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Yükseköğretim düzeyinde İngilizce eğitim alan öğrencilerin akademik kariyer kararları üzerinde Rosenthal etkisi: Bir vaka çalışması

Rosenthal effect over the academic career decisions of EMI students at higher education level: A case study

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## ÖZ

Rosenthal etkisi, ya da beklenti etkisi, bireyin çoğunlukla bir otorite ya da saygın bir kimsenin beklentilerine göre adımlar atmasına dair psikolojik bir olgudur. Bu olgu, öğrenciler için yüksek öğrenimde izleyecekleri yolu seçerken de belirleyici faktörlerden biri olarak gözlemlenmektedir. Öte yandan, daha önceki çalışmalarda Türkiye gibi kimi ülkelerdeki ebeveynlerin öncelikli beklentileri arasında, eğitim dili İngilizce olan üniversitelerin yer aldığına yer verilmiştir. Bu bağlamda sosyal itibardan akademik başarıya dek birçok sebep sıralanmaktadır. Fakat alan bilgisinin içselleştirilmesine yönelik bir takım kaygılar da bulunmaktadır. Bu çalışma, üniversite öncesinde öğrencilerin maruz kaldıkları Rosenthal etkisinin, yüksek öğretim düzeyindeki başarıları ve devamlılıkları üzerindeki etkilerini araştırmayı amaçlamaktadır. Veriler, Türkiye'de İngilizce eğitim veren bir üniversitede bulunan 30 İngilizce Yabancı Dil hazırlık öğrencisinden, standart açık uçlu yazılı mülakat ve Likert ölçeğinde bir anket yoluyla sağlandı. Sonuçlar, katılımcıların çoğunun kariyer çizgilerini belirlerken başkalarının beklentisinin varlığı konusunda hemfikir olduğunu göstermektedir. Bu etkinin genelde kararlarına ve başarılarına katkı sağladığını, ancak katılımın sürekliliği ve de ilgi eksikliği gibi bir takım olumsuz sonuçlar da yarattığı gözlemlenmiştir. Kayda değer sayıdaki bir katılımcı kitlesi ise kendilerini, eğitim dilinin İngilizce olduğu dersleri alabilecek kadar yeterli bulmadıkları kanaatini belirtmiştir. Gelecekteki çalışmalarda, yabancı dilde eğitim veren kurumların tercih edilmesinde öğrencilerin motivasyonları ve dışsal faktörler üzerine daha detaylı araştırmalar yapılması gerektiği sonucu ortaya çıkmıştır.

*Anahtar Sözcükler:* Rosenthal etkisi, beklenti etkisi, yükseköğretim, İngilizce eğitim

## ABSTRACT

Rosenthal effect, also known as expectancy effect, is a psychological phenomenon at which individual's acts take the form of what others, very often an authority or a respected one, expects from them. It appears to be among the determinant factors for students while selecting their path to higher education. On the other hand, the previous research also found out that EMI universities rank considerably more among the primary expectations by parents in such countries as Turkey. In this vein, several factors ranging from social prestige to academic success are often given as reasons for the preference. However, there is also some doubt concerning the challenges faced in the intake of contextual knowledge. This current study aimed to investigate the tenets of Rosenthal effect exposed by students before an EMI university over their success and participation in higher education level. The data came from 30 EFL preparatory year students at an EMI university in Turkey through a standardized open-ended written interview and a questionnaire in Likert-scale. The results indicate that most of the participants agree on the existence of others' expectancy while determining their career paths. It is also clear that the effect mostly contributed positively to their decisions as well as to their success rates while sustainability of participation and lack of enthusiasm appear to be its basic negative consequence. A considerable number of the prospective EMI students also indicated that they do not feel proficient enough to take courses successfully in another language than their mother tongue. Further studies are required to investigate students' motivation and external factors in selecting an EMI institution.

*Keywords:* Rosenthal effect, expectancy effect, higher education, EMI

## INTRODUCTION

One of the basic traits of human instinct is that individuals have an inclination to deem themselves, particularly their potential to accomplish what they are expected to, from the perspective of an authority. The effect of the expectancy from a superordinate, usually having a powerful or respected position in the sight of the interlocutor, is called the Rosenthal effect. The term was coined after Robert Rosenthal, who conducted much of the research on expectancy concerning a diverse range of samples, including animals, and settings.

