticas más rápido"

Also, mentees expect to learn more, and they use sentences like:

M1 -“Aprender más y practicar más”,

M2 -“Aprender nuevas cosas”,

M3 - “El saber que, si lo hago, podré tener una mejor fluidez”

Later, different reasons are found in the following two participants; both answers are similar; they focus not on themselves but on how the Mentor works in the program, giving the following declarations.

M4 -“Me gusta mucho lo que trabajo aquí, la maestra es paciente, explica muy bien y tiene muy buen material” and

M5 -“Se brinda atención personalizada y la actitud de los que imparten las asesorías”. These last two statements show that the relationship between Mentor and Mentee is reciprocal. The Mentor listens and stimulates reflection in the Mentee to promote career development, professional growth, or satisfaction.” (Langhout, 2004).

Table 4.1. Students’ Reasons for Attending Mentoring Program

	QUESTIONS	MENTEE 1	MENTEE 2	MENTEE 3	MENTEE 4	MENTEE 5
STUDENTS REASONS FOR ATTENDING MENTORING PROGRAM	¿Porque estás en asesorías?	para poder mejorar mi inglés en las cuatro habilidades speaking, writing, reading and listening.	porque estoy consciente que he olvidado algunas cosas en inglés, ya sea gramática o vocabulario, también quiero mejorar mi speaking y mi listening	para practicar más el idioma y de esta manera familiarizarme mejor con este y tener una mejor pronunciación	estoy en asesorías porque mi nivel de inglés es malo, no tan malo como yo creo pero si es malo.	estoy, para poder desarrollar mis habilidades lingüísticas más rápido, debido a que, en meta somos muchos alumnos, no se puede enseñar bien, al poder interactuar más en el idioma lo adquirimos mejor, otro punto porque no se requiere algún pago por ellos, dado a que no cuento con el dinero para tomar por otro lugar asesorías privadas.
	¿Qué te motiva a asistir al programa de “Peer - Mentoring”?	aprender más y practicar más, además de que es algo que disfruto.	el querer mejorar en mis clases, el aprender nuevas cosas y poder conocer a más personas.	el saber que si lo hago, podre tener una mejor fluidez al ir practicando más	la verdad sigo viniendo asesorías debido a que me gusta mucho lo que trabajo aquí, la maestra es paciente, explica muy bien y tiene muy buen material.	me motiva la atención, que es como que se brinda atención personalizada y la actitud de los que imparten las asesorías.

On the other hand, all the students are interested in improving their language skills, which is the main reason for attending Peer Mentoring Program. However, students' statements do not only refer to the academic

and professional field but also to his/her development as human beings; Mentees express phrases like: "Es algo que disfruto", "Poder conocer mas personas", "Me motiva la atencion que se brinda". The students' expectations about the program conclude as the contribution it makes to their target language class; since all Mentees expect to develop their language skills, especially listening and speaking, they also look to develop their pronunciation, vocabulary, and at the same time the opportunity to meet others and enjoy their English language process, that is what Michael (2008) refers to the term mentoring in which one person (Mentor) assists, instructs or guides another person (Mentee)(p.1). This process occurs in developing the Mentee's skills and professional and personal development. According to Colvin & Ashman (2010), Peer mentoring describes a relationship where a more experienced student helps a less experienced student improve overall academic performance and provides advice, support, and knowledge to the Mentee."

4.2 Students' Feelings at Mentoring Program

Mentees have answered two convenient questions to identify students' feelings about their target language course and the mentoring program. Positive and negative feelings about their target language course. Being in an environment where mentees have deficiencies in the target language and are not observed by their teachers' causes' mentees to focus their attention and feelings on their teacher's actions rather than theirs.

On the contrary, when mentees were asked about their feelings and about their participation in the mentoring program, they indicate to feel comfortable they all agree the following:

M1 - "Me siento bien porque practico",

M2 - "Muy bien, es algo que me divierte",

M3 - "Me agrada porque de esta manera al momento de hablar puedo sentirme segura",

M4 - "Me siento demasiado bien, entiendo los temas",

M5 - “La verdad muy bien, el ambiente de las asesorías es muy bueno”.

The relationship between Mentor and Mentee plays a vital role in students' achievements. It is essential to mention that this relationship connects students' behaviour and moral values. Values in a community determine a contribution to the social relation to each other.

Mullen (2007) explained that Mentoring relationships could be Informal, which means they are spontaneous. It tends to grow out as informal interactions between Mentor and Mentee because it needs to be structured. On the other hand, Zachary (2000) reveals that Mentor competence and Mentee commitment are essential characteristics for the quality of a mentoring relationship. From this perspective, values play an essential role in the students' daily development because they are not just the relationship between student and teacher. However, it is the student's relationship with themselves.

Table 4.2 Student’s Feeling at Mentoring Program

	QUESTIONS	MENTEE 1	MENTEE 2	MENTEE 3	MENTEE 4	MENTEE 5
STUDENTS FEELINGS AT MENTORING PROGRAM AND THEIR ENGLISH CLASS	¿Cómo te sientes en tu clase de inglés “Meta”?	me siento bien porque realmente estoy aprendiendo cosas que no sabía.	más o menos pues trabajar únicamente con el libro se me hace un poco tedioso. La maestra es buena, pero me gustaría que se implementaran algunas otras actividades	participativa y segura pero me gustaría mejorar y así a la hora de tener que hablar no ponerme tan nerviosa	la verdad me siento muy mal, me estreso todo el tiempo, quiero salirme de la carrera, la odio, la verdad, la profesora que es mi maestra la detesto, no explica bien, no tiene paciencia, da un tema y no da vocabulario. la verdad odio el momento en que elegí esta carrera, fue la peor decisión de mi vida, de no ser por asesorías, ya me hubiera salido de la universidad.	en lo particular no me siento a gusto con la profesora, muchas de las veces no le tomo importancia por su forma de actuar, en lo que a mi punto de vista le hace falta profesionalismo y humanidad
	¿Cómo te sientes estando en Mentoring?	de igual manera me siento bien porque practico lo que sé y aprendo lo que no sé	muy bien, es algo que me divierte y me hace recordar lo mucho que me gusta el inglés.	me agrada porque de esta manera al momento de hablar puedo sentirme segura ya que estoy practicando y aquí puedo corregir mis errores	realmente me siento demasiado bien, entiendo los temas, entiendo todo, se me facilita un buen, tal vez sea mi imaginación, pero siento que aunque sea poco, avanzo.	la verdad muy bien, el ambiente de las asesorías es muy bueno

Learn and internalize new concepts, psychological tools, and skills.”
(Kamarudin, 2020)

Some of the mentees expressed their feelings, and some others claimed the feelings another situation or person caused:

M1 Expresses feeling well at all, in contrast

M4 Who expresses - “la verdad me siento muy mal, me estreso todo el tiempo, quiero salirme de la carrera, la odio, la verdad, la profesora que es mi maestra la detesto, no explica bien, no tiene paciencia, da un tema y no da vocabulario. la verdad odio el momento en que elegí esta carrera, fue la peor decisión de mi vida, de no ser por asesorías, ya me hubiera salido de la universidad”

M5 - “No me siento a gusto con la profesora, muchas de las veces no le tomo importancia por su forma de actuar, en lo que a mi punto de vista le hace falta profesionalismo y humanidad”.

M2 Expressed - “más o menos pues trabajar únicamente con el libro se me hace un poco tedioso”.

M3 - “A la hora de tener que hablar no ponerme tan nerviosa”.

