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

Keywords: Foreign language teaching, teacher expectation, expectancy strategies, attitude, academic achievement

1. Introduction

Throughout the history, people has felt the need for communication with each other. The language is the most important element of this communication that separates people from other entities. It also allows understanding between people who use the same language. Thanks to its ability to learn, it provides people from different countries to communicate with each other [1].

All languages other than the mother tongue that a nation speak in its own constitution and shared by members of the nation constitute are foreign language [2]. Foreign language teaching is the process of teaching another language that has been different structure, concept and grammatical rules from the native language [3].

The importance given to foreign language learning has gained momentum in Turkey with developing technology in today’s world and with the need for accommodation to the world. The milestone for the foreign language teaching is the declaration of the republic and heading towards western states to establish closer relationships. In 1928, Turkish Education Association (TED) was founded in order to terminate the dependency to foreign colleges to learn foreign language; foreign language teaching took part in the formal reports prepared by the Ministry of Education and the foundations of foreign language teaching have been laid with the enactment of Law on Foreign Language Education and Teaching in Turkey [2].
Improvements in the education system could not lead foreign language to increase up to the desired level. When the reasons for the failure were analyzed it was concluded that physical conditions of the classrooms, crowded classrooms, ineffectiveness of the foreign language policies, traditional ways of learning foreign languages, students’ being motivated just to get satisfactory grades and pass the class, not using creative methods for language teaching, deficiencies related with methods-techniques, materials and assessments might be counted as the possible causes [4–6].

There are numerous factors which influence success in the foreign language teaching. When these factors are taken into consideration, it could be seen that cognitive domain has generally been focused and affective side is neglected. What is more, negative views, attitudes towards foreign language learning, anxiety and lack of motivation are of the major barriers preventing success [7,8]. Unless the negative attitudes are specified precisely and modified, student would not make any effort to learn foreign language [9]. To be able to increase the success, it is vital to motivate the students and have them develop positive attitudes [10,11].

Due to the fact that there is a relation between teacher expectancy and academic success, the influence of it continues throughout the life on student [12]. The foundations of teacher expectancy date back to the study carried out by Rosenthal and Jacobson in 1968 in California. In the study carried out in California, Rosenthal and Jacobson told the teachers that some randomly selected students got higher scores from the test and their progress was supposed to be notable. As the result, the students made the expected progress and their scores were seen to be high. Teachers’ behaviours, attitudes and beliefs produce changes in the students’ behaviours as well. When the teachers’ impressions that they make on their students are noted, students’ behaviours which are shaped through the teachers’ expectations also motivate them. If a student’s behaviour shaped in accordance with the teacher’s expectations is maintained and student does not resist against the expectations, an expected behaviour is created. If the expectations are in a positive way and the classroom atmosphere is designed accordingly, expectations direct the student towards achievement. On the other hand; if the expectations are negative, students are given negative messages and the atmosphere is unfavourable, expectations misdirect the student towards failure [13–15]. Teacher expectations have significant effects on estimating student outcomes but more important than that, they also influence outcomes by becoming self-fulfilling prophecies [16]. Teacher’s expectation might cause learned helplessness for the student. In this case, the student does not strive to do better since he/she presumes that the teacher would not notice his/her efforts contradictory to the expectations. Teacher’s realizing and relieving the student from learned helplessness depends on his/her flexibility of the expectations [12].

Teachers might be inclined to classify their students with regard to their perceptions, attitudes and their students’ qualifications. Such classifications might shape their behaviours. The behaviours which shaped their expectations are usual to some extent but it is improper if the teachers behave under the influence of their expectations [12]. Teachers’ behaviours which they shape depending on the students’ manner are generally seen during the following occasions [17]:

- Qualities of the questions and answers,
- Time allocated for answers,
- Giving clues,
- Quality and quantity of feedbacks and rewards,
- Giving opportunity for speaking and participation to activities,
- Interrupting, reprimanding,
- Trusting students,
- Physical-emotional affection.

