



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE: EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2013-2014

Thesis work previous to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

AUTHOR:

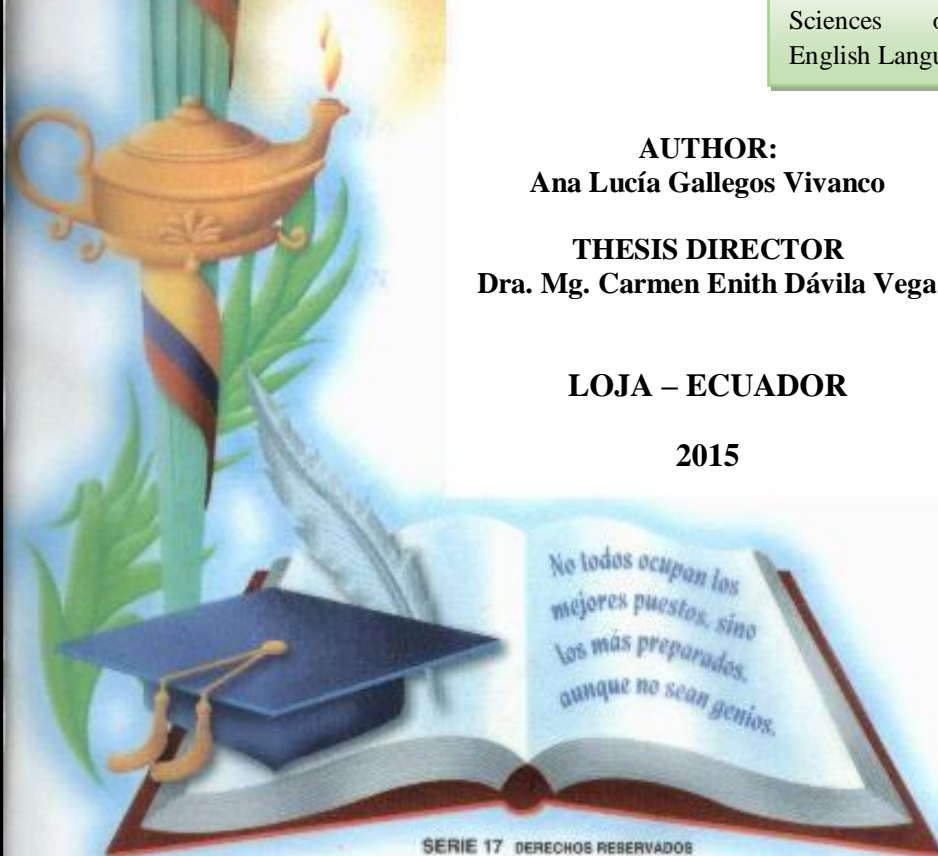
Ana Lucía Gallegos Vivanco

THESIS DIRECTOR

Dra. Mg. Carmen Enith Dávila Vega

LOJA – ECUADOR

2015



CERTIFICATION

Dr. Mg. Carmen Enith Dávila Vega.

**PROFESSOR OF THE ENGLISH LANGUAGE CAREER, OF THE
UNIVERSIDAD NACIONAL DE LOJA.**

CERTIFIES:

To have directed, guided and corrected the thesis work entitled:
**EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH
LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF
BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACocha CITY,
ACADEMIC YEAR 2013-2014**, under the responsibility of the undergraduate
student Ana Lucía Gallegos Vivanco. It has been thoroughly revised and analyzed
the process reports of the research. I therefore, authorize its presentation for the
pertinent legal procedures.

Loja, May 14th - 2015



Dr. Mg. Carmen Enith Dávila Vega

THESIS DIRECTOR

AUTORÍA

Yo, Ana Lucía Gallegos Vivanco, declaro ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y sus representantes jurídicos de posibles reclamos o acciones legales por el contenido de la misma.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el repositorio institucional – Biblioteca virtual.

Autor: Ana Lucía Gallegos Vivanco

Firma:



Cédula: 1104647431

Fecha: Noviembre - 2015

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DE LA AUTORA PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRONICA DEL TEXTO COMPLETO.

Yo, Ana Lucía Gallegos Vivanco, me declaro autora de este trabajo de tesis titulado: **EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACOCCHA CITY, ACADEMIC YEAR 2013-2014.** Como requisito para optar el Grado de **LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, ESPECIALIDAD IDIOMA INGLÉS;** autorizo al sistema bibliotecario de la Universidad Nacional de Loja, para que con fines académicos muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja no se responsabiliza por el plagio o copia de tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los 12 días del mes de noviembre del dos mil quince, firma la autora.

Firma: 

Autora: Ana Lucía Gallegos Vivanco

Cédula: 1104647431

Dirección: Catacocha” Barrio el Progreso”

Correo electrónico: anilu.g@hotmail.es

Teléfono: 2 684-318 **Celular:** 0986302326

DATOS COMPLEMENTARIOS

Director de tesis: Dr. Mg.Carmen Enith Dávila Vega.

Tribunal de grado:

Presidenta: Lcda. María Patricia Rodríguez Ludeña

Vocal 1: Dra. Carmen Aurora Ojeda Pardo

Vocal 2: Lcdo.: Jhimmy Bolter Vivanco Loaiza

ACKNOWLEDGEMENTS

First, I want to express my sincere gratitude to the Universidad Nacional de Loja, for giving me the opportunity to study and encouraging me to conclude my training as a teacher.

Also, I would like to thank to the English language department authorities and professors, who contributed to my professional formation during my career.

At the same time, to Dr. Mg. Carmen Dávila my thesis director, who has given me her support, direction and suggestions, in the development of this research work up to its completion.

Finally, I want to say thanks to the authorities, teachers and students of Paltas High School, for helping me, facilitating the development of my investigation, and giving me all the information that I used.

THE AUTHOR

DEDICATION

Firstly, I want to dedicate this work, to *God* for illuminating the course of my life and giving me health to achieve my goals.

Secondly, with all my love I dedicate it, to *my Parents and Sisters* for motivating and supporting me to pursue my goals.

Finally, I want to offer it, to my teachers who supported me, with their lessons and experiences to become a better person, during this walk of my life.

Ana Lucía

MATRIZ DE ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN												
BIBLIOTECA: Área de la Educación, el Arte y la Comunicación												
TIPO DE DOCUMENTO	AUTOR/NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO								NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTON	PARROQUIA	BARRIO-COMUNIDAD	OTRAS DEGRADACIONES		
TESIS	ANA LUCÍA GALLEGOS VIVANCO. "EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACOCHA CITY, ACADEMIC YEAR 2013-2014",	UNL	2015	ECUADOR	ZONA 7	LOJA	PALTAS	CATACOCHA	PROGRESO	CD	Licenciada en Ciencias de la Educación, Mención Idioma Inglés	

MAPA GEOGRÁFICO Y CROQUIS

MAPA GEOGRÁFICO



MAPA LOCAL



THESIS SCHEME

- i. COVER PAGE**
- ii. CERTIFICATION**
- iii. AUTORÍA**
- iv. CARTA DE AUTORIZACIÓN**
- v. ACKNOWLEDGEMENT**
- vi. DEDICATION**
- vii. ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN**
- viii. MAPA GEOGRÁFICO Y MAPA LOCAL DE LA INVESTIGACIÓN**
- ix. THESIS SCHEME**
 - a. TITLE**
 - b. RESUMEN**
ABSTRACT
 - c. INTRODUCTION**
 - d. LITERATURE REVIEW**
 - e. MATERIALS AND METHODS**
 - f. RESULTS**
 - g. DISCUSSION**
 - h. CONCLUSIONS**
 - i. RECOMMENDATIONS**
 - j. BIBLIOGRAPHY**
 - k. ANNEXES**
 - INDEX**

a. TITLE

**EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON
ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF
8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL
OF CATACocha CITY, ACADEMIC YEAR 2013-2014.**

b. RESUMEN

El presente trabajo de investigación titulado: EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2013-2014, se realizó con el propósito de determinar la influencia del Refuerzo Pedagógico en el aprendizaje del Idioma Inglés. El método principal utilizado durante el presente trabajo de investigación fue el método científico, que ayudó a encontrar la verdad sobre el objeto investigado. También fue necesario utilizar los métodos: descriptivo, analítico - sintético y explicativo que han servido para el desarrollo del proceso de investigación. Además, se utilizó la encuesta que fue aplicada a dos profesores y a ciento veinte y dos estudiantes. Los resultados de esta investigación fueron: El refuerzo pedagógico aplicado por los profesores de inglés no es apropiado, esto es porque lo llevan a cabo sin planificar y de manera informal, debido a que no hay establecido un plan de refuerzo pedagógico en la institución educativa. En consecuencia, los estudiantes no mejoran el aprendizaje del Idioma Inglés.

ABSTRACT

The present research work entitled: EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2013-2014, has been made to determine the influence of Extrapedagogical Support on the English language learning. The methods used during the development of the present research work were the scientific, descriptive, analytic-synthetic, and explicative. The survey was applied to two teachers and one hundred and twenty two students. The results of this research were: that the Extrapedagogical Support applied by English teachers is not appropriate, this is because they carry out it without planning and in an informal way, due to that there is not established an extrapedagogical support plan in the educative institution. Consequently, students do not improve the English Language learning.

c. INTRODUCTION

Extrapedagogical support is an educational tool that educative institutions must use to improve the performance of students' learning at schools. In a class group there are some students who always keep behind the others in learning the English language, that is why the extrapedagogical support is necessary to catch up the students in certain skills or subskills.

Through the pedagogical support, teachers can give additional help to students who need extra support focusing in the students' diverse learning needs, abilities and styles of learning, in order to stimulate them to recover the confidence and interest in learning. However, some students have fallen behind the expected level in class, teachers do not plan the specific skill in which they need support because it means extra work and it is easier to leave them dragging these problems.

Based on these ideas the main problem was stated, in order to know more about how the extrapedagogical support influence on the English Language Learning with the students of 8th years of Basic Education at Paltas High School of Catacocha city, Academic year 2013-2014.

Then, according to the main problem, the sub-problems were stated as well: What kind of Extrapedagogical support plan do teachers apply to improve the English language learning and what are the Extrapedagogical support activities that teachers develop to improve the English language learning

The motivation for this topic choice was from the continuously increasing number of students who have been facing trouble in the learning of the English language as well as the necessity of teachers' awareness about the extra help and support that students' need to overcome these limitations.

The specific objectives related to the present research were: to identify the extrapedagogical support plan that teachers apply to improve the English language learning and to analyze the extrapedagogical support activities that teachers develop to improve the English language learning with the students of 8th years of basic education at Paltas High School of Catacocha city. Academic year 2013-2014.

The general hypothesis which was: the extrapedagogical support influences on the English language learning with the students of 8th years of Basic Education at Paltas High School of Catacocha city, Academic year 2013-2014.

To develop this work, it was necessary to use some methods such as: scientific method to search some theoretical references; the analytic – synthetic methods to analyze the obtained results, to interpret the obtained data and the second one to draw some conclusions; and the explicative method to give the point of view from the obtained results. Furthermore, it is important to mention that the descriptive statistics was used as a tool that facilitated the representation of the data in tables and graphs for a better comprehension.

The technique used was the survey, which was applied to one hundred and twenty two students and two teachers, in order to collect real data and know the current situation of the researched institution.

The present research work includes the following parts:

The first part includes the summary, describing the general objective, all methods, techniques and procedures applied and the main results and conclusions about the research.

Then, the introduction explains the research work, such as the problems and sub-problems, the reasons that motivated the selection of the theme, the specific objectives, the general hypothesis established, the methodology and the contents of the research work.

It also contains the Literature Review, which demonstrates the main topics regarding how to carry out an extrapedagogical support plan and how to develop suitable support activities to improve the English Language Learning.

The materials and methods refer to the design of the research as well as the methods, techniques, instruments and the population researched.

Also, the results present the obtained findings through statistic tables and graphics.

Next, the discussion, describes the procedures in which each hypothesis was proved.

Finally, it includes the conclusions and recommendations about the extrapedagogical support as a possible solution, as well as alternatives and the different problems found at the researched institution.

d. LITERATURE REVIEW

Extrapedagogical support definition

- The extrapedagogical support is understood as the "extra" intervention that a student require when regular educational cannot meet their needs. That is, the set of educational activities that complement, strengthen and enrich the ordinary educational action. Freeland , (2008)
- Extrapedagogical support means giving students extra help or support so they can get the most out of their education and reach their fullest potential. Knepler,(2014)

The aim of Extrapedagogical Support

The aim of Extrapedagogical support is to provide learning support to students who, for one reason or another, have fallen behind the rest of the class in school performance. Ng Hak-kim, (2007)

Purpose

The Extrapedagogical support purpose is to offer an education more adapted to each student, by adapting school curricula and teaching strategies that allows students to discover their abilities and styles of learning. Coxhead, (2008)

TYPES OF EXTRAPEDAGOGICAL SUPPORT

There are several modalities or types of Extrapedagogical Support:
The Extrapedagogical support can be:

✓ **According to whom it is addressed:**

- Individual.
- Group.

✓ **Depending where it is carried out:**

- Within the classroom.
- Outside the classroom.
- At home.
- Classroom support.

✓ **According to the time where it is performed:**

- Prior to the presentation of a teaching unit to the class /group
- Simultaneous to the development of the teaching unit.
- After the teaching unit

✓ **Any combination of these three possibilities.** Oteros, (2010)

EXTRAPEDAGOGICAL SUPPORT PLANNING

- **Characteristics of learning among students with learning difficulties**

It is very important that you identify the learning needs of students in order to provide the right level, type and amount of support.

Being aware of students' educational attainments and experiences prior to entry is a starting point for identifying learning needs. However students entering with what might seem very similar qualifications or levels of attainment can actually be very different. Carrying out early formative assessments or diagnostic tests help to identify areas of weakness or where students may struggle. The University of Auckland, (2010)

Pedagogical support is necessary when students have the following characteristics:

- poor memory
- short attention span and are easily distracted by other things
- relatively poor comprehensive power
- lack of learning motivation
- lack of self-confidence and relatively low self-expectation
- weak in problem-solving power

- fail to grasp information effectively and mix things up easily
- have difficulty in understanding new/abstract concepts
- fail to transfer knowledge to the related learning areas appropriately
- need more time to complete assignments or tasks

Apart from various learning difficulties, students may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences. Support teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning. Ng Hak-kim, (2007)

- **Principles of helping students with Learning Difficulties**

- ✓ Teaching preparation

Before preparing for their lessons, support teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

- ✓ Design meaningful learning situations

Support teachers should specifically design meaningful learning situations, language environments, games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

✓ Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

✓ Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, support teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

✓ Summarize the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and

visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

✓ Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With less pupils in the Extrapedagogical Support program, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

✓ Focus on the learning process

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire

the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills.

- ✓ Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized support teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

- ✓ Teaching /Learning Activities

Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning. Diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

✓ Curriculum Adaptation

Support teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers,

magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils' effectiveness of learning.

✓ Homework Policies

Schools should formulate clear policies on homework which should be reviewed regularly. The assignments should be targeted at the teaching objectives and serve the purposes of learning. Exercise books available in the market should only serve as a reference. Schools should choose these exercise books carefully and make appropriate adjustments to the category, quantity and quality of homework.

Teachers should take note of the following points when designing homework for pupils:

- The homework should have clear objectives and can accommodate the level and needs of pupils;
- the form and contents of homework should be of a great variety so as to develop pupils' creativity, self-learning and collaborative skills;
- the homework should match the content taught in class;
- teachers should give simple and clear instruction;
- assign appropriate amount of homework each day;
- ineffective and mechanical drills should be avoided; and
- teachers should make good use of the homework as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.

✓ Formulation of Teaching Plans

When formulating teaching plans, teachers are advised to take the following two aspects into consideration: On the one hand, teachers should formulate practical teaching objectives that meet the learning characteristics and weaknesses of pupils so as to foster a sense of achievement. On the other hand, teachers should decide whether the learning items should be taught in details or in brief. Moreover, the items should be classified into different levels and taught through small and simplified steps to facilitate comprehension as well as to strengthen pupils' confidence in learning.

With reference to the common difficulties encountered by pupils, teachers should set down the main points for remedial teaching and make adjustments promptly according to the performance of students.

Teachers should make a brief record of the learning aspects, teaching objectives/aims, key learning points, activities, use of teaching aids and evaluations for future reference.

Teachers may deliver the teaching content by means of modules, themes, learning aspects or teaching items and work out the teaching plans accordingly.

Post-lesson reviews should focus on the teaching process and pupils' performance, with specific and critical evaluations made. Examples of main

points for review are as follows: the common difficulties of pupils; the effectiveness of teaching strategies and class activities to help pupils understand the teaching contents, grasp the main points and apply what they have learned; and issues of concern (e.g. basic knowledge that requires enrichment, the need to break down or re-arrange teaching steps, etc.)

✓ Development of Generic Skills

Remedial teachers should help pupils develop good learning habits and attitudes, such as complete the assignments tidily, keep their promise and be responsible and disciplined. A constructive attitude is the foundation for life-long self-learning and it helps enhance pupils' learning effectiveness.

Pupils should be helped to master basic self-learning skills and abilities. For example, teachers may teach them how to set appropriate learning objectives and priorities, time management, note-taking, reading skills and examination taking skills, etc.

Remedial teachers can also make use of information technology to motivate and teach pupils to learn according to their own pace, help them cultivate the habit of self-learning, so that they will benefit from such training for their whole life.

Pupils can be taught to solve problems by different methods, tools or by drawing insight from their past experiences. For example, teachers can teach them the use of dictionaries, as well as the skills of seeking and handling information obtained

from the school and public libraries. These are ways to develop students' flexibility, creativity and independent thinking.

Teachers should train pupils to establish good interpersonal relationship so as to facilitate effective communication and collaboration as well as to enhance the team spirit of students.

✓ Assessment and Record on Learning

Assessment plays a very important role in teaching and learning. By means of assessment, support teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between EPSP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from EPSP.

The two most common assessment methods are listed as follows for teachers' reference.

- Formative Assessment

Teachers can understand and assess the learning abilities of pupils from their daily classwork and homework as well as individual or group projects, such as model

making, drawing, information collection, measuring activities and the way they relate daily events to the topics they learnt in class, so that they can revise the teaching content accordingly.

- Summative Assessment

With reference to the progress of teaching, teachers may assess the performance of students by means of examinations/tests. The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.

Schools may have different forms and weightings of assessment.

Remedial teachers should keep a detailed personal record for each pupil under EPSP. They should assess the progress of pupils regularly and systemically. A comprehensive record provides information on the learning progress of pupils and serve as a reference.

Teachers should pay attention to the response of pupils during classroom learning and make a record in the "Evaluation" column of the teaching plan to facilitate follow-up actions or changes in teaching strategies. In addition, teachers should make reference to the teaching objectives in evaluating the effectiveness of teaching, and revise their teaching plans according to the learning needs.

