UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST URACCAN NUEVA GUINEA CAMPUS

MONOGRAPH

Strategies Used to Encourage ESL Learners in the Second Year at URACCAN I Semester, 2023

To Obtain the Degree in Science of Education with Mention in English

Authors

Br. Adilia Elizabeth Pérez Diaz

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Tutor

Lic. Mario José Mercado Sánchez

Nueva Guinea, July, 2023

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I dedicate this monograph firstly to God because he is the one who always gives me strength, secondly, to my parents Leonel and Estela because they have always supported me to keep going and not give up. To my friends Freddy and Josseling for always supporting and encouraging me.

Mildre Nadeska Sotelo Sotelo

I dedicate this monograph to God, firstly because I know that without him none of this would have been possible, secondly, to my daughter Keyla Melissa because thanks to her I want to be better and she gives me the strength to go on, also to my sister Sandra María Pérez Díaz because she is always available to support me when I need it, to my professor Mario José Mercado Sánchez who has been my tutor, and has shared his knowledge with me to achieve this, and his support has been unconditional. In general, I want to thank the authorities of URACCAN, the coordinator of the career, and all the professors who guided me to reach the goal.

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Adilia Elizabeth Perez Diaz

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First, we want to thank God who gives us life, and is the creator of the universe, and gives us the knowledge to continue advancing professionally.

Secondly, to our family members for supporting us unconditionally at all times during this student journey, and also to all our teachers because they are the ones who provide us with the necessary knowledge to achieve our goal.

We are confident that the goals we have set for ourselves in life will pay off in the future and we know that every sacrifice will be worth it.

ABSTRACT

The study found that effective encouragement strategies include addressing student preferences, encouraging peer collaboration, and providing strategies for overcoming challenges. The data analysis process revealed the strengths and weaknesses of both teachers and students. Teachers were found to be strong in their content knowledge and ability to create a positive learning environment. However, they were weak in their ability to provide individual attention to students and lacked training in using technology for teaching. Students were found to be motivated by interactive and engaging activities but struggled with grammar and vocabulary. The study also identified the importance of creating a safe and inclusive learning environment, where students feel comfortable expressing themselves.

This present work was done in URACCAN University aiming at evaluating strategies used to encourage ESL learners in the second year at URACCAN University I Semester 2023. This study used a qualitative approach to identify the difficulties faced by students in the teaching and learning process of English as a second language. The data was collected through surveys, interviews, observation guides and a pedagogical intervention. The study was classified as descriptive because it aims to evaluate the strategies used to stimulate students who choose this career.

The findings of this study provided valuable insights into the use of motivational strategies in English language teaching. The proposal for the implementation of effective encouragement strategies was a great recommendation for teachers to create an engaging and motivating learning environment. This research highlights the importance of addressing student preferences and providing opportunities for peer collaboration to enhance student motivation and engagement. Future research can build on these results to further explore the impact of encouragement strategies on student learning outcomes and to develop training programs for teachers to improve their skills in using encouragement strategies for teaching.

Keywords: ESL learners, encouragement strategies, English language teaching, motivation.

RESUMEN

El presente trabajo se realizó en la Universidad URACCAN con el objetivo de evaluar las estrategias utilizadas para estimular a los estudiantes de inglés como segunda lengua en el segundo año, primer semestre 2023. Este estudio utilizó un enfoque cualitativo para identificar las dificultades enfrentadas por los estudiantes en el proceso de enseñanza y aprendizaje del inglés como segunda lengua. Los datos fueron recolectados a través de encuestas, entrevistas, guías de observación y una intervención pedagógica. El estudio se clasificó como descriptivo porque pretende evaluar las estrategias utilizadas para estimular a los estudiantes que eligen esta carrera.

El estudio descubrió que las estrategias de estímulo eficaces incluyen abordar las preferencias de los estudiantes, fomentar la colaboración entre compañeros y proporcionar estrategias para superar los retos. El proceso de análisis de datos reveló los puntos fuertes y débiles tanto de los profesores como de los alumnos. Los profesores se mostraron fuertes en su conocimiento de los contenidos y en su capacidad para crear un entorno de aprendizaje positivo. Sin embargo, eran débiles en su capacidad para proporcionar atención individual a los estudiantes y carecían de formación en el uso de la tecnología para la enseñanza. Los estudiantes estaban motivados por las actividades interactivas y atractivas, pero tenían dificultades con la gramática y el vocabulario. El estudio también puso de manifiesto la importancia de crear un entorno de aprendizaje seguro e integrador, en el que los estudiantes se sientan cómodos expresándose.

Las conclusiones de este estudio aportan valiosas ideas sobre el uso de estrategias de motivación en la enseñanza del inglés. La propuesta de aplicar estrategias de motivación eficaces es una gran recomendación para que los profesores creen un entorno de aprendizaje atractivo y motivador. Esta investigación pone de relieve la importancia de atender a las preferencias de los estudiantes y de ofrecer oportunidades de colaboración entre compañeros para mejorar la motivación y el compromiso de los estudiantes. La investigación futura puede basarse en estos resultados para explorar más a fondo el impacto de las estrategias de motivación en los resultados de aprendizaje de los estudiantes y para desarrollar programas

de formación para los profesores con el fin de mejorar sus habilidades en el uso de las estrategias de motivación para la enseñanza.

Palabras clave: Alumnos de ISL, estrategias de motivación, enseñanza de inglés, motivación.

GENERAL INDEX

I. INTRODUCTION

In today's world, learning a second language has become a necessity, due to globalization processes, the expansion of telecommunications and the technological revolution, aspects that have contributed to the formation of an interconnected world, not only to communicate with the people who surround us, but also with the people who live abroad, whether for work, economic or social reasons.

The English language has gained great importance in the world, due to the fact that most countries consider it as a universal language, learning English has become an indispensable necessity in society, because as time goes by there are greater challenges in all areas, so it is of great importance that individuals develop a second language from their training in their basic education, where their level of knowledge is strengthened by integrating learning in all areas, promoting better oral comprehension, reading, writing, basic notions of culture, creativity, among others.

 All this with the purpose of training students in a full development of skills and abilities, training professionals capable of functioning in the professional and labor field. Vocational training must be organized based on scientifically supported pedagogical and learning models in the psychological, sociological and didactic fields, referring to the entire educational learning process of a professional, autonomous and creative, capable of positioning himself in society.

Therefore, it was considered essential the technical research applied in the methodological processes and adapting them to the circumstances of each individual, ethnic groups and culture with leading to evaluate the teaching and learning process of the second-year students of the English major, this was of great importance since it identified the weaknesses in the student's learning process, at the same time it served as support for new research on the subject, on the other hand, because the strategies will help all teacher to improve their students language skills.

II.   OBJECTIVES

2.1 General Objective

- To evaluate strategies used to encourage ESL learners in the second year at URACCAN university in the I semester 2023.

2.2 Specific Objectives

- To describe encouragement strategies used in teaching ESL English language teaching in second year English students.
- To apply encouragement strategies for English language teaching in second year English students.
- To propose some encouragement strategies for English teaching in second year English students.

III.   THEORETICAL FRAMEWORK

3.1   Strategy

According to Smith (2019), strategies are "a set of deliberate actions and plans designed to achieve specific goals or objectives in a given context" (p. 25).

Regarding to the information said by Smith, the strategies are A collection of intentional exercises and strategies aim to attain predetermined targets or aims within a particular circumstance.

3.2   Importance of using strategies

According to Johnson (2020), "Strategies play a crucial role in guiding organizations towards their goals, enabling them to navigate complex challenges, make informed decisions, and allocate resources effectively" (p. 72).

Quena (2020) in his study explains that the academic performance of students is of interest to many researchers who study the different variables and their impact on the quantitative result observed during the Teaching and Learning Process (TLP). In this sense, motivation in formative processes is an essential action oriented to personal and institutional growth, which promotes optimal results in students' academic performance. (p.416).