It can be observed that most of the mentees express negative feelings about their Lengua Meta (target language) class, causing, in some cases, demotivation, frustration, and disappointment. Murray (2002) indicates that from the affective perspective, the learner should avoid being bored, confused and frustrated. From the cognitive perspective, Murray says the material should be relatively easy. Both boredom and confusion can lead to distraction, frustration, and lack of motivation. Of course, the optimal conditions differ for each learner and the same learner in different contexts (p,2). It is also clear that in M4, M5 and M2 statements, students' behaviour emphasizes an attitude that differs from the top 10 skills that students need to succeed identified by Cohen (2000); According to Khu (2006), less confident Students are more likely to founder and give up when encountering difficult circumstances. Similarly, students guided by an internal locus of control believe they can work their way through situations, while externally controlled students may conclude that fate has determined

their course, especially when facing trying times; therefore, they may give up and leave college prematurely.”

Lastly it is observed that most of mentees consider “Peer Mentoring” as a help to communicate better and clarify their doubts, they use words such like:

M1 -“Me ayuda para desenvolverme en la clase y perder el miedo a hablar”,

M2 -“Puedo expresarme con más seguridad “

M3 -“Aporta más que nada, en la práctica de exponer mis ideas”

M4 -“Me ayuda a leer mejor”

M5 “Me ayuda a poder aclarar dudas”

Also, it is significant to note that a peer Mentoring Program as a face-to-face relationship between the same students' status creates a more comfortable environment for mentees. It promotes peer interaction, which helps the development of language and the learning of concepts and content. Teaching and learning occur when help is offered at points in the ‘Zone of Proximal Development’ where performance requires help. The assistance is provided by the teacher, the expert, or a more capable person in giving help or assistance. Mentioned by Vygotsky. (1978)

Individuals learn best when working together with others during collaboration, and it is through such collaborative endeavours with more skilled persons that learners.

4.3 Mentoring Program Contribution

At Peer Mentoring Program, Mentors aim to meet mentees’ needs and optimize their development and learning potential. The primary needs observed are about students expecting to improve their language skills like listening, speaking, writing, and reading. Mentees express these needs with expressions such as:

M1: - “Desarrollar las cuatro habilidades del pensamiento.”

M2: - "Mi speaking y mi listening."

M3: - "Una mejor pronunciación y mejorar mi listening."

M4: - "Tener más vocabulario... y poder hablarlo muy bien."

M5: - "Desarrollar habilidades lingüísticas."

Learning at Peer Mentoring Program should be through a continuous feedback process of orientation and help (Implementation of a mentoring program in higher education, 2018) based on the exchange of knowledge and experiences, in solidarity, between a mentor and the students. For this one work, mentoring takes on a vital role during the student's academic career since, with this accompaniment, mentees will feel supported to enhance their skills and both personal and professional skills and not necessarily to facilitate their learning but to provide guidance in decision-making. (BUAP, 2018). According to mentees' answers, most of them emphasize that they feel confident about expressing their ideas; the Mentor then should become a facilitator rather than just an authority figure or a provider. Students have a voice in the decisions which may affect them. The mentors' job is to foster an engaging student environment and ask inquiry-based questions that promote meaningful learning. As to the structure of the learning establishment itself, self-choice is emphasized on the part of the student and emphasizes marks and grades (Rowan, 2011)

Table 4.3.1 Mentoring Program Contribution

	QUESTIONS	MENTEE 1	MENTEE 2	MENTEE 3	MENTEE 4	MENTEE 5
MENTORING CONTRIBUTIONS	¿Qué esperas desarrollar en asesorías?	como te mencione anteriormente espero desarrollar las cuatro habilidades del pensamiento.	mi speaking y mi listening	creo que... una mejor pronunciación y mejorar mi listening.	quisiera tener más vocabulario y ser más hábil para memorizar las frases y llevarlas a cabo, bueno, decirlas bien, y llegar a poder hablarlo muy bien.	desarrollar habilidades lingüísticas de una forma más enfocada a lo que necesita uno trabajar en nuestras áreas de oportunidad de mejora.
	¿Cómo consideras que Mentoring aporta a tu clase de Meta?	bueno, siento que me ayuda para desenvolverme en la clase y perder el miedo a hablar lo que se de inglés.	si, pues puedo expresarme con más seguridad ante mis compañeros y maestros, ya que considero soy tímida para participar.	aporta mas que nada, en la práctica de exponer mis ideas con otra persona, me siento escuchada y eso me ayuda a expresarme mejor en la materia, como te digo menos nerviosa.	si me ayuda demasiado. me ayuda a leer mejor, y a tener más conocimiento del inglés.	este, me ayuda a poder aclarar dudas sobre la clase, a poder repasar más ejercicios sobre el tema, familiarizarme con otros acentos de la lengua, a ver mas contenido que no se ve en la clase de meta.

The last questions indicate how Mentoring can affect Mentees' learning process. All Mentees agree when they mention that the 'Mentoring Program' supports their confidence to speak English, they use phrases such as: 'perder el miedo de hablar', 'expresarme con más seguridad', 'práctica de exponer mis ideas con otras personas', 'aclarar dudas'. Mentees express themselves with greater confidence when working at Peer Mentoring Program because peer interaction helps develop language and learn concepts and content. (Calderón,1998, p.7). Mentees' attitude seems optimistic since they did not complain about the program; this is also interesting because it shows empathy between Mentee and Mentor interaction, which is prominent in a cooperative learning method, and very important to promote values and help Mentees' decision-making in basic tasks such as: contribute to the classroom, help each other, encourage each other, share, solve problems, give and accept feedback. (Cooperative Learning Strategies, 2019)

4.4 Mentees' Social-Behavioral Skills

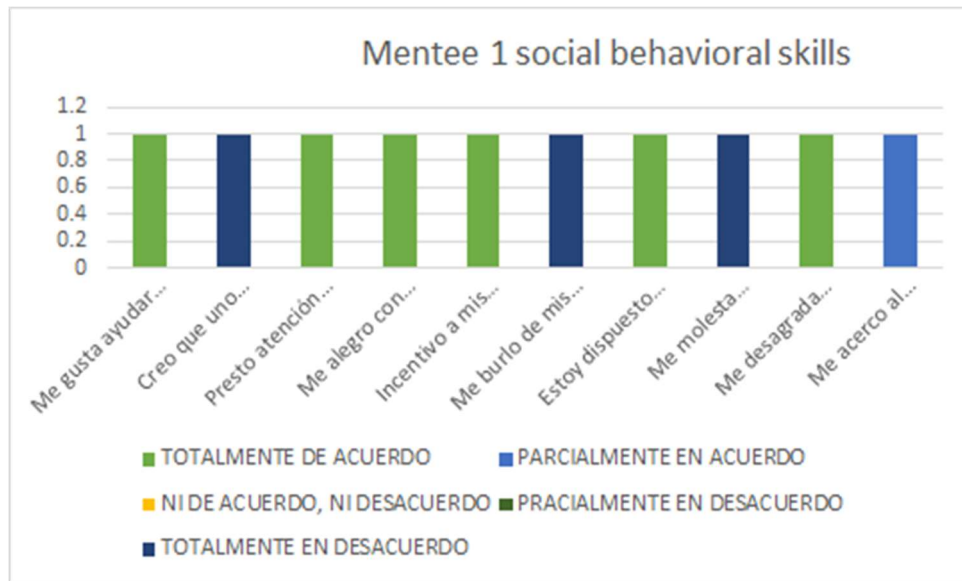
After analyzing interviews answered by Mentees, the results of how social and behavioural skills are considered by them are interpreted through graphs. They will lead this inquiry to get a more exact position of the Mentees' attitude towards a particular situation. In addition, the Mentor's opinion about Mentees' social and behavioural skills is presented. The primary purpose of these graphs is to analyze Mentees' social-behavioural skills and support the observations found. Every attitude has three dimensions: cognitive, affective, and behavioural and according to the Construction Criteria pointed out by Marchant Mayol. (2010) Mentees' have some common answers and differ in others; what is interesting to note in every case is statements 2,6,8, and 9, which purposely violate the social-behavioural skills agreement, which is why every graph is analyzed separately. According to Ülgener (1991), values guide people as abstract entities that ordain people with ideal thinking and behavioural aspects such as being hard-working all the time. Hence, values are belief-based narratives that shape our approach to stuff and events. As such, they point at what is good and evil and guide people as abstract entities. In general, after having the views of Mentees' results, it will be observed not only the words in common to define their values concept and the importance of their behaviour, in other words, how Mentees manage to share opinions, ideas, cultures, and necessities, but also how they act or conducts themselves, especially toward others. Finally, each Mentee's explanation will be added to the final grade obtained by their target language teachers to compare attitudes and achievements. A percentage represents the frequency of the data.