Brophy and Good[18] studied on the interaction between teacher and student with high/low level of teacher expectancy. The basic difference in the teacher’s behaviours was found to be between the levels of criticism and praise. It was seen that the teacher praised less when the student whom he/she had low level of expectancy performed positive behaviour; he criticized more when the student did something negative. Secondly, there was also another difference in giving feedback. While the percentage of teacher’s misjudging feedback time for the students whom they had higher
level of expectancy was 3%, the incorrect timing percentage increased to 15% for the students whom
the teachers had lower expectancy levels. Another difference was seen in encouraging students
about finding the accurate answers, giving clues for them and helping. The teachers performed the
activities like question repetition, giving clues, asking the question expressing in different ways
more often for the ones whom they had higher expectations.

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

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

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

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

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

1. Teacher should focus on how to teach,
2. The existing performance rather than the former ones should be emphasized,
3. Goals should be set in accordance with the standarts,
4. The plans suitable to the existing performance levels of the students should be prepared
and students should be provided feedback concerning their performances,
5. Feedbacks should stress on reaching the accurate piece of knowledge instead of focusing
on success/failure,
6. Modifications could be made when the students have problem with understanding an
explanation/activity instead of repeating the same explanation.
7. Students should be encouraged rather than trying to prevent them making mistakes.

A society named Teach for America has been founded in 2009 to provide equality of opportunity in education for the schools located in rural areas. The society aspires to have higher expectations for students to meet the deficits due to the inequalities between students. As the result of the studies, the society specified under four headings the characteristics of the teachers who managed to be successful with the students living in rural areas whose families had lower income 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.

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

In addition to the mentioned studies, there are training activities designed for teachers. One of the remarkable example of these trainings is Teacher Expectation Student Achievement (TESA). TESA is an educational program which leads to behavioural changes based on expectancy theory and designed to reduce the negative influence of teacher expectation and improve teacher’s awareness [28,29]. Los Angeles Country Office of Education (LACOE) has developed TESA in 1971 as a team led by Dr. May Martin. In this program, teachers are encouraged regarding the issues like giving opportunities, providing feedback, praising, establishing respectful relations with the students. TESA gives the chance to communicate effectively and adequately with each student regardless of personal differences [28]. TESA includes 15 interactive behaviours which are placed under five units of three main sections. Main sections are based on academic success, positive 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
As the related literature is reviewed, it could be noticed that teacher’s expectation has a significant effect on improving the students’ interests in courses, their views and their academic success, teacher might also make use of some strategies to make his/her expectations higher. Accordingly, in the existing study the influence of teacher expectancy improvement strategies on the students’ attitudes and success in English course was examined. It was aimed to increase their success rates together with their positive attitudes towards English course. The research problem was defined as “What was the influence of teacher expectancy improvement strategies on the students’ attitudes and success in English courses?” The following questions were tried to be answered in the study:

- Did teacher expectancy improvement strategies create any significant differences on students’ expectations about the teacher before and after the implementation?
- Did teacher expectancy improvement strategies create any significant differences on students’ attitudes towards English course before and after the implementation?
- Did teacher expectancy improvement strategies create any significant differences on students’ average scores from English tests before and after the implementation?
- What was the influence of teacher expectancy on the students’ attitudes towards English course?
- What was the influence of teacher expectancy on the students’ success rates in English course?

2. Method

The Research Model

In the study, an existing situation was defined and a process that could change and improve educational procedures was discussed. For that reason, emancipatory/improving/critical action research model was used. In this action research model, new information, abilities or experiences is tried to be gained by the implementer or the implementer himself assesses his own implementations from a critical point of view [30].

According to Mills [31], action research is a dialectical cycle with 4 steps. In the first step the focus point is identified. In the existing study, teacher expectancy factor was addressed as the focus point since it was considered to influence the students’ attitudes and success rates. Data is collected in the second step. In the study, related literature was reviewed to examine teacher expectancy factor comprehensively and to gather information on the issue. With the information gathered through the review process a scale was developed in order to define teacher expectancy. The third step is data analysis and interpretation of the analysis. In the study, the major sources of the problem and other factors influencing teacher expectancy was defined using teacher expectancy definition scale and an attitude scale. The last step is preparation of the action plan. In the study, 12-week-action plans was prepared based on the collected data and necessary observations was made with taking essential notes.