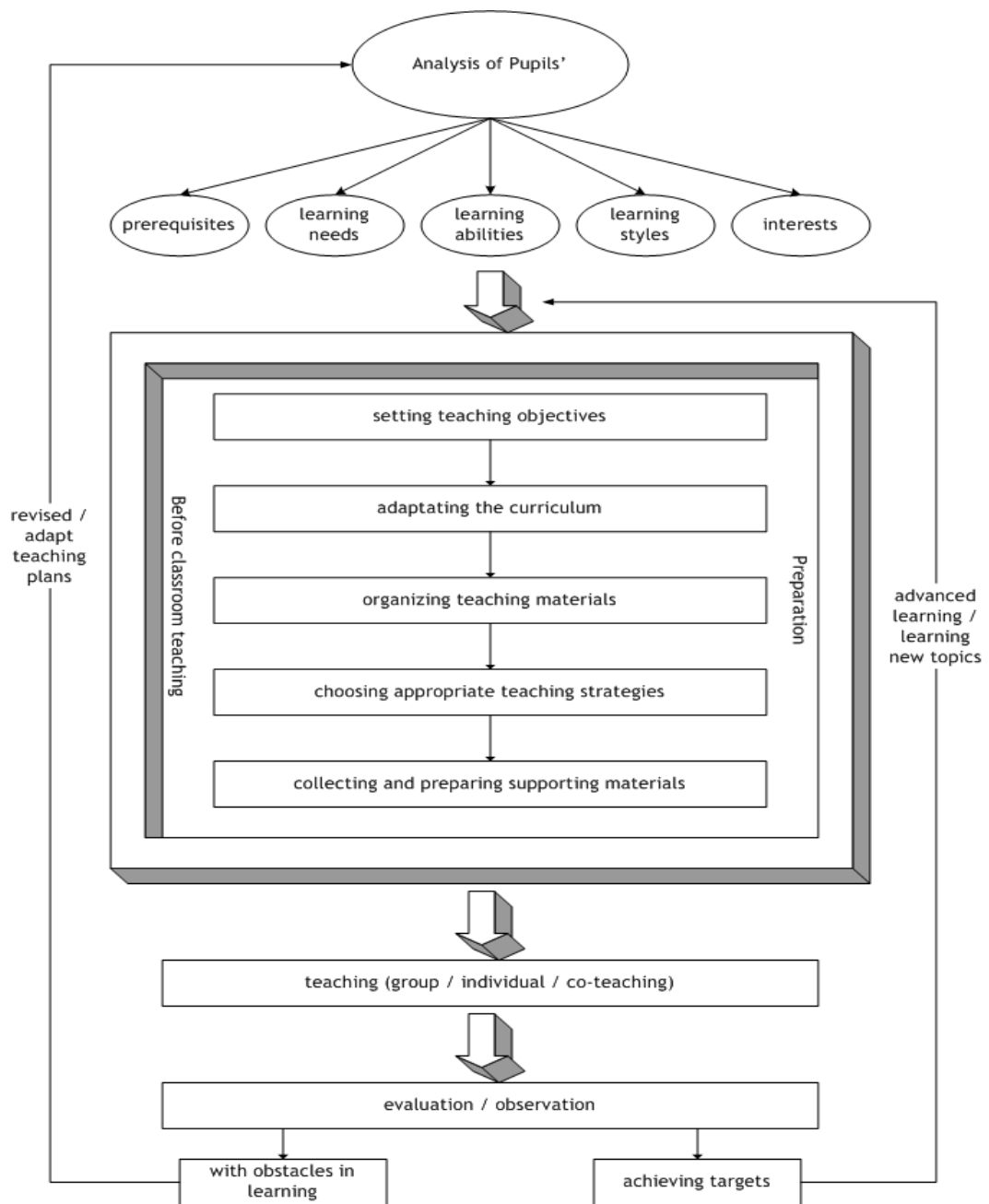
✓ Liaison with Parents

In order to help pupils with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle pupils' problems either by the same way or similar ways in line with the requirements of the school and their schoolwork.

Some parents may have unrealistic expectation of their children's performance. In such cases, support teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner. On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils' potentials. Ng Hak-kim, (2007)

THE PROCESS OF PEDAGOGICAL SUPPORT

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching: Knepler, (2014).



EXTRAPEDAGOGICAL SUPPORT ACTIVITIES

Extrapedagogical support activities are aimed to deepen, supplement or improve academic classroom processes.

- ✓ Extrapedagogical support activities are key when there are:
 - difficulties in the learning process;
 - lack of study habits;
 - delays in content acquisition;
 - low academic results.
- ✓ Benefits gained through Extrapedagogical Support activities
 - Acquire habits and study skills
 - Using new technologies as an educational resource
 - Get an overview of the study and learning as positive Pritchard, (2014)
- ✓ Devise various support activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

- ✓ Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Support teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning. Ng Hak-kim,(2007)

EXTRAPEDAGOGICAL SUPPORT PLAN

The Extrapedagogical Support Plan is an instrument in the service of the centers to encourage educational success of all students, enhancing social cohesion, equal opportunities and individual and collective development.

▪ **Objectives of the Extrapedagogical Support Plan**

Objectives related to the school

- a) Improve the teaching faculty of the institution in terms the planning, coordination and evaluation of measures for diversity appropriate to the status of students.
- b) Improve processes of student assessment (initial, follow-up and final).
- c) Optimize school organization in order to attend the students' diversity ordinarily, which involves planning, coordinating and evaluating the measures of attention to the needs of all students.
- d) Implement strengthening the teaching of English language learning.
- e) Expand and increase the supply of activities for pupils with learning difficulties.
- f) Strengthen communication with families to promote the acquisition of basic work habits.

Objectives related to students

- a) Acquire the necessary content for the development of basic skills of area of English language.
- b) Promote the learning and academic performance of the students by:
 - The acquisition of habits of organization and perseverance at work.
 - Encouragement to study, propose effective ways to work.
 - Improved skills and attitudes associated with reading and writing.
 - Improve the social integration of students in the group and in the center.
 - Easing the transition from one cycle to another.
 - Reinforce the self-esteem of students.
 - Facilitate to the students the achievement of constructive and meaningful learning, improving their learning procedures.
- **Selection of students who participate in extrapedagogical support Plan.**
 - Having a degree of development of basic skills that is not consistent with your age group.
 - Present learning difficulties in instrumental areas and believes that, with the help a specific intervention program, they can overcome them.
 - Students that present demotivation and lack of appropriate learning strategies.

- Be students with learning difficulties whose families cannot provide enough support in the school activity.

- **Involved In The Development Plan.**

Generally all the teachers involved in the Extrapedagogical support plan will have the following functions:

- Evaluation of students' learning process and evaluation of teaching process.
- The guidance and support of student learning in their education, in collaboration with their families.
- The attention of intellectual development, affective, psychomotor, social and moral of students.
- Regular information to families about the learning process of their children and guidance for their cooperation in it.
- Observation, analysis and continuous improvement of the teaching processes .

- ✓ Tutors

Their functions in relation to the Extrapedagogical support plan in school hours are:

- Participation in the selection of the students.
 - Observation in the classroom in order to identify the educational needs of students.
 - Guidance in relation with the methodological and organizational adaptations in the classroom and appropriate teaching materials and personal resources.
 - Development of specific materials with the support teacher responsible of the extra pedagogical support plan.
 - Inform to the families about the educational process of their children.
 - All these functions are based on collaboration with all professionals involved in the plan.
- ✓ Teachers with hours available

Teachers who do not cover their school hours will participate in the development of the Plan as follows:

- Strengthen education to acquire basic instrumental skills.
- Teaching-shared to support to the students assigned to the Plan.
- Support to other teachers in academic activities that require the presence of more than one teacher in the classroom.

✓ Management Teams

The functions of the management team in the development of the Extrapedagogical support Plan are:

- Participation in the selection of the students.
- Coordinate the participation of different sectors of the school community and ensure the necessary resources for the efficient execution of the extrapedagogical support plan.
- Develop an extrapedagogical support plan in the school and include it in the annual general program, according to the guidelines.
- Facilitate appropriate coordination with all professionals involved in the Plan and in the educative institution.
- Provide information that is required to the educational services and family.
- Coordinate the teachers' academic activities.
- Coordinate and promote the participation of the students in the support plan.

✓ Counselor

The functions of the counselor are:

- Collaborate in the planning and development of the extrapedagogical support plan.
 - Participation in the selection of the students.
 - Provide criteria for introduction of measures into of support plan to assist in the attention to social and cultural diversity of students, facilitating reception, integration and participation as well as the continuity of the educational process.
 - Develop and provide guidance to parents in relation with the education of their children.
 - Timely reporting of the possible children who may present educational needs.
 - Monitoring meetings and evaluation of the professionals involved in the center.
 - Coordination with professionals involved in the center in which it is performed the intervention.
- **Methodology and organizational measures**

Measures are those actions, both organizational and curricular which can carry out in the planning process or in the development of the teaching – learning process, to attend students’ diversity. The criteria for selecting these measures are the prevention and action, from general measures to exceptional measures, in this way

to respond to all educational needs that arise, to promote academic and social integration.

The set of measures to be taken depend of the needs of each school, these measures will form part of the extrapedagogical support plan and will be evaluated periodically to determine their convenience or modification.

✓ Methodological Measures

Actions aimed at preventing or compensate slight difficulties by adapting the ordinary curriculum, without altering any of the essential elements in order that the students' diversity reach the capabilities established in the general objectives.

General: This is the set of measures to prevent difficulties by adequacy of any of the curricular elements without altering their nature and / or organizational measures are carried out from initial planning levels.

- Selection and use of various curriculum materials
- Vary the times, forms and tools for collecting information
- reflect about the teaching processes by the teacher: adaptation or adjustment
- Advice to teachers involved.
- Regular meetings of the teaching team.

Singular: Set of measures to prevent and / or compensate difficulties through organizational changes, without altering any of the essential elements. They are:

- Measures of broadening and deepening.
 - Activities of recovery and reinforcement.
 - Support measures for students with general curricular delay.
 - Curricular adaptations in the curriculum without altering the essential elements
 - Temporary flexible groups
- ✓ Organizational measures:

Timetable: To elaborate the general schedule, the Management team should consider that do not coincide the reinforcement classes with the instrumental areas.

Times: The development of the extrapadagogical support plan will be carry out along the week.

Spaces: Centers taking into account the academic freedom and the resources available, it can introduce different organizational measures, such as: two teachers in the classroom or flexible groups, which in all cases must be revisable and measurable.

Coordination: For proper operation of the support activities is necessary to establish a close coordination between the support teachers staff and the teachers who imparting the instrumental areas, in order to secure the connection and continuity between the work done in the classroom and which is carried out in support sessions.

Extrapedagogical support modality: The modality that will be carried out is in the classroom jointly the instrumental teacher and the support teacher. The criteria to consider are:

- By the number of students who receive
 - Individual. Is given only a one student within the regular classroom during classroom activities. So it is possible to suit the needs and circumstances of each student.
 - Group. Is given to several students within the regular classroom. Requires care to define groups.
 - Where it is carried out:
 - Within the regular classroom.

Results more normalizer and can create a positive climate of cooperation, fostering relationships.

- Allows better use of resources and materials, and the support teacher can help any student who need it.
- Is possible to generate in the classroom a new teaching style, more dynamic and participatory.
- At the moment in which it is carried out
 - Prior to the activity. Anticipate to the student something to be done next in the classroom to facilitate monitoring and participation in the teaching / learning; new vocabulary, basic concepts, slogans of work, etc..
 - After the activity is given to the students after classroom activities to reinforce these.
 - Is adjusted to individual needs, respects the individual rhythms of learning and reduce anxiety and student during class.
 - No require much effort of planning and coordination.
 - Simultaneous activity. Is provided in parallel form with the classroom activities, generally in the same areas that are working class, but with content, resources, methodology, that can have adaptations to adjust to the students' needs.
- **Evaluation of Extra Pedagogical Support Plan**

Evaluation is a continuous process, which is part of the teaching /learning process: the main purpose of the evaluation is to obtain information which allows to adapt the teaching process to the real progress of student learning.

The evaluation is carried out taking into account the educational objectives as well as the evaluation criteria established in the curriculum.

The evaluation is based on the continuous collection of information. The procedures for making evaluation must have some characteristics as:

- Be varied
- Give specific information about what is intended evaluate.
- Be applicable in situations more or less structured of the school activity.

The evaluation will be useful:

- a) For students, because it indicates the difficulties that hinder their development and maturation.
- b) For teachers, it indicates the need to correct their objectives and methodology.
- c) To the center, because it could make changes in its guidance and organization.

Evaluation as continuous process, It requires first assessing the starting point of each student obtaining data about the development of their basic skills and curricular competition with the new learning start.

Evaluation is carried out in coordination between teachers' area and Support teachers, which will include the analysis of issues such as: the selection of students, the degree of coordination between the professor and area reinforcement, etc.

Evaluation of the performance Extrapedagogical Support Plan at the center, in order to maintain the aspects that have worked successfully and establish relevant changes in those other that have not been evaluated positively. (López, et al., 2006)

ENGLISH LANGUAGE LEARNING

There has been extensive research into all aspects of the acquisition and learning of English as an additional language.

Here is a brief list of some important points that are relevant to these progressions.

A language can be seen as having two major aspects: social language and academic language.

Social language is for communicating in interpersonal contexts and can be either spoken or written. It may take place at school (in social exchanges in and out of the classroom) or outside school. It may include “functional language”, which is used for buying something at a shop, making an appointment, getting information, and so on.

Academic language is for learning and communicating in educational contexts. It can be either spoken or written, and its main purpose at school is for learning within the curriculum.

– Social language is sometimes called basic interpersonal communication skills (BICS), and academic language is sometimes called cognitive academic language proficiency (CALP). BICS usually take less time to acquire than CALP. In a school setting, learners will probably acquire social language more quickly and easily than academic language.

- Learning an additional language is a long process. It generally takes between five and seven years for a learner of average intelligence who has strong foundations in their first language to reach the same level as a native speaker of the same age and acquire academic proficiency in an additional language. (The length of time depends on many factors, including the age at which they begin learning.)

- It's common for a language learner to initially be better at oral language than written language (or sometimes vice versa), depending on what type of exposure the learner has had to the language they are learning.

- It's very important to support and encourage the use of a learner's first language when they are learning an additional language. The learner who maintains their first language and continues to develop their first-language CALP generally achieves better in the additional language than the learner who has not maintained their first language. When a learner can access concepts that they already understand in their first language, it's easier for them to learn new language and

content. Teachers should encourage thinking and discussion in the first language and provide bilingual support where possible.

– In the early stages of additional language acquisition, most learners will go through three phases. First, they will go through a “silent period”, usually a few weeks at the most, in which they soak up the sounds of the new language and assign meanings to these sounds but produce very little of the target language themselves. Next, they will produce mainly formulaic chunks, which are groups of words that learners think of as one item, often without understanding the individual words (for example, they learn to say “How are you?” as a way of greeting people). They may also use chunks based on simple sentence patterns that have been modeled for them, for example, “My mother’s name is... My father’s name is... My brother’s name is...” After that, the learner will produce original chunks of language, using simple structures and vocabulary. In the early stages of learning an additional language, the learner’s language will contain many errors in language structures and meanings.

– In the later stages of language acquisition, learners gradually develop a bank of vocabulary and an understanding of the structure of the language and rely less on formulaic chunks and models. They learn more quickly and effectively if they are taught explicitly about language, for example, through targeted vocabulary teaching and explanations of how texts work at word, phrase, clause, sentence, paragraph, and whole-text levels.

– The language learner gradually gains a range of skills that helps them to comprehend and produce more complex texts. Given enough time and support, their skills eventually approximate those of a native speaker. The length of time that a learner takes to get to this point may vary depending on many factors, including the learner, the teacher, the learning environment, and the quality and duration of the teaching programme.

- A language learner needs to be taught features of language that are appropriate for their stage of development. It's generally ineffective to try to teach them something before they're developmentally ready to learn it. Teachers, therefore, need to know about the language-learning process and to use teaching methods and materials that have a strong foundation in second language acquisition theory.

- Many language learners will eventually be able to communicate effectively but may continue to need support to develop accuracy and/or depth of word knowledge in their written and spoken language, especially those who begin learning English in their teenage years or later.

- It's important neither to overestimate nor to underestimate a learner's potential or the progress they have made. Differences in achievement between language learners and their native-speaker peers shouldn't usually be interpreted as evidence of learning failure. Teachers should carefully monitor progress, taking into account each learner's starting point and other individual factors.

- Making connections between their first language and the target language is beneficial to language learners. Learners who have access to bilingual support and who are encouraged to process ideas in their first language are likely to make faster progress, especially in the earlier stages of learning a new language.
- Learners of different ages bring different concepts, knowledge, experiences, and strategies to their language learning. It's important to teach different cognitive and metacognitive strategies to help them learn.
- Each learner has a unique set of cultural and personal knowledge and experiences, so teachers should avoid making assumptions about learners from diverse language and cultural backgrounds.
- A learner's language acquisition and learning are more effective when the teacher's practice is informed by theory. Helen, Jannie, Kiernan, & Esther, (2008)

- **Factors that affect individual language learners**

The stages of language acquisition mentioned above are common to all learners of English as an additional language. However, the combination of factors that affect the progress of language learners is unique to each individual learner. Each learner has a unique set of family and cultural experiences, knowledge and understandings, and attitudes and perspectives. These have an impact on their language acquisition and learning as well as on their general learning and

understandings. Each learner's starting point and rate of progress will be determined by a number of factors, including the following:

- The strength of the English language learner's oral language and literacy in their first language(s)
- The age of the learner
- The learner's previous education
- The match between familiar and new approaches to teaching and learning
The similarities and differences between English and the learner's first language(s)
- The learner's language-learning experience
- The learner's exposure to English
- The learner's opportunities to interact with native speakers of English
- Affective factors
- The learner's cognitive learning ability
- Physical disability.

The strength of the English language learner's oral language and literacy in their first language(s)

In general, if a language learner's proficiency in all modes of their first language is strong, then it will be easier for them to learn a new language.

✓ The age of the learner

There are advantages and disadvantages to being younger or older when learning English as an additional language. Younger learners are often more open and flexible in their approach to learning. Older learners usually bring explicit academic, cognitive, and linguistic knowledge and experience, which can be an advantage but can also be a hindrance at times.

✓ The learner's previous education

In general, learners who have had consistent formal education are better able to learn a new language.

The match between familiar and new approaches to teaching and learning

It can be difficult, especially for some older learners, to get used to being taught in unfamiliar ways.

✓ The similarities and differences between English and the learner's first language(s)

If an English language learner's first language is closely related to English, it's easier for them to learn English because their knowledge of sounds, structures, and word families in their first language is transferable. Language elements that

may differ from English include sounds, script, vocabulary, structures, meanings and the ways in which texts are organized.

- ✓ The learner's language-learning experience

In general, the more languages a learner knows, the easier it is for them to learn a new language. The stronger their oral language and literacy in their known languages, the easier it is for them to develop oral language and literacy in a new language.

- ✓ The learner's exposure to English

English language learners will have had different amounts and types of exposure to English – either through formal study or through less formal means such as listening to music, watching movies, and participating in social contexts. If a learner has already had some exposure to English, they are “on the way”, even if they are not aware of any familiarity with this language.

- ✓ The learner's opportunities to interact with native speakers of English

When a learner has opportunities to interact with native speakers of English in both social and academic settings, their language acquisition is enhanced.

✓ Affective factors

A learner's personality traits and learning dispositions (such as their confidence, attitudes, perceptions, and ability to take learning risks) influence their learning.

Significant affective factors include the learner's:

- life experience
- being shy or outgoing
- motivation to learn and acquire language
- self-esteem and self-perception
- previous exposure to trauma.

Other affective factors related to the school and home environment will also have a bearing on a learner's achievement. These factors include the learner's relationships with teachers and with other learners and the well-being and stability of their family.

✓ The learner's cognitive learning ability

A small percentage of new language learners are limited by a cognitive disability and will require special support for language learning.