4.4.1 Mentee 1' Social Behavioral Skills

Mentee 1 considers "totalmente en desacuerdo" to statements 2, 6, and 8, which means "fully disagree" with the options of "just help friends", "make fun of peers", and "It bothers me to share with those who are not

my friends", in other words, M1 rejected most of the statements presenting negative social, behavioural skills. For statement 9, M1 designated "totalmente de acuerdo", which is analyzed as M1 "fully agrees" with the idea of dislike hearing the dissertations of some colleagues. On the other hand, M1 shows in her answers a "parcialmente de acuerdo" to statement 10, which is perceived as "partially agree" to the statement "I approach the partner who has no friends in the course". Finally, in this case, the positive attitudes are reflected in M1 social-behavioural skills because the Mentee's final grade was 10. It seems M1 presents a positive social-behaviour interaction with empathy to others showing 60% an attitude of "totalmente de acuerdo", which means "fully agree" to the statements pointed out. According to the Cooperative Learning Strategies (2019), classroom norms should encourage students to contribute, stay on task, help each other, encourage each other, share, solve problems, and give and accept feedback from peers; this way, the benefit for each student is higher. Peers learn to depend on each other positively for various learning tasks, and it promotes learning and fosters respect and friendships; it also promotes peer interaction, which helps the development of language and the learning of concepts and content. In addition, it can benefit ELLs to learn to express themselves with greater confidence when observing how their peers learn and solve problems, and this way, students develop the skills they most need to practice.

Figure 4.4.1 Mentee 1' Socio Behavioral Skills

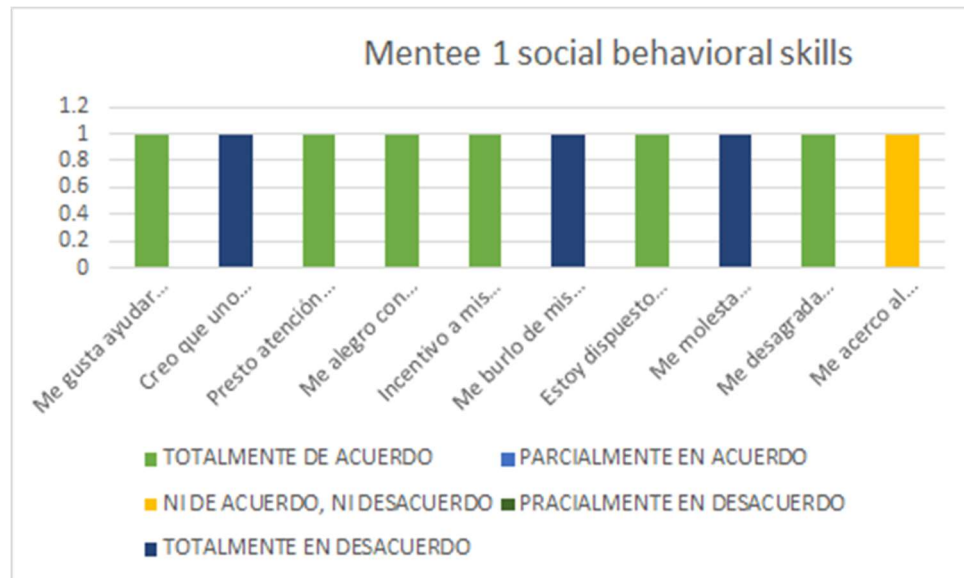


4.4.2 Mentee 2' Social Behavioral Skills

M2's Likert scale is also considered to present a positive social-behaviour interaction, showing 60% of "totalmente de acuerdo", which means "fully agree" according to the statements pointed; besides, M2 consider "totalmente en desacuerdo" to statement 2, 6, 8 and 9 which means being "fully disagree" to the options of "just help friends", "make fun of peers", "It bothers me to share with those who are not my friends" and "I dislike hearing the dissertations of some colleagues", in such a way that completely disapproves at all the statements whose violate the social-behavioural skills. At the same time, M2 answers present a "neither agree nor disagree" to the statement "I approach the partner who has no friends in the course". Thomas (1993) explained that students' values are essential when talking about decision-making; values also lead to the development of students' behaviours, while attitudes support cognitive functioning; Thomas suggests that attitudes and values mutually affect each other in the process of learning and, both are personal qualities that students should develop.

It is found that M2 social and behavioural skills are strong enough to build empathy and an amenable attitude to learn; in this case, M2 awards a final grade of 10.

Figure 4.4.2 Mentee 2' Socio Behavioral Skills



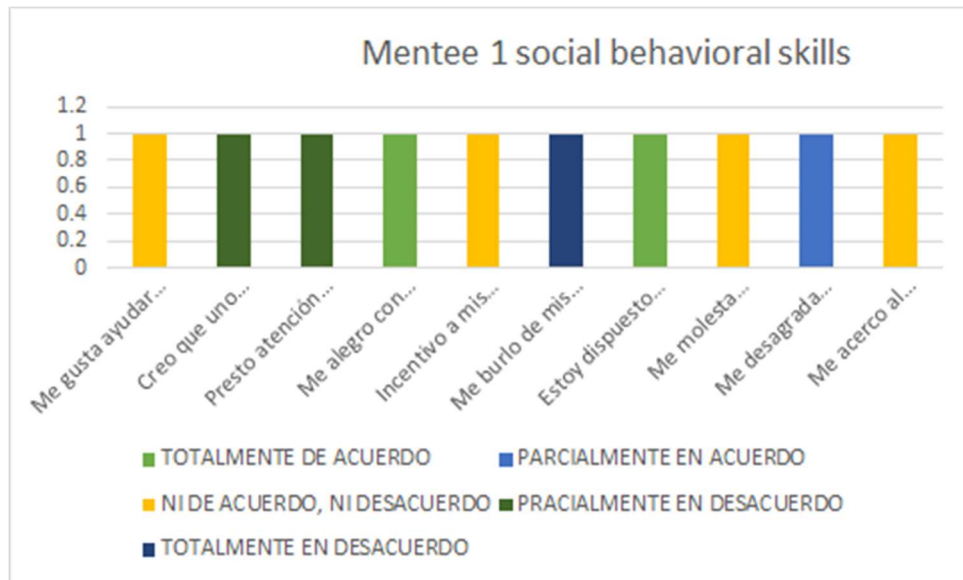
4.4.3 Mentee 3' Socio Behavioral Skills

M3' Likert scale is considered to present a particular social behaviour interaction reflecting 40% of "neither agree nor disagree" as the most prominent percentage and just 20% of "fully agree". Then, it is observed that statement 6 is rejected. The rest of the statements are considered differently. In addition, M3 considers being "partially disagree" with statements 2 and 9. Later, statement 8 was answered by M3 as "neither agree nor disagree". According to Calderón (1984), Cooperative Learning is particularly beneficial for any student learning a second language because it promotes peer interaction, which helps develop language and learn concepts and content. ELLs learn to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, ELLs benefit from observing how their peers learn and solve

problems, and this way, students develop the skills they most need to practice.

