1 *Type of the Paper (Article)*

2 The Influence of Teacher Expectancy Improvement
3 Strategies on Students' Attitudes and Achievement in
4 English Courses (An Action Research Sample)[1]

5 **Selnur Toksoy [2], Filiz Evran Acar [3]**

6   [1] This study was produced by Selnur Toksoy's Master's thesis which is carried out under the consultancy of
7   Filiz Evran Acar.
8   [2] Tosya, Fatih Elementary School, selnuryuksel89@gmail.com
9   [3] Duzce University, Faculty of Education, Deparment on Education Sciences, Turkey, filizacar@duzce.edu.tr

10

11   **Abstract:** The aim of the existing study is to investigate the influence of teacher expectation on
12   students' achievement and their attitudes towards English lesson and to increase the students'
13   academic success and positive attitudes towards this issue. In the study, a process which defined
14   the existing situation and which provided the educational processes to improve by changing the
15   existing situation could be seen. For this reason, emancipatory/ improving/critical action research
16   model was used. The study was carried out on a sample group consisting of 87 students; 43 6th
17   graders and 44 8th graders attending a school located in the city center of Düzce during the
18   2015-2016 academic year. In order to collect the data, "Teacher Expectancy Scale" developed by the
19   researchers, "Attitude Scale towards English Course" and 7 test exams prepared by Turkish
20   Ministry of National Education (MoNE) were used. The study was conducted for a total 48 hours in
21   12 weeks, 4 hours a week. As the result of the study, it was revealed that teacher expectation
22   influenced the attitudes of the students towards the English lesson in a positive way and increased
23   their academic achievements.

24   **Keywords:** Foreign language teaching, teacher expectation, expectancy strategies, attitude,
25   academic achievement
26

27 1. Introduction

28   Throughout the history, people has felt the need for communication with each other. The
29   language is the most important element of this communication that separates people from other
30   entities. It also allows understanding between people who use the same language. Thanks to its
31   ability to learn, it provides people from different countries to communicate with each other [1].
32   All languages other than the mother tongue that a nation speak in its own constitution and
33   shared by members of the nation constitute are foreign language [2]. Foreign language teaching is
34   the process of teaching another language that has been different structure, concept and grammatical
35   rules from the native language [3].
36   The importance given to foreign language learning has gained momentum in Turkey with
37   developing technology in today's world and with the need for accommodation to the world. The
38   milestone for the foreign language teaching is the declaration of the republic and heading towards
39   western states to establish closer relationships. In 1928, Turkish Education Association (TED) was
40   founded in order to terminate the dependency to foreign colleges to learn foreign language; foreign
41   language teaching took part in the formal reports prepared by the Ministry of Education and the
42   foundations of foreign language teaching have been laid with the enactment of Law on Foreign
43   Language Education and Teaching in Turkey [2] .

44   Improvements in the education system could not lead foreign language to increase up to the
45 desired level. When the reasons for the failure were analyzed it was concluded that physical
46 conditions of the classrooms, crowded classrooms, ineffectiveness of the foreign language policies,
47 traditional ways of learning foreign languages, students' being motivated just to get satisfactory
48 grades and pass the class, not using creative methods for language teaching, deficiencies related
49 with methods-techniques, materials and assessments might be counted as the possible causes [4–6].
50   There are numerous factors which influence success in the foreign language teaching. When
51 these factors are taken into consideration, it could be seen that cognitive domain has generally been
52 focused and affective side is neglected. What is more, negative views, attitudes towards foreign
53 language learning, anxiety and lack of motivation are of the major barriers preventing success [7,8].
54 Unless the negative attitudes are specified precisely and modified, student would not make any
55 effort to learn foreign language [9]. To be able to increase the success, it is vital to motivate the
56 students and have them develop positive attitudes [10,11].
57   Due to the fact that there is a relation between teacher expectancy and academic success, the
58 influence of it continues throughout the life on student [12]. The foundations of teacher expectancy
59 date back to the study carried out by Rosenthal and Jacobson in 1968 in California. In the study
60 carried out in California, Rosenthal and Jacobson told the teachers that some randomly selected
61 students got higher scores from the test and their progress was supposed to be notable. As the result,
62 the students made the expected progress and their scores were seen to be high. Teachers'
63 behaviours, attitudes and beliefs produce changes in the students' behaviours as well. When the
64 teachers' impressions that they make on their students are noted, students' behaviours which are
65 shaped through the teachers' expectations also motivate them. If a student's behaviour shaped in
66 accordance with the teacher's expectations is maintained and student does not resist against the
67 expectations, an expected behaviour is created. If the expectations are in a positive way and the
68 classroom atmosphere is designed accordingly, expectations direct the student towards
69 achievement. On the other hand; if the expectations are negative, students are given negative
70 messages and the atmosphere is unfavourable, expectations misdirect the student towards failure
71 [13–15]. Teacher expectations have significant effects on estimating student outcomes but more
72 important than that, they also influence outcomes by becoming self-fulfilling prophecies [16].
73 Teacher's expectation might cause learned helplessness for the student. In this case, the student does
74 not strive to do better since he/she presumes that the teacher would not notice his/her efforts
75 contradictory to the expectations. Teacher's realizing and relieving the student from learned
76 helplessness depends on his/her flexibility of the expectations [12].
77   Teachers might be inclined to classify their students with regard to their perceptions, attitudes
78 and their students' qualifications. Such classifications might shape their behaviours. The behaviours
79 which shaped their expectations are usual to some extent but it is improper if the teachers behave
80 under the influence of their expectations [12]. Teachers' behaviours which they shape depending on
81 the students' manner are generally seen during the following occasions [17]:
82   • Qualities of the questions and answers,
83   • Time allocated for answers,
84   • Giving clues,
85   • Quality and quantity of feedbacks and rewards,
86   • Giving opportunity for speaking and participation to activities,
87   • Interrupting, reprimanding,
88   • Trusting students,
89   • Physical-emotional affection.
90   Brophy and Good[18] studied on the interaction between teacher and student with high/low
91 level of teacher expectancy. The basic difference in the teacher's behaviours was found to be between
92 the levels of criticism and praise. It was seen that the teacher praised less when the student whom
93 he/she had low level of expectancy performed positive behaviour; he criticized more when the
94 student did something negative. Secondly, there was also another difference in giving feedback.
95 While the percentage of teacher's misjudging feedback time for the students whom they had higher