- ✓ Physical disability

A few learners will need additional support for language learning because they are affected by hearing, sight, or other physical disabilities.

- **Effective Teaching and Learning**

Most of the following suggestions apply to effective teaching and learning in general, but some are specific to additional language learning. Teachers should use instructional strategies that are relevant and appropriate to the learning context.

- Learning should be carefully scaffolded, and the teaching and learning programme should be organised in an effective sequence. Teachers can scaffold learners by:

- Making the nature and purpose of the task clear and sharing the learning goals with the learners;
- Breaking the task into manageable chunks;
- Making explicit the way a text works at word, sentence, and whole-text levels and/or making the components and language features of the task explicit;
- Giving them opportunities to co-construct a new text or to complete a new task co-operatively;
- Providing opportunities for practice;

– Letting them work independently to construct a new text or complete a new task.

- Learning is generally more effective when a link is made between a familiar topic or context and an unfamiliar one.

- Learners' starting points need to be established through informed and accurate diagnostic assessment. Effective teaching and learning is based on sound information, not on assumptions that may either over- or underestimate a learner's capability in a particular area.

- Teaching and learning should focus on the forms and the meanings of language at different levels. Learners should have opportunities to learn about language at word level (such as nouns), clause level (such as relative clauses), sentence level, paragraph level (such as organisation of ideas), and whole-text or discourse level (such as the structure of a speech).

- Learning tasks should integrate the modes of listening, speaking, reading, and writing, although often a task will focus on one mode. (For example, a task could focus on listening, but the learners might also have to write answers to questions and report back orally to the class.) The range of texts used for teaching and learning should include written, oral, and visual language. Both social and academic English should be included in the programme. Visual language is often a very important part of printed or electronic text so, like oral and written language, it needs to be taught explicitly.

- Language teaching and learning is never free of content. It should always be designed to support learning in contexts outside the language classroom and to promote the transfer of learning to new situations. For English language learners who they have placed at early stages of the progressions, teachers should choose topics that include basic general concepts and that are linked as closely as possible to curriculum areas. The topics teachers choose for learners at later stages should be closely linked to curriculum areas. The topics and materials should always be appropriate for the age of the learners.

- Lessons should include opportunities for learners to have repeated but varied opportunities to engage with the same material. The learners also need to experience a variety of interactions in the lessons by working with the whole class, in a structured group, in a pair, and independently.

- Experience-based learning promotes understanding and engagement. It's useful to make the context of new language clear through field trips, experiments, or the use of visual and manipulative materials (such as maths equipment or jigsaws), especially in the earlier stages of language learning.

- Learning is more effective when learners are taught how to learn and encouraged to transfer this knowledge into a range of curriculum areas and to apply it to new learning tasks. The learning setting, the curriculum context, and the content of English language programmes will vary according to the ages and needs of the

learners and the philosophy, resources, and practices of individual schools. However, the fundamental purposes of teaching English as an additional language should remain the same: to help learners access the language for learning at school and, at the same time, to help them learn English for social interaction.

- ✓ Teaching the use of learning strategies

When teaching learning prompts and strategies, ensure that:

- The learners are aware of why the specific prompt or strategy is appropriate to the task and of the benefits of using it;
- The prompt or strategy is modelled (by the teacher or by other learners who are familiar with the strategy, under the guidance of the teacher);
- learners have opportunities for guided practice, either individually or collaboratively, before they use a strategy;
- during the modelling and guided practice, the focus is on the prompt or strategy rather than on any content to be learned; responsibility for using the prompt or strategy is gradually transferred to learners.

- ✓ How we can apply this in the classroom

Learners need to be taught how to use learning prompts and strategies and then encouraged to use them. Teachers should explain each prompt or strategy, describe its purpose, model how to use it, give learners chances to practise using

it, and then encourage them to use it at different points in the learning tasks until it becomes part of how they learn.

Some uses of metacognition are very simple, for example, prompting yourself to ask questions about whether you understand how to do something or asking yourself what to do when you don't understand the instructions for a task. Others are more complex, for example, having a bank of strategies for coping with difficult words in a text, checking the different aspects of editing when proofreading a text you have written, or having a strategy for when people find your spoken language difficult to understand. Learning prompts and strategies can be taught to learners of all ages.

The teacher needs to know which strategies to choose to model and practise in the classroom. There is a wide variety of metacognitive processes that can be applied in the context of learning in an additional language. Many older learners already have a bank of learning prompts and strategies, but they may not be consciously choosing and using these. It's important to bring strategy use to their conscious attention and capitalise on their existing strengths while at the same time broadening and deepening their awareness. Younger learners need explicit teaching and prompting early in their learning.

Learning to learn is closely linked to assessment because self-assessment and metacognitive awareness are mutually supportive. Peer assessment can also

contribute to learning to learn. During the early parts of the Foundation Stage and Stage 1, many learning prompts and strategies can be presented through pictures and diagrams, in combination with oral explanations and prompts to use the strategies. In Stages 2 and 3, prompts can be both oral and written, and learning strategies can include graphic, oral, and written elements. Helen, Jannie, Kiernan, & Esther,(2008)

e. MATERIALS AND METHODS

1. DESIGN OF THE RESEARCH

The present research work was defined as a non-experimental work, because it was an educational theme and the researcher did not have the chance to manipulate the variables.

1.1. METHODS, TECHNIQUES AND PROCEDURES

Taking into account the objectives that are intended to comply with this research, it was proposed the use of the following methods:

The scientific method: This method was used as a general one, which allowed developing a set of procedures which was oriented to discover and verify the stated hypotheses contrasting the theory with the real found problem. Through this method the phases of observation and questioning was developed in the same way as it is in the reality. Thus, it was used to verify the hypothesis contrasting the variables with the empiric data and the theoretical referents. It was also helpful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the researched institution.

The explicative, it was useful as a tool to represent the information in graphic representations which permitted the interpretation about all the information.

The descriptive method: It was used for collecting the information, describing the field obtained results in the applied instruments and it permitted to organize the information according to each hypothesis and corresponding indicators included in the research work.

Also, it permitted to get enough support to demonstrate the meaning of the research, describe the problematic that have been found in the researched institution, the description of the variables the independent as well the dependent one. It also serves as support to deduce the respective conclusions in the thesis report. This method was used to describe how the extrapedagogical support influences in the English language learning.

The analytic-synthetic method: It gave out to analyze the empiric information data obtained in the applied instruments and therefore derive the respective conclusions according to the tendencies of the results in the field work. It was also utilized to analyze the use of tools and the professional development that teachers have gotten with regard to the technology.

The descriptive method: This method was used for collecting the information, describing the field obtained results in the applied instruments and it permitted to organize the information according to each hypothesis and the indicators that research was stated for each one of the variables included in the research work.

1.2. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information, the following techniques and instruments were applied.

The survey: This technique was applied to the teachers and students of 8th years of basic education at Paltas high school of Catacocha city, it was applied through a questionnaire, which contained closed questions about the topic that was research. In this manner to analyze the influence of Extrapedagogical Support on English language learning.

1.3. PROCEDURES

After collecting all the empirical information, it was processed in the following way:

Tabulating. - Regarding to the tabulation of the data obtained in the field research, the descriptive statistics was used for the closed questions and theoretical frame from the explanation of every single question. After that, all the information of the teachers and students was contrasted. This permitted to get the right information.

Organization. - Afterwards, all the empirical information was organized and the questions were classified. This was used to prove the hypotheses taking into

account the variables of the same one as a guide to back them up. Only then, it was possible to carry out the following step -interpretation and analysis.

Description. - Once the data has been attained, it was organized and displayed through statistical tables that showed the frequency and percentage of the obtained indicators in the applied instruments. This permitted to represent the information graphically.

Graphic representation. - After describing all the data, it was represented in a graphic way, so it facilitated the interpretation and consequently, the critical analysis of each question. To do this, it was used diagrams to exemplify the information.

Interpretation and analysis. - Once finished the presentations in tables and graphs, it was mandatory according to the obtained percentages and them was analyzed taking into account the categories of the theoretical frame, the mayor tendencies obtained in the results in order to obtain a better understanding of the results.

Hypotheses verification. - The hypotheses were verified or rejected through a deductive hypothetical process supported in the logical analysis of the field research whose last results were expressed in a descriptive way.

Conclusions and recommendations.- The conclusions and recommendations have been based on a specific analysis of the results and they were used to give recommendations to the teachers of the researched institution and also to the students, in order to contribute to the solution of the problems found in the present research work.

Elaboration of the report. - In conclusion, the final report was elaborated through chapters that permit a more accurate understanding about the theory and the results that was obtained through the present research work which can give way to new researches in the future.

Population. - The population that helped in this field work was constituted by all the English teachers of 8th years of basic education at Paltas high school, who were two and it was considered as a small population.

Regards to the students, also worked with all of them who were 122 students from eight years of Basic Education, since it was a small population it was not necessary to take a sample of it. They are represented in the following chart:

POPULATION	CLASS “A”	CLASS “B”	CLASS “C”	CLASS “D”	TOTAL
8 th Years of Basic Education	30	30	31	31	122
Teachers’ population					2

f. RESULTS

HYPOTHESIS 1. The Extrapedagogical support plan applied by teachers to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.

QUESTION 1. Write an x in what do you think Extrapedagogical support is?

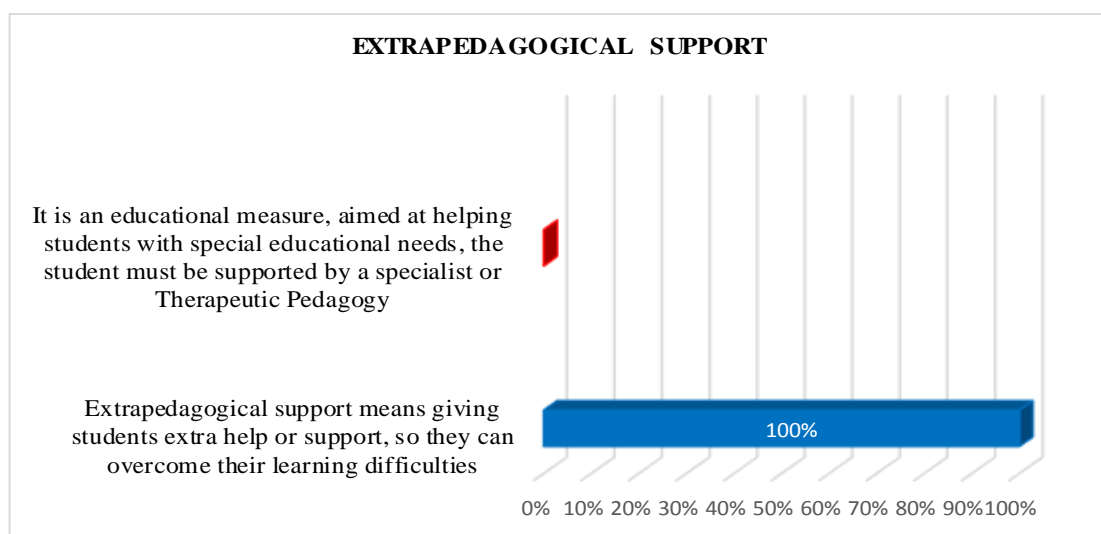
a) Chart 1

EXTRAPEDAGOGICAL SUPPORT	TEACHERS	
	f	%
Extrapedagogical support means giving students extra help or support, so they can overcome their learning difficulties	2	100
It is an educational measure, aimed at helping students with special educational needs, the student must be supported by a specialist or Therapeutic Pedagogy	0	0
TOTAL	2	100%

Source: Teachers Survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 1



c) Logical Analysis

As a result, it can be seen that all teachers have clear what extrapedagogical support is, which is good, it means that teachers know the importance of giving extra help to students who have difficulties in their academic performance and learning.

According to Freeland, (2008) the extrapedagogical support is understood as the "extra" intervention that a student require when regular educational cannot meet their needs. That is, a set of educational activities that complement, strengthen and enrich the ordinary educational action.

QUESTION 2. Which is the Extrapedagogical Support purpose?

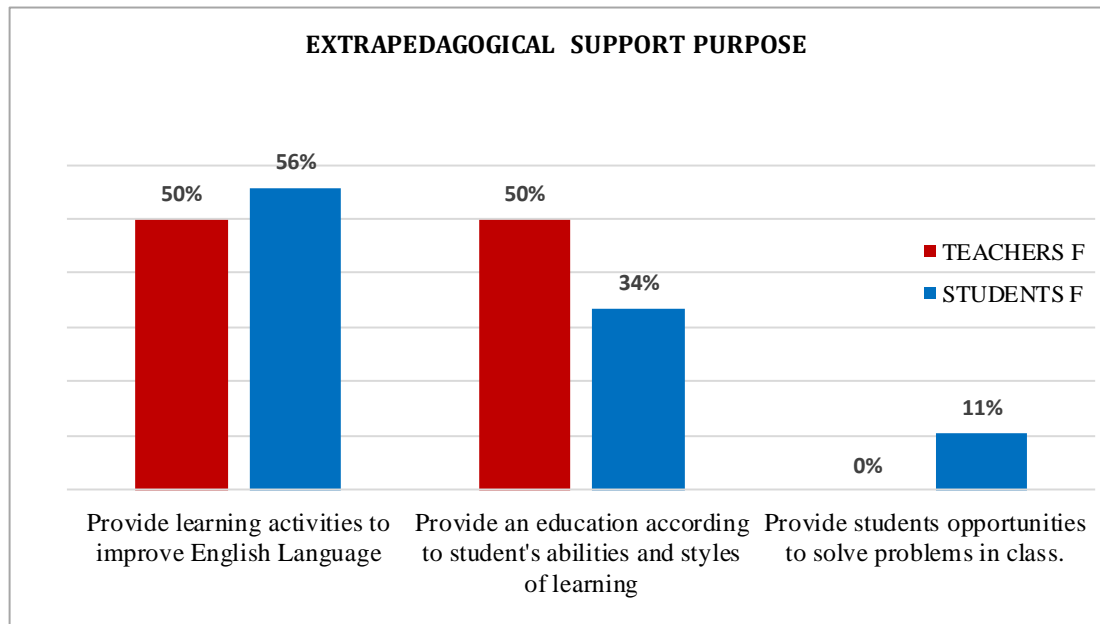
a) Chart 2

EXTRAPEDAGOGICAL SUPPORT PURPOSE	TEACHERS		STUDENTS	
	f	%	f	%
Provide learning activities to improve English Language	1	50	68	56
Provide an education according to student's abilities and styles of learning	1	50	41	34
Provide students opportunities to solve problems in class.	0	0	13	11
TOTAL	2	100%	122	100%

Source: Teachers and students survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 2



c) Logical Analysis

In relation to this question half of teachers and more than half students mentioned that, the Extrapedagogical support is, provide learning activities to improve English Language, while half of teachers and several students said is, to provide an education according to students' abilities and styles of learning.

The gotten results show us that half of teachers and the majority of students do not know what is the purpose of the Extrapedagogical support. Consequently, it reveals that teachers do not support the learning of English taking into account the different abilities, styles of learning and diverse learning needs of students.

The author Coxhead, (2008) indicates that the Extrapedagogical support purpose is to offer an education more adapted to each student, by adapting school curricula and teaching strategies that allows students to discover their abilities and styles of learning.

QUESTION 3. Is there an Extrapedagogical Support plan at Paltas high school to improve the English Language Learning?

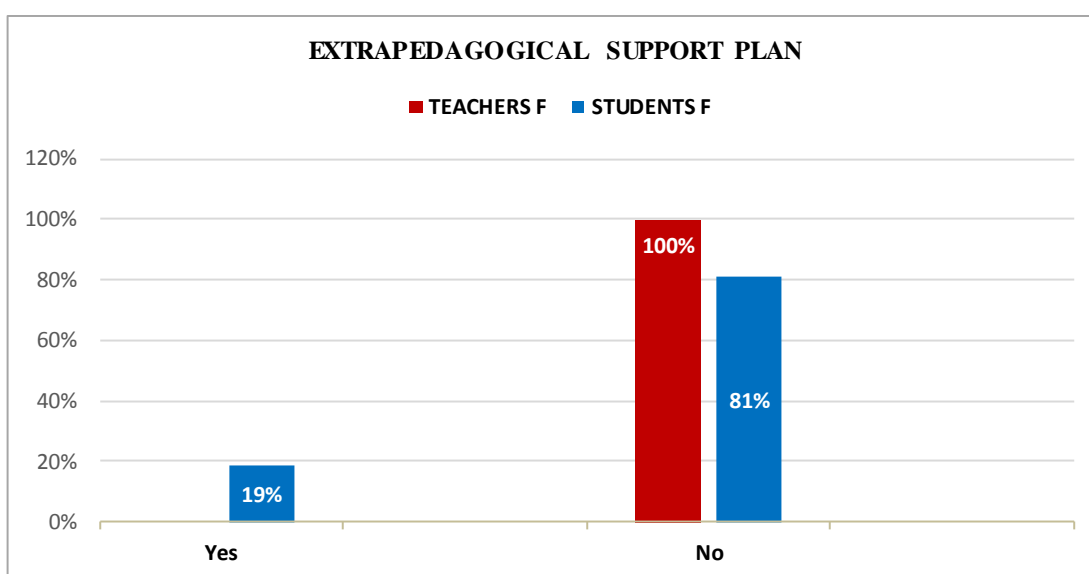
a) Chart 3

EXTRAPEDAGOGICAL SUPPORT PLAN	TEACHERS		STUDENTS	
	f	%	f	%
Yes	0	0	23	19
No	2	100	99	81
TOTAL	2	100%	122	100%

Source: Teachers and students survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 3



c) Logical Analysis

In relation to this question all teachers and many students said that there is not an Extrapedagogical Support Plan in their educative institution to improve the English language learning.

This means that teachers do not apply extra learning support mechanisms through an institutional program, where education is more individualized and teachers design their teaching, taking into account the different students' characteristics and abilities.

According to López, et al., (2006) the Extrapedagogical Support Plan is an instrument in the service of the centers to encourage educational success of all students, enhancing social cohesion, equal opportunities and individual and collective development.

QUESTION 4. What type of Extrapedagogical Support does your teacher apply to improve the English language learning?