Study Group

The study was carried out on a study group consisting of 87 students; 43 6th graders and 44 8th graders attending a school located in the city centre of Düzce during the 2015-2016 academic year. While determining the study group, the group was tried to be selected from the student groups whom the researcher taught and it was also important in the selection of study group that the researcher had taught English to the selected group of students during 2014-2015 academic year.
which is the former academic period. Therefore, another teacher’s negative influence on internal validity was tried to keep under control and to be prevented in this way. As the students knew their teacher (researcher) before, it was presumed based on the observation that the students’ responses to implemented scales would be more reliable and the data would be more accurate.

**Instruments for Data Collection**

As the data collection instruments of the study, “Teacher Expectancy Definition Scale” developed by the researcher to determine the deficiencies in teacher’s expectational behaviours and to measure their expectancy levels; “Attitude Scale towards English Course” developed by Kırkı̈z [32] to measure the students’ attitudes; seven revision tests developed by MoNE to determine the students’ English academic achievement scores were used.

Teacher Expectancy Definition Scale: During the preparation of the statements included in the scale to determine teacher’s expectancy, TESA training program implemented to teachers in in the USA and teacher behaviours which were specified in the previous studies were taken into consideration. For the content validity of the Teacher Expectancy Definition Scale 10 educational specialist were asked for their views. The assessment of their views was done considering Davis technique. As the result of the content validity analysis; 6th, 15th, 25th and 44th items were excluded from the scale. Necessary revisions were made for the 8th, 9th, 14th and 41st items. The final version of the scale had 40 total items, as 31 positive and 9 negative ones. The scale was 5-point-Likert and the respondents were asked to chose the most appropriate response for themselves as always, usually, sometimes, rarely and never. Students’ picks were scored with the numbers between 5 to 1 starting from “always” for the positive responses, for the negative items the scoring started form 1 to 5.

The statements were gathered under four headings as: equal treat, giving clues, intimacy and motivation as the result of the defined factors influencing teacher expectancy upon review of the related literature and the previous researches and the factor structure was analyzed with CFA. Accordingly, factor loads (Lambda) of the items in the scale, squared value of the multiple correlation (R2) which determines the strength of the relationship between each item and the implicit variable and t values representing the significance of the relationship were calculated; according to the results, except for the 32nd item placed under equal treat subdimension, t values of all of the items were seen to be significant. It was interpreted if the observed data with fit indexes adapted to the model. Fit indexes of the model with 4 subdimensions and 40 items were shown in Table 1.

<table>
<thead>
<tr>
<th>Goodness Fit Index</th>
<th>Acceptable Limit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>X2/sd</td>
<td>&lt;5 Average</td>
<td>1065,71/734 = 1,45</td>
</tr>
<tr>
<td></td>
<td>&lt;3 Good</td>
<td></td>
</tr>
<tr>
<td>GFI</td>
<td>&gt;0.90</td>
<td>0,71</td>
</tr>
<tr>
<td>CFI</td>
<td>&gt;0.90</td>
<td>0,94</td>
</tr>
<tr>
<td>NFI</td>
<td>&gt;0.90</td>
<td>0,88</td>
</tr>
<tr>
<td>NNFI</td>
<td>&gt;0.90</td>
<td>0,93</td>
</tr>
<tr>
<td>RFI</td>
<td>&gt;0.85</td>
<td>0,87</td>
</tr>
<tr>
<td>S-RMR</td>
<td>&lt; 0.08</td>
<td>0,072</td>
</tr>
<tr>
<td>RMSEA</td>
<td>&lt; 0.08</td>
<td>0,051</td>
</tr>
</tbody>
</table>

Seen in the Table 1, chi square test benchmark rate was X2(734)= 1065,71, P<0.01, the root mean square error of approximation was (RMSEA)= 0.051; standardized root mean residual was (S-RMR)= 0.072; comparative fit index was (CFI)= 0.94; goodness fit index (GFI)= 0.71; normed fit
index was (NFI)=0.88; relative fit index was (RFI)=0.87. As the result of confirmatory factor analysis, four-factored-structure of the scale was found to be between acceptable values.