96 level of expectancy was 3%, the incorrect timing percentage increased to 15% for the students whom
97 the teachers had lower expectancy levels. Another difference was seen in encouraging students
98 about finding the accurate answers, giving clues for them and helping. The teachers performed the
99 activities like question repetition, giving clues, asking the question expressing in different ways
100 more often for the ones whom they had higher expectations.

101 Allington [19] stated in the study that teachers focused highly on phonetical skills of their
102 students and provided immediate correction for them instead of focusing on comprehension skills
103 during reading tasks for the students whom they had lower expectancy levels. According to the
104 study carried out by Cooper and Tom [20], teachers replied less often to questions, made eye contact
105 and smiled less frequently to the students whom they had lower expectancies.

106 Similarly, Öztürk, Koç and Şahin [21]   found out that 92.8% of the teachers behave differently
107 to the students depending on their expectancy. 69.1% of the students sit at the front desks. Öztürk et
108 al. [17] stated in another study done on 81 teachers that the teachers asked questions which needed
109 students' interpretation and they trusted more to the students that they had higher expectations;
110 correct the mistakes and remind how they had to work more to the ones whom they had lower
111 expectations.

112 Previous studies also showed that teachers asked harder questions, allocated more time, gave
113 hints for the answers, behaved more moderately, gave right to speak more frequently when they
114 asked questions, gave more positive feedbacks, ignored misbehaviours, warned them less
115 commonly, and paid more attention to the students that they had higher expectations and perceived
116 as more successful. On the other hand, the teachers gave right to speak seldom to the students that
117 they had less expectations and perceived as unsuccessful, they sit those students distant from
118 themselves, paid less attention, allocated less time for questions, gave clues rarely, asked simpler
119 questions, interrupted them more often and criticized those students more.

120 Teacher's having higher expectations and influencing students' academic success in positive
121 ways gives positive results for teacher's self actualization [22]. Teacher needs to manage his/her
122 expectations both to realize self actualization and raise the students better. By managing his/her own
123 expectations teacher might put an end to behavioural diversities, forms higher expectations for each
124 student and conducts his/her behaviours accordingly. An effective teacher should always have
125 higher expectations for his/her students and reveal these expectations orally and physically [23].
126 Besides these, if teachers would like to enhance their classroom climate and support students'
127 self-regulation through goal-setting and feedback they should use flexible grouping with great
128 activity choices [24].

129 The first step to create higher expectation is to design a positive classroom atmosphere. Teacher
130 should be positive, clear and consistent in the communication with the students. Opportunities to
131 praise students should be created, criticisms need to be respectful and they should draw attention to
132 efforts without disregarding mistakes. In order to increase the quality in the students' answers the
133 time allocated to the students to respond to the questions should be prolonged and the duration
134 should be well planned. The questions should be designed beyond just knowledge, which is the first
135 phase of cognitive domain. Instead, the questions should direct the students to think and they
136 should be designed in analysis, synthesis and evaluation phases in the hierarchy [25]. The teacher
137 should perform the following tasks to diminish the influence of negative expectations, and move the
138 influence of the positive expectations to the highest level [13]:

139 1. Teacher should focus on how to teach,
140 2. The existing performance rather than the former ones should be emphasized,
141 3. Goals should be set in accordandance with the standarts,
142 4. The plans suitable to the existing performance levels of the students should be prepared
143 and students should be provided feedback concerning their performances,
144 5. Feedbacks should stress on reaching the accurate piece of knowledge instead of focusing
145 on success/failure,
146 6. Modifications could be made when the students have problem with understanding an
147 explanation/activity instead of repeating the same explanation.

148   7.   Students should be encouraged rather than trying to prevent them making mistakes.

149   A society named Teach for America has been founded in 2009 to provide equality of
150   opportunity in education for the schools located in rural areas. The society aspires to have higher
151   expectations for students to meet the deficits due to the inequalities between students. As the result
152   of the studies, the society specified under four headings the characteristics of the teachers who
153   managed to be successful with the students living in rural areas whose families had lower income
154   levels in the book "Teaching as Leadership" [26]:

- The teacher set goals which are attainable by the students with their own efforts,
- The teacher obtains information about the students,
- Struggles in determination and gets over the handicaps,
- Makes self-assessment and continuously improves his/her performance with care.

