

EXPLORING THE EFFECT OF VERBAL ENCOURAGING PHRASES (VEP) ON CHINESE LANGUAGE LEARNERS' ACADEMIC ACHIEVEMENT AT UNIVERISTY LEVEL

Muhammad Javaid Toor

Ph.D Scholar, Department of Education, Superior University Lahore, Punjab, Pakistan
toorjavaid07@gmail.com.pk

Hayyah Mehmood

Lecturer English, Superior University Lahore, Punjab, Pakistan
hayyah.mehmood@superior.edu.pk

Anila Yasmeen

Lecturer English, Superior University Lahore, Punjab, Pakistan
anila.yasmeen@superior.edu.pk

Qaisra Honey

Lecturer English, Superior University Lahore, Punjab, Pakistan
qaisra.honey@superior.edu.pk

Muhammad Waseem

Lecturer English, Superior University Lahore, Punjab, Pakistan
M.Waseem@superior.edu.pk

Muhammad Wasif

Lecturer English, Superior University Lahore, Punjab, Pakistan
M.Waseem@superior.edu.pk

Abstract

This study examines the effect of verbal encouraging phrases on Chinese language learners' academic achievement at university level. In this research, ex-post facto research design based on post-test approach was applied on 50 students. Through purposive sampling technique, 25 students were selected as experimental group and remaining as control group. The data were analyzed by SPSS software and the findings indicate that verbal encouraging phrases shows the effect on Chinese language learners' academic achievement. Moreover, verbal encouraging phrases stimulates students for accomplishment of any task. So, it is suggested that teachers should use verbal encouraging phrases to motivate their students to boost their learning. For further researches, it is recommended to find how verbal encouraging phrases promote learners' self-efficacy.

Keywords: Verbal Encouraging Phrases (VEP), Academic Achievement, Chinese Language, Chinese Language Learners.

1. Introduction

Acquiring proficiency in a foreign language is advantageous for an individual as it can enhance linguistic awareness and expand learners' perspectives in various aspects. Learning a second language has educational value since it allows students to have experiences outside of their own tongue. The number of people with Chinese proficiency is rapidly growing worldwide as a result there is cross-cultural expansion between China and other countries. Pakistan-China has an antiquity of long-lasting relationship which is solidifying day by day. This viewpoint has stimulated Pakistani nationals to learn the Chinese language. The, China Pakistan Economic Corridor (CPEC) is an essential fragment of the Chinas worldwide economic initiative known as "Belt and Road Initiative" (Hanif, 2023).

Foreign Service Institute (FSI) of the United States has classified Chinese as one of the world's most difficult languages due to the distinctive tonal characteristics and logographic writing system of Mandarin. Therefore, it might be difficult for students to seek academic success, particularly for non-native learners who encounter several challenges when studying the language from beginner to proficiency level (Luo, 2014; Zhou, 2017).

Academic performance of students learning Chinese has been found to flourish with the effect of verbal encouraging phrases (VEP), and it is imperative to discover the psychological treatment of encouragement under which these phrases exist in order to tackle it academically. Attention toward how Chinese is learnt and taught is deemed crucial for students' attainment of success and teachers' awareness of learners' demands. Chinese is challenging for many non-native students, and this difficulty affects their motivation and attitude toward studying the language. Thus, it has been demonstrated that language teachers who frequently employ positive language to their students maximize their self-efficacy in learning a logographic language which is thought to be the hardest language in the world (Liu & Zhang, 2022). Apropos, verbal encouraging phrases (VEP) like "well done," "keep up the good work," and "you are improving" play an essential role in pursuing academic performance for the learners who are destined studying Chinese language as there are many challenges of characters writing, tonal variations and related complications of the Mandarin Chinese language. Moreover, such a sorts of vocal cues boost students to intermingle with the language more painstakingly in spite of its innate complexities (Li & Wang, 2022).