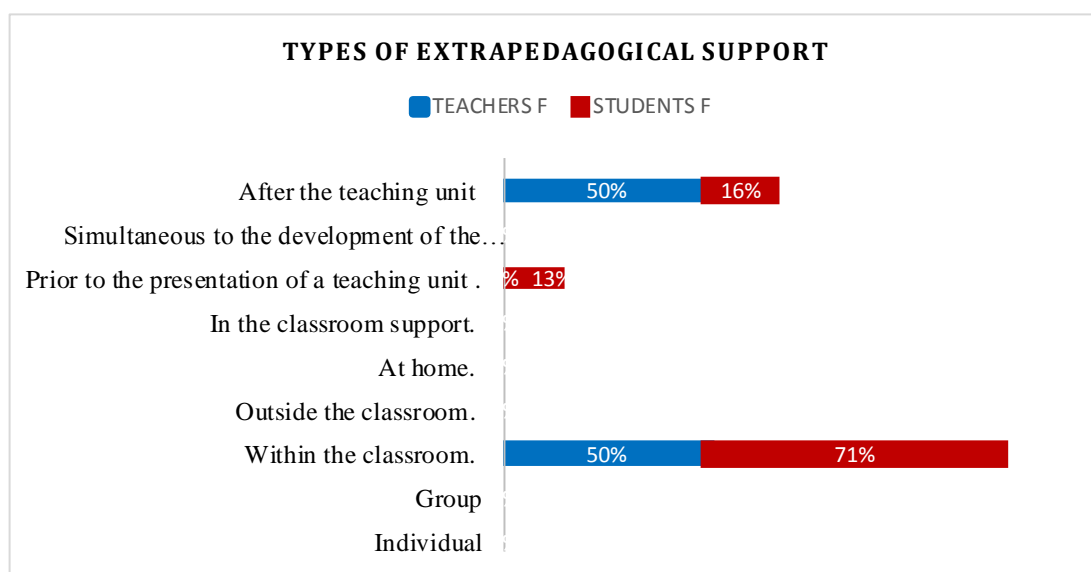
a) Chart 4

TYPES OF EXTRAPEDAGOGICAL SUPPORT	TEACHERS		STUDENTS	
	f	%	f	%
Individual	0	0	0	0
Group	0	0	0	0
Within the classroom.	1	50	87	71
Outside the classroom.	0	0	0	0
At home.	0	0	0	0
In the classroom support.	0	0	0	0
Prior to the presentation of a teaching unit .	0	0	16	13
Simultaneous to the development of the teaching unit.	0	0	0	0
After the teaching unit	1	50	19	16
TOTAL	2	100%	122	100%

Source: Teachers and students survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 4



c) Logical Analysis

According to the data obtained, about the types of extrapedagogical support, on the one hand half of teachers and many students said within the classroom and, on the other hand half of teachers and few students mentioned after the teaching unit.

It can be deduced that teachers and the majority of the students do not coincide in their responses, which indicates that teachers do not have defined any type of support to help to the students who present English learning difficulties. This is because there is not established an extrapedagogical support plan in this educative institution.

The author Otero, (2010) states that there are several modalities or types of Extrapedagogical Support: According to whom it is addressed: Individual, Group; Depending where is it carried out: within the classroom, outside the classroom, at home, in the Classroom support; According to the time where it is performed: prior to the presentation of a teaching unit to the class /group, simultaneous to the development of the teaching unit, after the teaching unit.

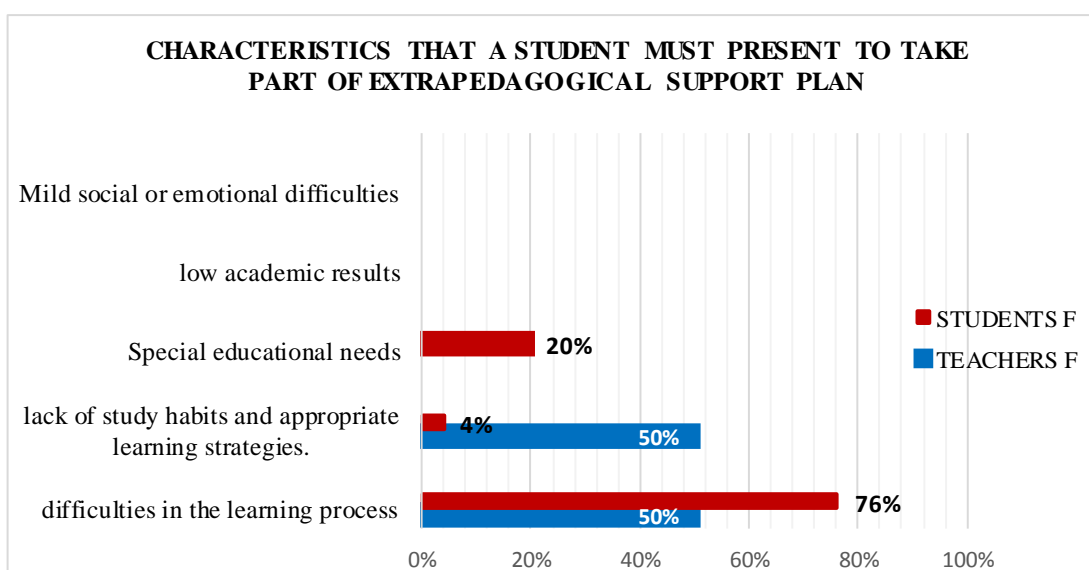
QUESTION 5. Select which of the following characteristics have you presented to take part of an Extrapedagogical Support plan?

a) Chart 5

CHARACTERISTICS THAT A STUDENT MUST PRESENT TO TAKE PART OF EXTRAPEDAGOGICAL SUPPORT PLAN	TEACHERS		STUDENTS	
	f	%	f	%
difficulties in the learning process	1	50	93	76
lack of study habits and appropriate learning strategies.	1	50	5	4
Special educational needs	0	0	24	20
low academic results	0	0	0	0
Mild social or emotional difficulties	0	0	0	0
TOTAL	2	100%	122	100%

Source: Teachers and students survey
Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 5



c) Logical Analysis

In relation to the characteristics that a student must present to take part of Extrapedagogical Support plan, half of teachers and many students mentioned difficulties in the learning process, meanwhile the other half of teachers answered lack of study habits and appropriate learning strategies.

According to the obtained information it can be seen that all teachers and most of students are clear about the characteristics that students must have to form part of an Extrapedagogical Support plan. That is, teachers can detect when a student need to be incorporated into a Support plan and avoid the appearance of more significant problems in the English learning process.

According to López, et al. (2006) the criteria of selection of students who participate in an Extrapedagogical Support Plan are: having a degree of development of basic skills that is not consistent with your age group, present learning difficulties in instrumental areas and believes that with the help of a specific intervention program, they can overcome them, Students that present demotivation and lack of appropriate learning strategies. Being pupils with learning difficulties whose families cannot provide enough support in the school activity.

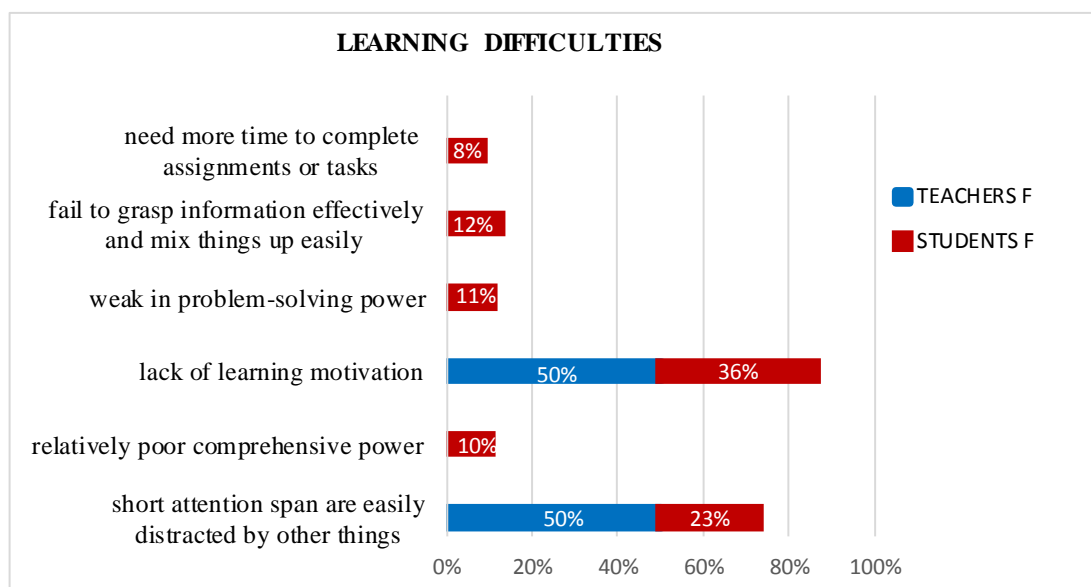
QUESTION 6. Do you need to form part of an Extrapedagogical Support plan, so select what are the learning difficulties that you have?

a) Chart 6

LEARNING DIFFICULTIES	TEACHERS		STUDENTS	
	f	%	f	%
short attention span are easily distracted by other things	1	50	28	23
relatively poor comprehensive power	0	0	12	10
lack of learning motivation	1	50	44	36
weak in problem-solving power	0	0	13	11
fail to grasp information effectively and mix things up easily	0	0	15	12
need more time to complete assignments or tasks	0	0	10	8
TOTAL	2	100%	122	100%

Source: Teachers and students survey
Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 6



c) Logical Analysis

In relation to the learning difficulties that students have, half of teachers and not so many students answered short attention span and easily distracted by other things; the other half of teachers and several students said, lack of learning motivation.

These data reveals that students at Paltas high school face English learning difficulties, which do not allow them to learn and overcome the difficulties that they have in the English learning process.

According to Ng Hak-kim, (2007) pupils under Extrapedagogical support program usually have one or more than one of the following learning difficulties: poor memory, short attention span and are easily distracted by other things, relatively poor comprehensive power, lack of learning motivation, lack of self-confidence and relatively low self-expectation, weak in problem-solving power, fail to grasp information effectively and mix things up easily, have difficulty in understanding new/abstract concepts, fail to transfer knowledge to the related learning areas appropriately, need more time to complete assignments or tasks.

HYPOTHESIS 2: The Extrapedagogical support activities developed by teachers to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.

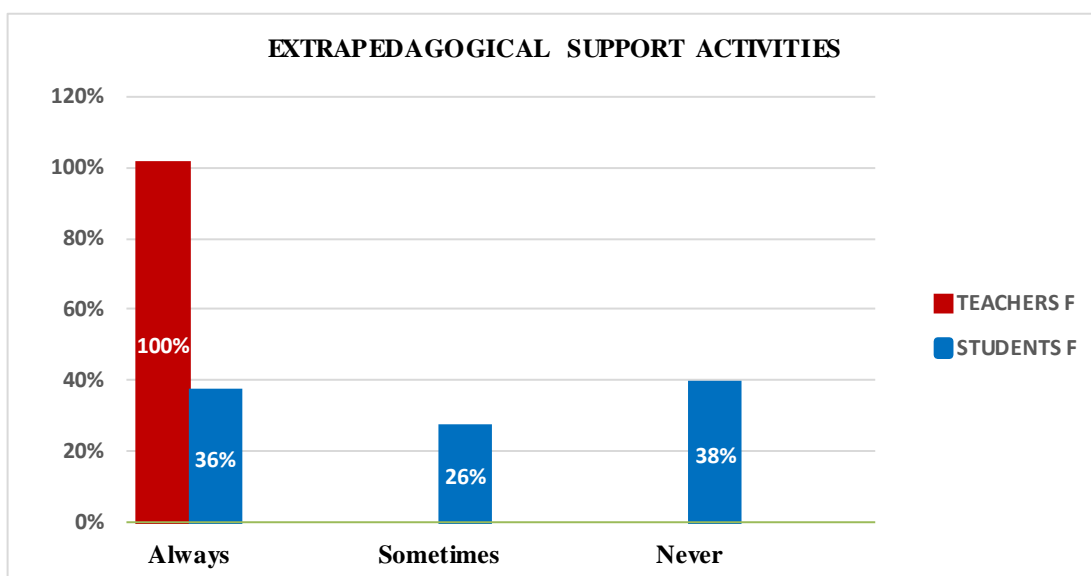
QUESTION 7. How often does your teacher develop Extrapedagogical support activities to improve English language learning?

a) Chart 7

EXTRAPEDAGOGICAL SUPPORT ACTIVITIES	TEACHERS		STUDENTS	
	f	%	f	%
Always	2	100	44	36
Sometimes	0	0	32	26
Never	0	0	46	38
TOTAL	2	100%	122	100%

Source: Teachers and students survey
Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 7



c) Logical Analysis

As it can be seen, all teachers and several students mentioned that they always develop Extrapedagogical support activities to improve the English language learning.

The results show that teachers and students did not coincide in their responses, which indicates that teachers do not develop Extrapedagogical activities frequently, which is not good for students, since these activities are so helpful to support the topics taught, encourage students' active participation in class, and enhance the motivation and effectiveness of learning.

According to Ng Hak-kim, (2007) teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

QUESTION 8. Which are the benefits gained through Extrapedagogical support activities?

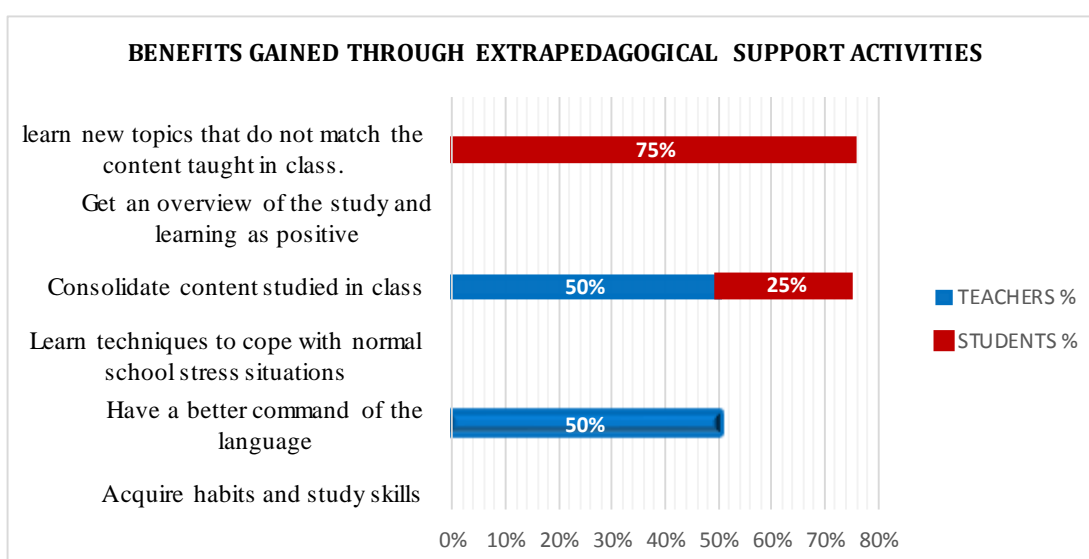
a) Chart

BENEFITS GAINED THROUGH EXTRAPEDAGOGICAL SUPPORT ACTIVITIES	TEACHERS		STUDENTS	
	f	%	f	%
Acquire habits and study skills	0	0	0	0
Have a better command of the language	1	50	0	0
Learn techniques to cope with normal school stress situations	0	0	0	0
Consolidate content studied in class	1	50	30	25
Get an overview of the study and learning as positive	0	0	0	0
learn new topics that do not match the content taught in class.	0	0	92	75
TOTAL	2	100%	122	100%

Source: Teachers and students survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 8



c) Logical Analysis

Concerning to the question about benefits gained through Extrapedagogical support activities, on the one hand half of teachers and not so many students manifested that the benefits gained are, consolidate content studied in class and the other half of teachers said have a better command of the language, while many students mentioned learn new topics that do not match the content taught in class.

With the obtained results teachers show that they know what are the benefits that students get through Extrapedagogical support activities, while students do not have clear how the Extrapedagogical support activities help them in their English Language learning.

According to Pritchard, (2014) the benefits gained through Extrapedagogical Support activities are: acquire habits and study skills, get an overview of the study and learning as positive, practical activities that make the learning more enjoyable, learn techniques to cope with normal school stress situations, consolidate content studied in class, have a better command of the language to express themselves correctly

QUESTION 9. Does your teacher develop support activities according to your abilities and styles of learning to improve the English language learning?

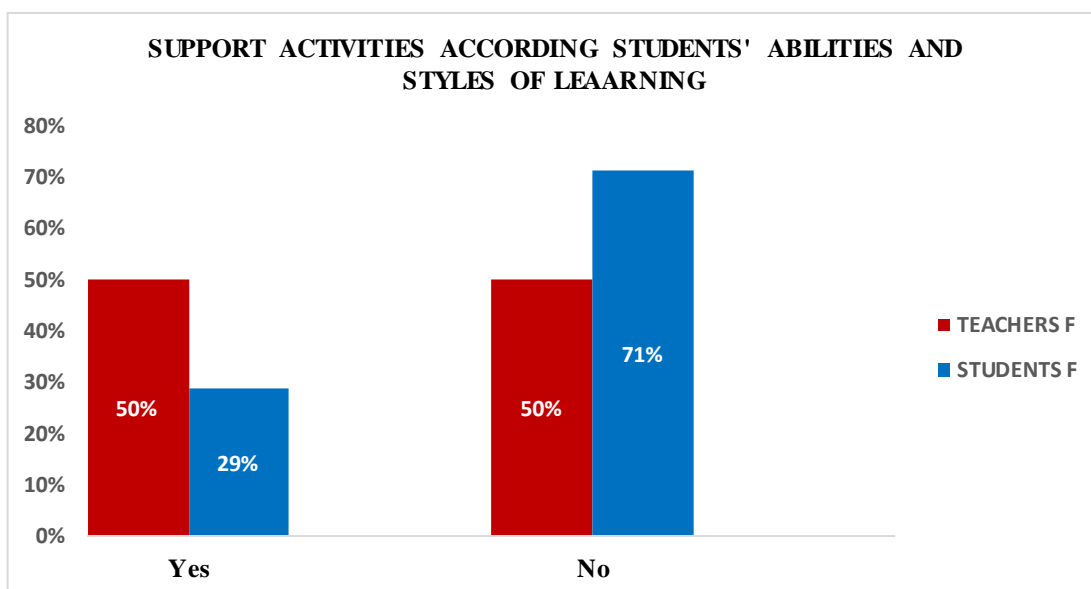
a) Chart 9

SUPPORT ACTIVITIES ACCORDING STUDENT'S ABILITIES AND STYLES OF LEARNING	TEACHERS		STUDENTS	
	f	%	f	%
Yes	1	50	35	29
No	1	50	87	71
TOTAL	2	100%	122	100%

Source: Teachers and students survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 9



c) Logical Analysis

In relation to this question half of teachers and not so many students said that the support activities developed are according to abilities and styles of learning and, the other half of teachers and many students responded in a negative way.

These results show us that teachers and students do not coincide in their answers. Consequently, it reveals that teachers do not work with a variety of activities, since students have different characteristics in learning.

According to Ng Hak-kim, (2007) pupils may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences. Support teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning.

QUESTION 10. Which of the following Extrapedagogical support activities does your teacher develop to improve the English Language learning?