159   Another initiative on the issue is SREB (Southern Regional Education Board), which is an
160   association established in 1948 considering the relationship between education and economic
161   recovery. The board forms regulations related with education in Sourhern American states together
162   with providing accurate and independent information. As the result of the studies carried out by
163   SREB, Reynold [27] defined 10 strategic points to create higher expectation atmosphere in the
164   classrooms. These points are:

1.   Preparing, improving and implementing classroom motivation and management plan
(classroom motivation and management plan includes teaching goals and outcomes, classroom
rules, student behaviours, expected performances and results, rewards, details related with extra
help, opportunities and communication plans.),

2.   Developing plans which enable the teacher to increase the allocated time for individual
students to a maximum level,

3.   Making classroom organizations stimulating students to produce new ideas,

4.   Creating academic expectations,

5.   Sharing these expectations with students and parents,

6.   Implementing activities aimed at active student participation,

7.   Entrusting students some tasks in accordance with the classroom objectives,

8.   Motivating students by providing clear feedbacks related with the given tasks,

9.   Avoiding disappointment by designing exercises appropriate to diverse levels of students,

10.   Coping with impolite behaviours.

179   In addition to the mentioned studies, there are training activities designed for teachers. One of
180   the remarkable example of these trainings is Teacher Expectation Student Achievement (TESA).
181   TESA is an educational program which leads to behavioural changes based on expectancy theory
182   and designed to reduce the negative influence of teacher expectation and improve teacher's
183   awareness [28,29]. Los Angeles Country Office of Education (LACOE) has developed TESA in 1971
184   as a team led by Dr. May Martin. In this program, teachers are encouraged regarding the issues like
185   giving opportunities, providing feedback, praising, establishing respectful relations with the
186   students. TESA gives the chance to communicate effectively and adequately with each student
187   regardless of personal differences [28]. TESA includes 15 interactive behaviours which are placed
188   under five units of three main sections. Main sections are based on academic success, positive
189   feedback and providing self confidence. 15 interactive behaviours are as below [28]:

- Equitable distribution,
- Individual help,
- Latency,
- Delving
- Higher level questioning
- Affirm/correct
- Praise
- Reason for praise
- Listening
- Accepting feelings

200   •   Proximity
201   •   Courtesy
202   •   Personal interests and compliments
203   •   Touching
204   •   Desist

205   As the related literature is reviewed, it could be noticed that teacher's expectation has a
206 significant effect on improving the students' interests in courses, their views and their academic
207 success, teacher might also make use of some strategies to make his/her expectations higher.
208 Accordingly, in the existing study the influence of teacher expectancy improvement strategies on the
209 students' attitudes and success in English course was examined. It was aimed to increase their
210 success rates together with their positive attitudes towards English course. The research problem
211 was defined as "What was the influence of teacher expectancy improvement strategies on the
212 students' attitudes and success in English courses?" The following questions were tried to be
213 answered in the study:

214   •   Did teacher expectancy improvement strategies create any significant differences on
215 students' expectations about the teacher before and after the implementation?
216   •   Did teacher expectancy improvement strategies create any significant differences on
217 students' attitudes towards English course before and after the implementation?
218   •   Did teacher expectancy improvement strategies create any significant differences on
219 students' average scores from English tests before and after the implementation?
220   •   What was the influence of teacher expectancy on the students' attitudes towards English
221 course?
222   •   What was the influence of teacher expectancy on the students' success rates in English
223 course?

224 **2. Method**

225   **The Research Model**
226

227   In the study, an existing situation was defined and a process that could change and improve
228 educational procedures was discussed. For that reason, emancipatory/ improving/critical action
229 research model was used. In this action research model, new information, abilities or experiences is
230 tried to be gained by the implementer or the implementer himself assesses his own implementations
231 from a critical point of view [30].
232   According to Mills [31], action research is a dialectical cycle with 4 steps. In the first step the
233 focus point is identified. In the existing study, teacher expectancy factor was addressed as the focus
234 point since it was considered to influence the students' attitudes and success rates. Data is collected
235 in the second step. In the study, related literature was reviewed to examine teacher expectancy factor
236 comprehensively and to gather information on the issue. With the information gathered through the
237 review process a scale was developed in order to define teacher expectancy. The third step is data
238 analysis and interpretation of the analysis. In the study, the major sources of the problem and other
239 factors influencing teacher expectancy was defined using teacher expectancy definition scale and an
240 attitude scale. The last step is preparation of the action plan. In the study, 12-week-action plans was
241 prepared based on the collected data and necessary observations was made with taking essential
242 notes.
243

244   **Study Group**
245

246   The study was carried out on a study group consisting of 87 students; 43 6th graders and 44 8th
247 graders attending a school located in the city centre of Düzce during the 2015-2016 academic year.
248 While determining the study group, the group was tried to be selected from the student groups
249 whom the researcher taught and it was also important in the selection of study group that the
250 researcher had taught English to the selected group of students during 2014-2015 academic year