As might be expected, studies in educational setting constitutes the majority of his work. Amongst these, an experiment that Rosenthal and Jacobson conducted in a public primary school in 1965 attracted considerable interest. The teachers at the school were told that "certain children could be expected to be 'growth spurters,' based on the students' results on the Harvard Test of Inflected Acquisition" (Rosenthal & Jacobson, 1968). However, the results were distorted on purpose. By doing so, it could be possible to observe if teachers were deceived to believe that high achiever students, though randomly selected, were likely to be showing signs of a spurt in intellectual growth and development. The results were sensational in that the students of whom the teachers had expectancy showed significantly greater gains in intellectual growth than did those in the control group at the end of the year (Davidson, 2011). The results did not have an influence only over teachers' expectancy. The students themselves also became convinced of their incompetence, and failure was the common result when teacher expectations about students were negative (Salkind, 2010).

Further tests carried out in the same vein on others' expectancy and their outcomes were conducted in time to attain insightful findings. Since a large proportion of these surveys are on learner-teacher relationship, the Rosenthal effect is also known as the teacher expectancy effect, self-fulfilling prophecy or more preferably as, Pygmalion effect based upon the well-known Cypriot myth as well as the masterpiece penned by George Bernard Shaw. One of these studies came from LaVoie and Adams in which they aimed to examine which students are selected as favorites, or the "chosen ones" as they claim (1973). The results indicated that achievement oriented, accepted, cooperative, dependable, and self-controlled students are regarded by their teachers to be academically more successful. Another research by Weinstein, Marshall, Sharp and Botkin (1987) addressed to the age factor in the Rosenthal effect. It was found that the elder the students are, the more likely they are to mirror teacher expectations than younger children.

Contrary to what one might presume, the indications obtained so far often point out a positive impact of teachers' expectancy on students' performance. As for Kumar (2018, p. 126), "It creates an aura of "imaginative epistemology" whereby mentors stimulate mentees to perceive their "possible selves" via high expectations." Keeping the other term "self-fulfilling prophecy" in mind, this view is in good agreement with what Friedrich et al. (2014) concludes in their study with fifth-grade students. They found out that teacher expectancy effects were partly mediated by students' self-concept; therefore, it can be concluded that teacher expectancy more or less has a potential to influence learners' self-fulfillment. Based on Rosenthal and Jacobson's research, Salkind highlighted that the students bloomed under the additional attention and confirmed the positive teacher expectations through what is termed the self-fulfilling prophecy or the Rosenthal effect." He (2010, p. 1289) attributes it to the interaction of the Rosenthal effect with the Hawthorne effect, a reactivity effect in which individuals under observation aim to calibrate their behavior.

Despite its being a rather common phenomenon in classrooms, the Rosenthal effect appears to lack enthusiasm to be in the spotlight. The prevalent research is mostly about young or teenage learners before tertiary education. Having only a limited number of studies concerning the implications of the Rosenthal effect at higher education (e.g. Poornima & Chakraborty, 2010; Zhu, 2014, Howard, Tang & Austin, 2015) justifies this claim. On the other hand, even the post-graduate students in distance learning seem to be in the sphere of influence as given in Niari,

Manousou and Lionarakis (2016). It is also out of question that the Rosenthal effect is merely in student-teacher interaction, rather a broader orbit appears to lead into it.

When the issue is higher education, students' exposure to the Rosenthal effect before tertiary level stands for a case to be investigated. Turkey is one of the few countries which are not ex-colonized but still adopt EMI programmes at HE level. Although some members of academia and some scientists are against EMI due to the belief that it degenerates the mother language of students (Dogancı-Aktuna, 1988), it is remarkable to see that a large number of students tend to prefer EMI programmes when they transfer to higher education. One of the reasons for his case appears to be the influence of people around students such as their parents or teachers (Başibek, Dolmacı, Cengiz, Bur, & Kara, 2013). Hence, the initial purpose of this current research is to explore how influential the Rosenthal effect is on students' decisions towards their higher education at an EMI university. A second concern of the paper is to determine the direction of the Rosenthal effect that students were exposed to before university, and its correlation (if any) with the success and attendance of students at tertiary education.

