

An investigation of the teachers' praising on the teaching outcomes

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Abstract

This paper is entitled "An investigation of the effect of teachers' praise of the teaching outcomes". This study adapts the quantitative method using an electronic questionnaire as a tool. The questionnaire was shared with the candidates, who are eleven teachers at the English language department at Faculty of Education- Sudan University of Science and Technology. The data was analyzed using SPSS program. The Chi-square results of the data analysis have shown that most of the candidates strongly agree that praising effects positively on EFL teaching outcomes and most of the candidates strongly agree that EFL teachers use praise statements in an effective way. Thus, the researchers can conclude with the following findings: First, the use of praise in teaching has a great effect on teaching outcomes. Second, EFL teachers use statements of praise properly. Finally, the findings above indicate that praise can encourage students.

1. Introduction

Giving knowledge to students is not everything teachers must do; the way they praise and encourage their students is more important. EFL students become in need of such support. Praise becomes a crucial part of the educational process. It has a very clear effect on teaching outcomes, and also it can encourage students to engage in class. On the other hand, it can help in giving instant feedback on the performance of students and teachers at the same time. The researchers have conducted this study to shed light on the importance of praise and how to use it properly. The weight of this study comes from the fact that it's helpful for both EFL teachers and learners in improving their teaching through using praise in effective ways.

2. Theoretical Framework

2.1. The importance of praise

Praise is the most effective method that teachers can use to help students improve their learning and become more eager to learn. According to (Brophy1981), affirmation is one of the verbal incentives that have been widely recommended as an effective motivational tool for teachers because it can help students gain self-esteem and maintain a close relationship with their teachers. EFL teachers must consider approaches and methods that can make their jobs simpler and more successful.

According to (Morin 2014), praise is one of the easiest and most efficient mechanisms for engaging and motivating students. He also contends that when praise is effective, it is genuinely effective. Teachers who use affirmation on a daily basis, she claims, have stronger relationships with their pupils. They waste less classroom time and are less likely to have behavioral problems. She cites that the Institute of Education Sciences listed teacher praise as one of the top five most important practices in a survey looking at practices that alleviate behavior issues in elementary schools. That isn't to say you should start complimenting students for anything they do and don't intend that to be the only method of classroom management. Before you get started, it's important to understand that certain types some are more powerful than others in terms of praise. (Morin, 2014)

As stated by Conroy et al. (2009), teachers must take into account social distinctions and the experiences of their students when praising them. Students with different socioeconomic backgrounds and skill levels may react differently to praise, and these differences must always be acknowledged when praising them.

The authors also believe that constructive praise should be initiated by the instructor, provide explicit comments on the proper actions children exhibit, occur shortly after a

desired behavior, take into account where a pupil is in the process of mastering a particular ability, be genuine, and prevent distinctions between students. It would be easy to assume that praise would be at least neutral and possibly helpful to students. Praise would appear to be at the very least neutral and potentially advantageous to students; it could improve self-esteem or inspiration.

However, papers surface on a regular basis warning teachers of the dangers of praise; praise is said to lower morale, influence youngsters, and make them less capable of making choices (Kohn, 2001; Mangin, 1998).

According to Maggin, Oliver, and Wehby (2010), high rates of incentive for students to respond correctly to instructional questions, tasks, or demands, as well as teacher praise as positive encouragement for students' reasonable behaviour, decreases inappropriate student conduct behaviors and enhances appropriate behaviors. In addition, frequent and effective use of teacher praise, as well as increased OTR, can be an essential and critical phase in establishing predictable and supportive classroom environments (Partin et al., 2010).

2.2. Dishonest Praise

Most scholars believe it is self-evident that if a student believes the compliment is untrue, the praise will be dismissed (Henderlong & Lepper, 2002:792). According to O'Leary (1977), the distinction between effusive praise, such as 'You are the smartest boy ever!' which carries a higher risk of disbelief, and explicit praise, such as 'You are the smartest boy ever!' which carries a lower risk of disbelief, is that effusive praise carries a higher risk of disbelief 'You did very well on that set of problems'. There may also be instances where the compliment is demonstrably untrue to the student, such as thanking a student for her hard work when she admits she didn't work hard.