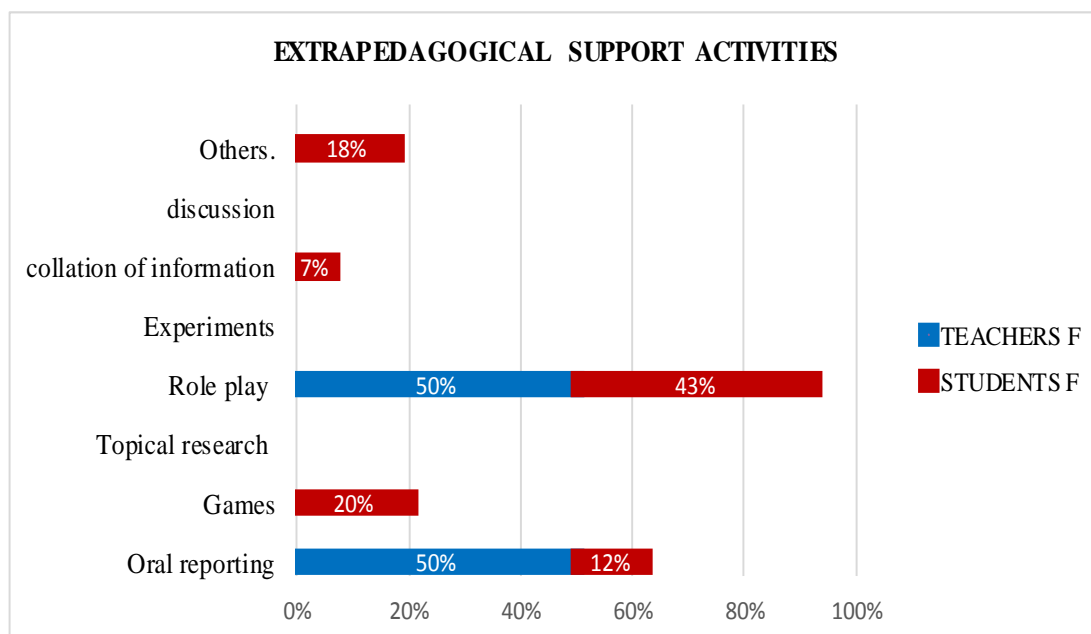
a) Chart 10

EXTRAPEDAGOGICAL SUPPORT ACTIVITIES	TEACHERS		STUDENTS	
	f	%	f	%
Oral reporting	1	50	15	12
Games	0	0	25	20
Topical research	0	0	0	0
Role play	1	50	52	43
Experiments	0	0	0	0
collation of information	0	0	8	7
discussion	0	0	0	0
Others.	0	0	22	18
TOTAL	2	100%	122	100%

Source: Teachers and students survey

Researcher: Ana Lucía Gallegos Vivanco

b) Graphic 10



c) Logical Analysis:

Concerning to the question about Extrapedagogical support activities that teachers apply to improve the English language, on the one hand half of teachers and few students manifested oral reporting and the other half of teachers and several students said role play, while few students pointed out collation of information, others and games.

The data demonstrates that the teachers are focused just in two activities: oral reporting and role play, teachers do not work with a diversity of activities, even though that the use of various activities help students understand the topics taught better and get involved students in the English language learning.

According to Ng Hak-kim, (2007) teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning.

g. DISSCUSION

HYPOTHESIS N° 1

a) Statement

The Extrapedagogical support plan applied by teachers to improve the English Language Learning with the students of 8th years of basic education at Paltas high school of Catacocha city .Academic year 2013-2014.

b) Demonstration

The first hypothesis has two variables the independent one **the Extrapedagogical Support plan** and the other one is **English Language Learning** with the students of 8th years of basic education at Paltas high school of Catacocha city .Academic year 2013-2014.

According to the question number one, related to what teachers consider about Extrapedagogical support, it is appreciated that 100% of teachers know what Extrapedagogical support is. It means that teachers are aware, that extrapedagogical support is an effective alternative to support the English language learning focusing on students' diverse learning needs and giving specific help to students who have English learning difficulties.

In question number two, it was asked about the purpose of the Extrapedagogical Support 50% of teachers and 56 % of students do not know what is the extrapedagogical support purpose, meanwhile 50% of teachers and 34% of students know it. According to the analysis of the results, It can be concluded that even though teachers are aware about what extrapedagogical support is, they unknown what is the purpose of it, It means that teachers give extrapedagogical support, but without taking into account the abilities and styles of learning of students , therefore the English language learning is not improving.

In relation to the question number three, about if there is an Extrapedagogical Support plan at Paltas high school, 100% of teachers and 81% of students said that there is not an Extrapedagogical Support plan in their educative Institution. Which means that, teachers are not giving specific help to students who have difficulties in their academic performance and learning, so they do not reduce the obstacles in students' learning, therefore teachers do not improve the English language learning.

In question number four, related to the type of Extrapedagogical support that teacher apply, 50% of teachers and 71% of students considered, within the classroom, and the 50% of teachers and 16% of students answered after the teaching unit. According to the teachers and students answers, it can be concluded that teachers give support to strengthen the students' English language learning, but the reinforcement carried out for teachers is given without following a formal plan, so affecting the improvement of the English language learning.

About the question number five. It was asked about the characteristics that a student must present to take part of an Extrapedagogical Support plan, 50% of teachers said that one of the characteristics that student must present to take part of an extrapedagogical support plan is, difficulties in the learning process and 76% of students agreed with teachers' answers, while the 50% of teachers and 4% of students answered lack of study habits and appropriate learning strategies. This means that teachers identify the features that students show when need to be incorporated into an extrapedagogical support plan, and students are aware when they need help to overcome certain English learning difficulties.

In question number six. Was about the learning difficulties that a student have, according to the answers 50% of teachers and, 36% of students mentioned lack of learning motivation, while 50% of teachers and 23% of students said short attention span and are easily distracted by other things. Analyzing the results, it can be seen that students are facing some English language learning difficulties, because of teachers are not providing extrapedagogical support to their students to facilitate the improvement of the English language learning.

c) Decision

After analyzing all the above results obtained in the surveys applied to teachers and students the **hypothesis one is rejected**, because it was clearly demonstrated that there is not established a formal Extrapedagogical Support Plan at Paltas high

school to improve the English Language Learning. Even though that teachers are aware about what extrapedagogical support is, they unknown what is the purpose of it, so that, teachers give support to their students, but without take into account the students' abilities and styles of learning. Moreover, teachers identify when a student needs to form part of an extrapedagogical support plan and the students are aware when they need help to overcome their English learning difficulties. Furthermore, the students are facing some learning difficulties such as: lack of learning motivation and short attention span and are easily distracted by other things .It is evidently that there are negative aspects that impede students' effective English language learning.

HYPOTHESIS N° 2

a) Statement

The Extrapedagogical support activities developed by teachers to improve the English Language Learning with the students of 8th years of basic education at Paltas high school of Catacocha city .Academic year 2013-2014.

b) Demonstration

The second hypothesis has two variables the independent one is **Extrapedagogical support activities developed by teachers** and the second one is **the English Language Learning**.

According to the question number seven, was about how often teachers develop extrapedagogical support activities, 100% of teachers pointed out that they always develop extrapedagogical support activities and 36% of students agree with them, while 38% of students mentioned never and 26% sometimes. As it can be seen, there is a disagreement between teachers and students answers. This means that teachers do not apply regularly extrapedagogical support activities to improve the English Language learning.

In question number eight, related to the benefits gained through Extrapedagogical support activities, 75 % of students answered learn new topics that do not match the content taught in class, on the other hand 50% of teachers and 25% of students manifested consolidate content studied in class ,while 50% of teachers said have a better command of the language. As it can be seen, the answers demonstrate that teachers are aware about the benefits that students get through the use of extrapedagogical support activities, but, students unknown how these activities help them, it means that teachers are not using the appropriate support activities to help students learning and minimizing learning weaknesses.

In relation to the question number nine, was about the support activities according students' abilities and styles of learning, 50% of teachers and 71% of students selected that teachers do not develop activities according students' abilities and styles of learning, while the other 50% of teachers and 29 % of students do not agree with them. According to the teachers and students answers, it can be deduced that teachers are not considering that students learn in different ways,

which is unsuitable, because teachers are not taking into account that the students' needs and abilities are different, so students can not improve their English language learning.

Finally in the question number ten, was about the Extrapedagogical support activities developed by teachers to improve the English language learning, 50% of teachers and 43% of students selected role play, 50% of teachers and 12% of students said oral reporting. According to the results it can be evidenced that teachers do not use a variety of support activities, they only are focusing in some activities, which is a negative factor that do not allow teachers to heed the students' diverse learning needs, therefore students do not improve their level of English language learning and do not overcome the English language difficulties.

c) Decision

Based on the analyzed results in each questions the **hypothesis two is rejected**, because the data demonstrate that the Extrapedagogical Support activities used by teachers do not help students to improve the English Language Learning, because teachers do not carry out frequently support activities, and even though that teachers are aware about the benefits that students get through the use of support activities, they do not apply appropriate support activities, due to they do not devise a variety of support activities according the students' abilities and styles of learning. In addition, teachers only are focusing in certain kind of activities, which do not provide a suitable English language learning.

h. CONCLUSIONS

After analyzing the obtained results, the following conclusions are stated.

- ⇒ The extrapedagogical support applied by English teachers at Paltas high school is not appropriate, since they carry out it without planning and in an informal way. This is, teachers give extrapedagogical support without taking into account the students' diverse learning needs and the different abilities and styles of learning, also the institution do not have established an extrapedagogical support plan, affecting the improvement of the students' English language learning.
- ⇒ Students are not aware about how the extrapedagogical support activities benefit them, even though that teachers recognize the benefits that students get through these ones. This is, that teachers do not give an appropriate assistance that permit to meet all the students' diverse learning needs, so that students get over weaknesses in their academic performance.
- ⇒ Teachers use a very limited number of extrapedagogical support activities and, also they do not apply these ones frequently. They only are focusing in two activities as: role play and oral reporting. This situation evidently impede the improvement of the students 'English language learning.

i. RECOMMENDATIONS

After having arrived to the before mentioned conclusions, the researcher considers that is indispensable to make the following recommendations:

- ⇒ Authorities and teachers at Paltas high school should include an Extrapedagogical Support plan as part of the curriculum, addressed to help students to consolidate their basic knowledge in English language and solve their learning difficulties that they face in their school life.

- ⇒ The authorities must provide and facilitate to their teachers' staff different workshops about how to give extrapedagogical support and how to design interesting and enjoyable support activities, that permit they meet the students' diversity and help the students with English learning difficulties, so in this way offer a teaching of quality, where students can get a meaningful learning.

- ⇒ Teachers should increase the students' interest in learning and their active participation in class, through the use of suitable and varied extrapedagogical support activities as: competitions, discussion, games, topical research, collation information, topical research and experiments.

j. BIBLIOGRAPHY

- Boix, M., Gil, N., Martín, A., & Vázquez, E. (2005). *Additional Support for learning*. Retrieved from What is additional support for learning: http://www.abingdon.org.uk/learning_support
- Coxhead, A. (2008, 8 22). Retrieved from Responding to student diversity: <http://www.juntadeandalucia.es/averroes/~11603154/webs/documentos/Plan%20de%20Atenci%C3%B3n%20a%20la%20Diversidad.pdf>
- Fleming, G. (2012). Know and Use your Personal Learning Style. Retrieved 7 26, 2013, from Learning Styles: <http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm>
- Freeland, J. (2008). Strategies and Resources. Retrieved from Teaching Support: <http://tecnologiaedu.us.es/cursos/34/html/cursos/mcordoba/principal.htm>
- Helen, N., Jannie, H., Kiernan, & Esther. (2008). *The English language Learning Progressions*. Wellington, New Zealand: Learning Media Limited.
- Knepler, E. K. (2014). *Remedial Course to Achieve Equity*. Maryland: University of Maryland.
- López, M., Martín, M., Moreno, R., Pulido, C., Rubio, O., & Testón, M. (2006, 7). *Pedagogical Support*. Retrieved 04 11, 2013, from Pedagogical Support Plan: http://recursos.educarex.es/pdf/exito_escolar/plan_refue_pl.pdf
- Ng Hak-kim, E. (2007). *Pedagogical Support*. Retrieved 8 5, 2013, from Pedagogical Support Planning: <http://www.edb.gov.hk/en/education/system/special/resources/serc/irtp/book-3.html>
- Oteros, A. (2010, 6). *Pedagogical Support*. Retrieved 8 15, 2013, from Learning Support: http://www.edinburgh.gov.uk/info/20105/support_for_pupils/459/additional_support_for_learning
- Pritchard, N. (2014). *Extrapedagogical Support*. Retrieved from The Extrapedagogical Support help in the School activity: <http://greenshootseducation.org/curriculum/extra-learning-support/>
- Roueché, A., & Snows, D. (2007). *Pedagogical Support planning*. Retrieved 04 10, 2014, from www.miportal.edu.sv/blogs/gallery/2603/support.doc

Scottish Government. (2011, 6). What is additional Support for learning. Retrieved from The Scottish advice service for additional support for learning: <http://enquire.org.uk/what-is-additional-support-for-learning>

The glossary of Education Reform. (2013). Academic Support. Retrieved 07 2014, from Education Reform: <http://edglossary.org/about/>

The University of Auckland. (2010). How can I provide academic support and guidance to students? Retrieved 7 11, 2013, from Teaching and learning Hud: https://www.fmshub.auckland.ac.nz/21_1.html



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT:

TITLE: EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2013-2014.

Project previous to obtain the Degree in Sciences of Education, English Language major.

AUTHOR:

Ana Lucía Gallegos Vivanco

LOJA – ECUADOR

*No todos ocupan los mejores
2013
los más preparados,
aunque no sean genios.*

a. THEME

EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACOCHA CITY, ACADEMIC YEAR 2013-2014.

b. PROBLEM

2.1. BACKGROUND

This research project has the collaboration of the “Paltas” High School, which is situated in the south part of the Catacocha city. Therefore it is presented a short background of it.

The Paltas High School, since the fifties, is one of the most emblematic representative entities of Catacocha city. In its classrooms there are significant number of educated young men and women of the border counties of the province of Loja. Notable citizens have graduated from their classrooms.

This educational institution was created through Ministerial Decree N° 366; on May 5, 1950, and on May 16 the first year of Basic Cycle was approved.

Authorities, parents and people in general struggled to get control and on May 10, 1952 a Ministerial Resolution was issued and declares Public School in Modern Humanities. On August 10 with the presence of authorities and community members, the first education center was opened.

In 1955, Adolfo González Jurado Education Minister at that time supported the construction of the school which requested that the name changed and it took the name “**Adolfo Gonzalez Jurado**” instead of “**National Paltas**”, a name that remained until July 3, 1972, and then it was taken again.

On May 17, 2004 the Ministry of Education and Culture elevated the “**EXPERIMENTAL PALTAS**” High School.

This High School is working hard in order to accomplish with the society expectations. The authorities are trying to get enough resources to improve the physical infrastructure with a new block of classrooms so that they will be able to receive more students which is a demand of the sector.

It has an ideology of changing and innovation, with a wide and doctrine thinking, where the students can learn not only for tomorrow, but with their rebel attitude they became capable people, prepared to solve their, personal, familiar and social problems.

Nowadays, the principle is Mgs. José Gonzalo Diaz Guerrero; the teachers' staff is 52 teachers and eight people administrative staff.

It offers the High School Curriculum in Basic Science. It also offers to its students some alternatives of distraction through the ecologic, arts, science and technology clubs. It has a population of 937 students from 8th year of Basic Education to 3rd year of Bachillerato.

2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT

Nowadays, English is considered as the most important language in the world, the phenomenon of globalization has contributed greatly to make the English language more important and necessary.

For that reason it is very important to learn English, although Learning English is a great challenge for non-native speakers, it is not an easy task, learning a new language takes a long time.

Wherever you go, English is one of the most effective languages for moving ideas around. It is used in tourism, business, education, literature, science, technology show business, etc. English could be considered as a passport to success in the world's daily life.

Learning English is really necessary and the opportunities are open and each time are becoming more numerous to students who handle the language, it has evidenced some shortcomings such as: low knowledge in English language and low English proficiency, all these deficiencies can be due: there is not the necessary number of teachers and there are few hours assigned to teach this foreign language.

On the other hand there are many difficulties in teaching and learning English language, specially at Paltas high school, this is due to teachers do not apply in their classes appropriate methods, teaching strategies, techniques and materials needed, all of these are factors that influence in the students' lower knowledge in this foreign language.

So, it is necessary that the area of professional education takes into account that in the classrooms of Paltas high school students are different. Even if these differences

have always existed, but they have not been taken into account. So it is really necessary to put emphasis on attention to student diversity, individualized attention, prevention of learning difficulties and the implementation of enforcement mechanisms such as an Extrapedagogical Support plan.

The aim of providing Extrapedagogical support will be to strengthen students' knowledge in the area of English language by providing more time and better teaching aid with monitoring individualized for students to achieve program objectives and so to receive a quality education based on good values and principles. Therefore, it is ensuring a better and brighter future for them.

Due to learning difficulties that students face in the English language learning in the investigated school, it is necessary to give Extrapedagogical Support to students of the eighth years of the "Bachillerato Paltas High School." The pedagogical support is conducted for students who have unsatisfactory academic outcomes.

Based on the before mentioned problems, it is considered convenient to state the following research problem:

2.3. RESEARCH PROBLEM

How does the Extrapedagogical support influence on English language learning with the students of 8TH years of basic education at Paltas high school of Catacocha city? Academic year 2013-2014”

2.4. DELIMITATION OF THE RESEARCH

a) TEMPORAL

The research project will be done during the academic period 2013-2014.

b) SPATIAL

It will be carried out at the Paltas High School which is located in the southern part of the Catacocha city.

c) OBSERVATION UNITS

The groups that will give the needed information about the research are:

- The students of the 8th years ‘‘A, B, C, D’’ of Basic Education of the Paltas high school.
- The English teachers.

d) SUBPROBLEMS

- What kind of Extrapedagogical support plan do teachers apply to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city? Academic year 2013-2014.
- What Extrapedagogical support activities do teachers develop to improve the English learning outcomes with the students of 8th years of basic education at Paltas high school of Catacocha city? Academic year 2013-2014.

c. JUSTIFICATION

The development of this research work is justified because at Paltas High School and educational institutions there is diversity in students. Diversity manifested in education and that comes from various factors, as: social, economic, cultural, geographical, ethnic and religious, as well as the different intellectual abilities and the “Extrapedagogical Support” is a measure of attention to diversity.

Extrapedagogical support is important because it intends to offer environment resources and additional actions that students do not always find in their family and social environment, and that students need to achieve educational success, maintaining the continuity of the educational act and seeking consistency between school activities and the actions of Extrapedagogical Support.

Similarly it is justified because the purpose of Extrapedagogical Support is to reinforce learning in the area of English Language by providing more time and greater quantity and quality of teaching aid with proper monitoring individualized so that students can achieve the program objectives, additionally Extrapedagogical Support is to provide specific support for pupils that, for one reason or another, need to overcome those difficulties and decreased school performance.

For that reason, it is so important to research about it, because since the scientific point of view the researcher will get enough elements to give some theoretical elements that will let to state some alternatives of the solution to the problematic found around them.

Finally, it is a feasible work on this research because of my condition as undergraduate of the English Career of the National University of Loja, I have the possibility and I am able to carry it out because I acquire with the knowledge, enough economic resources, the necessary time, the bibliography, support of the project assessor which will let us develop in the foretime and as a previous requisite to get the Licentiate's degree in Sciences of Education, English Language specialization.

d. OBJECTIVES

4.1. GENERAL OBJECTIVE

- To determine the influence of Extrapedagogical support on the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city, academic year 2013-2014.

4.2. SPECIFIC OBJECTIVES

- To identify the Extrapedagogical support plan that teachers apply to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city, academic year 2013-2014.
- To analyse the Extrapedagogical support activities that teachers develop to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city, academic year 2013-2014.

e. THEORETICAL FRAME

EXTRAPEDAGOGICAL SUPPORT

Introduction

The provision of some form of extrapedagogical support to students is typically one of the principal goals of most contemporary school-reform efforts, since the general intent of these educational measures is to improve the performance of schools, the effectiveness of teachers, and the learning of students—and increasing the amount of “support” students receive, in whatever form, is one of the main ways schools can improve the educational achievement, aspirations, and attainment of students. From school to school, however, what specifically constitutes “extrapedagogical support” may not only vary widely in design and execution, but schools may perceive or interpret both the purpose and obligations of extrapedagogical support in significantly different ways.