## METHODOLOGY

### Participants and Sampling

The data of this research came from 30 EFL students of the same preparatory group at a state university in Turkey through convenience sampling. They took a placement test at the beginning of the academic year and their level of overall linguistic proficiency was determined to be B1 in accordance with CEFR, which is the highest when compared to the other classes in the school. The majority of the students are enrolled at the faculty of engineering, and relatively a smaller size at the faculty of medicine. The proficiency in English is mandatory at these programs as the medium language of instruction is English (EMI).

### Data Collection Tools

The participant students were required to respond in a standardized open-ended written interview to determine their experience of the Rosenthal effect before coming to university. All interviewees are directed the same basic questions in the same order and research items are worded in a completely open-ended format in this type of qualitative research. Therefore, Patton indicates (2002) that data are complete for each person on the topics addressed in the interview, increasing the comparability of responses. Patton (ibid) argues that standardized open-ended written interviews reduce interviewer effects and bias when several interviewers are used, permitting evaluation users to see and review the instrumentation used in the evaluation. The logic behind this sort of data collection in this current study was to track the effects, if any, of their former teachers' expectancy over their higher education. Since different teachers may have an influence in several perspectives over the students, they were acknowledged to put in writing the teacher who influenced them more in comparison to the others. Additionally, they were free to express their views in their first language so that they might not feel stressed while expressing their views.

A second data collection tool was a questionnaire of fifteen-items in line with the qualitative analysis. They were basically background questions on students' experience prepared considering the forms of expectancy (Chang, 2011) produced by Brophy (1985). The Cronbach's alpha appeared as .94 in the participants' class. The questionnaire is in Likert Scale form, each item with five options.

### Statement of Publication Ethics

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in the entire process from the planning, implementation, data collection to the analysis of the data. None of the actions specified under the second section of the Directive, "Scientific Research and Publication Ethics Actions" have been carried out.

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## **RESULTS and DISCUSSION**

### **Qualitative Data from the Written Interviews**

The samples of this study stated students' ideas about their former teachers in written form. Since not all the responses contribute to the understanding of the Rosenthal effect, which is the central concern of this study, only the relevant feedback is given below. Furthermore, certain expressions are given in direct report as the following italicized ones; however, not all the feedback was in English, and at certain points some required interpretation or paraphrase of the general message.

Pseudonyms are coined henceforth to refer to individual students. One in all the samples, Zeynep, expressed how deeply she admired her math teacher in high school. She not only mentioned her teacher's being an expert teacher, but also how effective a model he/she is for her as given in the following excerpt:

*Zeynep: My teacher also influenced my career plans and led me to study at a different subject than I dreamt of. I was not planning to study at a university where the medium of instruction was other than my native language as well.*

Another sample, Elif, informed that there are some teachers among her relatives, which made her determine to become a lecturer in the future. She says:

*Elif: It was not me who decided my major, yet the sole thing that I would need was to become a lecturer as was expected, let aside a university where the medium of instruction is English.*

Yet some other participant students have teacher members of their families, often as parents. Their written responses point out that these teacher parents sometimes pick the pencil and choose the "best" career on behalf of their children as has happened in one of the participants' case to be seen as the third sample:

*Ahmet: In fact, I always aimed to be a marine engineer; however, I am now a prospective mechanical engineer. My parents and teachers said that I could have better career prospects if I study my content knowledge in English.*

Additionally, some teachers may highlight what the oldsters of a student would feel if he or she made a "wrong" choice. It is not only the members of the family or teachers who had influence over the students. In other words, people with ideal career examples in public's eye, who the students were held up as or compared to, made them sway over their decisions. One amongst the participants envied her teacher's doctor nephew after his short visit to their high school. They had all witnessed that their teacher was so much proud of her nephew not only because he is now a doctor but also, he had graduated from an EMI university. This was inspirational for them all, and thus that student decided to study at the faculty of medicine at this EMI university. Parallel to this case, it is evident that students often make their choices by considering making the others happy or satisfied. Another student, again from the faculty of medicine, stated:

*Ali: I chose this faculty merely in line with my teachers' and parents' desire. I was always ill in my childhood; consequently, my parents and my family physician as well urged me to become a doctor. It is, for sure, always a very complimentary case to become a doctor, especially in countries like Turkey. Having a good grade from the national university placement test most occasionally results in picking up faculty of medicine, and teachers tend automatically to recommend their students do so. Although I could select a TMI academic career, I wanted an EMI alternative because my parents would feel even more proud of me then.*

