Pygmalion Effect in Tertiary Classrooms: Investigating the Relationship between Teachers' Expectations and Students' English Language Performance in Tertiary Level.

By

Fabliha Tafanom Bushra
21263004

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the requirements for the degree of
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

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Student's Full Name & Signature:

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Fabliha Tafanom Bushra

21263004

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Approval

The thesis/project titled Pygmalion Effect in Tertiary Classrooms: Investigating the Relationship between Teachers' Expectations and Students' English Language Performance in Tertiary Level" submitted by Fabliha Tafanom Bushra (21263004) has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Master of Arts in English.

Examining Committee:

Supervisor:
(Member)

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_____

Syeda Farzana Sultana, PhD
Assistant Professor
Department of English and Humanities
Brac University

</div>

Departmental Head:
(Chair)

<div style="text-align:center">

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Firdous Azim, PhD
Professor and Chairperson
Department of English and Humanities
BRAC University

</div>

Abstract

As English becomes increasingly important globally, especially with the rise of globalisation and digitalization, ESL and EFL educators are employing diverse strategies to improve English language learning. However, in EFL nations like Bangladesh, English learner anxiety and learners' motivation poses challenges that affect performance. This study explores the Pygmalion Effect in Bangladeshi tertiary English classrooms. Two research questions guide the study: 1) How does the Pygmalion Effect manifest in Bangladeshi tertiary English classrooms, and how does it impact teachers holding high expectations? 2) What are Bangladeshi tertiary students' perceptions of teacher expectations, and how does the Pygmalion effect affect their well-being, behaviour, and performance? Semi-structured interviews with seven participants, including instructors and students, reveal a strong correlation between teachers' expectations and students' behaviour and performance. Positive expectations create a conducive learning environment, enhancing students' English language skills. The research also explores how teacher-student interactions differ based on expectations, highlighting the implications for performance and attitudes. The study delves into how teachers form and express expectations, their impact on the learning environment, and the potential advantages and drawbacks of maintaining high expectations. Additionally, it addresses challenges related to teacher bias and its role in combating anxiety in the teaching-learning process.

Keywords: Pygmalion effect, self-fulfilling prophecy, teacher expectation of students, English learner anxiety, English teaching, motivation

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Chapter 1: Introduction

The primary objective of this thesis is to explore the Pygmalion effect in Bangladeshi English tertiary classrooms, investigating the intricate link between teacher expectations and students' English language performance. Understanding this dynamic is crucial in educational research as it uncovers the significant impacts teachers can have on students' academic journeys. The Pygmalion effect, derived from the Pygmalion myth, posits that positive reinforcement and realistic expectations can propel learners toward success (Rosenthal & Jacobson, 1968). In the educational context, high teacher expectations refer to the belief that educators hold in the capabilities and potential of their students, thus influencing their performance positively (Rosenthal, 1994). It operates on the idea that individuals tend to conform to the expectations others hold for them, both consciously and subconsciously (Rosenthal, 1994). Hence Pygmalion effect is a type of self-fulfilling prophecy, wherein the acceptance and belief of false information about oneself ultimately manifest as truth (Brophy, 1983).

This research investigates the impact of the Pygmalion effect on both students and teachers, fostering a shared commitment to achieving higher academic outcomes and improved English performance. The research addresses two main aspects. Firstly, it delves into the critical role teachers play in influencing students' success and behaviour, emphasising the interconnectedness of these dynamics. Secondly, it explores the influence of teacher expectations on students' self-perception and academic success, considering the broader social context. One of the most notable aspects is how students perceive their own abilities and how instructors' expectations influence them. These factors are not isolated but are interconnected within a social setting that can influence what students learn and their academic success.

As students are in the process of self-discovery, external influences, especially those from educators, can strongly shape their behaviours and beliefs. These external perceptions, even if initially inaccurate, can prompt individuals to adjust their behaviours and beliefs, ultimately conforming to the expectations set by others (Jussim & Harber, 2005). By investigating the occurrence and impact of the Pygmalion effect, I hope to uncover its ability to unlock student's untapped potential and empower students academically and personally, additionally learn about its impact in shaping students' identity, self-belief, motivation and confidence and eventually language performance. The findings of this study are significant for several reasons. Firstly, it explained how the Pygmalion effect operates in the Bangladeshi English classroom and it provided insights into the influence it has on teachers and their role in shaping students' language performance. Secondly, the study explores Bangladeshi tertiary students' perceptions of teacher expectations and the Pygmalion effect's impact on them. These insights benefit teachers by making them aware of their influence, allowing them to use the Pygmalion effect to positively shape students' academic and personal development. Additionally, students gain understanding of how external expectations can impact their learning and overall well-being. Ultimately, this study contributes valuable knowledge to the field with practical implications for educators and students in the Bangladeshi context.