2.3. Controlling Praise

If the goal isn't to congratulate the student, but rather to manipulate him, praise may be insincere. As the term implies, "order" in this case refers to praise that involves wording that directs the student's behavior. Several research have contrasted the impact of controlling praise (usually accompanied by a directive such as "Good job on your journal entry; you can write that legibly every day") to equivalent praise without the controlling word (such as, "Good job on your journal entry; it was very legible"). In certain cases, praise increases later desire to participate in the celebrated mission, but excluding praise reverses this effect (Deci, Koestner, and Ryan, 1999).

2.4. Unearned Praise

If the teacher works too hard to lift the student's morale or self-esteem, praise will backfire. Assume you have a student who seldom succeeds; he doesn't seem to try hard, he often doesn't finish his assignments, and he is obviously insecure. The student submits a project, and you can see right away that, although it finishes the task, it is not the student's finest job. Will you also applaud the student when he made an attempt to send something?

It's understandable that a teacher will want to reward this pupil, but whether praise would backfire in this case depends on whether the student is sophisticated enough to recognize the unspoken message behind praise for bad performance. According to research, younger students accept praise at face value, while older students (middle school and beyond) are more susceptible to broader meanings (Barker & Graham, 1987: 64; Meyer et al., 1979).

We also come to conclude that rewarding others is inherently 'good' and can even connote the complementary conviction that criticism is unhelpful and making people more insecure, since both common sense and the literature warn us that feelings of helplessness and contingent self-worth may be crippling, if not downright harmful. Given the evidence for praise's usage and the pattern of learned helplessness, it's no surprise that tutors conclude that praise is important for academic success.

3. Study Background

Many studies have focused on the impact of praise and its effect on the learners performance One of these studies is conducted by Akbari&Chalak, 2019 have highlighted the power of praise in improving student behavior, they found that it both shows the approval of teachers and tells the student how the celebrated academic achievement or behavior meets the standards of the teacher. In particular, praise plays an important role in the pace and progress of the learning process in general and in the classroom for language learning in particular The present study therefore sought to explore the significant impact of praise on the growing pattern of university students with different majors, namely, Teaching English as a Foreign Language (TEFL) and linguistics.

To this end, two classes of sophomore students, each containing thirty participants, were selected from the population of students majoring in English at Islamic Azad University, Isfahan, Iran. Following that, the experimental group was subjected to a broad range of distinct teacher praise expressions for the duration of the term, while the control group's students were not praised and encouraged. The t-test showed that the group that received praise from the teacher during the term advanced significantly more than the other group.

In addition, a strong connection between the praise of the teacher and the success of the learner seemed to occur. Obviously, the findings of the current study may have practical

consequences for EFL educators, creators of materials and syllable designers. (Akbari and Chalak 2019) Compared with the recent study both of them have targeted the impact of praise on learners' performance and outcomes. Different tools and candidates were used Akbari et al 2019 targeted the learners while the researchers in the recent study have used the EFL teachers as the population of the study.

In addition to that, Glerum et al., 2019 explored the impact of various kinds of praise on 108 vocational education students, using a design close to that of the original attitude studies. Students were working on a set of Standard Progressive Matrices of Raven and either received praise for commitment, received intelligence praise, or were in the control group. The results were not in line with the principle of mentality.

After experiencing setbacks, the researcher expected differences in target choice and success between students who were praised for effort versus those who were praised for intellect, but both groups responded in the same way. The findings are consistent with previous research that has failed to find a correlation between attitude and academic performance. This study showed that vocational education students were unaffected by the type of praise (i.e. mindset) they were subjected to, even though the original protocol used in Mueller and Dweck's studies was followed. (Glerum et al., 2019) In contrast to the latest research, both have concentrated on the topic of praise, but the former focused on the forms of praise while the latter tests the effect of praise on teaching outcomes using a separate set of candidates and data collection method.