Based upon his expressions, Ali in this recent example, however, does not draw a satisfied image regarding his faculty. Yet another MD candidate, Selim, among the participants says that he has never wished to become a doctor, rather he had always desired to become a chemist. Having obtained a good success from the university examination, his teachers implied that he would persist with medicine. The student argues:

*Selim: I know my academic strengths and weaknesses, but I had to keep the financial faith of my family in mind. They had expectations from me after graduation and thus I could not even consider picking up another division than the faculty of medicine. My former teachers urged me to select a university of English medium instruction, but I have always known that I cannot do well in English. Still, I did not resist.*

It is not only a teacher's appearance or personality that seems to inspire students, but also the teaching materials they use in the classroom may in one way or another provoke their ideas. A student of Mechanical Engineering notifies how she was attracted by an Elvis Presley song that her EFL teacher assigned them. She adds that she decided to study at university in English then.

Some comments imply that the level of respect has a determinant impact over the efficacy of the Rosenthal effect. In another example, a participant tells a memory of her on meeting one of her mother's friends who was a tutor in an exceedingly prestigious EMI institute in Turkey. Since then, she has heard of a good deal of motivation talks to follow this professor's path. As a result, she determined her career plans with this accordance.

Candidates for higher education in Turkey are sometimes subject to changing their minds just before the deadline of the enrollments. Another student tells the story of how her teacher hyperbolized the university he graduated from, which influenced her. She always wanted another well-known university in Turkey; however, she listened to her teacher rather than her feelings and selected this university, which requires relatively less national placement score, just because it is an EMI HE.

As for another idea, it is not much probable to determine one's future just because of teachers' expectations. A further participant argues that it was not only one teacher who interfered in his decision, but most of the other teachers as well as the whole school administration contributed to the process, which means that there were several opinions about his career he was forced to choose.

All the excerpts given above indicate the existence of the Rosenthal effect, either from teachers or from other closer channels to the students. While some stress out the positive contributions of others' "great expectations", the others underline inconvenient consequences. What is for sure is that the Rosenthal effect is a widespread phenomenon in the students' decisions and preferences over higher education.

## **Quantitative Data from the Questionnaire**

The questionnaire used at this stage is double acting. In the first phase, there are ten items that seek out whether the former teachers of the participants reflected underestimations or lower expectations from these students. As said by Brophy (1985, p. 85), some of these negative expectations are shown by:

1) Giving up easily on low-expectancy students; 2) criticizing them more often for failure; 3) praising them less often following success; 4) praising inappropriately; neglecting to give them any feedback following their responses; 5) seating them in the back of the room; 6) generally paying less attention to them or interacting with them less frequently; and 7) expressing less warmth towards them or less interest in them as individuals.

The first ten items of the questionnaire were prepared through considering these indications. A factor analysis was conducted to justify the harmony of these items. The five-point Likert scale ranges from “never” to “generally”. The overall mean scores of these items are as in the following Table 1:

**Table 1**

*The Descriptive Statistics for the Items of the Negative Rosenthal Effect*

Students	N	Minimum	Maximum	X	$\sigma$
S1	10	1.00	3.00	1.80	.78
S2	10	1.00	3.00	1.70	.82
S3	10	1.00	4.00	1.70	1.15
S4	10	2.00	4.00	2.70*	.67
S5	10	1.00	3.00	1.70	.67
S6	10	1.00	4.00	1.70	1.05
S7	10	1.00	3.00	1.70	.67
S8	10	1.00	5.00	2.10	1.37
S9	10	1.00	1.00	1.00	.00
S10	10	1.00	3.00	1.60	.96
S11	10	1.00	3.00	1.40	.69
S12	10	1.00	2.00	1.40	.51
S13	10	1.00	4.00	2.10	.99
S14	10	1.00	4.00	1.50	.97
S15	10	1.00	4.00	1.40	.96
S16	10	1.00	3.00	2.20	.91
S17	10	1.00	3.00	1.50	.70
S18	10	1.00	3.00	1.50	.70
S19	10	1.00	2.00	1.30	.48
S20	10	1.00	4.00	1.30	.94
S21	10	1.00	5.00	2.90*	1.28
S22	10	1.00	3.00	1.40	.84
S23	10	1.00	3.00	1.50	.70
S24	10	1.00	5.00	2.10	1.37
S25	10	1.00	3.00	2.20	.91
S26	10	1.00	4.00	1.70	1.05
S27	10	1.00	4.00	1.50	.97
S28	10	2.00	4.00	2.70*	.67
S29	10	1.00	2.00	1.40	.51
S30	10	1.00	3.00	1.70	.82

When the mean scores are analyzed, only three students tend to be exposed to the negative Rosenthal effect from their former teachers. Whereas the skewed distribution of these scores appear to be barely beyond average, meaning they are far from being significant, the responses in the open-ended interview can mainly be referred to positive outcomes of the others’

expectancy. The first phase of the questionnaire results also supports this view as little negative Rosenthal effect is seen. The last five questions of the questionnaire were to evaluate the scope of the positive Rosenthal effect.