Pygmalion effect is highly relevant, since in the contemporary world, educators are striving to foster inclusive, motivational, and effective learning environments, and understanding how teacher expectations shape student performance is crucial, because studies indicate that high expectations could be the key to inclusive, motivating, and learner-centric classes. (Good et al., 2018). This thesis addresses a gap in the current educational landscape - not only the lack of literature on Pygmalion Effect in Bangladeshi context but the limited understanding of how the

Pygmalion effect operates in the Bangladeshi English classroom context and its influence on both teachers and tertiary students.

This study explores how the Pygmalion effect manifests in Bangladeshi English tertiary classrooms and influences teachers in shaping students' language proficiency (RQ 1). Second, it explores Bangladeshi tertiary students' perspectives on teacher expectations and the effects of the Pygmalion effect on them (RQ 2). This combined focus on instructors and students in the unique context of Bangladesh adds vital previously undiscovered insights, expanding our knowledge of the Pygmalion effect in English language education.

In a world where education is crucial for personal and societal progress, understanding and leveraging the Pygmalion effect are vital for holistic development. Additionally, this research contributes to the field of English language teaching and learning by illuminating the socio-psychological aspects of education. By uncovering how teacher expectations shape student outcomes, the educational community can work together to establish more supportive and inclusive learning environments. The results aim to make students aware of external influences, such as high expectations, helping them navigate pressures and perform better academically. For educators, the research offers an opportunity for reflection on teaching practices, encouraging more positive and student-centred approaches.

I selected this topic because it is one with which I personally identify. As a student, I have observed the profound influence of teacher expectations on myself in my educational journey. My own experience has fueled my desire to learn more about this subject. In Bangladesh, students, especially those from Bangla medium backgrounds, often feel anxious when practising English. The global demand for English proficiency adds to this pressure, particularly in spoken English. My observations as a student taught me that when teachers offer

students optimism and assist them realise their latent potential, they perform exceptionally well in English classes. Recognising this, I decided to look for strategies to lessen anxiety and keep students motivated. These insights could help students and teachers work together to meet the expectations set by teachers.

Background of the Study

English language proficiency has become increasingly important in today's globalised world, with its widespread use in communication, business, trade, and education. Many countries have adopted English as the medium of instruction in higher education while maintaining their national language in primary and secondary schools. The adoption of English as the medium of instruction in higher education, known as English Medium Instruction (EMI), responds to globalisation pressures, aiming to internationalise education. The evolving landscape necessitates research to adapt English language teaching to effectively address challenges faced by learners.

English language learners, particularly those learning it as a foreign language, face challenges hindering their acquisition journey, notably in motivation and confidence. If not addressed, these challenges can make students hesitant to participate actively in class, fuelled by a fear of making mistakes due to their perceived lack of fluency. As a result, these challenges can lead to hesitancy in active class participation, widening the achievement gap between proficient and struggling learners. Such hesitation can result in anxiety, hindering learners from effectively using English in real-life contexts (Onwuegbuzie et al., 1999). Such anxieties may manifest as awkwardness, timidity, panic attacks, and other symptoms, causing reluctance or aversion to learning and utilising English. While anxiety in English language acquisition may arise from various factors, such as fear of the unknown, lack of self-confidence, and linguistic competence, the teacher-student relationship plays a pivotal role in the learning process. Attitudes, whether

positive or negative, significantly shape students' learning experiences, determining their outcomes.

Just as individuals thrive on encouragement and positive reinforcement in any task, language acquisition, particularly in learning English, demands a nurturing environment. Wang and Lin (2014) aptly likened students to plants, highlighting the need for encouragement and support to foster motivation. Teachers' attitudes significantly impact students' learning processes and outcomes. When students perceive their teachers' belief in their learning capacity, even after making mistakes, they become resilient learners, fostering increased self-esteem and motivation. This aligns with the Pygmalion effect, suggesting individuals internalise the expectations and opinions of credible and trustworthy figures, influencing their behaviour and outcomes accordingly (Avci, 2017; Rosenthal & Jacobson, 1968). Creating a nurturing and empowering atmosphere in English classrooms, influenced by teachers' expectations, can assist English language learners in overcoming motivational and confidence hurdles. This approach helps bridge the achievement gap, fostering a successful language acquisition journey and instilling confidence in students' potential for success.

Problem Statement:

Despite the Bangladeshi government's push for English proficiency to enhance global communication, students, particularly those from Bangla medium backgrounds, face challenges in effectively using English. This struggle contributes to a low English Proficiency Index ranking (English First, 2022), exacerbated by students' anxiety and lack of confidence, which adversely affect both language proficiency and academic success.