251　which is the former academic period. Therefore, another teacher's negative influence on internal
252　validity was tried to keep under control and to be prevented in this way. As the students knew their
253　teacher (researcher) before, it was presumed based on the observation that the students' responses to
254　implemented scales would be more reliable and the data would be more accurate.
255
256　　　**Instruments for Data Collection**
257
258　　　As the data collection instruments of the study, "Teacher Expectancy Definition Scale"
259　developed by the researcher to determine the deficiencies in teacher's expectational behaviours and
260　to measure their expectancy levels; "Attitude Scale towards English Course" developed by Kırkız
261　[32] to measure the students' attitudes; seven revision tests developed by MoNE to determine the
262　students' English academic achievement scores were used.
263　　　Teacher Expectancy Definition Scale: During the preparation of the statements included in the
264　scale to determine teacher's expectancy, TESA training program implemented to teachers in in the
265　USA and teacher behaviours which were specified in the previous studies were taken into
266　consideration. For the content validity of the Teacher Expectancy Definition Scale 10 educational
267　specialist were asked for their views. The assessment of their views was done considering Davis
268　technique. As the result of the content validity analysis; 6th, 15th, 25th and 44th items were excluded
269　from the scale. Necessary revisions were made for the 8th, 9th, 14th and 41st items. The final version
270　of the scale had 40 total items, as 31 positive and 9 negative ones. The scale was 5-point-Likert and
271　the respondents were asked to chose the most appropriate response for themselves as always,
272　usually, sometimes, rarely and never. Students' picks were scored with the numbers between 5 to 1
273　starting from "always" for the positive responses, for the negative items the scoring started form 1 to
274　5.
275　　　The statements were gathered under four headings as; equal treat, giving clues, intimacy and
276　motivation as the result of the defined factors influencing teacher expectancy upon review of the
277　related literature and the previous researches and the factor structure was analyzed with CFA.
278　Accordingly, factor loads (Lambda) of the items in the scale, squared value of the multiple
279　correlation (R2) which determines the strength of the relationship between each item and the
280　implicit variable and t values representing the significance of the relationship were calculated;
281　according to the results, except for the 32nd item placed under equal treat subdimension, t values of
282　all of the items were seen to be significant. It was interpreted if the observed data with fit indexes
283　adapted to the model. Fit indexes of the model with 4 subdimensions and 40 items were shown in
284　Table 1.

285　**Table 1.** Goodness Fit Index for Factor Structure of Teacher Expectancy Determination Scale Items

Goodness Fit Index	Acceptable Limit	Value
X^2/sd	<5 Average <3 Good	1065,71/734 = 1,45
GFI	>0.90	0,71
CFI	>0.90	0,94
NFI	>0.90	0,88
NNFI	>0.90	0,93
RFI	>0.85	0,87
S-RMR	< 0.08	0,072
RMSEA	< 0.08	0,051

286
287　　　Seen in the Table 1, chi square test benchmark rate was X2(734)= 1065,71, P<0.01, the root mean
288　square error of approximation was (RMSEA)= 0.051; standardized   root mean residual was
289　(S-RMR)= 0.072; comparative fit index was (CFI)= 0.94; goodness fit index (GFI)= 0.71; normed fit

290   index was (NFI)=0.88; relative fit index was (RFI)=0.87. As the result of confirmatory factor analysis,
291   four-factored-structure of the scale was found to be between acceptable values.
292   The reliability of the scale was tested with Cronbach Alpha coefficient. Reliability coefficient of
293   the 40-item-Teacher Expectancy Definition Scale was found to be 0,983.
294   A 12-week-course schedule was prepared based on the defined 4 major criterion and courses
295   were given accordingly, notes concerning implementations and observations were also taken.
296   Attitude Scale towards English Course: Necessary data related with the students' attitudes
297   towards English course was collected with Attitude Scale towards English Course by Kırkız [32]
298   (2010) which was an adapted version of "Attitude Scale towards Geography Course" developed by
299   Güven and Uzman. The scale had 10 positive and 10 negative statements e-related with the attitudes
300   towards the course. This scale was also 5-point-Likert with the responses like "Completely Agree,
301   Agree, Neutral, Disagree and Completely Disagree". The items of the scale were scored considering
302   the statements' being positive or negative; the positive ones were scored as 5-4-3-2-1, the negative
303   ones were the other way round starting from 1 to 5. The highest score available for the students
304   responding the scale was 100, the lowest score was 20. 100 points showed the student's positive
305   attitudes towards English course while 20 points showed the negative attitudes.
306   Confirmatory factor analysis was used to analyze the data collected from the study group with
307   the scale. According to the CFA result, t values of all of the items were seen to be significant ($p < 0.05$).
308   Fit index of the 20-item-model to measure the attitudes towards English course was shown in the
309   Table 2.