For example, one school may provide only a few support options, such as an after-school program and tutoring services, while another school might have been entirely restructured to provide ongoing academic support, both inside and outside the classroom, to all students throughout the school year and over the course of the summer. In the first case, the school may view extrapedagogical support as something that is “added on” to an academic program and that is provided only upon request or in response to clear evidence of need. Unless school regulations require the provision of extrapedagogical support, a student, parent, or guardian may be seen

as having the primary responsibility for requesting support services. Teachers are responsible for teaching courses and helping students succeed in those courses, but other forms of extrapedagogical support and guidance are the responsibility of counselors, support specialists, and parents.

In the second example, the school may have an entirely different philosophy. Extrapedagogical support might be considered a fundamental, inextricable component of an effective school that should to be provided to every student and integrated in some way into every course, learning experience, and student-teacher relationship. In this case, administrators, teachers, counselors, and other staff members would assume responsibility for providing the extrapedagogical support students need to succeed regardless of whether parents request additional support or whether state and federal policies obligate the school to provide supplemental services. For teachers, providing extrapedagogical support to students is part of their daily professional responsibilities, and the school may create the necessary conditions that allow teachers to provide that support by modifying schedules, adjusting workloads, or offering specialized training. In fact, many reform strategies, initiatives, and debates hinge on these two general approaches to “support” and fall somewhere on the spectrum between these two philosophical poles. (The glossary of Education Reform, 2014)

Extrapedagogical support definition

The extrapedagogical support is understood as the "extra" intervention that a student require when regular educational cannot meet their needs. That is, the set of

educational activities that complement, strengthen and enrich the ordinary educational action. Freeland , (2008).

Extrapedagogical support means giving students extra help or support so they can get the most out of their education and reach their fullest potential. Knepler, (2014)

The extrapedagogical support provided by the tutor can be of various kinds, depending on the needs of each student. In some cases, the intervention will be personalized and specific to the acquisition of certain learning in which the student presents difficulties. Other times, the support will consist of the application of specialized methods that require techniques and specific strategies. Knepler, (2014).

The aim of Extrapedagogical Support

The aim of Extrapedagogical support is to provide learning support to students who, for one reason or another, have fallen behind the rest of the class in school performance. (Ng Hak-kim, 2007)

Purpose

The Extrapedagogical support purpose is to offer an education more adapted to each student, by adapting school curricula and teaching strategies that allows students to discover their abilities and styles of learning. (Coxhead, 2008)

What is Effective Extrapedagogical Support?

Students come from a wide range of backgrounds and with varying experiences and expectations from their course of study. The support that you provide for students will consequently vary. Some students may require very little support, others (perhaps because of previous educational experiences, if English is a second language or their domestic circumstances) may require much more support.

By extrapedagogical support, we usually mean supporting students to achieve the learning outcomes of the programme so that they can move successfully into employment or further study. Extrapedagogical support therefore includes:

- working with students to set educational objectives;
- clarifying course content and helping understanding;
- providing guidance to individuals about assignments and research projects;
- creating and agreeing upon learning contracts;
- academic tutoring; and
- providing one-to-one advice on specific topics.

TYPES OF EXTRAPEDAGOGICAL SUPPORT

There are several modalities or types of Extrapedagogical Support:

The Extrapedagogical support can be:

a) **According to whom it is addressed:**

- Individual.
- Group.

b) Depending where it is carried out:

- Within the classroom.
- Outside the classroom.
- At home.
- In the classroom support.

c) According to the time where it is performed:

- Prior to the presentation of a teaching unit to the class /group.
- Simultaneous to the development of the teaching unit.
- After the teaching unit

d) any combination of these three possibilities. Oteros, (2010)

EXTRAPEDAGOGICAL SUPPORT PLANNING

1. Characteristics of learning among students with learning difficulties

It is very important that you identify the learning needs of students in order to provide the right level, type and amount of support.

Being aware of students' educational attainments and experiences prior to entry is a starting point for identifying learning needs. However students entering with what might seem very similar qualifications or levels of attainment can actually be very different. Carrying out early formative assessments or diagnostic tests helps to identify areas of weakness or where students may struggle. The University of Auckland, (2010).

Pedagogical support is necessary when students have the following characteristics:

- poor memory

- short attention span and are easily distracted by other things
- relatively poor comprehensive power
- lack of learning motivation
- lack of self-confidence and relatively low self-expectation
- weak in problem-solving power
- fail to grasp information effectively and mix things up easily
- have difficulty in understanding new/abstract concepts
- fail to transfer knowledge to the related learning areas appropriately
- need more time to complete assignments or tasks

Apart from various learning difficulties, students may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences. Support teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning. Ng Hak-kim, (2007).

2. Principles of helping students with Learning Difficulties

2.1 Teaching preparation

Before preparing for their lessons, support teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

2.2 Design meaningful learning situations

Support teachers should specifically design meaningful learning situations, language environments, games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

2.3 Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

2.4 Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, support teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

2.5 Summarize the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories.

Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

2.6 Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With less pupils in the Extrapedagogical Support program, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

2.7 Focus on the learning process

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practice and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills.

2.8 Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized support teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

2.9 Teaching /Learning Activities

Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning. Diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

2.10 Curriculum Adaptation

Support teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils' effectiveness of learning.

2.11 Homework Policies

Schools should formulate clear policies on homework which should be reviewed regularly. The assignments should be targeted at the teaching objectives and serve the purposes of learning. Exercise books available in the market should only serve as a reference. Schools should choose these exercise books carefully and make appropriate adjustments to the category, quantity and quality of homework.

Teachers should take note of the following points when designing homework for pupils:

- The homework should have clear objectives and can accommodate the level and needs of pupils;
- the form and contents of homework should be of a great variety so as to develop pupils' creativity, self-learning and collaborative skills;
- the homework should match the content taught in class;
- teachers should give simple and clear instruction;
- assign appropriate amount of homework each day;
- ineffective and mechanical drills should be avoided; and
- teachers should make good use of the homework as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.

2.12 Formulation of Teaching Plans

When formulating teaching plans, teachers are advised to take the following two aspects into consideration: On the one hand, teachers should formulate practical teaching objectives that meet the learning characteristics and weaknesses of pupils so as to foster a sense of achievement. On the other hand, teachers should decide whether the learning items should be taught in details or in brief. Moreover, the items should be classified into different levels and taught through small and simplified steps to facilitate comprehension as well as to strengthen pupils' confidence in learning.

With reference to the common difficulties encountered by pupils, teachers should set down the main points for remedial teaching and make adjustments promptly according to the performance of students.

Teachers should make a brief record of the learning aspects, teaching objectives/aims, key learning points, activities, use of teaching aids and evaluations for future reference.

Teachers may deliver the teaching content by means of modules, themes, learning aspects or teaching items and work out the teaching plans accordingly.

Post-lesson reviews should focus on the teaching process and pupils' performance, with specific and critical evaluations made. Examples of main points for review are as follows: the common difficulties of pupils; the effectiveness of teaching strategies and class activities to help pupils understand the teaching contents, grasp the main points and apply what they have learned; and issues of concern (e.g. basic knowledge that requires enrichment, the need to break down or re-arrange teaching steps, etc.)

2.13 Development of Generic Skills

Remedial teachers should help pupils develop good learning habits and attitudes, such as complete the assignments tidily, keep their promise and be responsible and disciplined. A constructive attitude is the foundation for life-long self-learning and it helps enhance pupils' learning effectiveness.

Pupils should be helped to master basic self-learning skills and abilities. For example, teachers may teach them how to set appropriate learning objectives and priorities, time management, note-taking, reading skills and examination taking skills, etc.

Remedial teachers can also make use of information technology to motivate and teach pupils to learn according to their own pace, help them cultivate the habit of self-learning, so that they will benefit from such training for their whole life.

Pupils can be taught to solve problems by different methods, tools or by drawing insight from their past experiences. For example, teachers can teach them the use of dictionaries, as well as the skills of seeking and handling information obtained from the school and public libraries. These are ways to develop students' flexibility, creativity and independent thinking.

Teachers should train pupils to establish good interpersonal relationship so as to facilitate effective communication and collaboration as well as to enhance the team spirit of students.

2.14 Assessment and Record on Learning

Assessment plays a very important role in teaching and learning. By means of assessment, support teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between EPSP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from EPSP.

The two most common assessment methods are listed as follows for teachers' reference.

- Formative Assessment

Teachers can understand and assess the learning abilities of pupils from their daily classwork and homework as well as individual or group projects, such as model making, drawing, information collection, measuring activities and the way they relate daily events to the topics they learnt in class, so that they can revise the teaching content accordingly.

- Summative Assessment

With reference to the progress of teaching, teachers may assess the performance of students by means of examinations/tests. The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.

Schools may have different forms and weightings of assessment.

Remedial teachers should keep a detailed personal record for each pupil under EPSP. They should assess the progress of pupils regularly and systemically. A comprehensive record provides information on the learning progress of pupils and serve as a reference.

Teachers should pay attention to the response of pupils during classroom learning and make a record in the "Evaluation" column of the teaching plan to facilitate follow-up actions or changes in teaching strategies. In addition, teachers should make reference to the teaching objectives in evaluating the effectiveness of teaching, and revise their teaching plans according to the learning needs.

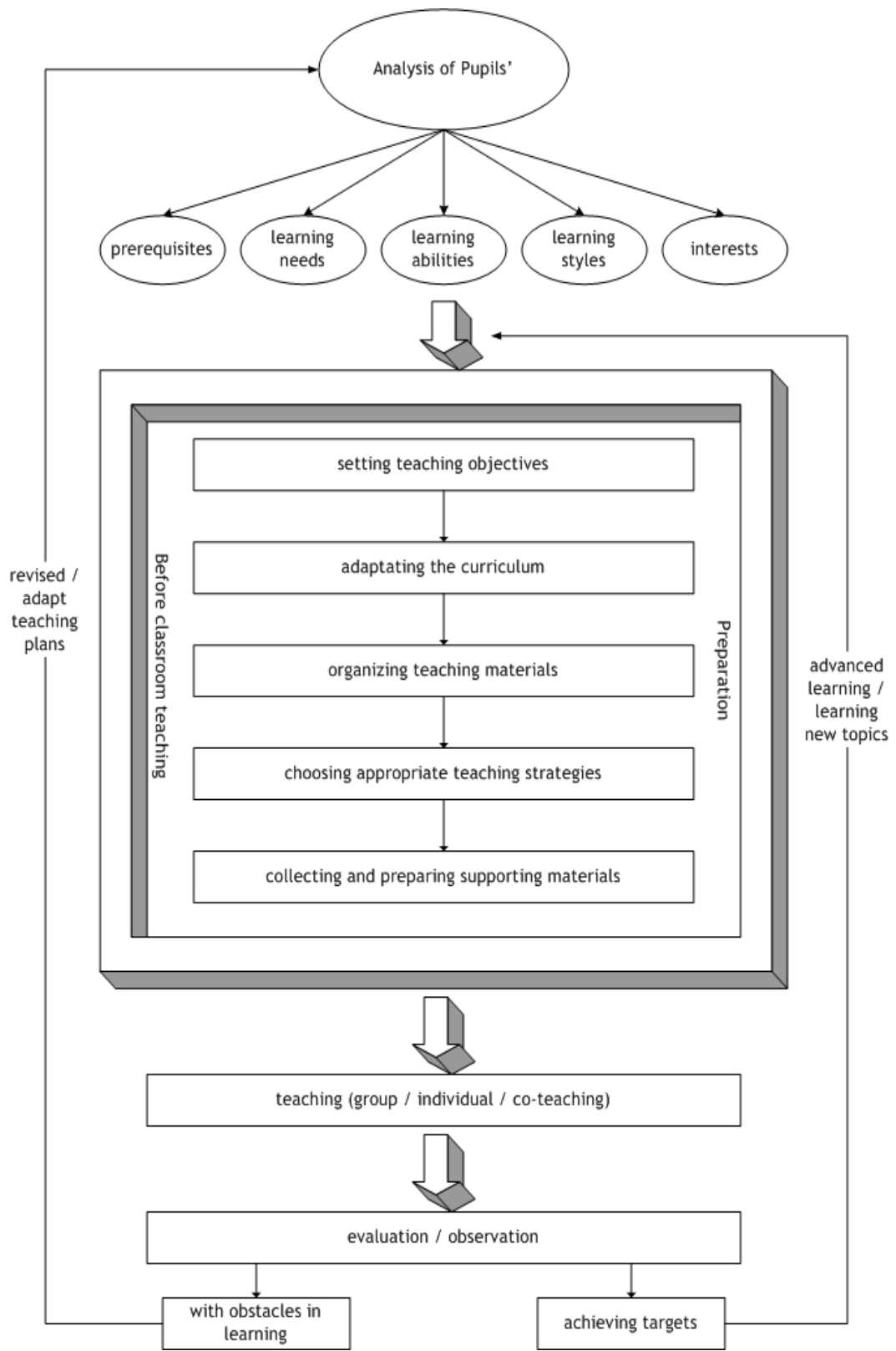
2.11 Liaison with Parents

In order to help pupils with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle pupils' problems either by the same way or similar ways in line with the requirements of the school and their schoolwork.

Some parents may have unrealistic expectation of their children's performance. In such cases, support teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner. On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils' potentials. (Ng Hak-kim, 2007)

THE PROCESS OF PEDAGOGICAL SUPPORT

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching: Knepler, (2014).



EXTRAPEDAGOGICAL SUPPORT ACTIVITIES

Extrapedagogical support activities are aimed to deepen, supplement or improve academic classroom processes. With the help of the tutor and the daily and continuous work, the student is responsible for their own educational progress.

Extrapedagogical support activities are key when there are:

- d) difficulties in the learning process;
- e) lack of study habits;
- f) delays in content acquisition;
- g) low academic results.

Benefits gained through Extrapedagogical Support activities.

- Acquire habits and study skills
- Using new technologies as an educational resource
- Get an overview of the study and learning as positive Pritchard,(2014)

Devise various support activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

- **Encourage pupils' active participation in class activities**

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Support teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning. Ng Hak-kim, (2007)

EXTRAPEDAGOGICAL SUPPORT PLAN

The Extrapedagogical Support Plan is an instrument in the service of the centers to encourage educational success of all students, enhancing social cohesion, equal opportunities and individual and collective development.

1. OBJECTIVES OF THE EXTRAPEDAGOGICAL SUPPORT PLAN

Objectives related to the school

- a) Improve the teaching faculty of the institution in terms the planning, coordination and evaluation of measures for diversity appropriate to the status of students.
- b) Improve processes of student assessment (initial, follow-up and final).
- c) Optimize school organization in order to attend the students' diversity ordinarily, which involves planning, coordinating and evaluating the measures of attention to the needs of all students.
- d) Implement strengthening the teaching of English language learning.
- e) Expand and increase the supply of activities for pupils with learning difficulties.

- f) Strengthen communication with families to promote the acquisition of basic work habits.

Objectives related to students

- k. Acquire the necessary content for the development of basic skills of area of English language.
 - l. Promote the learning and academic performance of the students by:
 - The acquisition of habits of organization and perseverance at work.
 - Encouragement to study, propose effective ways to work.
 - Improved skills and attitudes associated with reading and writing.
 - Improve the social integration of students in the group and in the center.
 - Easing the transition from one cycle to another.
 - Reinforce the self-esteem of students.
 - Facilitate to the students the achievement of constructive and meaningful learning, improving their learning procedures.

2. SELECTION OF STUDENTS WHO PARTICIPATE IN EXTRAPEDAGOGICAL SUPPORT PLAN.

- Having a degree of development of basic skills that is not consistent with your age group.
- Present learning difficulties in instrumental areas and believes that, with the help a specific intervention program, they can overcome them.
- Students that present demotivation and lack of appropriate learning strategies.

- Be students with learning difficulties whose families cannot provide enough support in the school activity.

3. INVOLVED IN THE DEVELOPMENT PLAN.

Generally all the teachers involved in the Extrapedagogical support plan will have the following functions:

- Evaluation of students' learning process and evaluation of teaching process.
- The guidance and support of student learning in their education, in collaboration with their families.
- The attention of intellectual development, affective, psychomotor, social and moral of students.
- Regular information to families about the learning process of their children and guidance for their cooperation in it.
- Observation, analysis and continuous improvement of the teaching processes .

a. Tutors

Their functions in relation to the Extrapedagogical support plan in school hours are:

- Participation in the selection of the students.
- Observation in the classroom in order to identify the educational needs of students.
- Guidance in relation with the methodological and organizational adaptations in the classroom and appropriate teaching materials and personal resources.
- Development of specific materials with the support teacher responsible of the extra pedagogical support plan.

- Inform to the families about the educational process of their children.
- All these functions are based on collaboration with all professionals involved in the plan.

b. Teachers with hours available

Teachers who do not cover their school hours will participate in the development of the Plan as follows:

- Strengthen education to acquire basic instrumental skills.
- Teaching-shared to support to the students assigned to the Plan.
- Support to other teachers in academic activities that require the presence of more than one teacher in the classroom.

c. Management Teams

The functions of the management team in the development of the Extrapedagogical support Plan are:

- Participation in the selection of the students.
- Coordinate the participation of different sectors of the school community and ensure the necessary resources for the efficient execution of the extrapedagogical support plan.
- Develop an extrapedagogical support plan in the school and include it in the annual general program, according to the guidelines.
- Facilitate appropriate coordination with all professionals involved in the Plan and in the educative institution.
- Provide information that is required to the educational services and family.
- Coordinate the teachers' academic activities.

- Coordinate and promote the participation of the students in the support plan.

d. Counselor

The functions of the counselor are:

- Collaborate in the planning and development of the extrapedagogical support plan.
- Participation in the selection of the students.
- Provide criteria for introduction of measures into of support plan to assist in the attention to social and cultural diversity of students, facilitating reception, integration and participation as well as the continuity of the educational process.
- Develop and provide guidance to parents in relation with the education of their children.
- Timely reporting of the possible children who may present educational needs.
- Monitoring meetings and evaluation of the professionals involved in the center.
- Coordination with professionals involved in the center in which it is performed the intervention.

4. METHODOLOGY AND ORGANIZATIONAL MEASURES

Measures are those actions, both organizational and curricular which can carry out in the planning process or in the development of the teaching – learning process, to attend students' diversity. The criteria for selecting these measures are the prevention

and action, from general measures to exceptional measures, in this way to respond to all educational needs that arise, to promote academic and social integration.

The set of measures to be taken depend of the needs of each school, these measures will form part of the extrapedagogical support plan and will be evaluated periodically to determine their convenience or modification.

Methodological Measures: Actions aimed at preventing or compensate slight difficulties by adapting the ordinary curriculum, without altering any of the essential elements in order that the students' diversity reach the capabilities established in the general objectives.

General: This is the set of measures to prevent difficulties by adequacy of any of the curricular elements without altering their nature and / or organizational measures are carried out from initial planning levels.

- Selection and use of various curriculum materials
- Vary the times, forms and tools for collecting information
- reflect about the teaching processes by the teacher: adaptation or adjustment
- Advice to teachers involved.
- Regular meetings of the teaching team.

Singular: Set of measures to prevent and / or compensate difficulties through organizational changes, without altering any of the essential elements. They are:

- Measures of broadening and deepening.
- Activities of recovery and reinforcement.
- Support measures for students with general curricular delay.

- Curricular adaptations in the curriculum without altering the essential elements
- Temporary flexible groups

Organizational measures:

Timetable: To elaborate the general schedule, the Management Team should consider that do not coincide the reinforcement classes with the instrumental areas.

Times: The development of the extrapedagogical support plan will be carry out along the week.