The pivotal role of motivational techniques in raising student achievement has been explored through different research studies of recent era. However, the influence of verbal encouragement of these motivational strategies is a highly effective tactic, particularly in difficult disciplines like Chinese. Because of its complex writing system, distinctive syntax, and tonal pronunciation, learning Chinese can be overwhelming, especially for those who are just starting out. This is where providing verbal support is essential, as it can inspire pupils, lessen their anxiety associated with learning a language, and foster a growth attitude (Chen & Wang, 2023). Hence, the effect of verbal encouragement has been demonstrated well to increase students' self-efficacy, which is reflected in their achievement in language acquisition (Li & Zhang, 2022). Phrases like "You can do it" or "Great effort, keep practicing" provide positive reinforcement, encouraging students to continue through the hurdles of remembering characters or grasping pronunciation (Lin & Wu, 2021). Upholding motivation in improving general academic achievement require such a sort of encouraging atmosphere in classroom (Li, 2024).

It has also been proven through research studies that vocal encouragement given consistently can boost student participation and determination to learn the language (Yang et al., 2023). This is evidently right when learning Chinese, as it takes consistent work to get past the peculiar linguistic obstacles. Verbal encouragement builds resilience and assists students in adopting a growth-oriented approach to learning by emphasizing effort over aptitude, which eventually improves academic performance (Liu & Sun, 2023).

Keeping the foregoing in mind, verbal encouraging phrases (VEP) plays a crucial role in raising academic success in the study of Chinese language. Therefore, study in hand is to investigate the effects of verbal encouragement phrases on academic achievement of Chinese language learners.

1.1 Problem Statement

Verbal Encouraging Phrases (VEPs) have drawn attention in the realm of language pedagogy particularly in the teaching of complex languages like Chinese. Certain traditional methods of language teaching in Pakistan are in practice so far but the role of motivational encouragement in addressing the challenges of academic achievement is catalytically proving more effective in nonnative language settings. Though the VEPs have acquired the status of an effective method in teaching foreign language yet more is needed to explore the positive impact of teacher-student interactions on academic achievements. Research in hand is an effort to fill the lacking of studies on the effects of VEPs on academic achievement of Chinese language learners in Pakistan. Appropriate use of VEPs can upsurge students' involvement, self-confidence, class participation, positive student-teacher interaction and above all to improve

their academic achievement in learning Chinese language learning. In the western world of education contextual relevance and cultural appropriateness of verbal encouragement are considered as an integral part of academic success and a lot of studies are conducted on it, on the other hand much is needed to do in the Pakistani educational system. By studying how VEPs affect academic achievement of students learning Chinese language while considering the distinct cultural and educational context of the nation, the present study seeks to fill the gap in the body of knowledge reflected through related literature. This study aims to explore the motivational impacts of verbal encouraging phrases used by teachers in educational settings by examining how it affects students' academic progress in learning Chinese language.

1.2 Significance of the Study

The recent research occupies an important standing in language pedagogy as it employs the motivational teaching method in teaching Chinese language in Pakistan. The findings of the study will suggest valuable understandings into how motivational approaches can be effectively integrated into Chinese language learning by incorporating the verbal encouraging phrases (VEP) on students' academic achievement. The study is equally beneficial for linguists, language teachers and for all those involved in drafting policy for foreign language education. Moreover, it is significant in developing a real-world insight in classroom. Employing verbal encouragement in language learning helps to prevail a conducive and motivating environment, which can improve student performance in mastering the language's challenging characteristics. The study will limelight the prime features of the motivational approaches that could be beneficial in enhancing the linguistic prowess of students that further support in minimizing language anxiety and empower them to Chinese language acquisition with greater self-confidence.

1.3 Research Objectives

This objectives of this study are highlighted below:

1. To analyze the effects of verbal encouraging phrases (VEP) uttered by the teachers on Chinese language learners' academic achievement
2. To evaluate how verbal encouraging phrases (VEP) stimulates students' motivation in acquiring the Chinese language.

1.4 Research Hypotheses

H₀₁: There is no statistically significant difference between means achievement score of the students who are taught via Verbal encouraging phrases technique and traditional technique in the post-test.