Valenzuela's study (2018) on affective-motivational strategies in teachers in training comments that school motivation is a topic of growing interest in the educational area and at the research level it is recognized as a key variable in learning. For its part, school motivation has been recognized as an important dimension in teaching by the Public Policy in education and is recognized as one of the indicators of the System for Measuring the Quality of Education. (p.2)

Alemán et. al. (2018) in their study on motivation in the context of the teaching-learning process explains that: "the term motivation derives from the

Latin verb moveré, whose meaning is to move, therefore, motivation is the need to activate behavior by directing it towards the proposed goal". (p.1259)

Alemán et.al. (2018) continues by explaining that teachers, as a fundamental part of the teaching and learning process, need to know the level of motivation of their students, whatever discipline they teach. In this way, they can effectively intervene in the intellectual and emotional formation of students and in the creation of professional values, the moral values that are indispensable for the development of their profession and to become integral citizens. (p.1261)

Carrillo et al, (2009) Expresses that "both negative motivations that seek to avoid punishment, harm or damage, as well as externally stimulated motivations that obey rewards, do not persist. Only intrinsic motivation, which obeys internal motives, are sustainable, as for negative motivations, this causes difficulties in students' learning since many times there is an emotional imbalance, they are not able to understand or recognize mistakes and students show negativity to overcome difficulties. (P, 22)

Explaining the previous information on those paragraphs the affective-motivational strategies in teachers undergoing training indicated that the subject of school motivation is garnering increasing attention within the field of education. Furthermore, at the research level, it is acknowledged as a pivotal factor influencing learning outcomes. Additionally, public policy in education identifies school motivation as a significant dimension in teaching and acknowledges it as one of the indicators used to assess the quality of education.

3.3 Encouragement strategies

Alvarez, M., & Alvarez, T. (2016) "English as a second language is the non-native language of a person or a place, that is a person who learns another

language after having acquired his or her mother tongue. It is a key to globalization, an opportunity to broaden horizons and knowledge".(p.13)

Alvarez, M., & Alvarez, T. (2016) in their study on: Motivation in the Learning of English as a second language, expresses that in the field of teaching-learning, motivation refers to those forces, determinants or factors that encourage students to listen to the teacher's explanations, when they are interested in asking questions and clarifying doubts that arise during the educational process. when each student participates in a didactic way with the proposed activities, when studying with the techniques appropriate, investigate, experiment, and learn by discovery, as well as in a constructive and meaningful way (p.15).

Barreto (2021) explains that: "Learning a second language, especially English, represents a great advantage, since it is a language that is spoken in most countries of the world, therefore, it provides opportunities in many aspects, whether economic, labor, social or cultural" (P.20).

In the same study Barreto (2021) goes on to explain that it is important in the formation of competencies that the level of the teachers who teach English should correspond to the expectations of providing an optimal quality to the student population. (P.28)

Describing the previous information, the encouragement strategies are done for gaining proficiency in a second language, particularly English, offers significant benefits due to its widespread usage across numerous countries. Consequently, it opens doors to various opportunities encompassing economic, employment-related, social, and cultural domains.

3.4 E.S.L Meaning

Nuriska (2021) in his study states that "English as a second language learning is a learning method that refers to specialized approaches to language teaching designed for non-native speakers of English." (p4)

Explaining the information said by Nuriska the English as a second language learning involves the utilization of specialized teaching techniques and methodologies that are specifically designed to cater to individuals who are not native speakers of the English language. This learning approach recognizes the unique needs and challenges faced by non-native English learners and aims to facilitate their language acquisition process. It encompasses a range of instructional strategies, materials, and activities that target the development of listening, speaking, reading, and writing skills in English. The focus is on providing learners with the necessary linguistic tools and cultural understanding to effectively communicate and engage in English-speaking environments. By employing tailored approaches and resources, English as a second language learning aims to support non-native speakers in their journey towards achieving proficiency and fluency in the English language.

3.5 Types of Strategies

Galarza (2015) mentions that: nowadays there are several reasons to learn the English Language, its mastery can no longer be treated as a luxury, but it is an obvious necessity, for this reason the youth must be made aware of the enormous importance of learning this language. (p.1)

Galarza (2015) "Concludes that the purpose of constructivism is that the student constructs his own learning, therefore the teacher in his role as mediator. must support the student to teach him to develop cognitive skills." (p.10)

Summarizing what Galarza expressed, the idea conveyed is that constructivism emphasizes the student's active role in constructing their own learning. Consequently, the teacher assumes the role of a mediator, providing support and guidance to facilitate the student's development of cognitive skills.

3.6 Instrumental motivation

Kay (2021) comments that "instrumental motivation to learn English is like a tool to achieve professional/social goals".

He also argues that "Integrative motivation as a tool in learning English provides better results, but this does not mean that instrumental motivation is not sufficient.

By its very nature, it provides more discipline, test dates and assessments help to focus on learning."(p.3).

Explaining the information written by Kay, here it is mentioned the concept of instrumental motivation in learning English, where the focus is primarily on using the language as a means to achieve professional or social objectives. However, Kay highlights that the integrative motivation to learn English yields more favorable outcomes. It should be noted that this does not undermine the significance of instrumental motivation. The integrative motivation, by its inherent nature, offers additional benefits such as enhanced discipline, while the presence of tests and assessments helps maintain a focused approach towards learning

3.7 Intrinsic motivation and Extrinsic motivation
3.1.1. Intrinsic motivation

Cruz et al. (2009) Intrinsic motivation is a powerful tool to overcome some of the barriers that hinder the transmission of knowledge among individuals. Intrinsic motivation favors the development of informal groups outside formal structures, which allows rapid problem solving, the transfer of best practices and the development of professional skills through the sharing of experiences and tacit knowledge.

Cruz et al. (2009) continues by explaining that "intrinsic motivation also helps to combat the external enemy syndrome, so that individuals feel secure in their jobs and are willing to analyze the causes of existing problems".(p.191)

Clarifying the information written by them, they argue that intrinsic motivation serves as a potent mechanism for overcoming obstacles that impede knowledge transmission among individuals. It facilitates the formation of informal groups that operate beyond formal structures, enabling efficient problem-solving, exchange of best practices, and the cultivation of professional skills through the sharing of experiences and tacit knowledge. Additionally, intrinsic motivation plays a crucial

role in countering the "external enemy syndrome," promoting a sense of security and confidence among individual.

3.1.2. Extrinsic motivation

Cruz et al. (2009) "indicate that previous research on knowledge transfer and extrinsic motivation suggests a positive and significant relationship between these variables, although the results of their study do not support the influence of extrinsic motivation on knowledge transfer.

Cruz also stated "transmit knowledge to each other, leading to improved performance."

Rewards also play a role in the mechanisms that favor knowledge sharing in the sense that the fairness of the reward system helps to develop trust between the individual and the organization.

3.8 Technological Tools

Díaz et al. (2018) (own. translation) in their study on the use of technological tools for language teaching they point out that:

> The importance of the English language lies in the fact that it is the most widely spoken language and enables communication with people from around the world. Having this tool is of vital importance because times have changed and speaking this language can provide us with wonderful job opportunities, educational or other character, but the most striking is that it can give us a good quality of life (p.742)

> Vaco (2022) Study shows that the technology can provide many benefits in the classroom. First, it allows students to stay connected with their classmates and teachers. Second, it provides a flexible learning environment that can be tailored to each student's needs. Third, it helps prepare students for the increasingly digital world they will face after leaving school. Explaining states that as school districts across the country strive to incorporate more

technology into classrooms, many teachers are finding it difficult to make the best use of the new tools at their disposal. Technology can be used in classrooms in a variety of ways. The key is finding the right balance for your students and your own teaching style. (p.1 & 2)

Summarizing this information, it can be said that, the study demonstrated that technology offers numerous advantages in the classroom. Firstly, it allows students to stay connected with their peers and teachers. Secondly, it provides a flexible learning environment that can be customized to suit each student's individual needs. Thirdly, it helps students prepare for the increasingly digital world they will encounter beyond school. However, it is important to note that as schools strive to integrate technology, many teachers face challenges in effectively utilizing these new tools. Technology can be incorporated in various ways, but finding the right balance that works for both students and teachers is essential.

3.9 Language Teaching strategies

Anijovich & Mora (2021). "They are creative decisions to share with our students and favoring their teaching process as well They are a variety of craft tools with which that we count so that the student is enthusiastic about carrying out task".(p.35)

Amplifying the previous information, these creative decisions aim to actively engage and support our students in their learning journey. They encompass a diverse range of craft tools that we have at our disposal. By leveraging these tools, we strive to cultivate enthusiasm and motivation in students, encouraging their active participation and commitment to completing tasks. These decisions and tools play a pivotal role in enhancing the teaching process, fostering a positive and conducive learning environment that empowers students to thrive.