**Table 2**

*The Descriptive Statistics for the Items of the Positive Rosenthal Effect*

Students	N	Minimum	Maximum	X	$\sigma$
S1	5	1.00	4.00	3.00	1.41
S2	5	3.00	5.00	4.00*	.70
S3	5	1.00	4.00	2.80*	1.64
S4	5	1.00	4.00	2.60*	1.14
S5	5	2.00	4.00	3.20*	.83
S6	5	2.00	5.00	4.00*	1.22
S7	5	1.00	5.00	4.00*	1.73
S8	5	1.00	5.00	3.60*	1.51
S9	5	1.00	5.00	2.60*	1.51
S10	5	3.00	5.00	4.00*	1.00
S11	5	1.00	5.00	3.80*	1.64
S12	5	4.00	5.00	4.60*	.54
S13	5	2.00	5.00	3.00*	1.22
S14	5	1.00	4.00	2.20	1.30
S15	5	1.00	5.00	2.40	1.67
S16	5	1.00	5.00	3.20*	1.64
S17	5	2.00	5.00	3.80*	1.09
S18	5	4.00	5.00	4.20*	.44
S19	5	1.00	5.00	2.80*	1.64
S20	5	1.00	4.00	1.80	1.30
S21	5	1.00	5.00	2.40	1.94
S22	5	1.00	5.00	3.20*	1.48
S23	5	1.00	5.00	3.60*	1.51
S24	5	4.00	5.00	4.20*	.44
S25	5	2.00	5.00	4.00*	1.22
S26	5	1.00	5.00	3.20*	1.64
S27	5	1.00	4.00	2.60*	1.14
S28	5	1.00	4.00	2.20	1.30
S29	5	3.00	5.00	4.00*	.70
S30	5	4.00	5.00	4.60*	.54

Based on the findings in Table 2, the majority of the participants acknowledge receiving a positive Rosenthal effect. These questionnaire items simply interrogated if any positive Rosenthal effect was out there before their university education and, if yes, how influential it was in their decisions about their future. Considering the mean score 5.00 stands for the “generally” option, the number of the students close to this option is noteworthy.

The second concern of this current study was whether there is a correlation between participants’ experience in the positive Rosenthal effect and their success at their first year at this EMI university. To obtain relevant data, students’ midterm exam results were analysed. It was also aimed to investigate if their experience also has correlation with their absence, which is also quite a common issue indicating the joy of students at school. Table 3 shows the correlation results:



**Table 3***Correlations between the Rosenthal effect, absence, and exam results*

	Rosenthal effect	Absence	Midterms
Rosenthal effect	Pearson Correlation	-.274	-.326
	Sig. (2-tailed)	.217	.139
	N	22	22

Table 3 shows that there is no significant correlation between the Rosenthal effect and the participants' absences, nor their grades at tertiary level. Indeed, there is a negative correlation, to our surprise, between the positive Rosenthal effect and the participants' absences ( $r = -.274$ ) and their midterm grades ( $r = -.326$ ). Therefore, one can conclude that the higher the absences and midterm grades are, the less influential the positive Rosenthal Effect is in this case

## CONCLUSION

As per the reflections from participant university students of this survey, it is clear that they had confronted the Rosenthal effect beforehand. Not many of them were adverse effects; on the contrary, the ones who were exposed to a positive Rosenthal effect while determining their career plans by their previous instructors were at an overwhelming level. Only a few of the participants seem to be of the opinion that they made their decisions concerning higher education at an EMI programme with no impedance from others.

The implications from the open-ended written interview are also justified with the descriptive findings of the questionnaire. The students who acknowledge a positive Rosenthal effect mostly from their former teachers and other respected acquaintances outnumbered others with a negative effect. The Rosenthal effect faced before tertiary education at an EMI institution is also seen to have a negative correlation with absences and success at university. More specifically, having been exposed to higher expectancy results in having more absence. Still, the exam scores turned out to be high, both of which may be an indication of students' relying on their background knowledge.