1.5 Research Question

1. How does verbal encouraging phrases (VEP) stimulate students' motivation in acquiring the Chinese language?

This paper is further divided into four parts; next chapter covers the earlier studies in literature review and third chapter presents research methodology. Furthermore, results and conclusion with recommendations are discussed in chapter fourth and fifth respectively.

2. Literature Review

The previous studies focus on the importance of effect of verbal encouraging phrases. The study of Hawkins (1981) emphasized that the benefit of studying a foreign language for education lies in its capacity to provide students with experiences that go beyond knowing their native languages. In the same vein, Lawes (2007) clarified that learning a foreign language "emancipates the learner from parochialism and contributes to an understanding of the polyglot world." Without a question, studying a second language helps people become more linguistically aware and expand their perspectives, which leads to a greater ability to embrace others. Additionally, foreign languages possess the rare ability to dissolve barriers between individuals and nations while fostering a feeling of universalism (Lam, 2020).

Hambur (2018), found a number of variables that may be both changeable and unmodifiable and that may be beneficial to language learning. Students' beliefs, learning styles, and motivation are among the changeable characteristics that can be enhanced with effort; on the other hand, aptitude, personality, IQ, and the learners' first language proficiency are among the unmodifiable factors that are difficult to change. Even though the immutable elements are essential to second language acquisition (SLA), it is difficult to modify or alter them (Chinokul & Zhang, 2023). Therefore, it is important to focus more on the variables that are within our control. Verbal encouragement is also deemed essential for improving students' academic performance in the area of language acquisition. Although encouragement and compliments appear to be similar, however, there is a clear line of difference between the two, encouragement is an internal source of motivation for achieving peak physical performance, while verbal encouragement takes the form of statements like "Well done, you are doing good job," "I am proud of you," and "you are capable." A complement is an expression of admiration and congrats that creates an external drive to win over someone else. When it comes to compliments, phrases like "You are capable," "You are really competent," and "You are too persistent" are appropriate and "I like the way you handle things" are appropriate. Someone who receives compliments may be less self-reflective and more reliant than others (Sahli, et al., 2024).

In the context of acquiring a new language, words or the phrases, which serve as a form of positive reinforcement and commonly practiced by the language instructors are called verbal encouraging phrases (VEPs). VEPs help create a supportive learning environment in classroom where language learners have a sense of confidence in their capabilities to prosper. VEPs provide immediate feedback in the forms of utterances like "well done," "keep going," or "you can do it", and in the nutshell VEPs are the essential element for continuing motivation and developing self-efficacy, to successfully achieve their objectives of acquiring proficiency in the target language (Nguyen, 2024).

Verbal encouragement fosters a growth mindset and it is evidently reiterated by Yeager et al. (2019), where they emphasized that VEPs play well in motivating the learners to continue through challenges, especially in the subject of Chinese language that requires constant effort due to its logographic and tonal nature. By applying verbal encouraging phrases VEPs by the language teachers, learners foresee the level of their efforts as stepping stones to achievement, rather than as disappointments, leading to greater pliability and determination in excelling the required skill for the target language. It is pertinent in the context of foreign language acquisition, where students might be encountering disappointment with intonation, syntactical order, and character writing. VEPs support the learners in developing self-confidence to carry on working without making errors that is essential foundation for development in language learning (Cheng & Zheng, 2023).

According to Al-Balushi & Al-Abdali (2021) VEPs are essential paraphernalia that are responsible to boost learners' self-regulation in the classroom. Moreover, students' self-regulation in accordance by the finding of their study is a key factor in language education. By paying a consistent heed to the confidence boosting phrases used by the language instructors, language learners are stimulated to take ownership of their language learning skill and manage their time accordingly, that surely contribute to their academic accomplishment. Thus, VEPs are the proven positive reinforcement that not only assists learners stay interested but also empowers them to practice learning tactics more successfully. (Kozhukhova, 2022)

Language instructors, according to Ma (2022), are the paramedics who transplant their linguistic mindset into the brain of students, particularly in the case of foreign language learning, learners' confidence-boosting can bridge the gap between fear of foreign language and the confidence required to participate them in tonal and logographic activities. additionally, in situations where learners endeavor with self-doubt because of the complications encountered

in learning a target language, the existence of VEPs as motivational verbal cues can meaningfully improve their readiness to take an active part in tutorial negotiations, communication skills, and advance inclusive linguistic aptitude (Daud et al., 2022).