3.10 Learning Strategies

Diaz (2014), Language Learning Strategies (Language Learning Strategies) are "specific actions, behaviors, steps, or techniques that learners use (often intentionally) to improve their progress in developing skills in a second language...".

Cognitive strategies: These allow the learner to manipulate content and linguistic material directly. Some examples are: reasoning, analyzing, taking notes, summarizing or synthesizing, outlining, practicing structures and sounds in a formal way.

Metacognitive strategies: used to develop the learning process by reflecting on learning, identifying one's own learning style, planning tasks.

Memory strategies: Help the learner to relate or link one topic or concept in the second language to another, although this does not necessarily imply a deep understanding of the topic. Some strategies of this type allow memorizing and retrieving information in a specific order, while others allow this process through sounds, images or a combination of both.

Compensation strategies: help to compensate for knowledge that has not yet been acquired, such as: inferring the word from the context when reading or listening, using synonyms or defining the word that is not known.

Affective strategies: These refer to identifying one's mood or anxiety level, talking about feelings, rewarding oneself for good performance, breathing deeply.

Social strategies: Help the learner work with others and understand the culture, ask questions to verify understanding, ask for clarification on a confusing topic, ask for help with a language task, talk to native speakers, explore social and cultural norms. (p.16)

According to Diaz (2014), language learning strategies are specific approaches employed by learners to enhance their development of a second language. These strategies can be classified into several types. Cognitive strategies allow learners to

directly manipulate language materials through actions like reasoning, analyzing, note-taking, summarizing, or practicing language structures and sounds formally. Metacognitive strategies involve self-reflection on learning, identifying personal learning styles, and planning tasks. Memory strategies aid learners in connecting and recalling information by establishing relationships between topics or concepts in the second language.

Compensation strategies help learners overcome gaps in knowledge by utilizing techniques such as inferring word meanings from context, using synonyms, or providing definitions for unfamiliar words. Affective strategies involve recognizing one's emotional state or level of anxiety, discussing feelings, rewarding oneself for achievements, and practicing deep breathing. Social strategies support collaborative learning and cultural understanding by encouraging learners to ask questions, seek clarification, request assistance with language tasks, engage in conversations with native speakers, and explore social and cultural norms.

3.11 Language teaching

Carbajal (2016) Defines language as:

An expression of thought and intimacy of being, of desires and passions, of sorrows and joys. It arises from the deepest part of the human spirit, that is why the word is power that communicates and transforms the learning of language and the knowledge necessary for education today. (p.3).

Cervantes (2020) (own translation) during the pandemic the use of TIC (Information and Communication Technology) went from being a secondary or support resource, to being the main tools in the teaching of subjects in general, however foreign languages were transformed in true protagonists of teaching and learning:

Language teachers used platforms such as YouTube to promote communication skills from a multimodality that focuses not only on the

linguistic but also on the visual and non-verbal aspects such as listening, speaking and reading comprehension at the same time.

The use of TIC are fundamental strategies in learning English as a second language, this being a fundamental pillar for learning, for this it is necessary to use the differents platforms to promote the student's autonomous learning in processes that allowed the teacher to be a mediator, but not the protagonist, also motivating the self-regulation of learning in the student. (p.194)

Regarding to the information said by them, it can be stated that in order to develop communication skills effectively, language teachers employ platforms such as YouTube that integrate various modes of expression, including linguistic, visual, and non-verbal components like listening, speaking, and reading comprehension. This multimodal approach allows learners to engage with language on multiple levels simultaneously. Furthermore, the use of information and communication technology (TIC), particularly through applications like WhatsApp and other platforms, plays a crucial role in facilitating autonomous learning for students. By adopting these technologies, teachers assume the role of facilitators, guiding students in their language acquisition journey and encouraging self-regulated learning.

3.12 Effective teaching strategies

Fuentes (2015), implementing didactic strategies in the development of classes has the fundamental purpose of promoting the construction of knowledge, which has meaning and relevance in solving real and daily problems, more motivating and attractive activities can be incorporated into their classes for the students. (p.3)

Rojas Bonilla (2011) cited by sources (2015) considers the importance of designing or implementing didactic strategies when being in front of the group and working on the curricular contents in order to ensure that students

acquire significant learning. There are different types of strategies that we can use in congruence with our objectives, taking into account that all of them are characterized because they are practical, they are related to the contents and they put into play the abilities, knowledge and skills of the students. (p.182)

According to Fuentes (2015), the implementation of teaching strategies in classroom instruction serves the essential purpose of facilitating the construction of meaningful knowledge that can be applied to real-life problems. By incorporating more engaging and appealing activities, teachers can enhance student motivation and interest in their classes. The design and implementation of didactic strategies are crucial when leading a class and teaching curriculum content to ensure that students attain significant learning outcomes. There are various types of strategies available, and it is important to choose those that align with our objectives. These strategies are practical, connected to the content being taught, and actively engage students' abilities, knowledge, and skills.

3.13 Factors that hinder student encouragement

Diaz, D. (2014) (own translation) stated the following factors that affect the student's encouragement:

Motivation: For some authors, the most important factor in learning a foreign language is motivation. This is what drives a person to follow a certain course of action and, in this particular case, to be interested and work to achieve the goal of learning a foreign language. Motivation is promoted when the student expects and experiences satisfactory learning results from it (P.11).

Anxiety: Anxiety is a factor that, if it occurs, it can generate great interference in learning a foreign language. This concept, which is frequently used in the area of psychology, has also been studied by researchers interested in foreign language learning.

Learning styles: this is another factor that affects learning, not only of foreign languages but of any type of knowledge, all students have different ways to learn a thing. (p.13)

Regarding this information, the factors that affect students' motivation may vary from one student to another, so the teacher needs to use many activities and strategies to discover students' learning styles, by doing this, anxiety could be decreased and students can be motivated.

3.14 Benefits of encourage strategies

According to Brown (2018), "Encouraging the use of strategies in language learning can have significant benefits for learners" (p. 56).

"By promoting the implementation of strategies, learners can enhance their language acquisition process and overall proficiency. These benefits can include improved language fluency, increased confidence in language use, enhanced problem-solving skills, and greater autonomy in learning" (Brown, 2018).

In addition to the benefits mentioned earlier, encouraging the use of language learning strategies can yield several other advantages for learners. Some of these benefits include:

"**Enhanced metacognitive skills**: By utilizing strategies, learners develop a deeper understanding of their own learning process, including their strengths and weaknesses. This awareness allows them to make informed decisions about their learning and adjust their strategies accordingly "(Chamot & O'Malley, 1994).

"**Improved problem-solving abilities:** Strategies provide learners with a systematic approach to tackle language challenges. They learn to analyze and break down complex tasks, identify patterns, and apply appropriate problem-solving techniques, leading to more effective language learning" (Oxford, 1990).

Increased motivation and engagement: The use of strategies can make language learning more enjoyable and engaging for learners. By incorporating activities that align with their interests and needs, learners feel

a sense of ownership and relevance in their language learning journey, which in turn enhances motivation and persistence (Ehrman & Oxford, 1995).

Enhanced self-regulated learning skills: Strategies promote self-directed and autonomous learning by empowering learners to take control of their own learning process. They learn to set goals, monitor their progress, and regulate their learning strategies, fostering independence and lifelong learning skills (Zimmerman, 1990).

Greater cultural and intercultural understanding: Some language learning strategies involve engaging with authentic materials, interacting with native speakers, or exploring cultural aspects of the target language. These activities promote cultural awareness and intercultural competence, enabling learners to navigate cross-cultural communication with sensitivity and respect (Byram, 1997).

Relating all the previous information, It is important to note that the benefits of encouraging language learning strategies may vary depending on individual learners' preferences, learning styles, and contexts. Therefore, providing a variety of strategies and supporting learners in identifying the ones that work best for them is crucial for maximizing the benefits of strategy use in language learning.