310   **Table 2**. Goodness Fit Index for Factor Structure of Attitude Scale towards English Course

Goodness Fit Index	Acceptable Limit	Value
X^2/sd	<5 Average <3 Good	330,61/171 = 1,93
GFI	>0.90	0,82
CFI	>0.90	0,94
NFI	>0.90	0,90
NNFI	>0.90	0,94
RFI	>0.85	0,89
S-RMR	< 0.08	0,07
RMSEA	< 0.08	0,074

311
312   Seen in the Table 2, chi square test benchmark rate was $X2(171)= 330,61$, $P < 0.01$, the root mean
313   square error of approximation was (RMSEA)= 0.074; standardized   root mean residual was
314   (S-RMR)= 0.07; comparative fit index was (CFI)= 0.94; goodness fit index (GFI)= 0.82; normed fit
315   index was (NFI)=0.90; relative fit index was (RFI)=0.89. As the result of confirmatory factor analysis,
316   uni-factored-structure of the scale was found to be between acceptable values.
317   The reliability of the scale was tested with Cronbach Alpha coefficient. Reliability coefficient of
318   the 20-item-Attitude Scale towards English Course was found to be 0,892.
319   Student Success Tests: In order to decide the existing academic success rates of the students, six
320   revision tests were implemented during 12-week-training for the improvement of teacher
321   expectancy between November and April in 2015-2016 academic year, one test was implemented at
322   the end of the rating. Totally seven revision tests were implemented. Revison tests had 20 multiple
323   choice questions and correction formula for the scores was not used. The 1st test was implemented
324   during the final week of November, the 2nd test was implemented during the 3rd week of
325   December, the 3rd test was implemented during the first week of January. Tests were suspended
326   due to the semester holiday until the 3rd week of February. The 4th test was implemented during
327   the 3rd week of February, the 5th test was implemented during the second week of March, the 6th

328   test was implemented during the first week of April and the last test was implemented during the
329   final week of April.
330
331   **Implementation Process**
332
333   Necessary data was collected from the 6th and 8th grade students of a school located in the
334   center of Düzce in 2015-2016 academic year. The study was maintained 48 hours in total; 4 hours a
335   week in 12 weeks. Pilot tests of Attitude Scale for English Course and Teachers Expectancy
336   Definition Scale were carried out during the 2dn week of November. After the pilot tests,
337   12-week-implementation of the revision tests was maintained. Post test implementation was done
338   during the final week of April.
339   Upon the literature review, the activities realized between December-April were categorized
340   under four subheadings such as; equal treat/behaving in a fair way, giving clues/ supporting,
341   intimacy/interest/valuing and appreciating/motivation.
342
343   *As a part of equal treat/behaving as the subheading;*
344
345   Activities were realized in order to ensure equality and justice among the students. Various
346   activities were done and classroom games were played on the related issues like arranging fair
347   seating in the classroom, being fair while giving the students right to speak and allocating equal
348   amount of time to reply the questions and so forth.
349   Such activities both made the students be well prepared for the course and increased their
350   interest and motivation. The researcher noted on the issue as below:
351   "A game was played with 6th grade students to teach them some English vocabulary items for
352   the purpose of giving them equal chance to talk and equality of opportunity. The teacher asked the
353   meaning of a word to the student sitting at the front desk. If the student correctly knew the meaning
354   of the word he continued to ask the meaning of another English word to the one sitting next to him
355   and the game continued as a chain. The ones who could not remember the meanings of the words
356   were eliminated. The students were allocated 10 seconds to give the answer. They were quite
357   interested. Both the students who asked and who replied were required to have a good knowledge
358   of vocabulary as the students who asked did not have the chance to check out their notes. The
359   students stated that they liked the game very much but they could enjoy more if they got prepared
360   for it in the following courses. Question and answer activities previously done for vocabulary
361   caused negative feelings among the students like being nervous and disconcerted. The game
362   provided them to be a bit more comfortable" (week 1)
363   However, some of the activities done as a part of equal treat and behaving needed changing
364   since they could not provide the expected outcomes or appreciated by the students. The researcher
365   noted on the issue as below:
366   "A name box was placed in the classroom in order to ensure equality of giving right to speak in
367   the classroom. The student who was to answer was defined through choosing the paper from the
368   name box. Each student whose name was in the box answered once. The activity which was
369   designed considering the students' expectations could not bring about the desired effect and it was
370   cancelled when they stated that the activity was boring and it was not so interesting as they
371   expected. (week 7)
372   To ensure the equality in the time allocated to the students for the answers various instruments
373   were used in the class. An hourglass was taken to the class once and equal time was allocated to the
374   students. Especially the 6th graders liked the implementation. One of my students said that I had
375   counted silently to give equal time and it was tiring for me but with the help of hourglass I did not
376   need it anymore. The 8th graders commented that using hourglass was childish. Thus, a classroom
377   voting was held and using hourglass was abandoned. Using a chronometer was recommended and
378   it was approved unanimously. (week 3)
379

380   *As a part of giving clues/supporting as the subheading;*
381

382   During the activity time, the teacher walked among the students' desks, the students were
383   given close attention, they were given glues when needed and they were helped. Pairworks were
384   done, students were encouraged to support each other. Besides, students were helped by giving
385   little hints during the games. The researcher noted on one of the assignments done in groups as
386   below:
387   "Students' creative thinking skills were so supressed that the students' expected me to set up
388   the rules even for the colours' of the pens which they wrote. I stressed that they were free and they
389   could write whatever they imagine provided that it was accurate and coherent with the topic. Eeven
390   if they had hard times at first, they submitted successful assignments finally. Such kind of an activity
391   also contributed the communition between the students. I just hesitated that the students could
392   vote unfairly to select the best assignment to be exhibited on the board but is did not happen that
393   way. The one which was appreciated by everyone was hanged on the board. (week 2)
394
395   *As a part of intimacy/interest/valuing;*
396