Spaces: Centers taking into account the academic freedom and the resources available, it can introduce different organizational measures, such as: two teachers in the classroom or flexible groups, which in all cases must be revisable and measurable.

Coordination: For proper operation of the support activities is necessary to establish a close coordination between the support teachers staff and the teachers who imparting the instrumental areas, in order to secure the connection and continuity between the work done in the classroom and which is carried out in support sessions.

Extrapedagogical support modality: The modality that will be carried out is in the classroom jointly the instrumental teacher and the support teacher. The criteria to consider are:

By the number of students who receive

- ✓ Individual. Is given only a one student within the regular classroom during classroom activities. So it is possible to suit the needs and circumstances of each student.
- ✓ Group. Is given to several students within the regular classroom.
Requires care to define groups.

Where it is carried out:

- ✓ Within the regular classroom.
 - Results more normalizer and can create a positive climate of cooperation, fostering relationships.
 - Allows better use of resources and materials, and the support teacher can help any student who need it.
 - Is possible to generate in the classroom a new teaching style, more dynamic and participatory.

At the moment in which it is carried out

- ✓ Prior to the activity. Anticipate to the student something to be done next in the classroom to facilitate monitoring and participation in the teaching / learning; new vocabulary, basic concepts, slogans of work, etc..
- ✓ After the activity is given to the students after classroom activities to reinforce these.
- ✓ Is adjusted to individual needs, respects the individual rhythms of learning and reduce anxiety and student during class.
 - No require much effort of planning and coordination.

- ✓ Simultaneous activity. Is provided in parallel form with the classroom activities, generally in the same areas that are working class, but with content, resources, methodology, that can have adaptations to adjust to the students' needs.

5. EVALUATION OF EXTRA PEDAGOGICAL SUPPORT PLAN

Evaluation is a continuous process, which is part of the teaching /learning process: the main purpose of the evaluation is to obtain information which allows to adapt the teaching process to the real progress of student learning.

The evaluation is carried out taking into account the educational objectives as well as the evaluation criteria established in the curriculum.

The evaluation is based on the continuous collection of information. The procedures for making evaluation must have some characteristics as:

- Be varied
- Give specific information about what is intended evaluate.
- Be applicable in situations more or less structured of the school activity.

The evaluation will be useful:

- a) For students, because it indicates the difficulties that hinder their development and maturation.
- b) For teachers, it indicates the need to correct their objectives and methodology.
- c) To the center, because it could make changes in its guidance and organization.

Evaluation as continuous process, It requires first assessing the starting point of each student obtaining data about the development of their basic skills and curricular competition with the new learning start.

Evaluation is carried out in coordination between teachers' area and Support teachers, which will include the analysis of issues such as: the selection of students, the degree of coordination between the professor and area reinforcement, etc.

Evaluation of the performance Extrapedagogical Support Plan at the center, in order to maintain the aspects that have worked successfully and establish relevant changes in those other that have not been evaluated positively. (López, et al., 2006)

ENGLISH LANGUAGE LEARNING

There has been extensive research into all aspects of the acquisition and learning of English as an additional language.

Here is a brief list of some important points that are relevant to these progressions.

- A language can be seen as having two major aspects: social language and academic language.
 - *Social language* is for communicating in interpersonal contexts and can be either spoken or written. It may take place at school (in social exchanges in and out of the classroom) or outside school. It may include “functional language”, which is used for buying something at a shop, making an appointment, getting information, and so on.

– *Academic language* is for learning and communicating in educational contexts. It can be either spoken or written, and its main purpose at school is for learning within the curriculum.

– Social language is sometimes called basic interpersonal communication skills (BICS), and academic language is sometimes called cognitive academic language proficiency (CALP). BICS usually take less time to acquire than CALP. In a school setting, learners will probably acquire social language more quickly and easily than academic language.

- Learning an additional language is a long process. It generally takes between five and seven years for a learner of average intelligence who has strong foundations in their first language to reach the same level as a native speaker of the same age and acquire academic proficiency in an additional language. (The length of time depends on many factors, including the age at which they begin learning.)

- It's common for a language learner to initially be better at oral language than written language (or sometimes vice versa), depending on what type of exposure the learner has had to the language they are learning.

- It's very important to support and encourage the use of a learner's first language when they are learning an additional language. The learner who maintains their first language and continues to develop their first-language CALP generally achieves better in the additional language than the learner who has not maintained their first language. When a learner can access concepts that they already understand in their first language, it's easier for them to learn new language and content. Teachers should encourage thinking and discussion in the first language and provide bilingual support where possible.

– In the early stages of additional language acquisition, most learners will go through three phases. First, they will go through a “silent period”, usually a few weeks at the most, in which they soak up the sounds of the new language and assign meanings to these sounds but produce very little of the target language themselves. Next, they will produce mainly formulaic chunks, which are groups of words that learners think of as one item, often without understanding the individual words (for example, they learn to say “How are you?” as a way of greeting people). They may also use chunks based on simple sentence patterns that have been modeled for them, for example, “My mother’s name is... My father’s name is... My brother’s name is...” After that, the learner will produce original chunks of language, using simple structures and vocabulary. In the early stages of learning an additional language, the learner’s language will contain many errors in language structures and meanings.

– In the later stages of language acquisition, learners gradually develop a bank of vocabulary and an understanding of the structure of the language and rely less on formulaic chunks and models. They learn more quickly and effectively if they are taught explicitly about language, for example, through targeted vocabulary teaching and explanations of how texts work at word, phrase, clause, sentence, paragraph, and whole-text levels.

– The language learner gradually gains a range of skills that helps them to comprehend and produce more complex texts. Given enough time and support, their skills eventually approximate those of a native speaker. The length of time that a learner takes to get to this point may vary depending on many factors, including the learner, the teacher, the learning environment, and the quality and duration of the teaching programme.

- A language learner needs to be taught features of language that are appropriate for their stage of development. It's generally ineffective to try to teach them something before they're developmentally ready to learn it. Teachers, therefore, need to know about the language-learning process and to use teaching methods and materials that have a strong foundation in second language acquisition theory.
- Many language learners will eventually be able to communicate effectively but may continue to need support to develop accuracy and/or depth of word knowledge in their written and spoken language, especially those who begin learning English in their teenage years or later.
- It's important neither to overestimate nor to underestimate a learner's potential or the progress they have made. Differences in achievement between language learners and their native-speaker peers shouldn't usually be interpreted as evidence of learning failure. Teachers should carefully monitor progress, taking into account each learner's starting point and other individual factors.
- Making connections between their first language and the target language is beneficial to language learners. Learners who have access to bilingual support and who are encouraged to process ideas in their first language are likely to make faster progress, especially in the earlier stages of learning a new language.
- Learners of different ages bring different concepts, knowledge, experiences, and strategies to their language learning. It's important to teach different cognitive and metacognitive strategies to help them learn.
- Each learner has a unique set of cultural and personal knowledge and experiences, so teachers should avoid making assumptions about learners from diverse language and cultural backgrounds.

- A learner's language acquisition and learning are more effective when the teacher's practice is informed by theory.

- **Factors that affect individual language learners**

The stages of language acquisition mentioned above are common to all learners of English as an additional language. However, the combination of factors that affect the progress of language learners is unique to each individual learner. Each learner has a unique set of family and cultural experiences, knowledge and understandings, and attitudes and perspectives. These have an impact on their language acquisition and learning as well as on their general learning and understandings. Each learner's starting point and rate of progress will be determined by a number of factors, including the following:

- The strength of the English language learner's oral language and literacy in their first language(s)
- The age of the learner
- The learner's previous education
- The match between familiar and new approaches to teaching and learning The similarities and differences between English and the learner's first language(s)
- The learner's language-learning experience
- The learner's exposure to English
- The learner's opportunities to interact with native speakers of English
- Affective factors

- The learner's cognitive learning ability
- Physical disability.

The strength of the English language learner's oral language and literacy in their first language(s)

In general, if a language learner's proficiency in all modes of their first language is strong, then it will be easier for them to learn a new language.

a) The age of the learner

There are advantages and disadvantages to being younger or older when learning English as an additional language. Younger learners are often more open and flexible in their approach to learning. Older learners usually bring explicit academic, cognitive, and linguistic knowledge and experience, which can be an advantage but can also be a hindrance at times.

b) The learner's previous education

In general, learners who have had consistent formal education are better able to learn a new language.

The match between familiar and new approaches to teaching and learning

It can be difficult, especially for some older learners, to get used to being taught in unfamiliar ways.

- c)** The similarities and differences between English and the learner's first language(s)

If an English language learner's first language is closely related to English, it's easier for them to learn English because their knowledge of sounds, structures, and word families in their first language is transferable . Language elements that may differ from English include sounds, script, vocabulary, structures, meanings and the ways in which texts are organised.

- d)** The learner's language-learning experience

In general, the more languages a learner knows, the easier it is for them to learn a new language. The stronger their oral language and literacy in their known languages, the easier it is for them to develop oral language and literacy in a new language.

- e)** The learner's exposure to English

English language learners will have had different amounts and types of exposure to English – either through formal study or through less formal means such as listening to music, watching movies, and participating in social contexts. If a learner has already had some exposure to English, they are “on the way”, even if they are not aware of any familiarity with this language.

f) The learner's opportunities to interact with native speakers of English

When a learner has opportunities to interact with native speakers of English in both social and academic settings, their language acquisition is enhanced.

g) Affective factors

A learner's personality traits and learning dispositions (such as their confidence, attitudes, perceptions, and ability to take learning risks) influence their learning.

Significant affective factors include the learner's:

- life experience
- being shy or outgoing
- motivation to learn and acquire language
- self-esteem and self-perception
- previous exposure to trauma.

Other affective factors related to the school and home environment will also have a bearing on a learner's achievement. These factors include the learner's relationships with teachers and with other learners and the well-being and stability of their family.

h) The learner's cognitive learning ability

A small percentage of new language learners are limited by a cognitive disability and will require special support for language learning.

i) Physical disability

A few learners will need additional support for language learning because they are affected by hearing, sight, or other physical disabilities.

▪ Effective Teaching and Learning

Most of the following suggestions apply to effective teaching and learning in general, but some are specific to additional language learning. Teachers should use instructional strategies that are relevant and appropriate to the learning context.

• Learning should be carefully scaffolded, and the teaching and learning programme should be organised in an effective sequence. Teachers can scaffold learners by:

– Making the nature and purpose of the task clear and sharing the learning goals with the learners;

– Breaking the task into manageable chunks;

– Making explicit the way a text works at word, sentence, and whole-text levels and/or making the components and language features of the task explicit;

– Giving them opportunities to co-construct a new text or to complete a new task co-operatively;

– Providing opportunities for practice;

– Letting them work independently to construct a new text or complete a new task.

• Learning is generally more effective when a link is made between a familiar topic or context and an unfamiliar one.

- Learners' starting points need to be established through informed and accurate diagnostic assessment. Effective teaching and learning is based on sound information, not on assumptions that may either over- or underestimate a learner's capability in a particular area.

- Teaching and learning should focus on the forms and the meanings of language at different levels. Learners should have opportunities to learn about language at word level (such as nouns), clause level (such as relative clauses), sentence level, paragraph level (such as organisation of ideas), and whole-text or discourse level (such as the structure of a speech).

- Learning tasks should integrate the modes of listening, speaking, reading, and writing,

although often a task will focus on one mode. (For example, a task could focus on listening, but the learners might also have to write answers to questions and report back orally to the class.) The range of texts used for teaching and learning should include written, oral, and visual language. Both social and academic English should be included in the programme. Visual language is often a very important part of printed or electronic text so, like oral and written language, it needs to be taught explicitly.

- Language teaching and learning is never free of content. It should always be designed to support learning in contexts outside the language classroom and to promote the transfer of learning to new situations. For English language learners who they have placed at early stages of the progressions, teachers should choose topics that include basic general concepts and that are linked as closely as possible to curriculum areas. The topics teachers choose for learners at later stages should be

closely linked to curriculum areas. The topics and materials should always be appropriate for the age of the learners.

- Lessons should include opportunities for learners to have repeated but varied opportunities to engage with the same material. The learners also need to experience a variety of interactions in the lessons by working with the whole class, in a structured group, in a pair, and independently.
- Experience-based learning promotes understanding and engagement. It's useful to make the context of new language clear through field trips, experiments, or the use of visual and manipulative materials (such as maths equipment or jigsaws), especially in the earlier stages of language learning.
- Learning is more effective when learners are taught how to learn and encouraged to transfer this knowledge into a range of curriculum areas and to apply it to new learning tasks. The learning setting, the curriculum context, and the content of English language programmes will vary according to the ages and needs of the learners and the philosophy, resources, and practices of individual schools. However, the fundamental purposes of teaching English as an additional language should remain the same: to help learners access the language for learning at school and, at the same time, to help them learn English for social interaction.

a) Teaching the use of learning strategies

When teaching learning prompts and strategies, ensure that:

- The learners are aware of why the specific prompt or strategy is appropriate to the task and of the benefits of using it;

- The prompt or strategy is modelled (by the teacher or by other learners who are familiar with the strategy, under the guidance of the teacher);
- learners have opportunities for guided practice, either individually or collaboratively, before they use a strategy;
- during the modelling and guided practice, the focus is on the prompt or strategy rather than on any content to be learned;
- responsibility for using the prompt or strategy is gradually transferred to learners.

b) How we can apply this in the classroom

Learners need to be taught how to use learning prompts and strategies and then encouraged to use them. Teachers should explain each prompt or strategy, describe its purpose, model how to use it, give learners chances to practise using it, and then encourage them to use it at different points in the learning tasks until it becomes part of how they learn.

Some uses of metacognition are very simple, for example, prompting yourself to ask questions about whether you understand how to do something or asking yourself what to do when you don't understand the instructions for a task. Others are more complex, for example, having a bank of strategies for coping with difficult words in a text, checking the different aspects of editing when proofreading a text you have written, or having a strategy for when people find your spoken language difficult to understand. Learning prompts and strategies can be taught to learners of all ages.

The teacher needs to know which strategies to choose to model and practise in the classroom. There is a wide variety of metacognitive processes that can be applied in the context of learning in an additional language. Many older learners already have a bank of learning prompts and strategies, but they may not be consciously choosing and using these. It's important to bring strategy use to their conscious attention and capitalise on their existing strengths while at the same time broadening and deepening their awareness. Younger learners need explicit teaching and prompting early in their learning.

Learning to learn is closely linked to assessment because self-assessment and metacognitive awareness are mutually supportive. Peer assessment can also contribute to learning to learn. During the early parts of the Foundation Stage and Stage 1, many learning prompts and strategies can be presented through pictures and diagrams, in combination with oral explanations and prompts to use the strategies. In Stages 2 and 3, prompts can be both oral and written, and learning strategies can include graphic, oral, and written elements. (Helen, Jannie, Kiernan, & Esther, 2008)

TYPES OF LEARNING STYLES

Although most people use a combination of the three learning styles, they usually have a clear preference for one. Knowing and understanding the types of learning styles is important for students of any age. It is advantageous for students to understand their type of learning style early on so that homework and learning may become easier and less stressful in the future. Although it may be tempting to stick

with what works, it's important to practice and train the other types of learning styles early on so that, as he grows, the child can utilize the other types just as effectively.

a) The Three Main Types:

There are three main types of learning styles: **auditory, visual, and kinesthetic**. Most people learn best through a combination of the three types of learning styles, but everybody is different.

- **Auditory Learners: Hear**

Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.

- **Visual Learners: See**

Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

- **Kinesthetic Learners: Touch**

Kinesthetic learners process information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

b) How can you determine your learning style?

Eventually, you may want to consult a professional or your counselor for advice on learning styles, but you may recognize your own style quickly, once you look over the characteristics. If any of the traits and characteristics below sound familiar, you may have identified your own style.

▪ Visual Learner Characteristics

Visual learners are those who learn through seeing things. Look over the characteristics below to see if they sound familiar. A visual learner:

- Is good at spelling but forgets names.
- Needs quiet study time.
- Has to think awhile before understanding lecture.
- Is good at spelling.
- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.

Learning Suggestions for Visual Learners

- ✓ Draw a map of events in history or draw scientific process.
- ✓ Make outlines of everything!
- ✓ Copy what's on the board.

- ✓ Ask the teacher to diagram.
- ✓ Diagram sentences!
- ✓ Take notes, make lists.
- ✓ Watch videos.
- ✓ Color code words, research notes.
- ✓ Outline reading.
- ✓ Use flashcards.
- ✓ Use highlighters, circle words, underline.

- Auditory Learner Characteristics

Auditory learners are those who learn best through hearing things. Look over these traits to see if they sound familiar to you. You may be an auditory learner if you are someone who:

- Likes to read to self out loud.
- Is not afraid to speak in class.
- Likes oral reports.
- Is good at explaining.
- Remembers names.
- Notices sound effects in movies.
- Enjoys music.
- Is good at grammar and foreign language.
- Reads slowly.
- Follows spoken directions well.
- Can't keep quiet for long periods.

- Enjoys acting, being on stage.
- Is good in study groups.

Auditory Learners Can Benefit from:

- ✓ Using word association to remember facts and lines.
- ✓ Recording lectures.
- ✓ Watching videos.
- ✓ Repeating facts with eyes closed.
- ✓ Participating in group discussions.
- ✓ Using audiotapes for language practice.
- ✓ Taping notes after writing them.

- Kinesthetic Learner Characteristics

Kinesthetic learners are those who learn through experiencing/doing things. Look over these traits to see if they sound familiar to you. You may be a kinesthetic learner if you are someone who:

5. Is good at sports.
6. Can't sit still for long.
7. Is not great at spelling.
8. Does not have great handwriting.
9. Likes science lab.
10. Studies with loud music on.
11. Likes adventure books, movies.

12. Likes role playing.
13. Takes breaks when studying.
14. Builds models.
15. Is involved in martial arts, dance.
16. Is fidgety during lectures.

Kinesthetic Learners Can Benefit from:

- Studying in short blocks.
- Taking lab classes.
- Role playing.
- Taking field trips, visiting museums.
- Studying with others.
- Using memory games.
- Using flash cards to memorize Fleming,(2012)

HYPOTHESIS

➤ GENERAL

The Extrapedagogical support influences on the English language learning with the students of 8th years of Basic Education at Paltas high school of Catacocha city, academic year 2013-2014.

➤ SPECIFICS

The Extrapedagogical support plan applied by teachers to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city, academic year 2013-2014.

The Extrapedagogical support activities developed by teachers to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city, academic year 2013-2014.

f. METHODOLOGY

7.1. DESIGN OF THE RESEARCH

The methodology that will be applied during the development of the research will be some methods and techniques to determine if the Extrapedagogical support influence on English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

Methods:

Taking into account the objectives that are intended to comply with this research, we propose the use of the following methods:

Scientific Method: The scientific method is a group of logical procedures that the researcher uses to discover and enrich the science and it has some steps for example: the observation, problem statement, hypothesis, hypothesis's verification and conclusions; all of these will be used in the present research work.

Descriptive method: The descriptive method consists in the observation and the actual description of facts, phenomenon, and cases which are interested in this research work, while allowing us to present the recommendations deal with the problem, in addition to this method will be possible to detail the current status of

each of the variables and indicators involved in the research process, so it should clarify the need of Extrapedagogical Support in English language.

Analytic: Synthetic Method: By means of the analysis and the synthesis that this method proposes, the researcher will process the obtained information through different sources to do the theoretical references and to analyze, synthesize and interpret the results, it will be represented in frequency tables and percentages achieved, will also allow the formulation of conclusions.