3.15 Engaging ESL Activities for Young Learners

Aidan (2023) on his website *English Teacher Guide* wrote the following strategies and activities to motivate students:

1. **Role-play**

   Role-play is the quintessential ESL activity. This activity requires students to either pretend to be someone or imagine a particular situation. Teachers can set up a role-play activity that mimics a real-life scenario, such as ordering from the supermarket or traveling in a foreign country. Role-plays are great

because it is the closest thing to using English outside the classroom. Students will experience using the language to converse with others without the anxiety of making mistakes since you are there to guide them. Role-play gives students a chance to be creative and imaginative with their English, allowing personal growth in the language. Engaging with other students also creates a positive dynamic in the classroom. By creating an engaging, intellectually-stimulating simulation, students will be motivated to speak confidently. They will retain all the material taught in the study phase of the lesson. (Para. 4-6)

Tips to prepare for a role-play activity

- Prepare the lesson beforehand. Make sure everything is set up correctly.

- Have a clearly defined purpose for the activity. Show students what they need to do to achieve the desired outcome.

- Allocate every student a role. If you're giving them imaginary personalities, allow the student time to understand the nature of their character.

- As a teacher, it's essential to take a facilitator role in this activity. Let the activity play out to see what happens. Don't worry about correcting mistakes and help when needed. Make notes of any errors students make and use them to prepare a review lesson.

- Let the young learners enjoy and express themselves. This activity is the best way for all students to shine and build the foundation of their speaking skills. (Para. 7)

Awesome ESL Role-Play activities

- Dining out at a restaurant

- Catching a taxi/bus

- Going to see a doctor

- Shopping in a supermarket

- Job interview

2.   Pictionary

Pictionary is a great activity for practicing vocabulary. All you need is a whiteboard, a marker, and a list of words. Pictionary is an excellent way to reinforce your students' knowledge of topics and vocabulary. Drawing and trying to guess the word that's been given to them will help them visualize what they have learned in class. This activity is fun, exciting, competitive, and engaging. Everyone has a turn at drawing, showing off some outstanding drawing skills! (Para. 8)

Step to play Pictionary activity

- Divide your students into groups.

- Give one of your students the marker and a word from the list.

- The student will draw a picture, and their classmates will try to figure out what they are portraying.

- The student drawing must not say anything to disclose the answer. They must only draw.

- Each group will compete with each other over who gets more correct answers within the time limit. (Para. 9)

3.   Hangman

Hangman is another whiteboard game to reinforce vocabulary.

- Think of a word and draw a line for each letter of that word on the whiteboard.

- Have your students raise their hands and try to answer either by guessing letters or the word itself.

- For each incorrect answer, draw part of the hangman.

- The student who guesses correctly before the hangman is drawn completely will be the next person to think of a word. (Para. 10-11)

4.   Hot Potato

Hot potato is a fast-paced, vocabulary review activity that will keep students engaged, excited, and focused. This activity is best suited for smaller classes. (Para. 18-19)

Equipment needed for Hot Potato

- Music player
- An object for students to pass around (the potato)
- Flashcards with lesson vocab

Hot Potato Rules

- Gather all the students into a circle.

- Have the students pass each other the potato with music playing.

- When the music stops, the student with the hot potato must take a flashcard and read the word.

- The student must attempt to make a sentence using the word on the flashcard. If they make a mistake, they will sit out for the rest of the round.

- The student who's left standing wins the round!

Variations of Hot Potato

A more relaxed version of Hot Potato would be to have pictures instead of words on the flashcards. Students will try to guess the word related to the image.Advanced versions of the game may include having two hot potatoes. Students who have the potatoes when the music stops ask each other questions in English. (Para. 20)

5.   Simon Says

Simon Says is a quick activity that focuses on students listening skills. The game aims to give your students instructions using the phrase, "Simon says." Students must only follow instructions followed by this phrase, and those who don't are out! The person who is saying the instructions will try to trick students by talking faster. Students will have to focus hard to stay in the game.

- Organize the class into a circle. Explain the rules of the game.

- Start the game with an instruction using the phrase, e.g., "Simon says, touch your nose" and do the action.

- Gradually say the instructions more quickly and catch anyone who does the action without you saying, "Simon says." For example, if you say "shake your hands," any student who does the action is out.

- Keep playing until the last few students are left and then give out a small reward. (Para. 21-22)

6. Two Truths and a Lie

This classic party game can be used by ESL teachers to encourage creative thinking in English in the classroom. Have all the students form a circle and randomly pick one student to stand in the middle or front of the class. The student will then say three statements, two of them being right and one being a lie. The rest of the class will have to try and guess which one is the lie. To do this, students will discuss the three statements with each other and try to guess. Make sure that the class answers as one which encourages group discussion and careful thinking. (Para-23)

IV. METHODOLOGY AND MATERIALS

4.1 Location of the study

This research study was done to describe encouragement strategies used in teaching ESL English language teaching in second year English students at URACCAN University, Nueva Guinea campus.

4.2 Type of the study

The present study was descriptive, since it consisted on describing phenomena, situations, contexts and difficulties presented by students and teachers in the teaching-learning process of second-year English students, and evaluating the strategies used to stimulate the students who choose this career.

4.3 Approach of the study

According to Hernández Sampieri (2014) defines that, "Qualitative approach uses the collection and analysis of data to refine research questions or reveal new questions in the process of interpretation." (p.7)

The approach for this study was qualitative because it aims to identify the difficulties of students in the process of teaching and learning English as a second language during the first semester 2023.

4.4 Unit of analysis

In this unit of analysis there were 25 students of the second year of English, in shift including 19 women and 6 men, and the teachers who teach the English class, two male English teachers and a female one. The sample for this unit it was all students and the three English teachers.

Participants	Grade	F	M	Total
Second-year students (Uraccan)	First year	19	6	25
English teacher	teacher	1	2	3
Total				28

4.5 Selection and Exclusion Criteria

4.1.1. Selection Criteria

In this investigation, the students of URACCAN University who were studying the second year of English were selected, as well as the English teachers who were teaching classes this year because the main objective of this study was to describe the stimulus strategies used in teaching ESL.

4.1.2. Exclusion Criteria

- It was excluded the professors who were not teaching English in the second year.
- • All students who were not studying the second year of the Bachelor's Degree in English.
- The authorities and the staff of the University.

4.6 Information sources

4.1.3. Primary sources

The primary sources were the instruments that were applied in the development of this research; In this case, interviews with teachers and students and various observation guides were used in class periods.

4.1.4. Secondary Sources

The secondary sources on this research were the book, the digital documents and the monograph of the URACCAN library, in addition, some websites related to the subject under study will be used.

4.7 Techniques and instruments

The instruments that were applied to obtain information and complete the investigation were the survey, the interview and the observation guides.

4.1.5. Survey:

It was a very helpful tool through a series of questions written in a coherent, organized and structured way to be applied to the study sample. Open-ended questions were used to produce long-form written/typed responses. The questions were intended to reveal opinions, experiences, narratives or stories. This was applied to the group sample.

4.1.6. Observation guide

This instrument allowed the observer to locate himself systematically in what is the object of study of the investigation; It was also a means that led to the collection and obtaining of data and information about a fact or phenomenon. There were applied four different observation guides, one observation with each teacher.

4.1.7. Interview

It is defined as a conversation that is proposed with a specific purpose other than the simple fact of conversing. In other words, it was a useful technical instrument in qualitative research to collect data. Four interviews were applied, one for each English teacher.

4.8 Data analysis and processing

4.1.8. Microsoft Word

This tool was used for writing and for describing the study, also, this tool was used for redacting the observation guides and the interviews that are necessary to complete the research.

4.9 Descriptors matrix

Specific objectives	descriptor	Dimention of descriptor	Tecniques and instrument
To describe encouragement strategies used in teaching ESL English language teaching in second year English students.	Encouragements strategies	Trigger Their Interests Integrate fun activities and technology Encourage Language Experiences Outside of the Classroom	Student' survey Observation guide teacher Teacher' interview
To apply encouragement strategies for	Strategies for English language teaching	Priorities pair and group work	Teaching Unit Lesson Plan

English language teaching in second year English students		Create the right classroom environment Personalize learning	

4.10 Ethic Aspect

During the elaboration of this research there was taking into account the following aspects:

- The permission of the vice-rector to do the research into the University.
- The permission of the teachers to do some observations.
- Respect to all information that is here in this studying, by writing the copyright of each one.
- Respect to all students and professors who participated into the research, but also the one who are not into the research.