In nutshell, VEPs by the language instructors play a crucial part in designing the academic achievement of the students in classroom. By applying mindful use of VEPs, student's self-efficacy can be enhanced to prevail a positive learning environment that enables them to overawe their related complications in language acquisition. (Hammami et al., 2023)

This study attempts to address these gaps by investigating the effect of vocal encouraging phrases on raising the academic success of Chinese language learners. The goal of the study is to determine whether verbal encouragement can reduce the unique challenges associated with learning Chinese and how, when applied regularly, it affects students' motivation, self-confidence, and performance (Wang et al., 2024). Offering educators research-based strategies to improve student performance in Chinese language classes is the aim of this investigation (Antonsen et al., 2024).

3. Research Methodology

The study purposes to explore the effect of verbal encouraging phrases on Chinese language learners' academic achievement at university level. For this purpose, the researcher adopted ex post facto research based on post – test design in nature. Ex post facto research design is a design in which researcher studies the possible effect of independent variables that has occurred prior to the study itself and researcher started with the observation without manipulating of a dependent variable. It was the most appropriate research design for current study and the researcher explored the effect of verbal encouraging phrases (independent variable) that teacher was already using to motivate their students in the Chinese language class by observing students' learning in Chinese language learning as mediating variable/ variables. So, researcher measured the students' academic achievement who were taught in the class whose teacher was using verbal encouraging phrases to motivate their students for Chinese language learning. This study was conducted in the University of Central Punjab by purposively selected two classes of Chinese language containing 50 students each. Teachers of the one class were teaching their students by adopting traditional technique during teaching while the teachers of the other class were using verbal encouraging phrases to motivate their students for Chinese language learning. By applying purposive sampling technique, we selected 50 participants in which 25 students were selected as experimental group who were enrolled in the class whose teacher was using verbal encouraging phrases to motivate their students for Chinese language learning and 25 students were selected as control group who were enrolled in the class whose teacher was using traditional technique of teaching for Chinese language learning.

3.1 Treatment

The list method was used to survey the contents of teachers' verbal phrases, including body language and oral language. Normally, teachers used encouraging phrases in oral language, complemented with body language by praising students orally, by giving a thumbs-up sign. The most repeated oral phrases were “good”, “very good”, “you are great”, “you did a good job today”, etc.

3.2 Instrumentation and Data Collection

In this study for the collection of data to measure the effect of verbal encouraging phrases on Chinese language learners' academic achievement, researcher adopted mixed method approach. A post – test was developed from the HSK – I and HTS K – II of Chinese Language text books. Post – test was developed based on table of specification. Both groups were observed in different circumstances that were prevailed between these two groups (one group was treating as verbal encouraging phrases and the other was not) without manipulating of the independent variable (age, sex, family environment, socioeconomic status (SES) etc.) over a

(16 week) period of time. After that, a post – test was administered to measure the outcome of independent variable by comparing the performance of both groups.

Moreover, to explore the effect of verbal encouraging phrases, including whether the effect of this technique varies across settings, personal characteristics of the verbal encouraging phrases and attribution habits, an interview was conducted from the group who were being taught by the teacher by using verbal encouraging phrases. To explore the effect of verbal phrases on learners, a questionnaire survey was employed as the main approach as supplemented tool to conduct group interviews. The questionnaire compiled 4 open – ended questions based on the four dimensions that learners were guided to talk about teachers’ verbal encouraging phrases content and how the learners evaluate the content of teachers’ verbal encouraging phrases under what circumstances transferred to other settings, how long the encouraged behavior persisted.