Additionally, a significant issue in Bangladesh's English language learning landscape is the prevalent demotivation among English language learners (Debnath, 2021; Quadir, 2021,

(Talpur et al., 2021) usually stemming from intrinsic factors such as lack of motivation, disparities in perceptions between students and teachers, and external pressures from exam-oriented learning systems (Quadir, 2021; Ullah & Fatema, 2013, Chowdhury et al., 2021). Student factors, including past experiences, self-confidence, and perceived relevance of English to their future goals, also contribute (Quadir, 2021). Teachers play a crucial role in either exacerbating or mitigating this demotivation. Negative teacher behaviour can lead to disinterest and disengagement, affecting learning outcomes, while positive behaviour can foster motivation. (Quadir, 2021, Chowdhury et al., 2021).

While the Pygmalion effect, where high expectations from teachers positively impact student motivation and performance, underscores the importance of teacher-student dynamics in the learning process (Giannoudis, 2009). Integrating the Pygmalion effect into teaching methodologies by setting high expectations and offering continual positive reinforcement can bridge the motivation gap and enhance learning outcomes.

This study aims to explore the potential of applying the Pygmalion effect, which is known for improving student performance and reducing language anxiety (Niari et al., 2016), in Bangladesh's English language learning sector, addressing the research gap and examining the prevalence and impacts of high expectations among teachers and students. By doing so, the study seeks to enhance the English learning experience, foster a positive and motivating learning environment, and ultimately elevate student performance and language skills. Understanding the Pygmalion effect's implications could revolutionise language education in Bangladesh by alleviating student anxieties, encouraging active language practice, and informing evidence-based policies for teacher training. Additionally, this research highlights the importance

of teacher expectations in shaping student performance, advocating for improved teacher training and professional development.

Research Questions:

      1.   How does the Pygmalion effect manifest within the Bangladeshi tertiary English classrooms, and how does it impact teachers in shaping the English language performance of their students?

      2.   How do Bangladeshi tertiary students perceive teacher expectations, and what is the influence of the Pygmalion effect on students in this context?

Purpose of the study

      The study employed a qualitative approach to explore the perceptions of both instructors and Bangladeshi tertiary students. This approach allows for a comprehensive exploration, using a qualitative approach, exploring the dynamics of the Pygmalion effect, which involves how teacher expectations can shape students' language abilities, academic success, self-perception, and emotional and mental well-being. Additionally, the study investigated how these expectations can influence teachers themselves, and how it influences them to impact the English language performance of their students. By answering these questions, the research aimed to contribute valuable insights to enhance English language education in Bangladesh, fostering a more inclusive and supportive learning environment for students.

Chapter 2: Literature Review

This chapter thoroughly examined key themes, theories, and past research related to the Pygmalion theory. It also helped identify research gaps. The chapter is organised into four sections. Part 1 introduces the Pygmalion effect, explaining its basic concepts. Part 2 explores theories contributing to the Pygmalion theory. Part 3 discusses how the Pygmalion approach is practically used in education. Lastly, Part 4 gives a brief overview of the Pygmalion effect in the context of Bangladesh.

Understanding the Pygmalion Effect: Key Concepts and Features

In the realm of educational psychology, the Pygmalion effect, as explained by Babad et al. (1982), is an example of a positive self-fulfilling prophecy. A self-fulfilling prophecy refers to a phenomenon where a person's belief or expectation, whether positive or negative, influences their behaviour in a manner that brings about the realization of that belief or expectation (Babad et al., 1982). In essence, it involves expecting a future outcome, which subsequently guides individuals' actions or attitudes to conform to that prediction, ultimately validating the expectation. In the context of education, maintaining high expectations among educators serves as a catalyst for increased dedication and enthusiasm among students (Jones, 1986), when teachers hold high expectations and positive labels for students, students tend to perform better in specific areas. Conversely, when expectations are low, performance tends to suffer (Borman et al., 2003). Therefore, this optimistic perspective then reflects in students' conduct, resulting in more significant accomplishments and improved overall performance (Borman et al., 2003).

Thus, grasping the Pygmalion effect involves understanding how teachers' expectations materialize and influence students, fostering their holistic development.

The Myth and History behind Pygmalion Effect

The origin of the Pygmalion effect can be traced back to an ancient tale from Greek mythology found in Ovid's Metamorphoses (Book X). The story revolves around Pygmalion, a monarch residing in Cyprus, renowned for his extraordinary talent in sculpture. He meticulously fashioned a statue in the likeness of a stunning maiden, pouring his deepest emotions and aspirations into his creation. With a strong desire for the statue to come to life, Pygmalion diligently refined and perfected his work. Miraculously, his fervent wish was eventually granted by the goddess Venus, as the statue underwent a miraculous transformation into a living being, precisely fulfilling his expectations and desires (Yue, 2005). This ancient narrative serves as the foundation for the Pygmalion Effect. In the educational context, teachers are akin to sculptors. Teachers harbour certain expectations and beliefs towards their "sculptures," their students, which subtly influence their actions and interactions. These beliefs often serve as self-fulfilling prophecies, impacting students' performance and behaviour in alignment with the teachers' initial expectations.