The numbers of EMI universities in Turkey are dramatically increasing. It is regarded by the parents, teachers, and most other societal clusters to be more prestigious than the instruction in students' L1 for certain reasons. However, these expectations do not always result in success or the happiness of students. Success and challenges experienced in EMI settings at HE level are some of the commonly investigated phenomena in EMI setting at HE level. Therefore, this research offers a deeper look at the field by dating back to the background of students. It does not only address to students' individual decision making, rather emphasizes how the eternal social factors may intriguingly influence their path. Even if success may come, other indications such as the lack of enthusiasm can be observed through absence or burn out states of students.

## Limitations of the Study

This study was conducted at a full EMI university and all EFL learners were prospective EMI students. The data collection method for the qualitative part adopted was so due to the conventional deeds of the institution, and, thus, it promises little flexibility. Also, the institution was in the Southeastern Region of Turkey and thus the findings are valid for this context. Therefore, they may not be generalized for other EMI HE settings.

## Statement of Contribution Rate

The authors of this research article contributed equally to all research processes.

## Declaration of Conflict of Interest

As the author of the research, we state that we have no statement of interest / conflict.

## Statement of Publication Ethics

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## GENİŞLETİLMİŞ ÖZET

### Giriş

Rosenthal etkisi, ya da beklenti etkisi, öğrencilerin kariyerlerine şekil verecek noktalarda aldıkları kararlar üzerinde başkalarının; genellikle de öğretmen ya da ebeveynlerin, müdahil olma durumunu esas alır. Söz konusu yüksek öğrenimde eğitim dili olduğu zaman ise ebeveynlerin öğrenci evlatlarından beklentileri çoğunlukla İngilizce eğitim almaları yönünde gözlemlenmektedir. Öte yandan, literatür tarandığında öğrencilerin alan derslerini yabancı bir dilde alma durumuna karşın ciddi tedirginlikleri olduğu da gözlemlenmektedir. Bu çalışmada, Türkiye’de alan derslerini İngilizce veren bir üniversitedeki öğrencilerin, üniversite hayatları öncesinde maruz kaldıkları Rosenthal etkisinin yansımaları ele alınmıştır.

### Yöntem

Çalışmanın katılımcıları, ilgili üniversitenin İngilizce hazırlık programında okumakta olan ve alan derslerini İngilizce alacak 30 öğrenciden oluşmaktadır. Nitel veriler, öğrencilerle gerçekleştirilen yarı-yapılandırılmış bir mülakatla toplanmıştır. Öte yandan, nicel veriler için de Likert tipinde bir anket kullanılmıştır. Verilerin analizi için betimsel dizayn izlenmiş olup, buna ek olarak korelasyon analizi uygulanmıştır.

### Bulgular

Elde edilen nitel bulgulara göre alan dersi eğitimlerini İngilizce alacak olan öğrencilerin bir kısmı, üniversite tercihlerinde böylesi bir programı kendi iradelerinin nihayetinde seçmemiş olduklarını belirtmişlerdir. Kimi öğrenci öğretmenin görüşlerinden, kimisi örnek gösterilen bir kimsenin gördüğü itibardan, kimisi ise doğrudan doğruya aile içinden gelen telkinlerle bu eğitim yoluna girmiştir. Nicel veriler de bu bağlamda destekleyici boyutlarda gözlemlenmiştir.

Öte yandan, üniversite öncesinde Rosenthal etkisini tecrübe eden öğrencilerin derslerde gösterdikleri devamlılık ve başarı, bu etkiye görece olarak daha az maruz kalanlardan daha tutarlı gözlemlenmiştir. Bu bulgu, başkalarının etkisiyle yabancı dilde eğitim alacak olan öğrencilerin belki de kaygılarının bir tesiri olarak daha sistematik bir hazırlık eğitimi yaşantısı sürdürdüklerini de göstermektedir. Yine de aldıkları eğitime yönelik ilgileri, nitel verilere bakıldığında zayıf seyretmektedir.