4. Results

Here, we observed that the difference in the academic achievement of Chinese language learners who taught via verbal encouraging phrases (VEP) and traditional andragogy existed or not. In the light of testing the means of two given methods were displayed in table 1.

Table 1: Independent Sample Testing of Difference between Two Means

| Adopted Andragogy | N | Mean | SD | t-Statistic | df | Sig |
|-----------------------|----|-------|-------|-------------|----|--------|
| Traditional Andragogy | 25 | 13.44 | 2.063 | -12.799 | 48 | 0.0000 |
| VEP Andragogy | 25 | 20.96 | 2.091 | | | |

Note: Author created this table by utilizing SPSS software to test *Independent sample*

The above table 1 disclosed that the calculated t-value i.e., 12.799 is greater than the table value i.e., 2.011 at 48 degree of freedom. Therefore, the p-value was less than 0.05 which indicated that difference between mean achievement score of the Chinese Language learners via VEP andragogy and traditional andragogy in the post – test was significant. In this case, the null hypothesis was rejected at 5% level of significance, so we conclude that Chinese Language learners achieved different score in the post – test via VEP andragogy and traditional andragogy.

Further to know that how Chinese Language learners of both groups performed in the post – test, chi-square test was applied in table 2.

Table 2: Adopted Andragogy-wise Chinese Language Learners’ Achievement in Post – Test

| Types of Andragogy | Count | Achievement | | | | | |
|----------------------------|-------------------------------------|----------------------|---------|-------|-----------|-----------|--------|
| | | Below Average | Average | Good | Very Good | Excellent | |
| Traditional | Count | 08 | 13 | 04 | 0 | 0 | |
| | % within Types of Adopted Andragogy | 32.0% | 52.0% | 16.0% | 0.0% | 0.0% | |
| Verbal Encouraging Phrases | Count | 0 | 0 | 06 | 08 | 11 | |
| | % within Types of Adopted Andragogy | 0.0% | 0.0% | 24.0% | 32.0% | 44.0% | |
| | | % within Performance | 0.0% | 0.0% | 60.0% | 100.0% | 100.0% |

Note: Author’s calculation through SPSS Software, $\chi^2 = 43.143$, $df = 4$, $p = 0.000$

The above table 2 exposed the calculated value of χ^2 i.e., 43.143 was greater than table value of chi-square i.e., 9.488 with 4 df at less than p-value i.e., 5% level of significance. From this analysis, we examined that types of andragogy-wise (VEP & Traditional) Chinese Language learners performed differently in the post - test. Moreover, the table 2 indicated that the Chinese

Language learners who were taught via traditional andragogy, 32.0% (8) of them achieved 'below average score', 52.0% (13) achieved 'average', and 16.0% (4) of the Chinese Language learners managed to achieve 'good' score in the post test while Chinese Language learners who were taught via VEP andragogy, 24.0% (6) of them achieved 'good', 32.0% (8) achieved 'very good', and 44.0% (11) of the Chinese Language learners managed to achieve 'excellent' score in the post test. So, concluding that VEP is more effective andragogy for Chinese language teaching at university level because most of the Chinese Language learners who were taught via VEP achieved more score than the Chinese Language learners who were taught via traditional andragogy. Most of the Chinese Language learners who were taught via VEP achieved excellent score while most of the Chinese Language learners who were taught via traditional method achieved average score in post – test.

4.1 Stimulation of Verbal Encouraging Phrases (VEP) Uttered by Teachers for motivation of Chinese Language Learners

To evaluate how stimulation of verbal encouraging phrases (VEP) uttered by teacher motivation Chinese language learners, the researcher conducted an exit survey by interviewing the experimental group to know which types of changes occurred in the Chinese Language learners after listening the verbal encouraging phrases from their teachers. To identify the degree of stimuli that occurred by listening verbal encouraging phrases, responses collected from open – ended questions in the questionnaire, were reviewed to generate the themes by applying inductive approach.