According to Henderlong & Lepper, 2002 based on a collection of conceptual variables, the authors argue against a strictly behavioral meaning of praise as verbal encouragement in favor of the view that praise can serve to weaken, enhance, or have no impact on the intrinsic motivation of children. It is particularly beneficial to motivation when it encourages performance attributions to controllable causes, promotes autonomy, enhances competence without overreliance on social comparisons, and transmits achievable standards and expectations, provided that praise is perceived as sincere.

Characteristics of the recipient, such as age, gender, and culture, can also moderate the motivational effects of praise. Methodological concerns are emphasized, such as including suitable control groups and assessing post-failure effects, as well as future study directions. (Henderlong & Lepper, 2002). While this review looked at a number of findings about the likelihood that praise would impact subsequent outcomes. Using a particular candidate and data collection approach, the current study investigates the effect of praise on teaching outcomes

Al-Ghamdi, 2017 has also stated that in order to construct an opportunity learning environment for students, many significant pedagogical considerations must be

introduced in classrooms, including language classrooms. This paper focuses on two of the most critical pedagogical factors: feedback and praise. The main aim of this paper is to improve students' negative views of the assessment criteria of input and praise, as well as teachers' knowledge of how to provide them properly. This paper discusses various forms of feedback and the influence of feedback and praise on the learning of students in order to accomplish the previous objectives. It also provides teachers with tips and techniques on how to efficiently use input and praise to reach the desired results. Therefore, researchers have expressed opposing opinions about these estimation criteria in the past; this paper takes their positive and negative effects into account. (Al-Ghamdi, 2017).

The primary goal of this paper is to enhance students' negative perceptions of feedback and praise evaluation requirements, as well as teachers' understanding of how to provide them properly. In comparison to the recent study, both have focused on the subject of praise and its impact on teaching outcomes using a different data collection approach. They both touches on two of the most significant pedagogical elements which are: feedback and praise.

Moreover Roy F. Baumeister, et.al (1990) investigated a series of studies about the possibility that praise would affect subsequent results. Three models were proposed: recognition leads to reduced commitment, it implies a stressed demand for good performance (which impairs performance), and it generates self-attention which impairs the automaticity of skilled execution. The reduced effort model was contradicted by the finding that praise enhanced subsequent performance on a pure effort task. The performance-demand model received partial support, but it had trouble accounting for the finding that performance was impaired by task-irrelevant praise. The self-attention model appears to be the most capable of incorporating all findings. In conclusion, praise appears to increase effort, but skilled performance may be impaired. In comparison to the this research, this study discusses the question of the impact of praise on teaching outcomes, while Baumeister 's studied a series of findings on the likelihood that praise will influence subsequent effect suggesting three models. (Roy F. Baumeister, et.al 1990)

Furthermore, Cossairt et al., 1973 have studied three elementary school teachers a structured use of experimenter's guidance, suggestions, and feedback plus social praise to improve teacher praise for student attendance behavior. Under baseline conditions, the experimenter's verbal interactions with teachers, the teacher's verbal praise for student activities, and the pupil's attendance behavior were all registered. Since the three successive experimental conditions were first applied with Teacher A, then with Teacher B, the behaviors of the experimenter, the two teachers, and eight students were evaluated and reported in a multiple baseline design. Experimental conditions one (Instructions)

and two (Feedback) provided inconclusive results in the cases of Teachers A and B. More teacher praise for student attending behavior was created by experimental condition three (Feedback Plus Social Praise). In a single experimental condition, Teacher C was given the entire "Box" of Experimenter's Orders, Input, and Feedback Plus Social Praise. As in the cases of Teachers A and B, the measured behaviors were: (1) the verbal interactions of the experimenter, (2) the students' praise of the teacher, and (3) the participating behavior of the student. The implementation of the "Kit" also provided further praise from teachers for behavioral students. . (Cossairt et al., 1973) In contrast to the recent research, it discusses the question of the impact of praise on teaching outcomes, while Cossairt et al., 1973 tested three elementary school teachers using a systematic use of experimenter's instruction, advice, and input, as well as social praise, to increase teacher praise for student attendance behavior. Both studies targeted teachers but using different tools of data collection.