Finally, it is essential to observe that the Mentee's three final grades were 8.

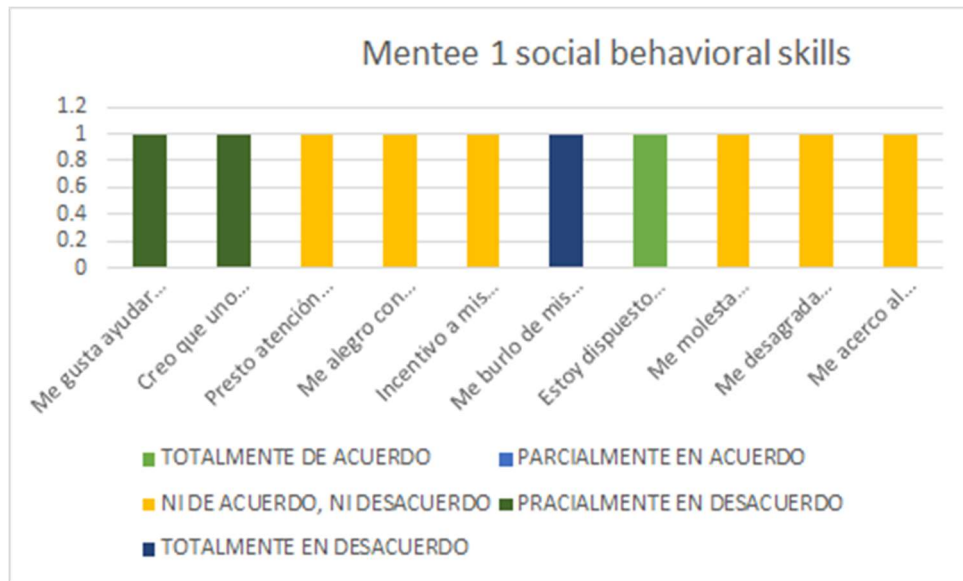
Figure 4.4.3 Mentee 3' Social Behavioral Skills



4.4.4 Mentee 4' Social Behavioral Skills

M4' Likert scale presents a similar situation to the previous one. However, it shows 60% an attitude of "neither agree nor disagree" as the most prominent percentage. What is also essential to observe is the answers to statements 2, 6, 8, and 9. Mentee 4 considers statements 8 and 9 as "neither agree nor disagree"; in other words, the sentences "It bothers me to share with those who are not my friends" and "I dislike hearing the dissertations of some colleagues". On the other hand, M4 rejects statement 6, and finally, it is observed that M4 deals with "partially agree" statement 2. However, M5 "fully agrees" to statement 7. The final grade obtained by M4's teacher is 5.

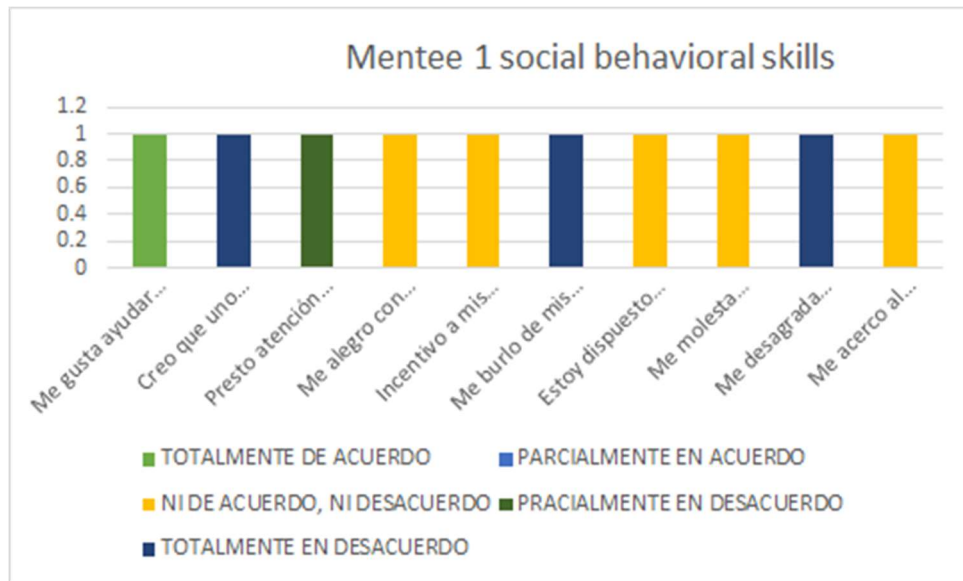
Figure 4.4.4 Mentee 4' Social Behavioral Skills



4.4.5 Mentee 5' Social Behavioral Skills

M5' Likert scale is like the last case with an attitude of "neither agree nor disagree" but represents 50%. Besides, Mentee 5 considers "totalmente en desacuerdo" to statement 2, 6 and 9, which means "fully disagree" with the sentences "just help friends", "make fun of peers", and "I dislike hearing the dissertations of some colleagues". Also, M5 considers being "neither agree nor disagree" to "It bothers me to share with those who are not my friends", statement 8. Meanwhile, M5 shows "fully agree" to statement 1, namely "I like to help my colleagues to solve doubts". In the present case, M5 achieved a six as a final grade.