397   The communication with the students tried to be improved having friendly conversations with
398   the students during break time. Moreover, the students' problems were cared. Cooperation was
399   established with the school councelling service especially for the 8th graders who got stressed about
400   the centralized exams. The students' suggestions were valued and took into consideration. Students'
401   improvements were observed regularly by follow up forms. Classroom rules were decided together
402   with the students. The researcher noted on the implementations on intimacy/interest/valuing as
403   below:
404   "One of my students was surprised when I said "good morning" to him as if he had seen me for
405   the first time. I was disappointed by his reaction. I had not realized that I had forgotten an ordinary
406   but important step before." (week 1)
407   "Two 8th grade students who were remarkably worried were talked privately and asked if they
408   had problems; if so, they could be helped. Both of the students told about their problems and
409   requested for help." (week 2)
410   In the following weeks, the implementations done as a part of showing intimacy/valuing
411   process were noticed by the students and appreciated mutually. The teacher commented on the
412   issue as below:
413   "In fact I did these things from the first week. While I tried to reach the students a first, they
414   found me and talked to me and had friendly chats with me comfortably later." (week 5)
415   "In one of the activities students were asked to write a letter to themselves for a future time. I
416   was emphasized that the letters were going to be kept as remembrance and they could even be
417   retaken in the future in a reunion day to talk aver. All of the students liked the activity really much
418   and submitted the letters which they elaborately wrote. Especially the 8th graders commented that a
419   future meeting could be possible as colleagues at the same school. That made me really happy."
420   (week 7)
421
422   *As a part of appreciating and motivation as the subheading;*
423

424   Words which showed appreciation were it was tried to use differing expressions (5 different
425   expressions at least) which mean appreciation. Classroom rules were set together with the students.
426   Activities to support students' positive behaviours were designed and the students were rewarded.
427   Teacher noted on the activities to support positive student behaviours were as below:
428
429   According to the rules defined by the 6th grades; positive behaviours took blue card, negative
430   ones took red card in each lesson. Previously the cards had been selected as yellow and green, but

431   the students wanted them to be colours of the local football team Düzcespor and they were changed
432   that way. (week 4)
433   "The students started to confess when they made a mistake that they misbehaved and deserved
434   red cards but they would not repeat the same negative behaviours. A group of students said that
435   English courses were far more different from the previous year. From now on they come to the class
436   willingly when they see English courses on their weekly schedule." (week 11)
437

438   SPSS program was used for data analysis. Dependent samples t-test was used in order to
439   determine if there was any significant differences between the students' expectations about their
440   teacher and their attitudes towards English course; One way Anova was used to determine if there
441   was any significant differences between the students' average scores and for repeated tests; simple
442   linear regression was used to determine the influence of teacher's expectancy on the students'
443   attitudes and success. Significance level was defined as $p<0.05$. Concerning the normality of the data,
444   the data was regarded to be normal based on the view that samples from a universe having a normal
445   distribution and with independent observations are regarded to be distributed normally if the
446   sample size is 30 or above [33,34].

447   **3. Results**

448   1- Did teacher expectancy improvement strategies create any significant differences on
449   students' expectations about the teacher before and after the implementation?
450   Dependent samples t-test was used to see if there was any significant differences between the
451   students' expectations about their teacher before and after the implementation and the results were
452   shown in the Table 3

453   **Table 3**. Students' Expectations about Their Teacher before and after the Implementation

		Average Score	Sd	t	p
Expectancy for equal treat	Pretest	4,29	0,57	-5,462	,000*
	Posttest	4,60	0,33		
Expectancy for giving clues	Pretest	4,16	0,65	-7,865	,000*
	Posttest	4,66	0,34		
Expectancy for interest, intimacy, valuing	Pretest	3,89	0,73	-9,539	,000*
	Posttest	4,54	0,37		
Expectancy for appreciation/ Motivation	Pretest	4,02	0,82	-7,909	,000*
	Posttest	4,64	0,38		

454   *$p<0,05$
455

456   Students' expectancy scores after the implementation regarding expectancy for equal treat,
457   giving clues, interest/intimacy/valuing, appreciation/providing motivation were seen to be higher
458   compared to their scores before the implementation. Statistically the difference between the scores
459   before and after the implementation was found to be meaningful ($p<0.05$).
460   2- Did teacher expectancy improvement strategies create any significant differences on
461   students' attitudes towards English course before and after the implementation?
462   Dependent samples t-test was used to see if there was any significant diffences between the
463   students' attitudes towards English course before and after the implementation and the results were
464   shown in the Table 4.
465

466   **Table 4.** Students' Attitudes towards English Course before and after the Implementation