According to (Brophy, 1981) Classroom-process knowledge demonstrates that verbal praise from teachers should not be equated with encouragement. Typically, such praise is often used without contingency, specificity or credibility. It is often not even intended as reinforcement, and even if it is, it often has a different function. The meanings and functions of behaviors typically included in the teacher's praise category are determined by the degree of congruence between verbal and non-verbal components and the context in which the interaction occurs.

Much of teacher praise is focused on teachers' interpretations of students' needs rather than the nature of their actions or performance. Considerations of the viability of the classroom and likely student reaction to social reinforcement efforts by teachers indicate that teacher recognition should remain infrequent, but that it could be made much more successful. The theory of attribution is an important addition to the theory of social learning/reinforcement to suggest criteria for successful praise. (Brophy, 1981). In contrast to the recent research, it discusses the question of the impact of praise on teaching results, while this study indicated that classroom-process awareness shows that verbal praise from teachers can not be equated with motivation. Usually, such praise is offered without regard for context, detail, or reputation.

4- Method:

This study uses descriptive analytic method. Quantitative data was collected using electronic questionnaire as a tool. Due to the CORONA virus pandemic and the lockdown the researchers have used the electronic questionnaire to collect data. It aims at finding out the effect of praise and the way the praise statements are used on teaching outcomes. The population of this study are EFL teachers in Sudan University of Science

and Technology in the academic year (2019/2020) the questionnaire was distributed to a sample of (11) teachers in College of Education-English Language Department.

4.1 Hypotheses of the Study:

- a Praising effect positively on EFL teaching outcomes.
- b EFL teachers use praising statements effectively.

4.2 Questions of the Study:

- a To what extent can praising effect positively on EFL teaching outcomes?
To what extent do EFL teachers use praising statements effectively?

4.3 Population of the study:

The population of this study is English as a foreign language teachers at Sudan University of Science and Technology.

4.4 Sample of the study:

The sample of this study is the EFL teachers at College of Education –Languages department- English language section which are 11 teachers.

5. Data analysis:

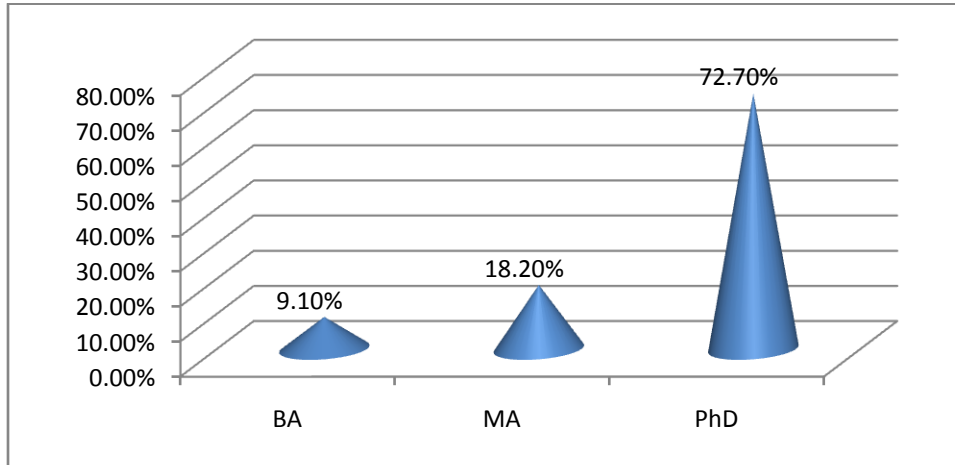
5.1 population and sample of the study:

5.1.1 The qualifications:

Table (1) illustrates the frequency and percentage for the Qualifications

| Qualifications | Frequencies | Percentage |
|----------------|-------------|------------|
| BA | 1 | 9.1% |
| MA | 2 | 18.2% |
| PhD | 8 | 72.7% |
| Total | 11 | 100.0% |
| Qualifications | Frequencies | Percentage |