Figure 4.4.5 Mentee 5' Social Behavioral Skills

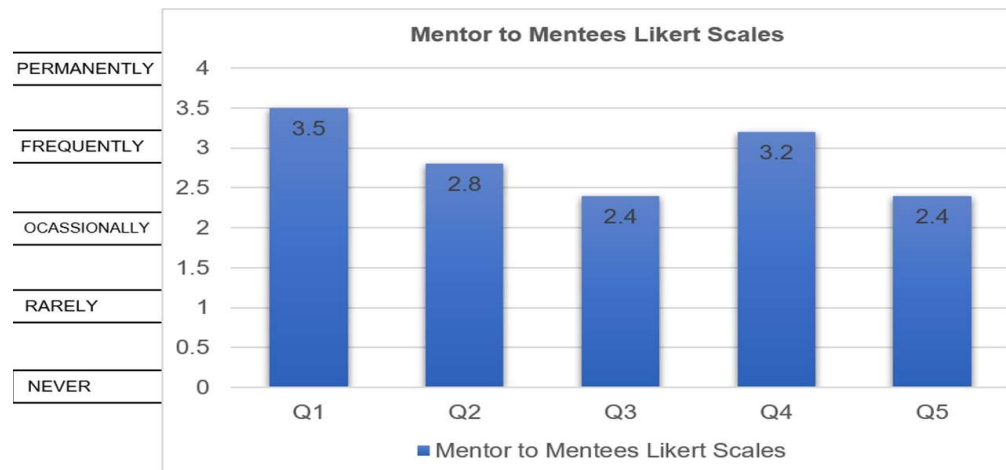


4.5 Mentees' Social Behavioral Skills Observations Summary

As observed, the social-behaviour skills vary according to each Mentee and their own beliefs and choices; these graph results show a particular relation with more specific actions performed in the classroom. Such as the case of M1 and M2, who present a positive interaction, getting most of the percentage "fully agree" to the statements pointed out in the Likert scale items. However, in the case of M3, M4 and M5, graphs reveal a majority percentage of being "neither agree nor disagree", which seems to have a particular from some of the perspectives established when pointing to the classroom norms and the students' skills mentioned by Rowan (2011). It is also prominent that every student's attitude affects them in their learning process. Cooperative Learning Strategies (2019) play an essential role in the classroom. They should encourage students to contribute, stay on task, help each other, encourage each other, share, solve problems, and give and accept feedback this way. Mentees need to depend on each other positively for various learning tasks and foster respect and friendships. It helps not only in the development of language and the learning of concepts and content but also can benefit ELLs to learn

to express themselves with greater confidence; in addition, students develop the skills they most need to practice.

Figure 4.5 Mentor Opinion about Mentees’ Social Behavioral Skills



Q1: Participa activamente en la toma de decisiones de la asesoría.

Q2: Respeta el orden de intervención.

Q3: Respeta las opiniones de los demás.

Q4: Expone sus propias ideas.

Q5: Escucha atentamente a los demás

4. 6 Mentor Opinion about Mentees’ Social Behavioral Skills

As mentioned before, in the Likert scales answered by the Mentor, all the items were encouraging values like responsibility, respect, honesty, caring and inclusion.

Question 1 was intended to register if mentees actively participate in decision-making during their mentoring; it is observed that this is an activity that most mentees do. They know what they must do and how to improve their language skills. For questions 2 and 3, they studied if mentees respect others, their opinions about it, and how much they care about others, as it is observed that mentees frequently respect each other’s interventions, but they occasionally respect what others say. Question 4 relates to the first

question because it considers if mentees actively participate, if Mentees expose their ideas and how frequently; the results show that mentees commonly do it. Question 5 examines if mentees pay attention when other people are talking to them, and it was found that mentees sometimes do it.

Finally, in contrast to questions four and 5, it is concluded that mentees like to expose their ideas more than listen to others' ideas. Although mentees actively participate, they show less importance in respecting others' opinions and sometimes respect other interventions when talking. Students must develop their skills to listen to others, stay calm with others and take turns for interventions in the class. These points identify all these tasks in values like inclusion, respect, responsibility, honesty, cooperation and caring (Cohen, 2000). After having the views of the Mentor above, it is found that in Q3 and Q5, where in general students got 'occasionally' can affect Mentees achievement and mainly the communication between teacher - students.

4.7 Cambridge Mid-term Test Scores

All scores are represented by percentages related to mentees and their language skills. Three columns show reading, writing, and listening to students' results. Next, the mentees' target language final grade register is found in the last column. All the results were taken after the first month of working at the Peer Mentoring Program.

For Mentee 1, the final percentage shown is 92%, which means students' progress is remarkable; the results show a high score as well in writing skills; meanwhile, Mentee 1 has a score of 90% in listening, by the other hand the lowest percentage shown in this case is in reading with an 88%.

Mentee 2 final percentage is 83% and shows the highest percentage in writing skills, getting 100%, while in listening was shown the lowest score with 75% and in reading, 76%. The results, in this case, are acceptable.

In Mentee 3, the final percentage is 79%, with a score in writing skills of 79%. The lowest percentage is shown in listening skills, getting 70%; however, the highest score was in reading, with 88%. Mentee 4 shows a low-grade final score of 51%. In addition, in writing skills.

Mentee 4 shows the lowest score, with 45%. Oppositely the highest percentage is shown in listening skills getting 60%, and the score in reading of 50%.

Finally, Mentee 5 shows a final score of 51%, meaning students' progress is substandard; the results show a high score in writing skills at 61% the number. Meanwhile, Mentee 5 has the lowest score, with 40% in listening, while the percentage shown in reading is 52%.

In general, Mentees Cambridge's results show in listening to an area to improve. According to Mentor, the general perception of mentees' attitudes toward respecting others' opinions was temporary but between occasionally and frequently. It is also similar when Mentor pointed out the question about listening to others; the results show mentees are in a range between frequent and occasionally, and finally, when it refers to exposing their ideas, the contrast is prominent because mentees show a different range, that is high, between frequently to permanently. In other words, mentees like to express their ideas, but it is different when talking about listening to others.

Table 4.7 Cambridge Mid-term Test Scores

APRENDIZ	READING	WRITING	LISTENING	TOTAL
Mentee 1	88%	98%	90%	92%
Mentee 2	76%	100%	75%	83%
Mentee 3	88%	79%	70%	79%
Mentee 4	50%	45%	60%	51%
Mentee 5	52%	61%	40%	51%

Source: Ph.D. Amelia Xique Suárez, (2018). "Mentoring" SS Program Trainees Directory

4.7.1 Cambridge Final Test Scores

From a general point of view, on average, the skill that shows a significant improvement in mentees was listening, and according to Rowan (2011), during the learning process, Cooperative Learning Strategies are crucial, as cooperative learning explains that the main skills to develop improvements about learning and specifically to acquire a second language are through peer interaction, listening, speaking while looking for the right words to explain ideas and feelings. As the Mentor influence tends to become a facilitator rather than just an authority figure or a provider, students have a voice in the decisions that may affect them. As to the structure of the learning establishment itself, the self-choice is emphasized on the part of the student and emphasizes grades; it also engages students and asks inquiry-based questions to promote meaningful learning. Students know that the relationship between Mentor-Mentee is spontaneous. Then mentees easily accept the information given by Mentor; it is because they feel comfortable knowing that an experienced person that has gone through the same place and challenges but is still facing them is guiding them. Chao (1992) mentioned that mentoring program outcomes depend not only on the aims of a mentoring program but also on the relationship between Mentor and Mentee. The daily interaction also promotes that students feel accompaniment during their learning process and establishes a way to improve social skills. It could be possible that attitudes, values, and behaviour not only directly affect students' grades because of their development in the classroom but also could affect language skills development since some of the attitudes and values are connected to students' behaviour and according to Thomas (1993) they support cognitive functioning. Cohen (2000) identified the top 10 skills that students need to succeed. It seems that when working on them, mentees improve their attitudes while at the same time their language skills, listening to others, talking about following the steps, following the rules, ignoring distractions, and encouraging respect values; at the same time, the listening skill is

improved. When working on promoting asking for help when mentees need it and taking turns when they talk or get along with others, speaking skills are being improved as well. On the other hand, by fostering the values like caring and honesty in being responsible for their behaviour or the initiative of doing nice things for others and emphasizing choice or control, mentees exercise decision-making, which could lead them to improve when writing and choosing words correctly.

The following table provides the mentees' results from their final Cambridge test taken on December first week. It is essential to note the relation between the percentage of the mid and final tests; there is a comparison underneath.

Table 4.7.1 Cambridge Final Test Scores

APRENDIZ	READING	WRITING	LISTENING	TOTAL	TARGET LANGUAGE FINAL GRADE
Mentee 1	84%	100%	94%	92.2%	10
Mentee 2	84%	88%	85%	85.6%	10
Mentee 3	90%	90%	100%	93.3%	8
Mentee 4	60%	60%	72%	64%	5
Mentee 5	64%	70%	50%	61.3%	6

Source: Ph.D. Amelia Xique Suárez, (2018). "Mentoring" SS Program Trainees Directory.

