

St Mary's University
Research & Literature Summary

Title and Author

The Relationship between Teacher Expectations and Student Achievement in the Teaching of English as A Foreign Language - Tsiplakides & Keramida (2010)

Link: <https://files.eric.ed.gov/fulltext/EJ1081569.pdf>

Summary

- One of the factors that has the greatest impact on attitudes, learning and achievement is teacher expectations;
- The expectations teachers have about a pupil's capabilities can be considered a self-fulfilling prophecy as its impact is argued to be so significant in terms of determining outcomes for learners;
- Learners are likely to live up to the 'expectations, predictions, or preconceived notions' a teacher has in terms of both behaviour and academic engagement and success;
- Teacher expectations are influenced by many factors, including perceptions of intelligence, assessment scores, socioeconomic status, behaviour, gender, ethnicity and sibling outcomes;
- Expectations are communicated in a range of ways, including labelling of 'less able' pupils, praising success in relation to simple tasks while ignoring failure, questioning strategies that are obviously differentiated, seating plans and other aspects of classroom management;
- Learners are intuitive and are highly likely to ascertain how their teacher feels about their capabilities and potential in the classroom;
- Teachers need to show that they are invested in their individual learners' progress and that they value their contribution to the classroom;
- Teachers should constantly be reflecting on their expectations of learners to ensure that they are promoting the best outcomes for individual learners.

Key Considerations for Practice

- Teacher expectations are of high importance when promoting attainment for learners and teachers must consider their impact when engaging with their pupils;
- Teachers should consider the numerous ways that expectations are communicated, how this will be received by the learners in their classes and subsequent impact on attainment;
- Teachers should engage in constant reflection and evaluation of their practice in order to challenge unconscious bias, stereotypes and unfair expectations of their learners.

Prompts for Professional Dialogue and Reflection

- How do you see high expectations of all learners modelled in your setting?
- What are your observations of the impact of teacher observations on pupil achievement?
- Which learners are most impacted by teacher expectations in your setting? Why do you think this is?
- How could these be addressed through whole school and individual strategies?
- How does this literature inform your practice and what will you do differently in the future having engaged with this research?