The Pygmalion effect, once widely embraced from the late 1960s to the 1990s, experienced a waning interest in research due to conflicting findings and a shift in educational research priorities. However, this concept has seen a resurgence in contemporary education. Avci (2017) and Jahan and Mehrafzoon (2019) attribute this renewed interest in the Pygmalion effect to its focus on students and teachers in the classroom- the key players in the classroom; for its student-centered approach and the demand for innovative teaching techniques. Moreover, it promotes learner empowerment and highlights the socio-dynamic aspect of learning, often overlooked in education. Furthermore, the renewed focus on excellence in education has contributed to the resurgence of interest in the Pygmalion effect (Jahan and Mehrafzoon, 2019)

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The Pygmalion effect, also known as the Rosenthal effect after researcher Dr. Robert Rosenthal, he and Leonore Jacobson, were the first to discover that a teacher's positive regard for students can boost self-efficacy, leading to improved performance (Avci, 2017). In a 1960s study by Rosenthal and Jacobson, students took the Test of General Capacity (TOGA) at the school year's start, measuring their IQs. A subset of students (20%), randomly selected with varying IQs, had their names shared with teachers who were informed that these students had high IQs, shaping their perceptions. The teachers expected outstanding academic achievements from them by year-end. Surprisingly, those students identified as high achievers by their teachers showed significantly greater test score improvement compared to peers without similar expectations (Rubovits & Maehr, 1971). In conclusion, Rosenthal and Jacobson found that teacher expectations could influence students' study habits, self-confidence, and academic success, identifying classroom atmosphere, feedback, teacher input, and student output as key factors. (Rosenthal, 1974).

Avci (2017) suggested that teachers' expectations can function as self-fulfilling prophecies, a notion first introduced by sociologist W.I. Thomas in 1928, thus implying that the Pygmalion effect embodies a self-fulfilling prophecy. Avci (2017) proposed that teachers who establish certain expectations for their students influence their interactions with them, effectively communicating anticipated behaviours and levels of success. Over time, this consistent approach may mould students' behaviours and academic performance to align with these expectations. Remarkably, this phenomenon mirrors sociologist Robert K. Merton's more detailed and systematic five-step model for the process and function of a self-fulfilling prophecy outlined in 1948, which expands upon Thomas's concept:

1. The instructor establishes initial expectations.

2. The teacher's behaviour toward each student diverges based on these expectations.

3. The teacher's treatment effectively communicates to each student the anticipated conduct and level of achievement.

4. Consistent application of this approach has the potential to reshape the student's behaviour and academic performance.

5. Over time, the student's behaviour and achievement naturally conform to the expectations set forth by the teacher. (Merton, 1948)

Characteristics of the Pygmalion Effect

Guskey's (1982) research provides strong evidence supporting the idea that teachers play a pivotal role in shaping student performance by establishing expectations. These expectations are often founded on assumptions about students' potential achievements, which can be influenced by teachers' past experiences and existing knowledge (Good & Nichols, 2001). Similarly, students' own expectations are shaped by various factors such as comparisons with peers, their perceptions of teachers, and their beliefs in their own abilities as well as those of their teachers and parents (Good et al., 2018). Building upon the work of Merton (1948), Trouilloud et al. (2002) and Good et al. (2018), it becomes evident that the Pygmalion effect operates through three distinct stages: teachers set expectations for student success, these expectations shape teacher-student interactions, and consequently, this treatment influences student achievement.

The Pygmalion effect, as defined by Rosenthal (2002), encompasses four key elements: classroom environment, teacher input, feedback, and student output. These aspects interplay to influence its efficacy. Firstly, the classroom atmosphere, largely influenced by teachers' expectations, dictates interactions: high-achieving students typically receive more positive