Source: IPM SPSS 24 package



Source: excel 2016

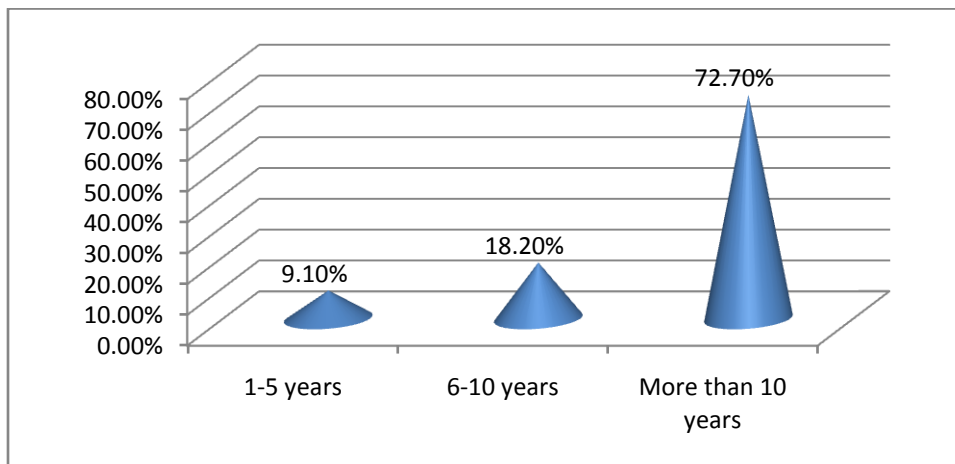
Table (1) illustrates the views of the distribution of the **Qualifications** sample by BA by (%9.1) and MA by (%18.2) and PhD by (%72.7).

5.1.2 Years of Experience:

Table (2) illustrates the frequency and percentage for the Years of Experience

| Years of Experience | Frequencies | Percentage |
|---------------------|-------------|------------|
| 1-5 years | 1 | 9.1 |
| 6-10 years | 2 | 18.2% |
| More than 10 years | 8 | 72.7% |
| Total | 11 | 100.0% |

Source: IPM SPSS 24 package



Source: excel 2016

Table (2) illustrates the views of the distribution of the Years of Experience sample by 1-5 years by (%72.7) and 6-10 years by (%18.2) and More than 10 years by (%9.1).

5.2: Reliability and validity Cranbach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cranbach's alpha coefficient = (0.99), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.994), and this shows that there is a high sincerity of the scale and that the benefit of the study.

5.3 The Cranach's alpha method

Table (3) illustrates of the Cranach's alpha method

| No | Value | reliability | Validity |
|-------|---|-------------|----------|
| 1 | Praising effect positively on EFL teaching outcomes | 0.88 | 0.94 |
| 2 | EFL teachers use praising statements effectively | 0.83 | 0.91 |
| Total | | 0.99 | 0.994 |

Source: IPM SPSS 24 package

5.4.1.1 The frequency for the first hypothesis:

Table (4) illustrates the frequency and percentage for the Praising effect positively on EFL teaching outcomes

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | Praising encourages EFL students to perform better | 11 | 0 | 0 | 0 | 0 |
| | | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 2 | Praising enhances EFL students' self-esteem | 10 | 1 | 0 | 0 | 0 |
| | | 90.9 | 9.1 | 0.0 | 0.0 | 0.0 |
| 3 | Praising helps in grasping the message better | 9 | 2 | 0 | 0 | 0 |
| | | 81.8 | 18.2 | 0.0 | 0.0 | 0.0 |
| 4 | Praising improves EFL students linguistic' abilities | 9 | 2 | 0 | 0 | 0 |
| | | 81.8 | 18.2 | 0.0 | 0.0 | 0.0 |
| 5 | Praising helps engaging students inside the class | 9 | 2 | 0 | 0 | 0 |
| | | 81.8 | 18.2 | 0.0 | 0.0 | 0.0 |
| 6 | Praising makes the class desirable place | 9 | 2 | 0 | 0 | 0 |

| | | | | | | |
|----|---|------|------|-----|------|-----|
| | | 81.8 | 18.2 | 0.0 | 0.0 | 0.0 |
| 7 | Praising emphasizes the strength points in the students | 1 | 2 | 1 | 7 | 0 |
| | | 9.1 | 18.2 | 9.1 | 63.6 | 0.0 |
| 8 | Praising increases students' participation in class | 8 | 2 | 1 | 0 | 0 |
| | | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 |
| 9 | Praising encourages EFL students' to express their ideas freely | 8 | 3 | 0 | 0 | 0 |
| | | 72.7 | 27.3 | 0.0 | 0.0 | 0.0 |
| 10 | Praising helps students evaluate their own work | 9 | 1 | 1 | 0 | 0 |
| | | 81.8 | 9.1 | 9.1 | 0.0 | 0.0 |