4.11 Delimitation and limitation of the study

4.1.9. Delimitation

This study was developed at the URACCAN University located in the city of Nueva Guinea. The focus group was made up of twenty- five second-year English students. All students were selected, and the teachers who teach English subjects there in the second year.

4.1.10. Limitation

In this investigation there were some probable aspects that affected the correct development of this and the achievement of the objectives, in this case there was the lack of interest of the students in the application of stimulus strategies and also the participation of the teachers.

V. ANALYSIS AND RESULTS

To meet the objectives of this research, different instruments were applied according to each objective. For the first objective a survey was applied to the students and an interview for three teachers, likewise for the second objective an observation guide was applied to the teachers, and for the third objective a class plan was developed with the students of the second year of English. The results obtained are explained below.

5.1. Encouragement strategies used in teaching ESL English language teaching in second year English students

Anijovich & Mora (2021) explain that the strategies are creative decisions to share with the students and also favor their teaching process. They also function as tools we have to make the student enthusiastic about the task.

Concerning to the observations made in second year English students, it was demonstrated that the use of motivational strategies awakens the students' interest in learning, indeed, it was perceived that the use of different motivational activities enhanced better results in the understanding of the content. In this case, the strategies that teachers used are: warm-up activities that serve to introduce the class, the hot potato game and Simon says. These strategies help students to awaken their minds by keeping them relaxed and ready to begin class. Based on the students' survey, it is possible to describe the enthusiasm that teachers transmit when they apply motivational strategies in the teaching process.

In particular, Aidan (2023) describes the following strategies that motivate students in the English learning: Role-play, Pictionary, Hangman, Hot Potato, Simon Says, Truths and a Lie.

In relation to the interviews applied to the English teachers, the main encouragement strategies that they used in the classroom were the following: role play, Pictionary and Simon says, bingo, run to the board, Eeny, meeny, miny, moe. Regarding the observations developed, in the applications of the encouragement strategies by the teacher, students work together and they were cooperative, beyond that, it was perceived the students' interest and engagement in the lessons.

Additionally, the encouragement strategies promoted debate and discussions of the content.

Table 1. *Encouragement strategies implemented by the teacher in second year-English students*

Encouragement strategies	Teaching Experience
Role play	This strategy allows students to be engaged and motivated in the new lesson, sometimes, students competitive in their learning. However, classroom management needs to be present in the development.
Pictionary	This strategy helps students to be open minded and develop cognitive skills. Students feel engaged, and they try to guess the words presented.
Simon Says	This strategy was developed at the beginning of the lesson to motivate students into the new lesson and stretch out.
Eeny, meeny, miny, moe	This strategy enhances students to be active learner. In the same way, it makes students participate during the lesson.

5.1.1. Supportive and Inclusive Classroom Environment

According to the observation guide carried out, it can be shown that the teacher used different audiovisual media such as the television, computer and the student's cell phone to develop the class in a different way than usual to obtain better results, in addition to this, the time distribution played a very important role and it was observed that the teacher does not distribute it well. But if he clarifies the doubts of the students when they ask him questions about the possible doubts they have on the subject. Whereas in the survey carried out with the students, they expressed that the teacher uses audiovisual media and the Internet very frequently and that they do not interact much with them during class either. In the same survey the students expressed that the teacher does not always promote the relationship

between students and participation within the classroom, which according to them should be an important part of the process of the activities.

5.1.2. Authentic materials to enhance students' motivation

In concordance with the interview done to the teacher, and confirming this information with the observation guide and the survey done to the students, it is showed that the teacher was using authentic materials, because they kept active to the students but they don't use most of the time those materials for the reason that the students just want that teachers use materials and they want to avoid to write on their notebooks. In the same way the students expressed that they like when the teachers use those materials they practice more and they have more opportunities to communicate with their classmates.

During our experience as teachers, we wanted to implement the use of material authentic in a group of second-year students of the English major. The selection of the material (Simon Says strategy) took a lot of time, since it had to contain the use of action verbs. In addition to that, during the lesson, the interest shown by the students was observed, but at the same time, the disappointment they felt for not understanding part of some verbs was observed. This fact made us think about the possible pros and cons that the use of authentic material in the students of second-years of the English major.

5.1.3. The role of the feedback to motivate and enhance students learning

In the interview done to the teacher, she mentioned that she likes to make feedback in the development of the activities in order to make them realize about the problems they have to correct them; in the observation guide this could not be seen, but in the survey done to the students, they agreed that the teachers do feedback but sometimes they feel like frustrating, some others agree that they like those kinds of feedback because in this way they will learn more.

5.1.4. Technology resource to improve motivation and language learning among

According to the observation guide, it was observed that teachers used different technological devices such as TV, students' cell phones, and computers, coinciding with this information in the interview with the teacher, she mentioned she liked

to use technology because it helps to motivate and facilitate the learning process of all subjects, but sometimes the use of technology can distract students and they are doing something else, but they don't pay attention to the activities carried out by teachers. As a conclusion of this part, the students agreed that they loved the use of technology because it helps them a lot in their English language learning as they practice all the skills.

5.1.5. Self-reflection and motivation strategies to keep learning

As indicated in the interview conducted with the teacher, practicing motivational strategies was important because it helps to achieve concentration in students and they learn quickly, in this case, the teacher expressed that the use of these strategies after three classes helps students because then, they begin to work on their self-motivation and this is a great way to improve to learn. The students mentioned that they like the use of these strategies to motivate them and they start losing the fear they have to participate in the activities that are done in the classroom.

5.2.   Application of Encouragement strategies for English language teaching in second year English students

According to Diaz (2014), Encouragement strategies are specific approaches used with learners to enhance their second language development. These strategies can be classified into several types. Cognitive strategies allow learners to directly manipulate language materials through actions like reasoning, analyzing, note-taking, summarizing, or practicing language structures and sounds formally. Metacognitive strategies involve self-reflection on learning, identifying personal learning styles, and planning tasks. Memory strategies aid learners in connecting and recalling information by establishing relationships between topics or concepts in the second language.

In the development of the pedagogical intervention there were applied four encouragement strategies: Simon says, work in pairs, Pictionary and hot potato, with aim of learning about daily routines, asking questions with who, what and where.

5.2.1. Simon says

This strategy was applied with the objective to help students prepare to practice the vocabulary of the topic in a relaxed way and, at the same time, feel confident.

To develop these strategies the teacher instructed the students to form a circle and follow the orientations of how the activity works and the objective, so that the teacher gave command commands such as, Simon says to touch your mouth, and the student who does not do it instantly must say a word or a short sentence about the class. This is played over five rounds.

a. Materials used to prepare the list of verbs

-Internet   -Information

-Pencil   -Marker

-Pictures   -Sheets

b. Teaching experience

The teacher got the students focused on the activity and they responded actively. It also helped to start the class in a different way and the results were good.

c. Students' evaluation

This strategy helps the students to feel motivated, relaxed and above all to be introduced to the topic through the practice of vocabulary related to it, also it was possible to keep them active and participatory, however some of them when they lost and had to say a word or vocabulary said they were embarrassed and did not know what to say.

d. Recommendations

Activities to start the class are important because they help students to awaken the interest to learn and the enthusiasm to do it in a fun way without losing focus of the objectives.

5.2.2. Work in pair

The objective of this activity was to foster relationships with the students, and at the same time practice the class in a different way to keep them active and focused during this period.

To perform this activity the students were organized in pairs and were given guidelines on how to perform the activity, it was explained to them that on the sheet were 20 images related to the topic and at the top were 20 expressions corresponding to these images, they should write the name of the expression in the corresponding activity. Once they finished them, the activity was reviewed with the help of the teacher, exchanging the pages between the pairs so that each pair had the sheet that another pair had done

a. Materials used to prepare the list of verbs

In this case, the materials used were:

Internet	Information
pencil	Marker
-Pictures	Sheets

b. Teaching experience

This activity was important because the teacher could see that everyone was concentrating and the images helped to identify the expressions. Then it was easier for the teacher to practice the expressions because they had already identified them and the pronunciation was easier.

c. Students' evaluation

They were attentive and showed confidence in the realization of the activity because in pairs they supported each other to clarify the doubts about the correct answer. However, some said they preferred to work alone because some did not do anything and they worked for the others.