The reliability of the scale was tested with Cronbach Alpha coefficient. Reliability coefficient of the 40-item-Teacher Expectancy Definition Scale was found to be 0.983.

A 12-week-course schedule was prepared based on the defined 4 major criterion and courses were given accordingly, notes concerning implementations and observations were also taken.

Attitude Scale towards English Course: Necessary data related with the students' attitudes towards English course was collected with Attitude Scale towards English Course by Kırkı [32] (2010) which was an adapted version of “Attitude Scale towards Geography Course” developed by Güven and Uzman. The scale had 10 positive and 10 negative statements e-related with the attitudes towards the course. This scale was also 5-point-Likert with the responses like “Completely Agree, Agree, Neutral, Disagree and Completely Disagree”. The items of the scale were scored considering the statements' being positive or negative; the positive ones were scored as 5-4-3-2-1, the negative ones were the other way round starting from 1 to 5. The highest score available for the students responding the scale was 100, the lowest score was 20. 100 points showed the student’s positive attitudes towards English course while 20 points showed the negative attitudes.

Confirmatory factor analysis was used to analyze the data collected from the study group with the scale. According to the CFA result, t values of all of the items were seen to be significant (p<0.05).

Fit index of the 20-item-model to measure the attitudes towards English course was shown in the Table 2.

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

<table>
<thead>
<tr>
<th>Goodness Fit Index</th>
<th>Acceptable Limit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>X2/sd</td>
<td>&lt;5 Average</td>
<td>330.61/171=1.93</td>
</tr>
<tr>
<td></td>
<td>&lt;3 Good</td>
<td></td>
</tr>
<tr>
<td>GFI</td>
<td>&gt;0.90</td>
<td>0.82</td>
</tr>
<tr>
<td>CFI</td>
<td>&gt;0.90</td>
<td>0.94</td>
</tr>
<tr>
<td>NFI</td>
<td>&gt;0.90</td>
<td>0.90</td>
</tr>
<tr>
<td>NNFI</td>
<td>&gt;0.90</td>
<td>0.94</td>
</tr>
<tr>
<td>S-RMR</td>
<td>&lt;0.08</td>
<td>0.07</td>
</tr>
<tr>
<td>RMSEA</td>
<td>&lt;0.08</td>
<td>0.074</td>
</tr>
</tbody>
</table>

Seen in the Table 2, chi square test benchmark rate was X2(171)= 330.61, P<0.01, the root mean square error of approximation was (RMSEA)= 0.074; standardized root mean residual was (S-RMR)= 0.07; comparative fit index was (CFI)= 0.94; goodness fit index (GFI)= 0.82; normed fit index was (NFI)=0.90; relative fit index was (RFI)=0.89. As the result of confirmatory factor analysis, uni-factored-structure of the scale was found to be between acceptable values.

The reliability of the scale was tested with Cronbach Alpha coefficient. Reliability coefficient of the 20-item-Attitude Scale towards English Course was found to be 0.892.

Student Success Tests: In order to decide the existing academic success rates of the students, six revision tests were implemented during 12-week-training for the improvement of teacher expectancy between November and April in 2015-2016 academic year, one test was implemented at the end of the training. Totally seven revision tests were implemented. Revision tests had 20 multiple choice questions and correction formula for the scores was not used. The 1st test was implemented during the final week of November, the 2nd test was implemented during the 3rd week of December, the 3rd test was implemented during the first week of January. Tests were suspended due to the semester holiday until the 3rd week of February. The 4th test was implemented during the 3rd week of February, the 5th test was implemented during the second week of March, the 6th
Implementation Process

Necessary data was collected from the 6th and 8th grade students of a school located in the center of Düzce in 2015-2016 academic year. The study was maintained 48 hours in total; 4 hours a week in 12 weeks. Pilot tests of Attitude Scale for English Course and Teachers Expectancy Definition Scale were carried out during the 2nd week of November. After the pilot tests, 12-week-implementation of the revision tests was maintained. Post test implementation was done during the final week of April.