4.8 Mentee's social-behavioural skills' progress and achievements

A checklist was considered, where Mentees' attendance, participation, homework, and punctuality were observed and registered to encourage students to care and reflect on their attitudes when learning.

As it was indicated in the information given before, Mentee 1 (M1) keep the same general score in both the mid and final Cambridge test and in this section is found that their social-behavioural skills are focused in a very similar way as the top 10 skills that students need to succeed (Cohen, C., 2000) M1' self-choices are based on their commitment, also shows 100% score in participation, attendance, punctuality and homework. Observing the results in the social-behavioural skills table obtained by M1 and her achievement scores, the influence of positive promotion of values directly affects the goals of this participant.

Similar to the case before, it is found in Mentee 2 (M2), the scores on participation, punctuality, homework, and attendance also achieved 100%, and the final grade and final Cambridge test were obtained with the highest punctuation.

In contrast, Mentee 3 (M3) statistics used to reach a different average where attendance is 72%, participation 80%, homework is 60%, and punctuality is 70% getting an 8 in the final grade, which seems to have a particular relation between behaviour and achievements.

Mentee 4' (M4) case shares a very similar pattern as M3; However, the percentages are even lower, and the difference between statistics is prominent; this case still seems to have a relationship between behaviour and achievement, and there is an increment in some percentages like attendance, participation and punctuality but was not enough, where unfortunately the participant did not approve the subject, obtaining 5 in the final grade.

Mentee 5 is a very particular case, as it shows an essential improvement in their attendance over time; However, participation, homework and punctuality are not as good as expected; the participant finally got a 6 in the target language final grade, which means such as barely approved. After reviewing the scores, there is some critical data to consider; percentages increased in language skills working, reading, writing, and listening to mentees develop differently through the peer mentor program.

Both tables are presented immediately through a graph to observe the significant difference under the total scores.

Table 4.8. Mentee’s progress social-behavioral skills and their achievements

Social-behavioral skills and achievements	Mentee 1	Mentee 2	Mentee 3	Mentee 4	Mentee 5
SEPTEMBER					
attendance	100%	100%	50%	50%	60%
participation	100%	100%	80%	30%	30%
homework	100%	100%	60%	30%	50%
punctuality	100%	100%	70%	60%	70%
OCTOBER					
attendance	100%	100%	80%	60%	70%
participation	100%	100%	80%	50%	60%
homework	100%	100%	60%	30%	50%
punctuality	100%	100%	70%	60%	100%
MID TEST	92%	83%	79%	51%	51%
NOVEMBER					
attendance	100%	100%	80%	60%	90%
participation	100%	100%	80%	70%	60%
homework	100%	100%	60%	30%	50%
punctuality	100%	100%	70%	80%	70%
DECEMBER					
attendance	100%	100%	80%	60%	90%
participation	100%	100%	80%	70%	60%
homework	100%	100%	60%	30%	50%
punctuality	100%	100%	70%	80%	70%
CAMBRIDGE FINAL TEST	92%	85%	93%	64%	61%

Table 4.8.1 Mentees’ Cambridge Test Results Comparison

	Total midterm exam score	Total final term exam score	final grade target language
Mentee 1	92%	92%	10
Mentee 2	83%	85%	10
Mentee 3	79%	93%	8
Mentee 4	51%	64%	5
Mentee 5	51%	61%	6

4.9 Mentees' Cambridge Test Results Comparison

Mentee 1 got less score percentage in reading skills on their final-term exam than on the midterm exam, getting down 4 % in that ability, meanwhile showed significant growth in listening skills getting up 4% and getting a final grade of their target language of 10, which means this student approved their subject with the highest grade that can be obtained.

On the other hand, Mentee 2 obtained less score percentage in writing skills on their final-term exam than the midterm exam, getting down a 12% in that ability; meanwhile, there was an increase of 10 % in listening skills in the final-term exam, getting as the final grade of their target language a 10, which indicates this student also approved their subject with the highest grade.

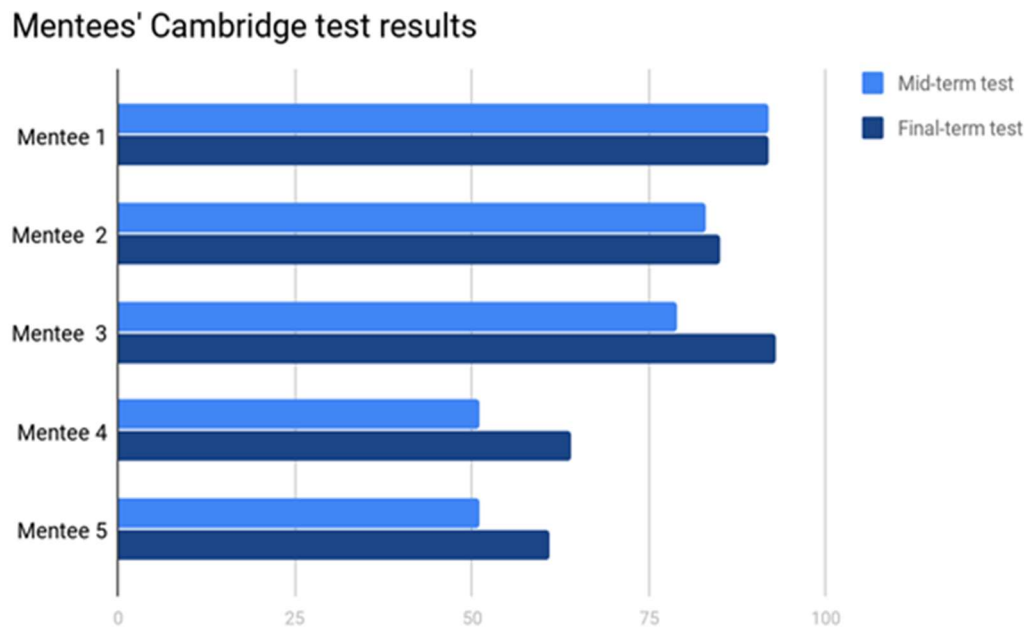
It was also found that Mentee 3 did not show any decrements between the mid and final term exams. However, a significant difference is shown in the listening column since the increase in this skill is 30%. Finally,

this student was approved for an eight as her final grade in their target language.

In the following case, Mentee 4 did not show any percentage reduction between the mid-term and final term as in the previous scenario. However, it presents an improvement in writing skills, getting 60% in this area and an increase of 15%. Also, in this case, her target language final grade was not approved, and she got a 5, which means this student needs to retake her subject.

Finally, the analysis in Mentee 5 presents an improvement in the reading area, getting a 64% and does not show any percentage decrease, this student got a 6 in their final grade of the target language, and commonly this would not be qualified as a good grade but still approving.

Figure 4.9 Mentees' Cambridge Test Results Comparison



From a general point of view, the data analyzed shows a significant increase in students' reading, writing, and listening skills. The most distinguished improvement is observed in listening. Considering mentees' first interview and Likert scale answers, students feel confident working with

their Mentor. In addition, their Mentor pointed out that students frequently present their ideas, but they rarely listen. According to the "Implementation of a mentoring program in higher education" (2018), since the program is understood as a continuous feedback process of orientation, it should focus on meeting mentees' needs and optimizing their development and learning potential.