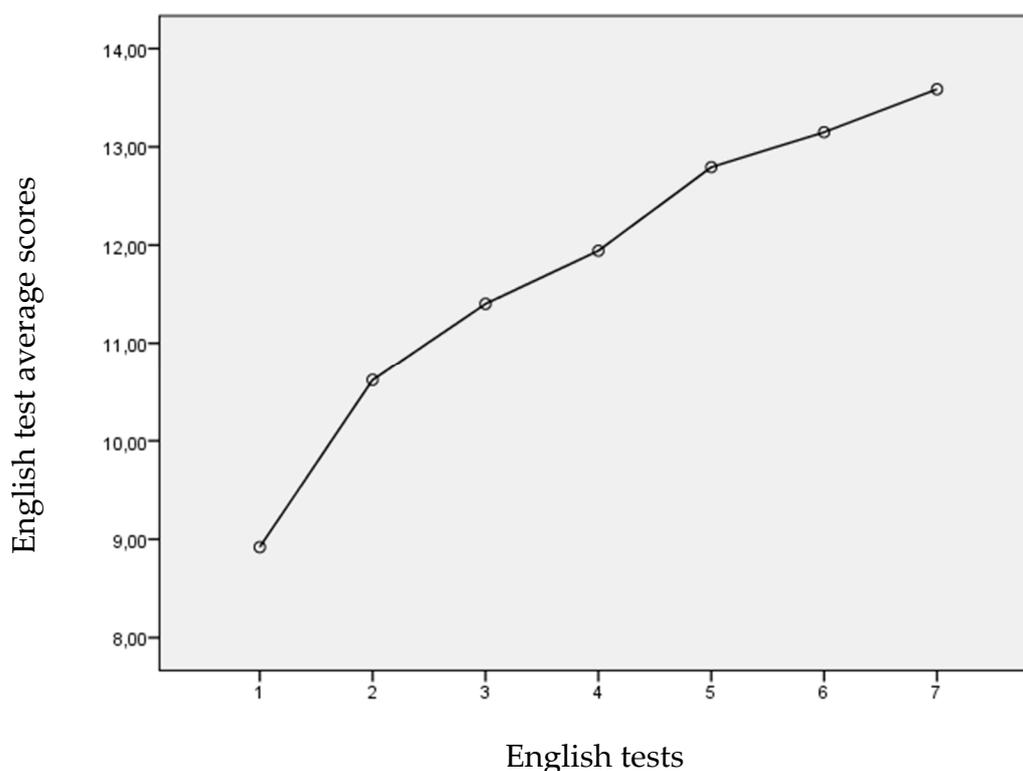|		Average Score	Sd	t	p
Attitudes towards English Course	Pretest	3,75	0,70	-6,184	,000
	Posttest	4,16	0,61		

467   *p<0,05
468
469   Students' attitude scores towards English course after the implementation were seen to be
470   higher than those of before the implementation. Statistically there was a meaningful difference
471   between the students' attitudes before and after the implementation (p<0.05).
472   3- Did teacher expectancy improvement strategies create any significant differences on
473   students' average scores from English tests before and after the implementation?
474   While at the beginning of the implementation the students' average scores were 9 correct
475   answers out of 20 questions, the scores went up to 13 from the final test. A continuous increase in the
476   scores was observed from each revision test done during the implementation. The graphics showing
477   variations between the scores of the English tests was shown in the Chart 1.

478   English tests

479   **Chart 1. Graphics on Variations between the Students' Scores**

480   One way Anova for repeated measures was used to see if there was any significant differences
481   between the students' average scores from the review tests. Since the Mauchly's test of sphericity
482   hypothesis stipulating homogeneity of variances between the scores could not be met, variance
483   analysis result including Greenhouse-Geisser correction was shown in the Table 5.

484

485   **Table 5.** Anova Results of English Review Tests Scores

Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significance
Between groups	7950.443	86	92.447			
Measure	1379.741	3.745	368.426	64.618	,000	1-2,1-3,1-4, 1-5, 1-6, 1-7, 2-4, 2-5, 2-6, 2-7, 3-5, 3-6, 3-7, 4-5, 4-6, 4-7, 5-7, 6-7
Error	1384.545	322.066	3.555			

486   Seen in the table, statistically meaningful differences between the students' English test scores
487   were found F(3.745-322.066)=64.618, p<.01. According to calculated the effect size (η2=0.429) 43% of
488   the difference could be explained. The results stated that significant differences were seen between
489   the 1st test and all the other tests; between the 2nd test and 4th, 5th, 6th, 7th tests; between the 3rd
490   test and 5th, 6th, 7th tests; between the 4th test and 5th, 6th, 7th tests; between the 5th and 7th tests;
491   between the 6th and 7th tests. There was no significant differences only between the 2nd and 3rd;
492   3rd and 4th; 5th and 6th tests. As a result, it might be reclaimed that higher expectancy strategies
493   increased the students' success rates significantly.

494   4- What was the influence of teacher expectancy on the students' attitudes towards English
495   course?
496   The influence of teacher expectancy on the students' attitudes towards English course was
497   tested with simple linear regression and the results were given in the Table 6.

498   **Table 6.** Simple Linear Regression Analysis Results Predicting the Influence of Teacher Expectancy
499   on the Students' Attitudes

Variable	B	Standard error	B	t	p
Constant	-1.888	.850		-2.223	.029
Teacher expectancy	1.311	.184	.612	7.127	.000

500   R=.612, R²=.374, p<.01

501   According to the results of the simple regression analysis, teacher expectancy had significant
502   influence on the students' attitudes towards English course (R=.612, R2=.374, p<.01). With reference
503   to the result of the analysis, teacher expectancy explained 37% of the variance of the students'
504   attitudes. When the standardized β coefficient and t values were examined, teacher expectancy was
505   a significant predictor of the students' attitudes towards English course.