Source: IPM SPSS 24 package

From the above table result shows:

Praising encourages EFL students to perform better by the strongly agree (%100.0) and agree by (%0.0) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising enhances EFL students' self-esteem by the strongly agree (%90.9) and agree by (%9.1) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising helps in grasping the message better by the strongly agree (%81.8) and agree by (%18.2) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising improves EFL students linguistic' abilities by the strongly agree (%81.8) and agree by (%18.2) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising helps engaging students inside the class by the strongly agree (%81.8) and agree by (%18.2) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising makes the class desirable place by the strongly agree (%81.8) and agree by (%18.2) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising emphasizes the strength points in the students by the strongly agree (%9.1) and agree by (%18.2) and neutral by (%9.1) and disagree by (%63.6) and strongly disagree by (%0.0).

Praising increases students' participation in class by the strongly agree (%72.7) and agree by (%18.2) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising encourages EFL students' to express their ideas freely by the strongly agree (%72.7) and agree by (%27.3) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Praising helps students evaluate their own work by the strongly agree (%81.8) and agree by (%9.1) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

5.4.1.2 Chi-square test results for the first hypothesis:

Table (5) illustrates chi-square test results for the Praising effect positively on EFL teaching outcomes

| No | Phrases | Chi-square value | df | Sig. | Median | Interpretation |
|----|--|------------------|----|-------|--------|-------------------|
| | Praising encourages EFL students to perform better. | No difference | | | 5.00 | Strongly agree |
| 3 | Praising enhances EFL students' self-esteem. | 7.36 | 1 | 0.007 | 5.00 | Strongly agree |
| | Praising helps in grasping the message better. | 4.45 | 1 | 0.035 | 5.00 | Strongly agree |
| 4 | Praising improves EFL students linguistic' abilities. | 4.45 | 1 | 0.035 | 5.00 | Strongly agree |
| 5 | Praising helps engaging students inside the class. | 4.45 | 1 | 0.035 | 5.00 | Strongly agree |
| 6 | Praising makes the class desirable place. | 4.45 | 1 | 0.035 | 5.00 | Strongly agree |
| 7 | Praising emphasizes the strength points in the students. | 9.00 | 1 | 0.029 | 5.00 | Strongly agree |
| 8 | Praising increases students' participation in class. | 7.81 | 2 | 0.020 | 1.00 | Strongly disagree |
| 9 | Praising encourages EFL students' to express their ideas freely. | 2.27 | 3 | 0.021 | 5.00 | Strongly agree |
| 10 | Praising helps students evaluate their own work. | 11.63 | 1 | 0.003 | 5.00 | Strongly agree |

Source: IPM SPSS 24 package

5.4.1.3 The result of the first hypothesis :

The results of table (5) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Praising encourages EFL students to perform better was (7.36) with P-value (0.007) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The Praising enhances EFL students' self-esteem these refer to the no existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the Praising helps in grasping the message better was (4.45) with P-value (0.035) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

4. The value of chi – square calculated to signify the differences between the Praising improves EFL students linguistic’ abilities was (4.45) with P-value (0.035) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the Praising helps engaging students inside the class was (4.45) with P-value (0.035) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
6. The value of chi – square calculated to signify the differences between the Praising makes the class desirable place was4.45) with P-value (0.029) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the Praising emphasizes the strength points in the students was (9.0) with P-value (0.020) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the Praising increases students’ participation in class was (7.81) with P-value (0.021) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
9. The value of chi – square calculated to signify the differences between the Praising encourages EFL students’ to express their ideas freely was (2.27) with P-value (0.003) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
10. The value of chi – square calculated to signify the differences between the Praising helps students evaluate their own work was (11.63) with P-value (0.020) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