4.2 Finding from Qualitative Analyzed Data

Finding from the qualitative analysis disclosed that learners stimulate differently from the verbal encouraging phrase uttered by teachers. Most of them said when their teachers uttered encouraging phrases when they use to start read the lesson, they become motivated and performed well at assigned work. Moreover, they said that whenever they stuck while learning, their teacher used verbal encouraging phrases to stimulate them, as they listened, they get motivated and did all work by enjoying it as before they found it difficult. They said the uttered verbal encouraging phrase motivated them and they performed better than previous one. While interview, most of them said as they listened verbal encouraging phrases from their teachers, they get excited and performed quickly. They also got encouragement from their teachers' uttered phrases and their motivation level became high and they learnt more than the others. Majority of them said that when their teachers uttered encouraging phrases, they became extremely happy and this happiness stimulated them to learn more Chinese language. Some students thought: "they were very happy when they listen verbal phrase at the beginning of the lesson and they became nervous". Some of them said they became bored when they saw the teacher encourage other students by using the same phrases, they would make sure that they sit well." However, others said, "These encouraging words have been repeated for so many times. That is nothing." or "Everyone heard the same words of encouraging phrases. These are special, when the teacher cut these words, they systematically add feelings. The teacher just said it deeply."

5. Conclusion and recommendations

The aim of the in-hand study is to explore the effect of verbal encouraging phrases on Chinese language learners' academic achievement at university level. For this purpose, data are collected from the respondents and analyzed to draw the conclusion. So, conclusion is drawn from the finding which arose from the analysis. It is concluded that verbal encouraging phrases significantly affected the Chinese language learners' academic achievement because most of the Chinese Language learners who are taught via VEP achieved excellent score while most of the Chinese Language learners who are taught via traditional method achieved average score in post – test. Moreover, verbal encouraging phrases uttered by the teacher, stimulates students to cultivating self-motivation. According to most of the students verbal encouraging phrases

play an important role in learners' behavioral reinforcement to improve their stimulation and efficacy. Most of the learners' point of view is that the teachers who encourage the phrases while reading the lesson, they become motivated and performed well at assigned work. Moreover, they say that whenever they stuck while learning, the teacher uses verbal encouraging phrases to stimulate them, as they listen, they get motivated and do all work by enjoying it as before they find it difficult. They said the uttered verbal encouraging phrase motivated them and they performed better than previous one. While interview, most of them said as they listened verbal encouraging phrases from their teachers, they get excited and performed quickly. They also got encouragement from their teachers' uttered phrases and their motivation level became high and they learnt more than the others. Majority of them said that when their teachers uttered encouraging phrases, they became extremely happy and this happiness stimulated them to learn more Chinese language. Therefore, as it was found in this research that verbal encouraging phrases had effect on Chinese language learners' achievement. So, it is recommended that teachers should use verbal encouraging phrases to motivate their students to boost their learning. As the behaviorist claimed that verbal encouraging phrase as stimulation motivate learners, so by using verbal encouraging phrases parents also stimulate their kids to strengthen their behavior. For further researches, it is recommended that same study may conducted to find how verbal encouraging phrases promote learners' self – efficacy.

References:

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Chen, J., & Wang, L. (2023). *The impact of motivational strategies on language acquisition: A focus on Chinese language learners*. *Journal of Educational Linguistics*, 12(1), 45-60.
- Chen, J., & Yu, F. (2023). *The effect of teacher praise and encouragement on language anxiety and motivation in Chinese language classrooms*. *Journal of Educational Psychology*, 75(4), 567-579.
- Chen, J., & Yu, F. (2023). *The effect of teacher praise and encouragement on language anxiety and motivation in Chinese language classrooms*. *Journal of Educational Psychology*, 75(4), 567-579.
- Chen, J., & Yu, F. (2023). *The effect of teacher praise and encouragement on language anxiety and motivation in Chinese language classrooms*. *Journal of Educational Psychology*, 75(4), 567-579.
- Dweck, C. (2017). *Mindset: The new psychology of success*. Ballantine Books.
- Dweck, C. S. (2017). *Mindset: Changing the Way You Think to Fulfill Your Potential*. Ballantine Books.
- Graham, S. (2024). *Encouraging language as a facilitator of self-regulated learning*. *Educational Review*.
- Hanif, B. (2023). *Current Scenario and Perspective of Teaching Chinese at Confucius Institutes in Pakistan*. *Pakistan Journal of Humanities and Social Sciences*, 11(2), 2315-2326.
- Hattie, J., & Clarke, S. (2022). *Visible learning feedback*. Routledge.
- Horwitz, E. K. (2022). *Language anxiety: From theory and research to classroom implications*. *Foreign Language Annals*, 55(1), 15-27.

- Kusurkar, R. A., Ten Cate, T. J., Vos, C. M. P., Westers, P., & Croiset, G. (2013). *How motivation affects academic performance: a structural equation modelling analysis. Advances in health sciences education, 18*, 57-69.
- Li, H., Wang, L., & Zhang, Z. (2023). *Motivational strategies and student engagement in language learning: The role of verbal encouragement. Journal of Foreign Language Education, 38*(2), 189-205.
- Li, H., Wang, L., & Zhang, Z. (2023). *Motivational strategies and student engagement in language learning: The role of verbal encouragement. Journal of Foreign Language Education, 38*(2), 189-205.
- Li, H., Wang, L., & Zhang, Z. (2023). *Motivational strategies and student engagement in language learning: The role of verbal encouragement. Journal of Foreign Language Education, 38*(2), 189-205.
- Li, H., Wang, L., & Zhang, Z. (2023). *Motivational strategies and student engagement in language learning: The role of verbal encouragement. Journal of Foreign Language Education, 38*(2), 189-205.
- Li, J., & Wang, X. (2022). *Promoting a growth mindset through verbal encouragement in language learning. Language Learning & Development.*
- Li, Y. (2024). *Verbal encouragement and its effects on Chinese language learners' academic performance. International Journal of Language Pedagogy, 15*(2), 110-126.
- Liu, S., Ma, Y., & Wang, J. (2023). *Tailored verbal feedback in language teaching: The influence of specific praise on student progress. Educational Research Review, 44*, 102-113.
- Liu, S., Ma, Y., & Wang, J. (2023). *Tailored verbal feedback in language teaching: The influence of specific praise on student progress. Educational Research Review, 44*, 102-113.
- Liu, S., Ma, Y., & Wang, J. (2023). *Tailored verbal feedback in language teaching: The influence of specific praise on student progress. Educational Research Review, 44*, 102-113.
- Pishghadam, R., Zabetipour, M., & Aminzadeh, A. (2021). *Unveiling the influence of teacher praise on student engagement and language achievement: A positive psychology perspective. International Journal of Applied Linguistics, 31*(2), 184-202.
- Rafeeq, K., Sarwar, M., & Mirza, A. (2024). *Role of Verbal Encouraging Phrases (VEP) on Students Academic Achievement at Secondary School Level. Journal of Education and Social Studies, 5*(3), 117–126. <https://doi.org/10.52223/jess.2024.5314>
- Romdhani, A., Sahli, F., Ghouili, H., Trabelsi, O., Rebhi, M., Ben Aissa, M., ... & Zghibi, M. (2024). *Exploring the impact of verbal encouragement on strength, endurance, and psychophysiological responses: enhancing teaching strategies in sports science education. Frontiers in Sports and Active Living, 6*, 1360717.
- Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press.*