506   5- What was the influence of teacher expectancy on the students' success rates in English
507   course?
508   The influence of the teacher expectancy on the students' success rates was tested with simple
509   linear regression analysis and the results were shown in the table
510

Table 7. Simple Linear Regression Analysis Results Related with Predicting the Influence of Teacher Expectancy on the Students' Success

Variable	B	Standard error	B	T	P
Constant	-2.299	6.249		-.368	.714
Teacher expectancy	3.447	1.353	.266	2.547	.013

R=.266, R²=.071, p<.05

According to the simple linear regression analysis results, teacher expectancy had a significant but at a lower rate influence on the students' success (R=.266, R2=.071, p<.05). Teacher expectancy explained the 7% of the variance of the students' success. When the standardized β coefficient and t values were examined, teacher expectancy could be restated as a significant predictor of the students' attitudes towards English course.

4. Discussion, Conclusions And Recommendations

In this study, the relationship between the teacher expectancy improvement strategies and the students' attitudes towards English course together with their success rates. It was also tried to find out if the teacher expectancy influenced the 6th and 8th graders success in in English courses; and their attitudes towards English courses. Based on the study questions the results obtained from the study was as summarized below.

It was determined that there was significant differences between the students' expectations from their teacher before and after the implementation of teacher expectancy strategies. Students' expectations for equal treat, giving clues, showing interest, intimacy, valuing, appreciation, providing motivation significantly increased after the implementation compared to their previous expectancy levels.

Using various course materials, playing games, giving clues, showing warm affection for the children by conversing with them, using appreciation commends for motivation which were made use of in order to provide equal treat to all students affected the students in the intended way and influenced teacher expectancy after the implementation. The students also noticed the changing atmosphere of the classroom; their awareness was considered and noted by the researcher.

Teacher expectancy improvement strategies created significant difference in the students' defined attitude scores before and after the implementation. The students' attitude scores were found to be higher after the implementation compared to the scores before the implementation process; it was also proved that teacher expectancy improvement strategies influenced the students' attitudes towards English course as well. The students who were indifferent to the course reclaiming that they did not like the course started to show more interest; and at the end of the process they were observed to be relived from their negative tones. Students' behaviours by taking their teachers expectations into consideration improved teacher-student interaction and influenced students' affective learning domain [35–37].

There was meaningful differences between the students' average scores from the English review tests which were made during teacher expectancy strategies improvement implementation process. Both the influence of expectancy improvement strategies and the changes in the students' attitudes in a positive way also increased the students' success rates. While the students average test score was 9 correct answer out of 20 from the first review test, their scores went up to 13 correct answer from the final test. Similarly, the study carried out by Özer ve Korkmaz [38] showed that teacher's positive attitudes and behaviours, giving each student right to talk, making them feel that their teacher cares about themselves are of the factors influencing students' success in foreign language teaching. In another study the findings showed that the direct teacher expectancy effects were important and positive for mathematics and literacy test results [39].

554   Moreover, another result obtained from the study was about the influence of teacher
555 expectancy on the students' attitudes and students' success. That is, teacher expectancy was found to
556 be a significant predictor of the students' attitudes and success. Previous studies on the issue
557 showed that teacher expectations had reflections on teacher's behaviours and the reflection also
558 influenced students' success [40–42]. The study by Rubbie-Davies, Hattie ve Hamiton [43], which
559 was carried out on groups from four different ethnical origins, indicated that negative expectations
560 about one of the groups caused them to fall behind compared to the others during the final test even
561 though their previous test scores were closer to the other groups. Furthermore, Wubbels's study
562 done in 2003 showed that teachers' behaviours in accordance with the expectations had 50%
563 influence on the students' attitudes towards courses [44]. Geçer and Deryakulu [45] stated in their
564 study that teacher's intimacy as a significant predictor influenced students' success slightly and in a
565 positive way, influenced students' attitudes moderately and in a positive way.

566   As the result of the study, teacher expectancy improvement strategies also caused the students'
567 expectancy levels to increase and their attitudes and academic success rates were influenced in this
568 way. Following recommendations could be made based on the findings:

       a)   Cognitive learning characteristics should not be the first and foremost thing that comes to
the mind. Affective domain should not be neglected and be considered that affective
qualities also influence their success. Negative attitudes should be improved and turned
into positive, students should be motivated.

       b)   Taking into account that that teacher behaves in accordance with their students'
expectations; teachers awareness of such expectations should be raised, teacher should
care the management of the students' expectations

       c)   It should be kept in mind that teacher expectancy increases students' positive attitudes and
success; teachers could be provided in service training on "teacher expectancy and
expectancy management". Teachers could be encouraged to participate in such trainings
and care more about the issue.

       d)   Various plans could be made on managing teacher expectancy and it could become a unit
of classroom management course at faculties of education.

       e)   Considering the influence of teacher expectancy on success and attitude, the study could
be made for the other courses except for English.

       f)   Activity plans which cover a short period of time and focus on limited issues could be
prepared more comprehensively and implemented for an extended period of time.

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