engagement, like smiles and affirmations, whereas low-achievers may face marginalization, with less opportunity to participate and diminished encouragement (Cooper, 1983). Secondly, teacher input signifies the treatment and allocation of instructional resources; with high-achievers typically receiving more challenging material, reflecting the expectation of greater effort from them (Rosenthal, 2002). While, low-achievers may face lower expectations and less challenging content (Good, 1982). The third aspect, student output, differential opportunities for active engagement, with high-achievers often granted more chances to participate actively, leading to increased attention and interaction from teachers (Rosenthal, 2002; Cooper et al., 1979). Lastly, feedback quality differentiates between high and low achievers, with the latter often receiving less precise and less frequent feedback, potentially discouraging their active involvement in the learning process (Rosenthal, 2002; Cooper et al., 1979; Good, 1982). This passivity, in turn, can be linked to difficulties in adjusting to new academic environments and the diverse expectations set by different instructors (Good and Nichols, 2001). Each teacher establishes distinct standards, which can leave students lacking in confidence hesitant to take initiative, preferring clearer guidance from instructors and feeling uncertain about expectations, particularly in environments where teaching is predominantly teacher-centric. Furthermore, those who are less frequently engaged, praised sparingly, and subjected to more criticism may develop counterproductive strategies that impede active participation (Chang, 2011).

It can be inferred from existing literature that differing expectations among teachers may result in unequal treatment, favouring high achievers over low achievers. Nevertheless, concept of the Pygmalion effect argues for maintaining high expectations universally, regardless of students' past performance, to foster belief in their potential and provide equitable opportunities for growth (Wang & Chai, 2016). Research indicates that students who struggle academically

benefit significantly from increased support and regular progress evaluations, highlighting the need for teachers to provide additional assistance (Good et al., 2018). This suggests that employing the Pygmalion effect is suggested as a potential strategy to narrow the achievement gap, as it mitigates disparities in status. Good & Nichols (2001) observed heightened levels of active participation among low-achieving students when teachers hold high expectations for them. Consequently, scholars posit that subpar performance often stems from limited opportunities for participation and practice among low achievers (Cooper et al., 1979; Good & Nichols, 2001).

Teachers' expectations appear to have the most significant impact on improving the performance of underachievers. Even when teachers harbour doubts about a student's abilities, demonstrating faith in their potential for growth can yield significant results. Offering additional support to struggling students, separate from high-performing peers, can also enhance their academic outcomes (Good et al., 2018). The Pygmalion approach advocates for educators to shift towards student-centred and constructivist methodologies, highlighting interactive learning, communicative language instruction, tolerance for errors, and providing constructive feedback. These contemporary methodologies can shape teachers' behaviours, fostering positive teacher-student dynamics and effective classroom management (Avci, 2017).

Advantages of the Pygmalion Effect

The Pygmalion effect, akin to a reflective mirror, suggests that encountering positive expressions can amplify happiness, while encountering sad ones lacks the same uplifting effect. While statistical data suggests that teacher expectations may not impact all students, those unaffected often exhibit a strong sense of self-reliance, drawing confidence and motivation from an innate desire to learn. This internal drive significantly shapes their enthusiasm and confidence

in academic endeavours, however extrinsic help is equally necessary. While the Pygmalion effect extends beyond teachers to encompass expectations from parents, families, and friends, the pivotal role of teacher expectations cannot be overstated due to their expertise in education (Riley & Ungerleider, 2012).

Rubie-Davies (2006) investigated the influence of instructors' expectations in reading and mathematics on students' self-perceptions. The study initially identified commonalities between high and low-expectation instructors, but ultimately, students taught by high-expectation instructors reported significantly greater self-esteem. In her 2015 book, Rubie-Davies found that high-expectation instructors foster a positive classroom atmosphere characterised by friendliness, supportiveness, cooperation, and a shared sense of purpose. The Pygmalion effect offers numerous advantages, as highlighted by Wang and Lin (2014) in their research. They pointed out various important aspects that show how beneficial it can be:

1.   ***Cultivation of a Harmonious Teacher-Student Relationship***: The Pygmalion effect proves invaluable in fostering a healthy teacher-student dynamic. This effect necessitates educators delving deeper into the lives of their students, forging stronger connections and a deeper understanding. Such efforts empower teachers to offer personalised support, fostering effective two-way communication.

2.   ***Stimulating Intrinsic Learning Motivation in Students***: The Pygmalion effect can bridge the societal and institutional need for learning with students' intrinsic desires to learn, fostering a positive attitude towards education and igniting intrinsic motivation. This, in turn, can kindle a genuine passion for learning, fueling a resolute determination to overcome challenges in subjects like English.

3. ***Enhancement of Self-Esteem***: Psychology teaches us that individuals yearn for recognition and appreciation from society, with their self-perception often shaped by external responses. The Pygmalion effect can significantly boost students' confidence in their English studies. When teachers use positive encouragement, it can make students self-assured and more eager to learn, leading to more proactive and independent learning in English.