Table 4.9 Skills Improvements

	Reading	Writing	Listening
Mid-term	70.8%	76.6%	67%
Final term	76.4%	81.6%	80.2%

Conclusion

This chapter has analyzed the findings from the techniques applied to describe each Mentee. Data collected from the interview was analyzed inferentially, and all opinions were considered to explore and describe Mentee's beliefs. Moreover, all the data from the Likert scales were analyzed statistically. It highlighted the most relevant findings that help answer the research questions for this research project. Data collected lets make conscious of the Mentees' perspectives about their social-behaviour skills when learning in the classroom. I realize learning depends on a great measure of students' social-behaviour skills. Mostly, when Mentees have shown an improvement in their social-behaviour skills, they also got an improvement in their achievements.

Finally, although some Mentees did not get a positive grade in their target language, they improved in some work areas, which undoubtedly helped them acquire better results in their achievements. According to the results, the discussion of this study's findings, analysis and research questions will be presented in Chapter five.

CHAPTER V: CONCLUSIONS

Introduction

In this chapter, the findings gathered by the research instruments will be presented, as well as the implications of the investigation problem and suggestions for research improvement. Also, some essential aspects are to be mentioned, like the limitations of this research during the application of the instrument and suggestions or advice given by the authors to improve this investigation for future researchers interested in this topic.

5.1 Findings

The information collected in this investigation was divided into two categories that took all the elements and factors that happen with the peer mentees' achievements and their connection with their social-behavioural skills. A deep analysis was used to get different perspectives on students' processes and achievements through peer mentoring programs. This data collection was intended to answer the research questions presented at the beginning of this investigation.

5.2 The mentees' achievements and their social-behavioural skills

The results from the analysis show that most of the mentees' social-behavioural skills are related with their social-behavioural skills according to the student's commitment with their university career classified into the following values, inclusion, respect, responsibility, honesty, cooperation and caring (self and with others) this affects positively or negatively in their professional development since they have to make their decisions to improve their achievements; however, some of them are not capable of taking into account how much it affects in their achievements, and it promotes a lack of communication and inappropriate study habits that ultimately interfere in their professional growth.

5.2.1 The Most Significant Improvement in Mentees' Language Skills

On the one hand, according to the results, Mentees shown are usually focused on improving their listening skills. The analysis presents that it was the most prominent area where the Peer Mentoring program influence affected Mentee's achievements. Also, it is essential to note that during the program, "Communication" between Mentor-Mentee was promoted all the time; in the case of the questions applied to Mentees in the interview, most of the students revealed a desire to understand English and to improve their language skills, to be listening one of them. The Likert scales also show a necessity for improving listening abilities to create a better learning environment because the percentage obtained is low. Another interesting data found is the Mentees' Final Test Cambridge results, which seems an important development in listening skills compared to the Mid-term test scores.

5.3 Implications

According to the peer mentoring program, the main objective is to support mentees' learning to improve their achievements and to get approved for their target language subject; however, not all the participants got a good grade, and there was one who did not approve, some problems are attributed to more complicated circumstances, for example, economic, familiar, or psychological situations. On the other hand, teachers cannot satisfy the students' needs due to the many students in each group and the insufficient time to be along with them, causing student-teachers not to receive enough attention to clarify their doubts or necessities. Therefore, the author of this investigation suggests a reduction in the number of students assigned to every classroom; this way, teachers could observe, analyze, and help students with low achievements; in other words, they could be able to provide better attention to all students. If the problem mentioned before persists, then the student will not accomplish the

established professional profile stated in the program for Licenciatura en Enseñanza del Inglés.

5.4 Limitations

Although the participants were told that their answers would be anonymous, some were afraid to answer honestly. This was an obstacle to getting more authentic responses from students since there were questions that aimed to discover their relationships and some problems related to the major.

5.5 Directions for further research

After conducting this study, some suggestions emerged. The first suggestion is a deeper participants' background information and a wider variety of specific tasks to observe how they behave to them. Videorecording analyses are suggested to observe and judge a better way for the students to improve. Psychological tests to observe students' self-esteem and how it impacts their decision-making process, their relationships, their emotional health, and their overall well-being. This may help to have a better understanding of the impact of the Peer Mentoring Program on mentees and their development through the process. The second suggestion is related to the instrument, which could be designed in English, considering that it is Mentee's target language. This might help the participants to practice their knowledge.

5.6 Conclusion

The results of this project showed, in most cases, a positive impact of the Mentoring Program as academic support to students. However, some changes can still be carried out, depending on the participants' perceptions. This has been a fair project that has important information. It has given me sufficient experience to understand the process of a research thesis, and conducting this research has helped me to open my views on how the

learning process is not just about getting information in a book lesson but to get involved with students' experiences, memories and feelings in order to create meaningful knowledge. I hope this project can make a small but significant contribution to students' achievements and behaviour when learning a foreign language.

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APPENDICES

Appendix 1

Semi - Structured Interview

Guide

TO MENTEES

MENTEE'S INFORMATION

- **Female / Male.**
- **Generation:**
- **Level:**
- **Mid - Term Exam Cambridge Score:**

Self-Reflection

Script:

1. ¿Porque estas en asesorías?
2. ¿Qué te motiva a asistir al programa de "Peer - Mentoring"?
3. ¿Que esperas desarrollar en asesorías?
4. ¿Cómo te sientes en tu clase de inglés "Meta"?
5. ¿Cómo te sientes estando en Mentoring?
6. ¿Cómo consideras que Mentoring aporta a tu clase de Meta?

Appendix 2

Likert Scale

Guide

TO MENTEES

Socio - Behavioral Skills Developed

Mentee's Information:

- **Female / Male.**
- **Generation:**
- **Level:**
- **Final Exam Cambridge Score:**

TA = Totalmente de acuerdo

PA= Parcialmente de acuerdo

NA/ND= Ni en acuerdo, ni en desacuerdo

PD= Parcialmente en desacuerdo

TD= Totalmente en desacuerdo

Appendix 2

Indicadores	TA	PA	NA/ND	PD	TD
Me gusta ayudar a mis compañeros a resolver dudas					
Creo que uno debe ayudar solo a sus amigos					
Presto atención cuando alguien necesita algo de mi					
Me alegro con los logros de mis compañeros					
Incentivo a mis compañeros a superarse como estudiantes					
Me burlo de mis compañeros cuando se equivocan					
Estoy dispuesto a colaborar para que el curso sea más unido					
Me molesta compartir con aquellos que no son mis amigos					
Me desagrada escuchar las disertaciones de algunos compañeros					
Me acerco al compañero que no tiene amigos en el curso					

Appendix 3

Likert Scale

Guide

TO MENTOR

Socio - Behavioral Skills Observed

Mentee's Information

- **Female / Male.**
- **Generation:**
- **Level:**
- **Final Exam Cambridge Score:**

P= Permanentemente

F= Frecuentemente

O= Ocasionalmente

RV= Rara vez

N= Nunca

Appendix 3

Indicadores	P	F	O	RV	N
Participa activamente en la toma de decisiones de la asesoría					
Respeto el orden de intervención					
Respeto las opiniones de los demás					
Expone sus propias ideas					
Escucha atentamente a los demás					

Appendix 4

CHECKLISTS

Mentee: M/D/YY	Attendance	Punctuality	Homework	Participation

MID-TERM EXAM

MENTEE	READING	WRITING	LISTENING	TOTAL

Appendix 4

FINAL-TERM EXAM

MENTEE	READING	WRITING	LISTENING	TOTAL	FINAL GRADE TARGET LANGUAGE

Appendix 5

Sample Interview

Female / Male

Generation: 2017

Level: Meta II

Midterm Exam Cambridge Score: 51%

Self Reflection

Script:

I: Hola. Gracias por aceptar colaborar con mi proyecto de tesis, me gustaría que las siguientes preguntas, las respondas con toda honestidad, siéntete libre y en confianza, tus datos son anónimos.