Upon the literature review, the activities realized between December-April were categorized under four subheadings such as; equal treat/behaving in a fair way, giving clues/ supporting, intimacy/interest/valuing and appreciating/motivation.

**As a part of equal treat/behaving as the subheading:**

Activities were realized in order to ensure equality and justice among the students. Various activities were done and classroom games were played on the related issues like arranging fair seating in the classroom, being fair while giving the students right to speak and allocating equal amount of time to reply the questions and so forth.

Such activities both made the students be well prepared for the course and increased their interest and motivation. The researcher noted on the issue as below:

“A game was played with 6th grade students to teach them some English vocabulary items for the purpose of giving them equal chance to talk and equality of opportunity. The teacher asked the meaning of a word to the student sitting at the front desk. If the student correctly knew the meaning of the word he continued to ask the meaning of another English word to the one sitting next to him and the game continued as a chain. The ones who could not remember the meanings of the words were eliminated. The students were allocated 10 seconds to give the answer. They were quite interested. Both the students who asked and who replied were required to have a good knowledge of vocabulary as the students who asked did not have the chance to check out their notes. The students stated that they liked the game very much but they could enjoy more if they got prepared for it in the following courses. Question and answer activities previously done for vocabulary caused negative feelings among the students like being nervous and disconcerted. The game provided them to be a bit more comfortable” (week 1)

However, some of the activities done as a part of equal treat and behaving needed changing since they could not provide the expected outcomes or appreciated by the students. The researcher noted on the issue as below:

“A name box was placed in the classroom in order to ensure equality of giving right to speak in the classroom. The student who was to answer was defined through choosing the paper from the name box. Each student whose name was in the box answered once. The activity which was designed considering the students’ expectations could not bring about the desired effect and it was cancelled when they stated that the activity was boring and it was not so interesting as they expected. (week 7)

To ensure the equality in the time allocated to the students for the answers various instruments were used in the class. An hourglass was taken to the class once and equal time was allocated to the students. Especially the 6th graders liked the implementation. One of my students said that I had counted silently to give equal time and it was tiring for me but with the help of hourglass I did not need it anymore. The 8th graders commented that using hourglass was childish. Thus, a classroom voting was held and using hourglass was abandoned. Using a chronometer was recommended and it was approved unanimously. (week 3)
During the activity time, the teacher walked among the students’ desks, the students were given close attention, they were given glues when needed and they were helped. Pairworks were done, students were encouraged to support each other. Besides, students were helped by giving little hints during the games. The researcher noted on one of the assignments done in groups as below:

“Students’ creative thinking skills were so suppressed that the students’ expected me to set up the rules even for the colours’ of the pens which they wrote. I stressed that they were free and they could write whatever they imagine provided that it was accurate and coherent with the topic. Even if they had hard times at first, they submitted successful assignments finally. Such kind of an activity also contributed the communication between the students. I just hesitated that the students could vote unfairly to select the best assignment to be exhibited on the board but is did not happen that way. The one which was appreciated by everyone was hanged on the board. (week 2)

As a part of showing intimacy/valuing:

The communication with the students tried to be improved having friendly conversations with the students during break time. Moreover, the students’ problems were cared. Cooperation was established with the school counselling service especially for the 8th graders who got stressed about the centralized exams. The students’ suggestions were valued and took into consideration. Students’ improvements were observed regularly by follow up forms. Classroom rules were decided together with the students. The researcher noted on the implementations on intimacy/interest/valuing as below:

“One of my students was surprised when I said “good morning” to him as if he had seen me for the first time. I was disappointed by his reaction. I had not realized that I had forgotten an ordinary but important step before.” (week 1)

“Two 8th grade students who were remarkably worried were talked privately and asked if they had problems; if so, they could be helped. Both of the students told about their problems and requested for help.” (week 2)

In the following weeks, the implementations done as a part of showing intimacy/valuing process were noticed by the students and appreciated mutually. The teacher commented on the issue as below:

“In fact I did these things from the first week. While I tried to reach the students a first, they found me and talked to me and had friendly chats with me comfortably later.” (week 5)

“In one of the activities students were asked to write a letter to themselves for a future time. I was emphasized that the letters were going to be kept as remembrance and they could even be retaken in the future in a reunion day to talk aver. All of the students liked the activity really much and submitted the letters which they elaborately wrote. Especially the 8th graders commented that a future meeting could be possible as colleagues at the same school. That made me really happy.” (week 7)

As a part of appreciating and motivation as the subheading:

Words which showed appreciation were it was tried to use differing expressions (5 different expressions at least) which mean appreciation. Classroom rules were set together with the students. Activities to support students’ positive behaviours were designed and the students were rewarded. Teacher noted on the activities to support positive student behaviours were as below:

According to the rules defined by the 6th grades; positive behaviours took blue card, negative ones took red card in each lesson. Previously the cards had been selected as yellow and green, but
the students wanted them to be colours of the local football team Düzcespor and they were changed that way. (week 4)

“The students started to confess when they made a mistake that they misbehaved and deserved red cards but they would not repeat the same negative behaviours. A group of students said that English courses were far more different from the previous year. From now on they come to the class willingly when they see English courses on their weekly schedule.” (week 11)

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

3. Results

1- Did teacher expectancy improvement strategies create any significant differences on students’ expectations about the teacher before and after the implementation?

Dependent samples t-test was used to see if there was any significant differences between the students’ expectations about their teacher before and after the implementation and the results were shown in the Table 3

<table>
<thead>
<tr>
<th>Expectancy for equal treat</th>
<th>Average Score</th>
<th>Sd</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>4.29</td>
<td>0.57</td>
<td>-5.462</td>
<td>.000*</td>
</tr>
<tr>
<td>Posttest</td>
<td>4.60</td>
<td>0.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectancy for giving clues</td>
<td>Pretest</td>
<td>4.16</td>
<td>0.65</td>
<td>-7.865</td>
</tr>
<tr>
<td>Posttest</td>
<td>4.66</td>
<td>0.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectancy for interest, intimacy, valuing</td>
<td>Pretest</td>
<td>3.89</td>
<td>0.73</td>
<td>-9.539</td>
</tr>
<tr>
<td>Posttest</td>
<td>4.54</td>
<td>0.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectancy for appreciation/ motivation</td>
<td>Pretest</td>
<td>4.02</td>
<td>0.82</td>
<td>-7.909</td>
</tr>
<tr>
<td>Posttest</td>
<td>4.64</td>
<td>0.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05

Students’ expectancy scores after the implementation regarding expectancy for equal treat, giving clues, interest/intimacy/valuing, appreciation/providing motivation were seen to be higher compared to their scores before the implementation. Statistically the difference between the scores before and after the implementation was found to be meaningful (p<0.05).

2- Did teacher expectancy improvement strategies create any significant differences on students’ attitudes towards English course before and after the implementation?

Dependent samples t-test was used to see if there was any significant differences between the students’ attitudes towards English course before and after the implementation and the results were shown in the Table 4.
Table 4. Students' Attitudes towards English Course before and after the Implementation

<table>
<thead>
<tr>
<th>Attitudes towards English Course</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score</td>
<td>3.75</td>
<td>4.16</td>
</tr>
<tr>
<td>Sd</td>
<td>0.70</td>
<td>0.61</td>
</tr>
<tr>
<td>t</td>
<td>-6.184</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>&lt;0.005</td>
<td></td>
</tr>
</tbody>
</table>

Students' attitude scores towards English course after the implementation were seen to be higher than those of before the implementation. Statistically there was a meaningful difference between the students' attitudes before and after the implementation (p<0.05).

3- Did teacher expectancy improvement strategies create any significant differences on students' average scores from English tests before and after the implementation?

While at the beginning of the implementation the students' average scores were 9 correct answers out of 20 questions, the scores went up to 13 from the final test. A continuous increase in the scores was observed from each revision test done during the implementation. The graphics showing variations between the scores of the English tests was shown in the Chart 1.