Park, Singer, and Gibson (2005) observed that teachers who display positivity and enthusiasm tend to be more effective, especially in supporting students facing significant disadvantages. Tsiplakides and Keramida (2010) emphasise the profound influence of teacher expectations, especially in contexts like foreign language learning where anxiety is prevalent. The absence of teacher support can exacerbate such anxieties, underscoring the critical importance of teacher emotions in moulding student behaviours. Teachers, similar to primary caregivers, play a crucial role in helping young learners regulate their emotions (Frenzel, 2014; Calkins & Dollar, 2014), and this can help in students anxiety and negative feelings during the learning process.

Furthermore, research corroborates that such positive reinforcement can counteract learned helplessness. Sanchíz et al. (2022) defines learned helplessness as a state wherein individuals feel powerlessness over outcomes, hindering effort and motivation in learning and fostering a defeatist attitude (Sanchíz et al., 2022). The Pygmalion effect, however, offers a remedy by instilling positive expectations and feedback, empowering learners to perceive control and efficacy in their learning journey. As learners experience success and recognize the positive outcomes of their efforts, the adverse effects of learned helplessness can be mitigated (Sanchíz et al., 2022). Therefore, fostering a more positive academic experience characterised by a sense of accomplishment and reduced anxiety.

In a broader educational context, Tomilson and Javius (2012) expressed concerns about classroom equity, urging a shift from focusing solely on high-achieving students. They recommended adjusting teacher expectations to empower all students. Recognizing classroom diversity, akin to the broader world, is crucial. When teachers anticipate student progress, provide clear objectives, guidelines, feedback, and a safe learning environment, and convey belief in every student's potential for success, they establish a foundation for learning experiences where student effort, rather than background, is the primary predictor of success. This belief in students' potential fosters dynamism and adaptability in teachers, enabling effective responses to evolving student growth demands. (Tomilson & Javius, 2012)

Theoretical Foundations of the Pygmalion Effect

The Pygmalion Effect, based on the concept of self-fulfilling prophecies, involves teachers acting as leaders, influencing students as followers. This phenomenon occurs because leaders' high expectations enhance their followers' performance (Whiteley et al., 2012). The interconnected ideas of Pygmalion, goal-setting, and achievement should be compelling enough to motivate teachers to raise standards and promote student productivity (Eden, 1992).

Apart from the Pygmalion effect, exploring related concepts like the Golem effect, anti-Pygmalion effect, upward Pygmalion effect, and various expectation-driven prophecies offers a comprehensive understanding of educational dynamics.

The Conceptual Theories Underlying the Pygmalion Effect

The foundation of the Pygmalion effect can be traced back to Merton (1948), who first coined the term "self-fulfilling prophecies." This concept, a key factor in the Pygmalion Effect, falls under the category of interpersonal expectancy effects. Rosenthal and Jacobson (1968) conducted ground-breaking research in an elementary school, further solidifying the Pygmalion

effect. Self-fulfilling prophecies, as defined by Merton (1948), involve false ideas about a situation leading to behaviours that make the initial misconception come true. These can occur within an individual (intrapersonal) or between individuals (interpersonal), with the Pygmalion effect being a prime example of the latter.

To grasp the Pygmalion effect's core principles, it is essential to recognize its two main players and their roles: a person in authority (leader, supervisor, or teacher) and an individual under their guidance (subordinate, follower, or student). The teacher's expectations and supportive actions play a pivotal role, with students frequently exceeding anticipated performance levels (Almadi, 2019). While various theoretical models have been proposed to explain the Pygmalion effect, Trouilloud and Sarrazin (2003) have condensed these into a straightforward three-stage framework, illustrated in Figure 1.