5.2.3. Pictionary

This encouragement strategy enhanced students to practice and identify daily routines, for instance, -I wash my hand

-I brush my teeth

-I comb my hair

-I get dress

-I have breakfast

a. Materials used to prepare the list of verbs

-Pencil

-Whiteboard

-Markers

-Computer

-Sheet

-Information

b. Teaching experience

At the beginning of the activity, students were participating because they were drawing some daily routines. This way, when the teacher provided the instructions, students were engaged in the task. At the end of the activity, the objective was achieved. However, during the activity, the classroom management and time was not good enough.

c. Students' evaluation

In this activity, students expressed that it was an engaging activity because they could understand and practice the new information. Additionally, students felt motivated because they did not know some of the vocabulary presented.

5.2.4. Hot potato

This is an activity were the teacher make a circle or a half moon and pass a potato per each students while the teacher is knocking the board, when the teachers stops, the one with the potato has to answer a question.

The main objective of this activity was to get students to talk about their daily routines and practice the vocabulary presented at the beginning of the class on this topic

Materials used to prepare the list of verbs

-Sheets

-Markers

-Vocabulary

d. Teaching experience

In this activity, all students were involved and they practiced their pronunciation and speaking skill. They were able to identify what daily routines they made during the day. However, some students were afraid to make mistakes and the classroom management activity was not good.

e. Students' evaluation

Based on the experience, students expressed that the activity was motivating because they could achieve the objective and it is a good activity for assessing the learning process. Also, students could interact each other and expressed their own ideas.

5.3. Proposal of Encouragement strategies for English teaching in second year English students

The followings strategies are the most functional and motivational that students like and that it could be noticed that really motivate and help the students in learning the English Language. Aidan (2023) on his website *English Teacher Guide* wrote the following strategies and activities to motivate students:

1. Pictionary

Pictionary is a great activity to practice vocabulary. All you need is a whiteboard, a marker, and a list of words. Pictionary is an excellent way to reinforce your students' knowledge of topics and vocabulary. Drawing and trying to guess the word that's been given to them will help them visualize what they have learned in class. This activity is fun, exciting, competitive, and engaging. Everyone has a turn at drawing, showing off some outstanding drawing skills! (Aidan, 2023, para. 8)

Time: for this activity teachers can spend from 10 to 20 minutes depending on the topic and the length of the group.

Materials: Whiteboard, markers, eraser, flashcards, mini-whiteboards, at least two people, timer, dice (optional), scorecard and a list of pictionary words.

Instructions:

- Divide your students into groups.

- Give one of your students the marker and a word from the list.

- The student will draw a picture, and their classmates will try to figure out what they are portraying.

- The student drawing must not say anything to disclose the answer. They must only draw.

- Each group will compete with each other over who gets more correct answers within the time limit. (para. 9)

Advantages of Pictionary

Gamesver Team on its website www.gamesver.com, and in its blog *Pictionary (Game): 15 Benefits and Pros (Educational, Icebreaker,…) they expressed that "*Pictionary is a game that's been making waves in the entertainment and educational sectors for many years. People who haven't been exposed to the game may not know much about the benefits of Pictionary" (para. 2).

The website also stated the following advantages:

1. It Promotes Creativity

2. Enhances Logical Thinking Skills

3. Aids Memory Retention

4. Promotes Healthy Communication Skills

5. Offers a Fun-Filled System of Learning

6. Creates a Platform for Trust

7. Encourages Discipline

8. It's a Game for Everyone

9. Promotes the Sharing of Ideas

10. Promotes and Enhances Vocabulary

11. Offers a Less Expensive Way of Learning

12. Affordable Equipment/material (para. 4-32)

In conclusion, it can be said that one of the main advantages of Pictionary is that it offers a fun way of learning new things. The learners can boost their vocab, develop better communication and team-building skills, and learn to be disciplined. And that's only the tip of the iceberg!

Disadvantages of Pictionary

Gamesver Team on its website www.gamesver.com, and in its blog *Playing Pictionary: 10+ Potential Disadvantages / Drawbacks*, they stated the following disadvantages:

1. It can be a noisy game.

2. The game may be considered easy.

3. Not everyone is excellent at drawing.

4. Abstract concepts are difficult to draw.

5. People can be overly competitive and end up arguing.

6. Some people find drawing to be highly stressful.

7. There can be a problem with balancing teams.

8. People might get frustrated when no one can guess their drawings.

9. The problem with paper.

10. Players may fall into the habit of poor drawing.

11. Players may lose track of time. (para. 4-28)

In conclusion, it can be argued that it is still a delightful game. There are always solutions to every problem you may encounter, so don't let these disadvantages dissuade you from a happy time with your learners, do you best and enjoy it.

2. Role-play

Role-play is the quintessential ESL activity. This activity requires students to either pretend to be someone or imagine a particular situation. Teachers can set up a role-play activity that mimics a real-life scenario, such as ordering from the supermarket or traveling in a foreign country. Role-plays are great because it is the closest thing to using English outside the classroom. Students will experience using the language to converse with others without the anxiety of making mistakes since you are there to guide them. Role-play gives students a chance to be creative and imaginative with their English, allowing personal growth in the language. Engaging with other students also creates a positive dynamic in the classroom. By creating an engaging, intellectually-stimulating simulation, students will be motivated to speak confidently. They will retain all the material taught in the study phase of the lesson. (Aidan, 2023, para. 4-6)

Time: for this activity teachers can spend from 15 to 30 minutes depending on the topic and the length of the group.

Materials: pages, pencils, conversations, pairs of students, smalls histories to make smalls play, pre-review about vocabulary.

Instructions:

- Prepare the lesson beforehand. Make sure everything is set up correctly.

- Have a clearly defined purpose for the activity. Show students what they need to do to achieve the desired outcome.

- Allocate every student a role. If you're giving them imaginary personalities, allow the student time to understand the nature of their character.

- As a teacher, it's essential to take a facilitator role in this activity. Let the activity play out to see what happens. Don't worry about correcting mistakes and help when needed. Make notes of any errors students make and use them to prepare a review lesson.

- Let the young learners enjoy and express themselves. This activity is the best way for all students to shine and build the foundation of their speaking skills. (Para. 7)

Advantages of Role play.

Mizan. M. (2022). On his online article "*What is role-playing? Definition, characteristics, advantages, and disadvantages of the Role-playing method*." He stated the following advantages and disadvantages:

- Role-playing develops communication and social skills among the students.
- Students recognize the content's relevance in dealing with real-world situations.

- Role-playing creates the feeling of observing real events.
- By playing roles in classrooms, students acquire the skill to apply their learning content in a real-life context.
- Students adopt a decision-making persona through role-playing that allows them to deviate from their usual self-imposed limitations or boundaries.
- While playing roles, students engage in higher-order thinking and learn content more comprehensively.
- When real scenarios or contexts are unavailable, instructors can create user scenarios to set the parameters of the role play. (para. 10-20)
- The teacher, instructor in some cases, and students receive immediate feedback on specific learning.
- Role-playing methods are inexpensive and easy to implement.
- The role-playing method allows children to explore, investigate and experiment.

Disadvantages of Role play.

- The role-playing method requires relatively more time.
- Role-playing methods require a well-experienced and properly trained teacher or instructor because Improper presentation and instruction can backfire.
- Not all educational institutions have the right atmosphere and environment for all the details of the subjects.
- It is not possible to use the role-playing method in all cases. (para. 21-24)

3. Hot Potato

Hot potato is a fast-paced, vocabulary revision activity that will keep students engaged, excited, and focused. This activity is best suited for smaller classes. (Aidan 2023, Para. 18-19)

Time: for this activity teachers can spend from 5-10 minutes

Materials: Music player, an object for students to pass around (the potato), Flashcards with lesson vocabulary.

Instructions:

• Gather all the students into a circle.

• Have the students pass each other the potato with music playing.

• When the music stops, the student with the hot potato must take a flashcard and read the word.

• The student must attempt to make a sentence using the word on the flashcard. If they make a mistake, they will sit out for the rest of the round.

• The student who's left standing wins the round!

Advantages of Hot potato.