5.4.2.1 The frequency and percentage for the second hypothesis:

Table (6) illustrates the frequency and percentage for the EFL teachers use praising statements effectively

| No | Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------|---------|----------|-------------------|
| 1 | Teacher statement of praise is linked to EFL students’ positive behaviour | 8 | 2 | 1 | 0 | 0 |
| | | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 |
| 2 | Teacher statement of praise provides informative feedback | 8 | 2 | 1 | 0 | 0 |
| | | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 |
| 3 | Teacher statement of praise provides | 8 | 2 | 1 | 0 | 0 |

| | | | | | | |
|----|--|-------|------|-----|-----|-----|
| | opportunities for positive classroom interaction | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 |
| 4 | Teacher considers students differences when providing praise | 8 | 2 | 1 | 0 | 0 |
| | | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 |
| 5 | Teacher enthusiasm can effect on EFL students engagement | 8 | 3 | 0 | 0 | 0 |
| | | 72.7 | 27.3 | 0.0 | 0.0 | 0.0 |
| 6 | Teacher verbal statement of praise in class is more effective than the written one | 8 | 3 | 0 | 0 | 0 |
| | | 72.7 | 27.3 | 0.0 | 0.0 | 0.0 |
| 7 | When praising teacher should describe the targeted students' behaviour | 8 | 2 | 1 | 0 | 0 |
| | | 72.7 | 18.2 | 9.1 | 0.0 | 0.0 |
| 8 | Teacher should explain the rational of praising statements | 9 | 2 | 0 | 0 | 0 |
| | | 81.8 | 18.2 | 0.0 | 0.0 | 0.0 |
| 9 | Teacher should acknowledge EFL students request to participate by praising them | 11 | 0 | 0 | 0 | 0 |
| | | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 10 | Teacher should give positive consequence for students engagement in appropriate | 8 | 3 | 0 | 0 | 0 |
| | | 72.7 | 27.3 | 0.0 | 0.0 | 0.0 |

Source: IPM SPSS 24 package

From the above table result shows:

Teacher statement of praise is linked to EFL students' positive behavior by the strongly agree (%72.7) and agree by (%18.2) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher statement of praise provides informative feedback by the strongly agree (%72.7) and agree by (%18.2) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher statement of praise provides opportunities for positive classroom interaction by the strongly agree (%72.7) and agree by (%18.2) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher considers students differences when providing praise by the strongly agree (%72.7) and agree by (%18.2) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher enthusiasm can effect on EFL students engagement by the strongly agree (%72.7) and agree by (%27.3) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher verbal statement of praise in class is more effective than the written one by the strongly agree (%27.3) and agree by (%72.7) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

When praising teacher should describe the targeted students' behavior by the strongly agree (%72.7) and agree by (%18.2) and neutral by (%9.1) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher should explain the rational of praising statements by the strongly agree (%81.8) and agree by (%18.2) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher should acknowledge EFL students request to participate by praising them by the strongly agree (%100.0) and agree by (%0.0) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

Teacher should give positive consequence for students engagement in appropriate by the strongly agree (%72.7) and agree by (%27.3) and neutral by (%0.0) and disagree by (%0.0) and strongly disagree by (%0.0).

5.4.2.2 Table (7) illustrates chi-square test results for the EFL teachers use praising statements effectively

| No | Phrases | Chi-square value | df | Sig. | Median | Interpretation |
|----|--|------------------|----|-------|--------|----------------|
| 1 | Teacher statement of praise is linked to EFL students' positive behavior. | 7.81 | 2 | 0.020 | 5.00 | Strongly agree |
| 2 | Teacher statement of praise provides informative feedback. | 7.81 | 1 | 0.02 | 5.00 | Strongly agree |
| 3 | Teacher statement of praise provides opportunities for positive classroom interaction. | 7.81 | 1 | 0.02 | 5.00 | Strongly agree |
| 4 | Teacher considers students differences when providing praise. | 7.81 | 1 | 0.02 | 5.00 | Strongly agree |
| 5 | Teacher enthusiasm can effect on EFL students engagement. | 2.27 | 2 | 0.02 | 5.00 | Strongly agree |
| 6 | Teacher verbal statement of praise in class is more effective than the written one. | 2.27 | 1 | 0.02 | 3.00 | Neutral |
| 7 | When praising teacher should describe the targeted students' behavior. | 7.81 | 1 | 0.02 | 5.00 | Strongly agree |
| 8 | Teacher should explain the rational of praising statements. | 4.45 | 2 | 0.03 | 4.00 | Agree |
| 9 | Teacher should acknowledge EFL students request to participate by praising them. | No difference | | | 4.00 | Agree |
| 10 | Teacher should give positive consequence for student's engagement in appropriate behavior. | 2.27 | 1 | 0.02 | 5.00 | Strongly agree |