Figure 1: Proposed theoretical model explaining Pygmalion effect
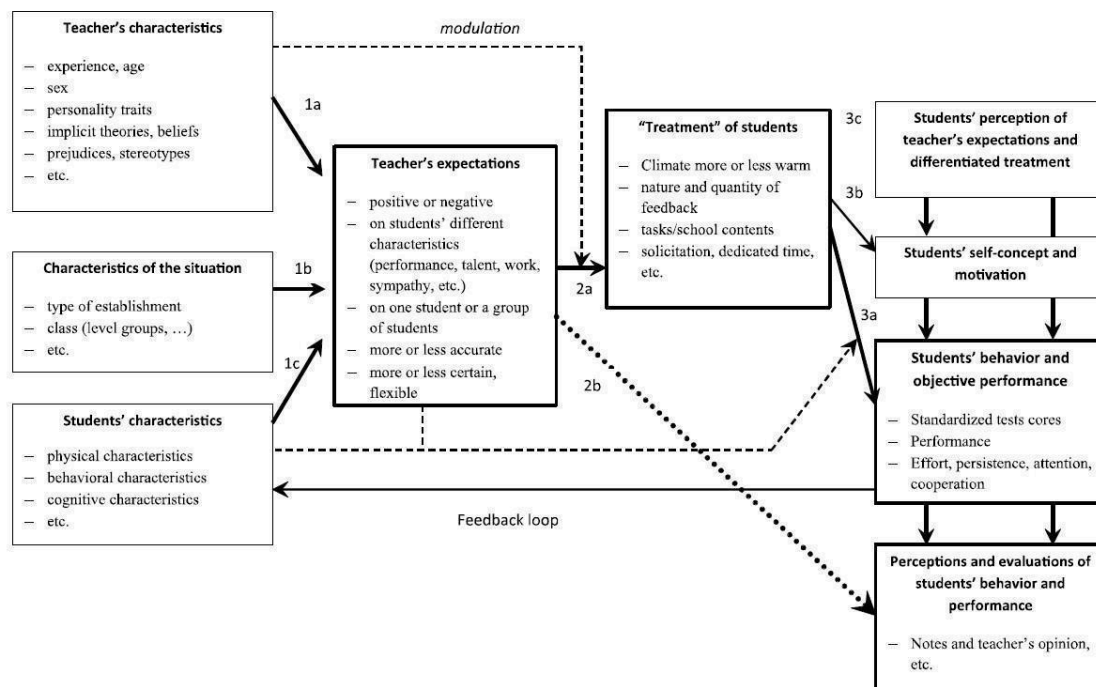
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In the first stage of this model, teachers gather and adapt knowledge to help students, maintaining a positive attitude. This leads to the second stage, where expectations for performance and behaviour vary based on different student types. In this stage, subtle messages are used to shape and improve student learning behaviour, indicating how they should behave or perform academically. The final stage involves guiding students toward academic success and behaviour that aligns with teachers' standards. To achieve an effective outcome and establish an impact factor, factors such as the "durability and high frequency in the statement of expectations" (Giannoudis, 2009, p.11) and clear communication of teacher expectations and student behaviour reactions are crucial (Brophy, 1982; Trouilloud & Sarrazin, 2003).

The driving force behind the Pygmalion method is the instructors' expectations (Sarrazin, 2003). Trouilloud and Sarrazin (2003, p.95) assert that these expectations can be categorised as (a) positive or negative, (b) related to individual students or groups of pupils, (c) associated with abilities, performance, or school-related traits (e.g., hardworking, lazy, independent, dependent, likeable, unlikable, social, antisocial, etc.), and (d) linked to specific courses, such as mathematics or physical education, or more general attributes.

In practical situations, expectations often stem from previous student performance, input from colleagues, initial tests, and parental comments. However, generalisations and stereotypes related to gender, appearance, socioeconomic status, or race can also influence expectations. Importantly, student performance and outcomes aren't solely influenced by expectations; teachers' conduct, which varies, and students' perceptions and reactions also play significant roles. (Brophy, 1982; Giannoudis et al., 2009; Trouilloud & Sarrazin, 2003).

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Pygmalion Effect and Golem Effect

The Pygmalion effect and the Golem effect are two important psychological concepts in education and business. Golem effect occurs when low expectations can result in self-fulfilling prophecies, causing individuals to perform poorly due to a lack of belief in their abilities (Eccles & Wigfield, 2020). This effect is named after the Hebrew word for 'dumbbell.' Studies confirm the existence of both the Pygmalion and Golem effects, with some individuals being more affected than others (McNatt, 2000). Both effects are often discussed in relation to education and business. Unfortunately, the Golem effect seems to be more widespread and powerful than the Pygmalion effect (Eccles & Wigfield, 2020). To counteract the Golem effect, some propose reminding students or employees that initial judgments were unfair and undervalued their talents. (Eccles & Wigfield, 2020; Davidson and Eden, 2000). To foster the Pygmalion effect and create a supportive learning environment, researchers recommend strategies such as reducing emphasis on evaluation, minimising competition, setting high yet achievable expectations, instilling the belief that everyone can master the material, and emphasising the intrinsic value of mastering it (Eccles & Wigfield, 2020; Sanchíz et al., 2022). Empathy, a crucial component in the learning process, involves understanding and respecting students' perspectives, as well as conveying this understanding in a sensitive and caring manner (McLeod, 1995; Sanchíz et al., 2022). Some of the finest educators in the field exhibit empathy, actively striving not only to understand their students but also to respect their perspectives, and endeavouring to experience the world as their students do (McLeod, 1995).

In conclusion, the Pygmalion and Golem Effects are critical psychological dynamics in education and business, shaping individuals' performance and potential based on expectations.

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Recognizing and addressing the Golem effect while cultivating the Pygmalion effect can lead to positive outcomes in these settings.