### Tartışma ve Sonuç

Üniversite tercihlerinden önce ya da tercihleri esnasında Rosenthal etkisini tecrübe edip, alan derslerini İngilizce veren bir yüksek öğretim kurumuna yerleşen öğrencilerin nitel ve nicel verileri incelenmiştir. Sonuç olarak, bu etkiye maruz kalanların daha az devamsızlık yaptıkları ve nisbeten daha başarılı oldukları gözlemlenmiştir. Bu belki de “başaramayacağım” kaygısının bir tezahürü olarak ortaya çıkmaktadır. Öte yandan, kendi hür iradesiyle bu tip bir eğitim kurumunu seçenler ise muhtemelen kendilerine İngilizce yeterliliği bakımından daha çok güvenip, bunun bir olumsuz yansıması olarak daha fazla devamsızlık yapmaktalar ve daha az başarılı sınav sonuçları elde etmekte. Özetlemek gerekirse, Rosenthal etkisinin getirdiği kaygı, daha tutarlı bir yüksek öğretim yaşantısına da sebep olabiliyorken, aynı kanaatin öğrencilerin duydukları heyecanda bulunmadığı da ifade edilebilir.

## APPENDIX A

### Questions for Standardized Open-Ended Written Interview

1. How do you regard your former teachers'/principals' influence (if there is any) over your university/department decisions?
2. Were there any other people who somehow influenced/inspired you while making your decision(s) about your university education at an EMI programme?
3. Did others' expectancy concerning your future/career plans result in positively or negatively for you?

## APPENDIX B

## Bilingual Questionnaire

## Phase 1 / Bölüm 1

Authorities around me (teachers, principals etc.) and/or respected ones

(*Yakınımdaki otoriteler (öğretmenler, idareciler vs.) ve/veya saygı duyduğum kişiler*)

1) ... used to criticize me relatively more when compared to the others.  
(*... hatalarımda beni diğer kişilere göre daha çok eleştirirdi.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

2) ... used to honor me relatively less when compared to the others.  
(*... başarılarımda beni diğer kişilere göre daha az onurlandırılırdı.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

3) ... used to be reckless for what I said.  
(*... söylediklerime karşı umursamaz davranırlardı.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

4) ... used to place me to the backbenches in the classroom.  
(*... beni sınıfın arka sıralarında oturturlardı.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

5) ... used to deal with me relatively less when compared to the others.  
(*... benimle diğerlerine göre daha az ilgilenirlerdi.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

6) ... did not use to act warmly to me when compared to my friends.  
(*...diğer arkadaşlarımla karşılaştırıldığında bana bir birey olarak pek de sıcak davranmazlardı.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

7) ... did not use to charge me with classroom activities (such as reading, acting out, responding).

(*...sınıfıçı bir aktivitede (okuma, canlandırma, soru cevaplama gibi) bana pek görev vermezdi.*)

A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

- 8) ... did not interrogate a lot what my opinion was on an issue.  
(... bir konu hakkında benim ne düşündüğümü fazla sorgulamazlardı.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)
- 9) ... did not use to question if I got the lesson that was taught.  
(... ders anlattıktan sonra anlayıp anlamadığımı sorgulamazlardı.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)
- 10) ... did not use to ask about my future plans.  
(... gelecekle ilgili planlarımı sormazlardı.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)

## Phase 2 / Bölüm 2

- 11) The expectancy of my teachers from me was higher when compared to the others.  
(Öğretmenlerimin benden beklentileri, diğerlerine olandan daha yüksekti.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)
- 12) My teachers' expectancy was a determinant factor pioneering my trail.  
(Öğretmenlerimin beklentileri, yolumu çizmemde belirleyici olmuştur.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)
- 13) My teachers had a role in my preferring a university of English medium instruction.  
(Üniversite sınavı sonucu İngilizce eğitim veren bir üniversiteyi tercih etmemde öğretmenlerimin tesiri olmuştur.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)
- 14) My teachers urged me while picking up my department at an EMI university.  
(Üniversitedeki bölümümü tercih etmemde öğretmenlerim bana telkinde bulunmuşlardır.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)
- 15) Besides my own decisions, my teachers' suggestions also had an influence on the life that I have today.  
(Bugün sahip olduğum hayatta kendi tercihlerim kadar, öğretmenlerimin yönlendirmeleri de etkili olmuştur.)
- A) Never (Asla)      B) Almost never (Nadiren)      C) Sometimes (Bazen)      D) Usually (Çoğu Zaman)      E) Generally (Genellikle)