- Strijbos, J. W., Pat-El, R. J., & Narciss, S. (2021). Structural validity and invariance of the feedback perceptions questionnaire. Studies in Educational Evaluation, 68, 100980.*
- Sulla, F., Harrad, R., & Tontodimamma, A. (2023). Italian validation of the online student engagement scale (OSE) in higher education. Behavioral Sciences, 13(4), 324. While focusing on student engagement, the findings suggest that verbal encouragement significantly enhances student engagement across different language learning contexts, including Chinese.*
- Sun, M., & Liu, H. (2023). Fostering resilience through positive reinforcement in Chinese language education. Journal of Educational Psychology, 38(2), 200-217.*
- Sun, R., Sun, G., & Ye, J.-H. (2023). The effect of online game addiction on reduced academic achievement motivation among Chinese college students: The mediating role of learning engagement. Frontiers in Psychology, 14, 1185353.*
- Van der Kleij, F. M., & Lipnevich, A. A. (2021). Student perceptions of assessment feedback: A critical scoping review and call for research. Evaluation and Accountability, 33(4), 345-373.*
- Wang, D., & Lin, T. T. (2021). A survey of college students' self-efficacy and learner autonomy. Journal of Wenzhou Medical University, 51(3), 253-255.*
- Wang, Q., Liu, J., & Ma, Y. (2024). Teacher encouragement and its impact on Chinese language learners' academic achievement. Asia-Pacific Journal of Language Studies, 12(1), 45-61.*
- Wang, Q., Liu, J., & Ma, Y. (2024). Teacher encouragement and its impact on Chinese language learners' academic achievement. Asia-Pacific Journal of Language Studies, 12(1), 45-61.*
- Wang, Q., Liu, J., & Ma, Y. (2024). Teacher encouragement and its impact on Chinese language learners' academic achievement. Asia-Pacific Journal of Language Studies, 12(1), 45-61.*
- Wu, L., & Lin, J. (2021). Fostering resilience in Chinese language learners through verbal encouragement: A case study. Language Teaching and Research, 9(3), 245-259. <https://doi.org/10.1016/j.langteachres.2021.245259>*
- Wu, P., & Lin, Z. (2021). Reducing language learning anxiety through teacher-student interaction: Evidence from Chinese language classrooms. Language Teaching Research Quarterly, 19, 78-91.*
- Wu, X., & Lin, Y. (2023). Verbal encouragement and self-regulation in Chinese language learners: A longitudinal approach. Asian Journal of Educational Research, 15(2), 89-101.*

- Xie, F., & Derakhshan, A. (2021). *The impact of teacher praise on students' motivation and academic behaviors in EFL classrooms*. *Frontiers in Psychology*, 12, Article 756845. <https://doi.org/10.3389/fpsyg.2021.756845>
- Yang, M., Chen, T., & Liu, H. (2023). *Verbal encouragement and student engagement: A longitudinal study in Chinese language acquisition*. *International Journal of Language Education*, 12(4), 112-130.
- Yang, Q., Liu, Y., & Sun, J. (2023). *Encouragement and persistence: The key to academic success in second language acquisition*. *Asia-Pacific Journal of Language Learning*, 28(1), 93-105.
- Zhang, H., & Li, X. (2022). *Self-efficacy and language learning outcomes: The moderating role of teacher encouragement*. *Journal of Modern Language Studies*, 34(3), 123-137.
- Zhang, X., & Liu, Y. (2022). *Reducing language anxiety through teacher encouragement: A study on Chinese language learners*. *Modern Language Journal*, 106(3), 412-427.
- Zhang, X., & Liu, Y. (2022). *Reducing language anxiety through teacher encouragement: A study on Chinese language learners*. *Modern Language Journal*, 106(3), 412-427.
- Zhang, X., & Liu, Y. (2022). *Reducing language anxiety through teacher encouragement: A study on Chinese language learners*. *Modern Language Journal*, 106(3), 412-427.
- Zhao, X., Li, W., & Zhang, Y. (2024). *The role of verbal encouragement in reducing language learning anxiety among Chinese learners*. *Journal of Educational Research and Practice*, 18(1), 78-92.
- Zhou, P., Lin, H., & Chen, L. (2023). *The effects of positive reinforcement on Chinese language learners' performance*. *Journal of Chinese Language Teaching*.