Source: IPM SPSS 24 package

5.4.2.3 The results of table (7) Interpreted as follows:

1. The value of chi – square calculated to signify the differences between the Teacher statement of praise is linked to EFL students’ positive behavior was (7.81) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the Teacher statement of praise provides informative feedback was (7.81) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the Teacher statement of praise provides opportunities for positive classroom interaction was (7.81) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the Teacher considers students differences when providing praise was (7.81) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the Teacher enthusiasm can effect on EFL students engagement was (2.27) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
6. The value of chi – square calculated to signify the differences between the Teacher verbal statement of praise in class is more effective than the written one was (2.27) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the When praising teacher should describe the targeted students’ behavior was (7.81) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the Teacher should explain the rational of praising statements was (4.45) with P-value (0.03) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
9. The Teacher should acknowledge EFL students request to participate by praising these refer to the existence of no differences statistically.
10. The Teacher should give positive consequence for students engagement in appropriate behavior was (2.27) with P-value (0.02) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

6. Hypotheses results:

6.1. Chi-square test results for the first hypothesis:

Table (8) illustrates chi-square test results for the Praising effect positively on EFL teaching outcomes

| NO. | Chi-square | Df | Sig. | Median | Scale | Statistical significant |
|-----|------------|----|-------|--------|----------------|-------------------------|
| 11 | 7.36 | 1 | 0.000 | 5.00 | Strongly agree | Significant |

Source: IPM SPSS 24 package

Table (8) shows that the value of the Chi-square test (7.36) by significant value (0.00) it's less than the probability value (0.05) this means that most of the candidates strongly agree that Praising effect positively on EFL teaching outcomes.

6.2 Chi-square test results for the second hypothesis:

Table (9) illustrates chi-square test results for the EFL teachers use praising statements effectively

| No | Chi-square | Df | Sig. | Median | Scale | Statistical significant |
|----|------------|----|-------|--------|----------------|-------------------------|
| 11 | 2.27 | 1 | 0.000 | 5.00 | Strongly agree | Significant |

Source: IPM SPSS 24 package

Table (9) shows that the value of the Chi-square test (2.27) by significant value (0.00) it's less than the probability value (0.05) this means that most of the candidates strongly agree EFL teachers use praising statements effectively.

7. Findings

As shown in the result after analyzing data , the researchers reached to the following findings: 1.Praising effect positively on EFL teaching outcomes.

2. EFL teachers use praising statements effectively.

8. Discussion

In this study the researchers investigate the effect of praise on the EFL teaching outcomes. The researchers raise two main hypothesis the first one is Praising effect positively on EFL teaching outcomes and the second is EFL teachers use praising statements effectively. A quantitative method for data was used in which is the questionnaire. The population of the study is EFL teachers at Sudan University of

Science and Technology. A sample from the EFL teachers at the faculty of Education was taken. The number of the candidates is 11 EFL teachers. The data was analyzed using SPSS program. The value of the Chi-square tests result shows that most of the candidates strongly agree that Praising effect positively on EFL teaching outcomes. Thus the first hypothesis is approved. The same test value interprets that most of the candidates strongly agree EFL teachers use praising statements effectively. Thus the second hypothesis is approved.

As shown in above, the results of this study has shown that the use of praise in teaching has a great effect on teaching outcomes especially if the statements of praise used properly, moreover it can encourage students to engage positively in class, therefore this study provides some suggestions for further studies, Further researchers can search in the effective techniques in providing praise also can search in the negative effect of hyper-praise.

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