Interviewer (I) : ¿Porque estas en asesorías?

Mentee (M) : porque quiero desarrollar mis habilidades lingüísticas más rápido, debido a que, en meta somos muchos alumnos, no se puede enseñar bien, al poder interactuar más con el idioma lo adquirimos mejor, en otro punto porque no se requiere de algún pago por las asesorías, dado a que no cuento con el dinero para tomar por otro lugar, asesorías privadas.

I: ¿Qué te motiva a asistir al programa de “Peer - Mentoring”?

M: la atención personalizada que se brinda y la actitud de los alumnos que imparten las asesorías.

I: ¿Que esperas desarrollar en asesorías?

M5: desarrollar las habilidades lingüísticas de una forma más enfocada a lo que necesita uno trabajar en nuestras áreas de oportunidad de mejora.

I: ¿Cómo te sientes en tu clase de inglés “Meta”?

M: en lo particular no me siento a gusto con la profesora, muchas veces no le tomo importancia por su forma de actuar, en lo que respecta a mi punto de vista le hace falta profesionalismo y humanidad.

I: ¿Cómo te sientes estando en Mentoring?

M: me siento bien, el ambiente y los asesores son buenos.

I: ¿Cómo consideras que Mentoring aporta a tu clase de Meta?

M: bueno en muchos aspectos, sobre todo en aclarar las dudas que tengo que surgieron en mi clase de meta, el tener el tiempo de repasar los ejercicios de los temas, familiarizarme con el idioma al practicarlo hablando y escuchando, al profundizar en temas que no vi en mi clase.

Appendix 6

Likert Scale

Sample

TO MENTOR

Socio - behavioral skills observed

Mentee: 5

- Female / Male.
- Generation: 2017
- Level: Meta II
- Final Exam Cambridge Score: 61.3%

Gracias por aceptar colaborar con mi proyecto de tesis. La siguiente “escala de Likert”, debe ser respondida indicando la frecuencia que se apege a tu punto de vista con respecto a las declaraciones expuestas. Recuerda que tus datos son anónimos.

P= Permanentemente **F**= Frecuentemente **O**= Ocasionalmente

RV= Rara vez **N**= Nunca

Appendix 6

Indicadores	P	F	O	RV	N
Participa activamente en la toma de decisiones de la asesoría		***			
Respetar el orden de intervención		pp			
Respetar las opiniones de los demás			pp		
Expone sus propias ideas			pp		
Escucha atentamente a los demás			pp		

Appendix 7

Likert Scale

Sample

TO MENTEES

Socio - Behavioral Skills developed

Mentee: 5

- Female / Male.
- Generation: 2017
- Level: Meta II
- Final Exam Cambridge Score: 61.3%

Gracias por aceptar colaborar con mi proyecto de tesis. La siguiente “escala de Likert”, debe ser respondida indicando la frecuencia que se apege a tu punto de vista con respecto a las declaraciones expuestas. Recuerda que tus datos son anónimos.

TA = Totalmente de acuerdo

PA= Parcialmente de

acuerdo

NA/ND= Ni en acuerdo, ni en desacuerdo

PD= Parcialmente en desacuerdo TD= Totalmente en desacuerdo

Appendix 7

Indicadores	TA	PA	NA/ND	PD	TD
Me gusta ayudar a mis compañeros a resolver dudas	ppp				
Creo que uno debe ayudar solo a sus amigos					ppp
Presto atención cuando alguien necesita algo de mi				ppp	
Me alegro con los logros de mis compañeros			ppp		
Incentivo a mis compañeros a superarse como estudiantes			ppp		
Me burlo de mis compañeros cuando se equivocan					ppp
Estoy dispuesto a colaborar para que el curso sea más unido			ppp		
Me molesta compartir con aquellos que no son mis amigos			ppp		
Me desagrada escuchar las disertaciones de algunos compañeros					ppp
Me acerco al compañero que no tiene amigos en el curso			ppp		

Appendix 8

LIKERT SCALES BY MENTOR ANSWERS RESULTS

PERMANENTEMENTE: 4

FRECUENTEMENTE:3

OCASIONALMENTE:2

RARA VEZ: 2

NUNCA: 0

LIKERT SCALE RESULTS BY MENTOR:	Mentee 1	Mentee 2	Mentee 3	Mentee 4	Mentee 5
Participa activamente en la toma de decisiones de la asesoría	permanente (4)	permanente (4)	ocasionalmente (2)	permanente (4)	frecuente mente (3)
Respeto el orden de intervención	frecuente mente (3)	permanente mente(4)	frecuente mente (3)	rara vez (1)	frecuente mente (3)
Respeto las opiniones de	frecuente mente (3)	frecuente mente (3)	frecuente mente (3)	rara vez (1)	ocasional mente (2)

los demás					
Expone sus propias ideas	permanente (4)	ocasionalmente (2)	permanente (4)	permanente (4)	ocasionalmente (2)
Escucha atentamente a los demás	frecuente (3)	permanente (4)	ocasionalmente (2)	rara vez (1)	ocasionalmente (2)

LIKERT SCALES BY MENTEES ANSWERS RESULTS

LIKERT SCALE RESULTS BY MENTEES	Mentee 1	Mentee 2	Mentee 3	Mentee 4	Mentee 5
Me gusta ayudar a mis compañeros a resolver dudas	totalmente de acuerdo	totalmente de acuerdo	ni de acuerdo, ni desacuerdo	parcialmente en desacuerdo	totalmente de acuerdo
Creo que uno debe ayudar solo a sus amigos	totalmente en desacuerdo	totalmente en desacuerdo	parcialmente en desacuerdo	parcialmente en acuerdo	totalmente en desacuerdo
Presto atención cuando alguien necesita algo de mi	totalmente de acuerdo	totalmente de acuerdo	parcialmente en acuerdo	ni de acuerdo, ni desacuerdo	parcialmente en desacuerdo
Me alegro con los logros de mis compañeros	totalmente de acuerdo	totalmente de acuerdo	totalmente de acuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo
Incentivo a mis compañeros a superarse como estudiantes	totalmente de acuerdo	totalmente de acuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo
Me burlo de mis compañeros cuando se equivocan	totalmente en desacuerdo	totalmente en desacuerdo	totalmente en desacuerdo	totalmente en desacuerdo	totalmente en desacuerdo

Estoy dispuesto a colaborar para que el curso sea más unido	totalmente de acuerdo	totalmente de acuerdo	totalmente de acuerdo	totalmente de acuerdo	ni de acuerdo, ni desacuerdo
Me molesta compartir con aquellos que no son mis amigos	totalmente en desacuerdo	totalmente en desacuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo
Me desagrada escuchar las disertaciones de algunos compañeros	totalmente de acuerdo	totalmente de acuerdo	parcialmente en desacuerdo	ni de acuerdo, ni desacuerdo	totalmente en desacuerdo
Me acerco al compañero que no tiene amigos en el curso	parcialmente en desacuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo	ni de acuerdo, ni desacuerdo