Mike (2017) on his online article "*Advantages of Hot potato", he* wrote the following advantages:

- Increase hand to eye coordination
- Increase eye focusing
- Increase depth perception
- Increase catching skills
- Increase throwing skills
- Increase team work. (Para. 2)

4. **Simon Says**

Simon Says is a quick activity that focuses on students listening skills. The game aims to give your students instructions using the phrase, "Simon says." Students must only follow instructions followed by this phrase, and those who don't are out! The person who is saying the instructions will try to trick

students by talking faster. Students will have to focus hard to stay in the game. (Aidan 2023, Para. 21)

Time: for this activity teachers can spend from 5-10 minutes

Materials: you just need to practice previously the commands.

Instructions:

- Organize the class into a circle. Explain the rules of the game.

- Start the game with an instruction using the phrase, e.g., "Simon says, touch your nose" and do the action.

- Gradually say the instructions more quickly and catch anyone who does the action without you saying, "Simon says." For example, if you say "shake your hands," any student who does the action is out.

- Keep playing until the last few students are left and then give out a small reward. (para. 21-22)

Advantages of Simon Says

Mcilroy T. (2022) on her blog *"70 Simon Says Ideas that are Fun and Educational"*, include that the following skills are being improved:

- Body awareness
- Crossing the midline
- Gross motor skills
- Listening skills
- Memory
- Visual perception
- Vocabulary and thinking skills (Para. 4)

Disadvantages of Simon Says

- Increases students' responsibility for their own actions
- Keeping the target behaviors, criteria and reinforcers the same across all students makes independent group contingencies easier to manage.
- Does not make use of group situation (peer pressure, group cohesion)
- Some Win Some Lose
- Reduction of Reinforcer Quality
- Increase of Inappropriate Behavior (para. 6)

In conclusion, those strategies are proposed because in the English language learning groups it has been proven to be highly effective in fostering language acquisition and communication skills. These strategies offer a wide range of benefits that go beyond traditional teaching methods.

First, these interactive and encouragement activities create an engaging and enjoyable learning environment. Learners were more motivated and enthusiastic when they are actively involved in the learning process. By incorporating games and role-playing scenarios, students become active participants rather than passive recipients of information. This level of engagement increases their interest in language learning and created a positive attitude towards using English in real-life situations.

Second, these strategies promote language practice in authentic contexts. Role-playing, for instance, allows learners to simulate real-life situations such as ordering food at a restaurant or participating in a job interview. By stepping into different roles, students are exposed to realistic language use and cultural nuances. They can apply vocabulary, grammar, and social skills in a meaningful way, thereby bridging the gap between theory and practice.

Additionally, these interactive strategies encourage learners to develop essential skills such as critical thinking, problem-solving, and creativity. Pictionary, for example, requires participants to think quickly, make associations, and express ideas visually. This enhances their ability to think on their feet and adapt to different

language challenges. Similarly, Hot Potato and Simon Says stimulate quick thinking, decision-making, and effective communication within a limited timeframe. These skills are transferable to real-life situations where learners need to respond spontaneously and confidently.

Moreover, interactive strategies foster a supportive and collaborative classroom environment. By engaging in group activities, students learn to work together, communicate effectively, and respect diverse perspectives. They have the opportunity to practice active listening, negotiation, and turn-taking. These social skills are invaluable in developing successful communicators who can navigate intercultural interactions and build meaningful relationships.

In conclusion, the utilization of encouragement strategies like Pictionary, Role-play, Hot Potato, and Simon Says provided a comprehensive approach to language learning. These strategies not only facilitate vocabulary expansion, fluency development, and listening comprehension but also nurture critical thinking, creativity, and collaboration. By creating an enjoyable and interactive learning environment, these strategies contribute to a more effective and rewarding English language learning experience.

VI. CONCLUSIONS

In conclusion, the qualitative research conducted with second-year English students at URACCAN revealed the positive impact of encouragement strategies on English language teaching. Through the use of surveys, interviews, and observation guides, the research findings indicated that motivational strategies significantly enhanced students' interest and engagement in the learning process.

The analysis of the data collected highlighted the effectiveness of various encouragement strategies used by teachers, including warm-up activities, games like Simon Says, Pictionary, and role play.

Furthermore, the application of encouragement strategies demonstrated their positive impact on students' language learning. The pedagogical intervention implemented in the classroom involved well-prepared lessons, introduction of strategies, pair work, short dialogues, and self-assessment activities. These activities not only improved students' language skills but also boosted their confidence and willingness to learn.

Based on the research findings, a proposal for the implementation of effective encouragement strategies in English language teaching was developed. The proposal includes strategies such as Pictionary and role-play, which have been proven to be motivational and engaging for students. Pictionary allows students to practice vocabulary and enhances their creativity, logical thinking, and communication skills. Role-play, on the other hand, simulates real-life situations and provides students with opportunities to use English in a meaningful way.

It is important for teachers to incorporate these strategies into their lesson plans and create a supportive and interactive learning environment. The research findings also emphasized the need for teachers to address student preferences, encourage peer collaboration, and provide strategies for overcoming challenges, such as shyness or pronunciation difficulties.

In conclusion, the application of encouragement strategies in English language teaching has the potential to greatly benefit second-year English students. By implementing these strategies, teachers can create an engaging and motivating

learning environment that promotes active participation, enhances language skills, and fosters a love for learning.

By this some strengths and weaknesses that were found from the teacher and the whole second year English students.

Professors' strengths

- ✓ The teachers were prepared before coming to the classroom.
- ✓ The teachers used some strategies in order to try to control and make students work individually and in pairs.
- ✓ The teachers were patient with the students.
- ✓ Individually attention to the students.
- ✓ The teachers knew how to use the media resources.

Professors' Weaknesses:

- ✓ The teachers used few encouragement strategies in the development of their classes.
- ✓ They did not have the total control of the students while making activities or teaching the new vocabulary in class.
- ✓ The teaching methods used by the teachers are almost the same and the students sometimes feel like bored of doing the same every day.

Students' strengths

- ✓ They participated in the different strategies and activities done in the classes.
- ✓ They felt motivated when they teachers use encouragement strategies.
- ✓ They liked to practice new vocabulary if the teachers first perform and make them feel comfortable.

Students' Weaknesses:

- ✓ They used too much their cellphones in class.
- ✓ They did not like to work with other people of the classroom, just with their friends.

- ✓ They were afraid about making mistakes when presenting or participating in activities.
- ✓ They did not do their homework.
- ✓ They did not liked to be assign any homework at home; they want to make everything in the classroom.
- ✓ They were not on time to start the class and they want to leave early.

VII. RECOMMENDATIONS

The following recommendations aim to improve the teaching and learning process of the English language, particularly, to provide some ideas to encourage students into the learning.

7.1 To teachers:

- ✓ To apply the encouragement strategies to the teaching of English, the ones proposed in this research on pages 31-40 can be taken as a reference.
- ✓ To use interactive dynamics for increasing the student´s motivation.
- ✓ To talk to the students to motivate them to accomplish or make their homework.
- ✓ To make some strategies in order to make all students be on time in the classroom.
- ✓ Use classroom management to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.
- ✓ To make feedback about all activities that are done in class, also when the class is over, to make general feedback about the classes.
- ✓ To get closer to the students to make them feel comfortable.

7.2 To students:

- ✓ To put attention during the English class.
- ✓ Try to participate in the class as much as you can.
- ✓ To do not use their cellphones in class.
- ✓ To get motivated and forget about making mistakes.
- ✓ To get involved in the class discussions to create the habit of contributing during class time.
- ✓ To work with all classmate of the classrooms, some of the classmate knows something you don't know.
- ✓ To do homework and practice at home.

7.3 To URACCAN:

- ✓ To capacitate all teachers with the use of encouragement strategies for teaching in the different courses.
- ✓ To select deeply all teachers and the course they will be working with, because some of the classes do not require the use of lot of strategies.

- ✓ To apply and let know to the students about the internal rules of the University.
- ✓ Keep updating the teacher about the use of technology, strategies, and activities to facilitate the learning process in the different majors of the University.

VIII. REFERENCE

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IX. APPENDIXES

9.1 Students Survey

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THE NICARAGUAN CARIBBEAN COAST

Students Survey

Students full name: _____

Objective: The main purpose of this survey is to collect information for our paper research that has as objective to describe encouragement strategies used in teaching ESL English language teaching in first year English students.