Hypothetic – Deductive Method: Serve to strengthen the hypotheses of the research problem on the variables proposed in the research topic. It is logical method which uses the cases, facts or particular phenomenon through the hypothesis to discover the real situation. This method is important because it will be possible to find out, if the teachers give Extrapedagogical Support to improve the English language learning.

Techniques and Instruments

To obtain the empiric information, the following techniques and instruments will be applied.

The survey: This technique will be applied for the teachers and students of 8th years of basic education at Paltas high school of Catacocha city, through some question, with a previous elaborated questionnaire, which will contain different types of closed questions about the topic that we will research. In this manner to analyze the impact

and benefit of providing Extrapedagogical Support classes to students, who bring with them views; also help determine if is applicable.

Therefore the methods are going to help to analyse and interpret the collected information during the research in order to accomplish the objectives and to confirm the hypotheses planted in this research work.

7.3. PROCEDURES

Once the empiric information is recovered, it will be processed following these phases:

Tabulation

In the tabulation of the data obtained in the field research I will use the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, and it contrast the information of the teachers and students which will let me to get the right information.

Organization

After I will organize the empiric information classifying the questions that will serve to prove every hypothesis and keeping in mind the variables of the same ones as a guide that will help me to prove them. In this way we will facilitate the next step, the interpretation and analysis.

Description

The obtained data once we have organized them will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will let me to represent the information graphically.

Graphic Representation

After to describe the data to represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. I will use the bars diagram to show this information.

Interpretation and Analysis

Once presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

Hypothesis Verification

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Conclusions and Recomendations

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers, students and parents in order to contribute with the solution of the problem that motivated the present research.

Finally the elaboration of the final report will be designed through chapters that let the understanding of the theory and of the results that we will obtain in the present research which can be used to develop more researchers in the future.

7.4. POPULATION

The population that will help in the field work is constituted by two teachers and 122 students of eighth year of Basic Education at “Paltas” high school, because it is a small population. They are represented in the following chart:

POPULATION	CLASS “A”	CLASS “B”	CLASS “C”	CLASS “D”	TOTAL
8th Year of Basic Education	30	30	31	31	122
Teachers’ population					2

g. TIME LINE

TIME	2013												2014																																			
	MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBRE				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL			
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Presentation Of The Project		X																																														
Write the recommendations to the project							X	X	X	X	X	X	X	X	X	X																																
Checking and redesign of the research instruments															X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																
Approval of the project																													X																			
Presentation and designation of thesis Director																													X																			
Application of the instruments																															X	X																
Processing of the research																																X	X															
Drawing conclusions																																	X	X														
Elaboration of the report																																				X	X											
Private qualification of the thesis																																								X								
Write the recommendations																																												X				
Public sustentation and Graduation																																												X				

h. BUDGET AND FINANCING

RESOURCES

HUMAN

- Research theme: *“Extrapedagogical Support and its influence on English Language learning with the students of 8TH years of basic education at “Paltas” high school of Catacocha city, academic year 2013-2014.”*
- Office material, books, copies, computer, printer, paper, folders and paper clips.
- Students, teachers of 8th years of basic education at Paltas high school of Catacocha city, academic year 2013-2014.
- Survey

BUDGET

First draft	\$ 200
Second draft	\$ 200
Final work	\$ 400
Unforeseen	\$ 200
TOTAL	\$ 1000

FINANCING

The expenses derived from the present work will be assumed by the author.

i. BIBLIOGRAPHICAL

- Boix, M., Gil, N., Martín, A., & Vázquez, E. (2005). *Additional Support for learning*. Retrieved from What is additional support for learning: http://www.abingdon.org.uk/learning_support
- Coxhead, A. (2008, 8 22). Retrieved from Responding to student diversity: <http://www.juntadeandalucia.es/averroes/~11603154/webs/documentos/Plan%20de%20Atenci%C3%B3n%20a%20la%20Diversidad.pdf>
- Fleming, G. (2012). *Know and Use your Personal Learning Style*. Retrieved 7 26, 2013, from Learning Styles: <http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm>
- Freeland , J. (2008). *Strategies and Resources*. Retrieved from Teaching Support: <http://tecnologiaedu.us.es/cursos/34/html/cursos/mcordoba/principal.htm>
- Helen, N., Jannie, H., Kiernan, & Esther. (2008). *The English language Learning Progressions*. Wellington, New Zealand: Learning Media Limited.
- Knepler, E. K. (2014). *Remedial Course to Achieve Equity*. Maryland: University of Maryland.
- López, M., Martín, M., Moreno, R., Pulido, C., Rubio, O., & Testón, M. (2006, 7). *Pedagogical Support* . Retrieved 04 11, 2013, from Pedagogical Support Plan: http://recursos.educarex.es/pdf/exito_escolar/plan_refue_pl.pdf
- Ng Hak-kim, E. (2007). *Pedagogical Support* . Retrieved 8 5, 2013, from Pedagogical Support Planning: <http://www.edb.gov.hk/en/edu-system/special/resources/serc/irtp/book-3.html>
- Oteros, A. (2010, 6). *Pedagogical Support*. Retrieved 8 15, 2013, from Learning Support: http://www.edinburgh.gov.uk/info/20105/support_for_pupils/459/additional_support_for_learning
- Pritchard, N. (2014). *Extrapedagogical Support*. Retrieved from The Extrapedagogical Support help in the School activity: <http://greenshootseducation.org/curriculum/extra-learning-support/>
- Roueche, A., & Snows, D. (2007). *Pedagogical Support planning*. Retrieved 04 10, 2014, from www.miportal.edu.sv/blogs/gallery/2603/support.doc
- Scottish Government. (2011, 6). *What is additional Support for learning*. Retrieved from The Scottish advice service for additional support for learning: <http://enquire.org.uk/what-is-additional-support-for-learning>

The glossary of Education Reform. (2013). *Academic Support*. Retrieved 07 2014, from Education Reform: <http://edglossary.org/about/>

The University of Auckland. (2010). *How can I provide academic support and guidance to students?* Retrieved 7 11, 2013, from Teaching and learning Hud: https://www.fmhshub.auckland.ac.nz/21_1.html



AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

TEACHER'S SURVEY

Dear Teacher:

This research work has as main purpose determine the influence of extraedagogical support on the English Language Learning, therefore I would appreciate that you answer the following questions.

Hypothesis 1:

The Extrapedagogical support plan applied by teachers to improve the English language learning with the students of 8th years of basic education at “Paltas” High School of Catacocha city. Academic year 2013-2014.

1. Write an x in what do you consider Extrapedagogical support is?

- a) Extrapedagogical support means giving students extra help or support, so they can overcome their learning difficulties. ()

It is an educational measure, aimed at helping students with special educational needs, the student must be supported by a specialist or Therapeutic Pedagogy ()

Why.....
.....

2. Which is the Extrapedagogical support purpose?

- a) Provide learning activities to improve English language. ()
- b) Provide an education according to students 'abilities and styles of learning. ()
- c) Provide students opportunities to solve problems in class. ()

3. Is there an Extrapedagogical support plan at Paltas high school to improve the English language learning?

Si No

Why.....
.....

4. What type of Extrapedagogical support do you apply to improve English language learning?

- Individual
- Group
- Within the classroom
- Outside the classroom
- At home
- In the classroom support
- Prior to the presentation of a teaching unit
- Simultaneous to the development of the teaching unit
- After the teaching unit

5. Select which of the following characteristics a student need to present to take part of an Extrapedagogical support plan?

- Difficulties in the learning process
- Lack of study habits and appropriate learning strategies
- Special educational needs
- Low academic results
- Mild social or emotional difficulties

6. Are there students that need to form part of an extrapedagogical support plan, so select what are the learning difficulties that they have?

- Short attention span and are easily distracted by other things
- Relatively poor comprehensive power
- Lack of learning motivation
- Weak in problem-solving power
- Fail to grasp information effectively and mix things up easily
- Need more time to complete assignments or tasks.

Hypothesis 2

The Extrapedagogical support activities developed by teachers to improve the English language learning with the students of 8th years of basic education at “Paltas” High School of Catacocha city. Academic year 2013-2014.

7. How often do you develop extrapedagogical support activities to improve the English Language Learning?

Always Sometimes Never

Why.....
.....
.....

8. Which are the benefits that students gain through extrapedagogical Support activities?

- Acquire habits and study skills
- Have a better command of the language
- Learn techniques to cope with normal school stress situations
- Consolidate content studied in class
- Get an overview of the study and learning as positive
- Learn new topics that do not match the content taught in class

9. Do you develop support activities according to abilities and styles of learning of students to improve the English Language Learning?

Si No

10. Which of the following extrapedagogical support activities do you apply to improve the English language learning?

Oral reporting Games Topical research
Role play Experiments Collation of information
Discussion Others

THANKS FOR YOUR COLLABORATION



AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

STUDENT'S SURVEY

Hypothesis 1:

The Extrapedagogical support plan applied by teachers to improve the English language learning with the students of 8th years of basic education at "Paltas" High School of Catacocha city. Academic year 2013-2014.

1. Which is the Extrapedagogical support purpose?

- a. Provide learning activities to improve English language ()
- b. Provide an education according to students' abilities and styles of learning ()
- c. Provide students opportunities to solve problems in class. ()

2. Is there an Extrapedagogical support plan at Paltas high school to improve the English language learning?

Si No

3. Is there an Extrapedagogical support plan at Paltas high school to improve the English language learning?

Si No

4. What type of Extrapedagogical support does your teacher apply to improve English language learning?

- Individual
- Group
- Within the classroom
- Outside the classroom
- At home

- In the classroom support
- Prior to the presentation of a teaching unit
- Simultaneous to the development of the teaching unit
- After the teaching unit

5. Select which of the following characteristics have you presented to take part of an Extrapedagogical support plan?

- Difficulties in the learning process
- Lack of study habits and appropriate learning strategies
- Special educational needs
- Low academic results
- Mild social or emotional difficulties

6. Do you need to form part of an extrapedagogical support plan, so select what are the learning difficulties that you have?

- Short attention span and are easily distracted by other things
- Relatively poor comprehensive power
- Lack of learning motivation
- Weak in problem-solving power
- Fail to grasp information effectively and mix things up easily
- Need more time to complete assignments or tasks.

Hypothesis 2

The Extrapedagogical support activities developed by teachers to improve the English language learning with the students of 8th years of basic education at “Paltas” High School of Catacocha city. Academic year 2013-2014.

7. How often does your teacher develop extrapedagogical support activities to improve the English Language Learning?

Always Sometimes Never

Why.....

8. Which are the benefits gained through extrapedagogical Support activities?

- Acquire habits and study skills
- Have a better command of the language
- Learn techniques to cope with normal school stress situations
- Consolidate content studied in class
- Get an overview of the study and learning as positive
- Learn new topics that do not match the content taught in class

9. Does your teacher develop support activities according to your abilities and styles of learning to improve the English Language Learning?

Si No

10. Which of the following extrapedagogical support activities does your teacher apply to improve the English language learning?

- | | | | | | |
|----------------|--------------------------|-------------|--------------------------|--------------------------|--------------------------|
| Oral reporting | <input type="checkbox"/> | Games | <input type="checkbox"/> | Topical research | <input type="checkbox"/> |
| Role play | <input type="checkbox"/> | Experiments | <input type="checkbox"/> | Collation of information | <input type="checkbox"/> |
| Discussion | <input type="checkbox"/> | Others | <input type="checkbox"/> | | |

THANKS FOR YOUR COLLABORATION

CONSISTENCY MATRIX

THEME: EXTRAPEDAGOGICAL SUPPORT AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 8TH YEARS OF BASIC EDUCATION AT PALTAS HIGH SCHOOL OF CATACocha CITY, ACADEMIC YEAR 2013-2014.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
GENERAL How does the Extrapedagogical support influence on English language learning with the students of 8 th years of basic education at Paltas high school of Catacocha city? Academic year 2013-2014.	GENERAL To determine the influence of Extrapedagogical support on the English language learning with the students of 8 th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.	GENERAL The Extrapedagogical support influences on the English language learning with the students of 8 th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.	EXTRAPEDAGOGICAL SUPPORT -Types of extrapedagogical support. -Extrapedagogical support plan	-According to whom it is addressed: -Depending where it is carried out. -According to the time where it is performed. Objectives of the Extrapedagogical Support Plan .

SUBPROBLEMS	SPECIFICS	SPECIFICS		
<p>What kind of Extrapedagogical support plan do teachers apply to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city? Academic year 2013-2014.</p>	<p>To identify the Extrapedagogical support plan that teachers apply to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.</p>	<p>The Extrapedagogical support plan applied by teachers to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.</p>	<p>Extrapedagogical support activities</p>	<p>-Selection of students -Involved in the development Plan. -Methodology and Organizational measures -Evaluation of Extra pedagogical Support plan</p>
<p>What Extrapedagogical support activities do teachers develop to improve the English learning outcomes with the students of 8th years of basic education at Paltas high school of Catacocha city? Academic year 2013-2014.</p>	<p>To analyze the Extrapedagogical support activities that teachers develop to improve the English learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.</p>	<p>The Extrapedagogical support activities developed by teachers to improve the English language learning with the students of 8th years of basic education at Paltas high school of Catacocha city. Academic year 2013-2014.</p>	<p>English Language Learning</p>	<p>- Extrapedagogical Support activities. -Devise various support activities -Encourage pupils' active participation in class activities</p>

INDEX

CERTIFICATION.....	i
AUTORÍA.....	ii
CARTA DE AUTORIZACIÓN.....	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS	viii
THESIS SCHEME.....	ix
a. TITLE.....	1
b. RESUMEN	2
c. INTRODUCTION	4
d. LITERATURE REVIEW	8
Extrapedagogical support definition	8
The aim of Extrapedagogical Support.....	8
Purpose.....	8
TYPES OF EXTRAPEDAGOGICAL SUPPORT	9
EXTRAPEDAGOGICAL SUPPORT PLANNING	10
Characteristics of learning among students with learning difficulties	10
Principles of helping students with Learning Difficulties	11
Teaching preparation.....	11
Design meaningful learning situations	11
Teaching approaches	12
Provide clear instructions	12
Summarize the main points	12
Enhance learning interest and motivation.....	13
Focus on the learning process	13
Show concern for the performances of individual pupils.....	14
Teaching /Learning Activities	14
Curriculum Adaptation.....	15
Homework Policies	16
Formulation of Teaching Plans.....	17

Development of Generic Skills	18
Assessment and Record on Learning	19
Liaison with Parents	21
THE PROCESS OF PEDAGOGICAL SUPPORT	21
EXTRAPEDAGOGICAL SUPPORT ACTIVITIES	22
Devis e various support activities	23
Encourage pupils' active participation in class activities.....	23
EXTRAPEDAGOGICAL SUPPORT PLAN	24
Objectives of the Extrapedagogical Support Plan.....	24
Selection of students who participate in extrapedagogical support Plan.....	25
Involved In The Development Plan.	26
Methodology and organizational measures	29
Evaluation of Extra Pedagogical Support Plan	33
ENGLISH LANGUAGE LEARNING	35
Factors that affect individual language learners.....	39
The age of the learner	41
The learner's previous education	41
The similarities and differences between English and the learner's first language(s)	41
The learner's language-learning experience	42
The learner's exposure to English.....	42
The learner's opportunities to interact with native speakers of English.....	42
Affective factors.....	43
The learner's cognitive learning ability.....	43
Physical disability	44
Effective Teaching and Learning	44
Teaching the use of learning strategies	47
How we can apply this in the classroom	47
e. MATERIALS AND METHODS	50
f. RESULTS.....	55
g. DISSCUSION.....	74
h. CONCLUSIONS.....	80
i. RECOMMENDATIONS	81

j.	BIBLIOGRAPHY	82
k.	ANNEXES	84
a.	THEME	85
b.	PROBLEM	86
	BACKGROUND	86
	CURRENT SITUATION OF THE RESEARCHED OBJECT	88
	RESEARCH PROBLEM	89
	DELIMITATION OF THE RESEARCH.....	90
c.	JUSTIFICATION	91
d.	OBJECTIVES.....	93
	GENERAL OBJECTIVE	93
	SPECIFIC OBJECTIVES.....	93
e.	THEORETICAL FRAME.....	94
	EXTRAPEDAGOGICAL SUPPORT.....	94
	Introduction	94
	Extrapedagogical support definition	95
	The aim of Extrapedagogical Support.....	96
	Purpose.....	96
	What is Effective Extrapedagogical Support?	97
	TYPES OF EXTRAPEDAGOGICAL SUPPORT	97
	EXTRAPEDAGOGICAL SUPPORT PLANNING	98
	Characteristics of learning among students with learning difficulties	98
	Principles of helping students with Learning Difficulties	99
	Teaching preparation.....	99
	Design meaningful learning situations	100
	Teaching approaches	100
	Provide clear instructions	100
	Summarize the main points	100
	Enhance learning interest and motivation.....	101
	Focus on the learning process	101
	Show concern for the performances of individual pupils	102
	Teaching /Learning Activities	102

Curriculum Adaptation	102
Homework Policies	103
Formulation of Teaching Plans	104
Development of Generic Skills	105
Assessment and Record on Learning	106
Liaison with Parents	108
THE PROCESS OF PEDAGOGICAL SUPPORT	108
EXTRAPEDAGOGICAL SUPPORT ACTIVITIES	110
Devise various support activities	110
Encourage pupils' active participation in class activities.....	111
EXTRAPEDAGOGICAL SUPPORT PLAN.....	111
OBJECTIVES OF THE EXTRAPEDAGOGICAL SUPPORT PLAN	111
SELECTION OF STUDENTS WHO PARTICIPATE IN EXTRAPEDAGOGICAL SUPPORT PLAN.	112
INVOLVED IN THE DEVELOPMENT PLAN.	113
METHODOLOGY AND ORGANIZATIONAL MEASURES	115
EVALUATION OF EXTRA PEDAGOGICAL SUPPORT PLAN	119
ENGLISH LANGUAGE LEARNING	120
Factors that affect individual language learners.....	124
The age of the learner	125
The learner's previous education	125
The similarities and differences between English and the learner's first language(s)	126
The learner's language-learning experience	126
The learner's exposure to English.....	126
The learner's opportunities to interact with native speakers of English.....	127
Affective factors.....	127
The learner's cognitive learning ability.....	127
Physical disability	128
Effective Teaching and Learning	128
Teaching the use of learning strategies	130
How we can apply this in the classroom	131
TYPES OF LEARNING STYLES	132

The Three Main Types:	133
Auditory Learners: Hear	133
Visual Learners: See	133
Kinesthetic Learners: Touch.....	133
How can you determine your learning style?	134
Visual Learner Characteristics	134
Auditory Learner Characteristics	135
Kinesthetic Learner Characteristics	136
HYPOTHESIS	138
GENERAL	138
SPECIFICS.....	138
f. METHODOLOGY	139
DESIGN OF THE RESEARCH	139
METHODS, TECHNIQUES AND INSTRUMENTS	139
Methods:.....	139
Techniques and Instruments	140
PROCEDURES	141
Tabulation.....	141
Organization	141
Description	142
Graphic Representation	142
Interpretation and Analysis.....	142
Hypothesis Verification.....	142
Conclusions and Recomendations.....	143
POPULATION	143
g. TIME LINE	144
h. BUDGET AND FINANCING.....	145
RESOURCES	145
HUMAN.....	145
BUDGET.....	145
FINANCING	145
i. BIBLIOGRAPHICAL REFERENCES.....	146

Annexes	148
INDEX	156