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Sd</th>
<th>Mean Square</th>
<th>F</th>
<th>p</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>7950.443</td>
<td>86</td>
<td>92.447</td>
<td></td>
<td></td>
<td>1-2,1-3,1-4,</td>
</tr>
<tr>
<td>Measure</td>
<td>1379.741</td>
<td>3.745</td>
<td>368.426</td>
<td>64.618</td>
<td>&lt;.01</td>
<td>1-5, 1-6, 1-7,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2-4, 2-5, 2-6,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2-7, 3-5, 3-6,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3-7, 4-5, 4-6,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4-7, 5-7, 6-7</td>
</tr>
<tr>
<td>Error</td>
<td>1384.545</td>
<td>322.066</td>
<td>3.555</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seen in the table, statistically meaningful differences between the students' English test scores were found F(3.745-322.066)=64.618, p<.01. According to calculated the effect size (n²=0.429) 43% of the difference could be explained. The results stated that significant differences were seen between the 1st test and all the other tests; between the 2nd test and 4th, 5th, 6th, 7th tests; between the 3rd test and 5th, 6th, 7th tests; between the 4th test and 5th, 6th, 7th tests; between the 5th and 7th tests; between the 6th and 7th tests. There was no significant differences only between the 2nd and 3rd; 3rd and 4th; 5th and 6th tests. As a result, it might be reclaimed that higher expectancy strategies increased the students' success rates significantly.

4- What was the influence of teacher expectancy on the students' attitudes towards English course?

The influence of teacher expectancy on the students' attitudes towards English course was tested with simple linear regression and the results were given in the Table 6.

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>Standard error</th>
<th>B</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>-1.888</td>
<td>.850</td>
<td>-2.223</td>
<td>.029</td>
<td></td>
</tr>
<tr>
<td>Teacher expectancy</td>
<td>1.311</td>
<td>.184</td>
<td>.612</td>
<td>7.127</td>
<td>.000</td>
</tr>
</tbody>
</table>

R=.612, R²=.374, p<.01

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

5- What was the influence of teacher expectancy on the students' success rates in English course?

The influence of the teacher expectancy on the students' success rates was tested with simple linear regression analysis and the results were shown in the table.
According to the simple linear regression analysis results, teacher expectancy had a significant but at a lower rate influence on the students’ success ($R = .266$, $R^2 = .071$, $p < .05$). Teacher expectancy explained the 7% of the variance of the students’ success. When the standardized $\beta$ 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 commend 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 relieved 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].

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>$B$</th>
<th>Standard error</th>
<th>$B$</th>
<th>$T$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>-2.299</td>
<td>6.249</td>
<td></td>
<td>-368</td>
<td>.714</td>
</tr>
<tr>
<td>Teacher expectancy</td>
<td>3.447</td>
<td>1.353</td>
<td>.266</td>
<td>2.547</td>
<td>.013</td>
</tr>
</tbody>
</table>

$R = .266$, $R^2 = .071$, $p < .05$
Moreover, another result obtained from the study was about the influence of teacher expectancy on the students’ attitudes and students' success. That is, teacher expectancy was found to be a significant predictor of the students’ attitudes and success. Previous studies on the issue showed that teacher expectations had reflections on teacher’s behaviours and the reflection also influenced students’ success [40–42]. The study by Rubbie-Davies, Hattie ve Hamilton [43], which was carried out on groups from four different ethnical origins, indicated that negative expectations about one of the groups caused them to fall behind compared to the others during the final test even though their previous test scores were closer to the other groups. Furthermore, Wubbels’s study done in 2003 showed that teachers’ behaviours in accordance with the expectations had 50% influence on the students’ attitudes towards courses [44]. Geçer and Deryakulu [45] stated in their study that teacher’s intimacy as a significant predictor influenced students’ success slightly and in a positive way, influenced students’ attitudes moderately and in a positive way.

As the result of the study, teacher expectancy improvement strategies also caused the students’ expectancy levels to increase and their attitudes and academic success rates were influenced in this 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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