For this, please read carefully and write "X" to column that fit to your answers.

1	2	3	4			
totally agree	In accordance	Disagreement	totally disagree			

Questions	1	2	3	4
Would you like the classes to be more dynamic?				
Would you like the classes to be spoken only in English?				
Would you like technology to always be used in class time?				
Do you think it is important to practice English more in your free time?				
Would you like the teacher to integrate an app to help you to teach English?				
Do you think it is important to make a study circle to practice English?				
Do you think that the methodology implemented by English teachers is very good?				
Do you think that English teachers use methodology such games or dynamics when teaching their class?				
The teacher promotes the use of technological media during class?				
The teacher promotes the use of the Internet to practice English outside of the classroom				
The teacher uses the language appropriately?				

Do you think the teacher has a good relationship with the student?				
Would you like to learn more English and be competitive?				
Do you think that the teacher gives a clear direction when doing a dynamic?				
Do you need to improve your knowledge and command of the English language?				

9.2 Teacher interview

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Teacher interview

Student's full Name: _____

Objective: Describe the encouragement strategies used in teaching ESL English language teaching in first year English students and the use of motivational strategies when teaching to promote motivation on the new English Students.

1.   **How do you Integrate technology into your class plan?**

2.   **Can you describe some specific strategies or techniques you use to encourage and motivate ESL students in their English language learning journey?**

3.   **How do you create a supportive and inclusive classroom environment that promotes motivation among first-year ESL students?**

4.   **Could you provide examples of how you incorporate real-life contexts and authentic materials into your ESL lessons to enhance student motivation?**

5.   **How do you tailor your teaching approaches to accommodate the diverse language proficiency levels and learning needs of first-year ESL students?**

6.   **Can you share any specific activities or projects you implement to foster student engagement and enthusiasm for learning English?**

7.   **What role does feedback and positive reinforcement play in motivating ESL students? How do you provide constructive feedback to support their progress?**

8.   **How do you use technology or digital resources to enhance motivation and language learning among first-year ESL students?**

9.   Can you describe any strategies you employ to promote cultural awareness and appreciation in your ESL classroom?

10.   How do you scaffold instruction for first-year ESL students to help them gradually build their language skills and confidence?

11.   How do you encourage self-reflection and metacognitive skills in ESL students to promote their own motivation and autonomy in language learning?

9.3   Observation Guide

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Observation Guide

We are 4th year students of the English major and we are carrying out a study whose theme is the Strategies Used to Encourage ESL Learning with the purpose of analyzing the teaching-learning process in the classroom.

Teacher's full name _____

Subject _____Grade _____

Date _____

objective:

To propose some encouragement strategies for English teaching in first year English students

	Indicators	Always	Sometimes	Never	Observation
1	Present and propose the lesson plan				
2	State the objectives of the class and explain its purpose.				
3	Use motivational strategies to capture students' attention				
4	Proposes introductory situations based on the theme to be developed (work, dialogues or readings)				
5	Propose individual or group activities to work appropriately in class.				
6	The teacher makes a class evaluation and				

	feedback about the lesson.				
7	It can be perceiving Interest in learning and the teacher motivates them to keep learning.				
8	In the classroom it is promoting debates and discussions about the class.				
9	There is a use of learning resources such as Technological, Concrete material, Audiovisual media.				
10	There is a distribution of the appropriate time for all activities that are done in the classroom.				
11	The teacher clarifies the doubts and questions that students can have in class.				
12	Observe the teacher's use of visual aids and gestures to support comprehension and engagement among ESL learners.				
13	Take note of any differentiated instruction strategies employed by the teacher to cater to the diverse learning needs and language proficiency levels of ESL learners.				
14	Take note of any scaffolding techniques used by the teacher to gradually support ESL learners' language development and transition to more complex tasks.				
15	Observe how the teacher promotes self-reflection and metacognitive skills among ESL learners, encouraging them to monitor their own language learning progress.				

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AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Territorio/Comunidad/Empresa/Barrio **Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN), Nueva Guinea**, por medio del presente escrito, otorga el consentimiento previo, libre e informado a URACCAN para que se realice la investigación titulada: **"Strategies Used to Encourage ESL Learners in the First Year at URACCAN, I Semester 2023**, Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: **To evaluate strategies used to encourage ESL learners in the first year at URACCAN, I Semester 2023**. Las instancias correspondientes autorizan la publicación de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Dr. Eugenio Casimiro López Mairena.

Cargo: Vicerrector URACCAN, Recinto Nueva Guinea.

Firma y Sello: _____

Lugar: URACCAN, Nueva Guinea.

Fecha: 05 / 06 / 2023.

**UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA COSTA
CARIBE NICARAGUENSE
URACCAN**

RECINTO NUEVA GUINEA

Aval del tutor

El tutor/a: **Mario José Mercado Sánchez**, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

a. Protocolo ☐
b. Informe Final ☒
c. Articulo Técnico ☐
d. Otra forma de culminación de estudio (especifique): _____

Al producto titulado: **Strategies Used to Encourage ESL Learners in the First Year at URACCAN II Semester, 2023,** desarrollada por el o los estudiantes: **Br. Adilia Elizabeth Pérez Diaz, Br. Mildre Nadeska Sotelo Sotelo.**
De la carrera: **Licenciatura en Ciencias de la Educación Con Mención en Inglés** Cumple con los requisitos establecidos en el régimen académico.

Nombre y apellido del tutor o tutora: **Mario José Mercado Sánchez**

Firma: _____

Recinto: URACCAN Nueva Guinea

Fecha: 16 de junio del 2023

Figure 1: Application of "Simon says" strategy in second year English students.

Source: Pérez, 2023.

In the previous picture, the teacher is giving instructions to work with the learning materials in second year English students, URACCAN 2023.

Figure 2: Students feeling relaxed when participating in the strategy Simon Says.

Source: Pérez, 2023.

Figure 3: Second year students filling out the pair work.

Source: Pérez, 2023.

Figure 4: Second year students filling out the pair work.

Source: Pérez, 2023.

Figure 5: Second year students filling out the survey.

Source: Pérez, 2023.

Figure 6: Attendance list.

Source: Pérez, 2023.

Figure 7: A survey applied to the students.

Source: Pérez, 2023.

Figure 8: Pair work completed in pair.

MY DAILY ROUTINE

• I brush my hair	• I get dressed	• I go to school	• I have lunch	• I wake up
• I brush my teeth	• I get up	• I have a shower	• I listen to music	• I walk the dog
• I do my homework	• I go home	• I have breakfast	• I put on my pyjamas	• I wash my hands
• I feed the dog	• I go to bed	• I have dinner	• I study	• I watch TV

Use the expressions from the box to label the pictures below.

1. I wake up
2. I get up
3. I have a shower.
4. I get dressed.
5. I have breakfast
6. I brush my teeth
7. I brush my hair
8. I go to school
9. I wash my hands
10. I have lunch
11. I go to home
12. I feed the dog
13. I walk the dog
14. I do my homework
15. I study
16. I watch tv
17. I have dinner
18. I listen to music
19. I put on my pyjamas
20. I go to bed

Source: Pérez, 2023.

Figure 9: Student's reflection.

Me gustó mucho ya que de forma dinámica
aprendimos un poco de lo que ya no practicamos
además de que nos divertimos un rato.

Bueno, la verdad me gusto la forma de interaciones
de las maestras. Me gustan que son tranquillas
y nos ayudan me gusto. cada uno de las
interaciones que hicimos todo fue tranquilo
y muy relajado la verda megusto.

todo bien hasta el momento.

Sigan implementando lo mismo hasta el momento
muy bien.

Source: Pérez, 2023.

Figure 10: Student's reflection.

La clase impartida hoy fue muy bonito, excelente,
en el aprendizaje es mejor cuando se usan dinámicas, interacion
con los demás compañeros, para que así practiquemos más
el ingles en la forma de expresarnos.

Mejoras en los docentes que nos vienen a dar clases que
solo nos ponen a escribir la mayoria de veces y no practican
en si la pronunciación y expresiones (son aburridos algunos)

The class was fun and interesting and my opinion
the activities is very important by the teach
because the class was interesting and I not
boring.

Source: Pérez, 2023.