Expectations, Self-Fulfilling Prophecies, Self-Efficacy, and Related Factors

In the realm of interpersonal communication, individuals hold certain expectations when engaging with one another. These expectations guide how we behave when talking to others, giving us a chance to confirm or challenge our preconceived ideas about them (Rothbart & Park, 1986). Additionally, these expectations provide opportunities for others to match and support these preconceived beliefs (Snyder & Swann, 1978). So, our actions not only send signals to those we talk to but can also create conditions that encourage expected behaviours in others. This is tied to our natural inclination to respond to specific social cues and situations, known as "matching responses" (Good et al., 2018), which serve to confirm the initial impressions we have.

This process, starting with initial assumptions and progressing through interactions to the eventual confirmation of those assumptions, is known as a self-fulfilling prophecy (Jones, 1986). It involves both perceiving and behaving in ways that align with expectations. Rubovits and Maehr (1971) state that the Pygmalion effect is a prime example of a self-fulfilling prophecy, where expectations lead to actions that shape an individual's performance to match those expectations. However, the Pygmalion effect is not an instant reaction but is influenced by self-efficacy, motivation, and attribution processes (Jahan & Mehrafzoon, 2019)

Jahan and Mehrafzoon (2019) discovered that the Pygmalion effect significantly influences students' self-efficacy and academic engagement. Self-efficacy refers to an individual's belief in their ability to accomplish tasks related to a specific goal (Bandura, 1997). Bandura (1997) outlined four variables—enactive mastery, vicarious experience, social

persuasion, and physiological and affective states—that can shape self-efficacy. The expectations held by observers can impact an individual's perceived self-efficacy through both verbal and nonverbal forms of social persuasion. Importantly, self-efficacy is positively correlated with performance; believing in one's ability to perform well has been shown to enhance actual performance. Equally, an individual's performance can also influence their self-efficacy (Bandura, 1997).

One determinant influencing self-efficacy is expectations (Jahan & Mehrafzoon, 2019). Higher expectations result in increased self-efficacy, whereas lower expectations lead to decreased self-efficacy. According to expectancy theory, individuals are more willing to invest effort in a task if they anticipate that their effort will lead to successful performance (Vroom, 1964). However, performance is not solely determined by one factor but by a combination of skill, effort, and context, which collectively contribute to improved performance. This suggests a positive correlation between self-efficacy, expectations, and performance (Eden, 1992).

In summary, the Pygmalion effect is firmly rooted in theory: elevated external expectations bolster self-efficacy. This heightened self-efficacy in turn, stimulates motivation and effort, ultimately leading to enhanced performance, thus affirming the interplay between self-efficacy and external expectations. This reciprocal process completes the cycle of a self-fulfilling prophecy.

The Anti-Pygmalion Effect, Upward Pygmalion Effect, and Their Implications

In a study on college English teaching, Chang (2011) discovered that when teachers had high hopes, misjudged students' independence, enforced strict online learning rules, and gave poorly designed tests, it led to an unexpected result – the "anti-Pygmalion effect." This effect does not disprove the Pygmalion effect but highlights that, even with high expectations and good

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teaching, students may not improve their performance. According to Brophy (1982), research suggests that teacher expectations generally have a more negative impact.

Teacher enthusiasm strongly affects student motivation and performance. However, the study found a contradiction where positive teacher expectations didn't help students due to various reasons. Some students couldn't grasp the teacher's expectations and didn't value language learning, resulting in low motivation. Additionally, some students preferred independence and were uncomfortable with excessive teacher attention, which only heightened their anxiety. Therefore, Chang's (2011) suggests that favourable teacher expectations may not always translate into exceptional student achievements. Various factors, beyond instructor expectations, play a significant role in shaping student motivation, enthusiasm, and accomplishments in an educational setting (Chang, 2011).

Moving on to the Upward Pygmalion effect. Normally, the Pygmalion effect manifests in a downward trajectory, with higher-status individuals having expectations for those with lower status (like teachers for students). Therefore, the occurrence of the downward Pygmalion effect may be closely tied to the authority held by the perceiver over the perceived. The Upward Pygmalion effect follows an opposite trajectory. It involves lower-status individuals having expectations for those with higher status. (Wang, 2022).

Feldman and Prohaska (1979) conducted experiments to examine the impact of student expectations on teacher performance, focusing on the upward Pygmalion effect. The results consistently revealed that students anticipating competent professors exhibited more favourable attitudes, constructive nonverbal behaviours, and superior performance compared to those expecting less competent instructors. Moreover, instructors facing positive expectations tended to evaluate both their own and their students' performance more favourably than when

confronted with negative expectations. External observers also rated instructors in the high-expectation group more positively than those in the low-expectation group (Feldman & Prohaska, 1979). These findings significantly support the concept of Upward Pygmalion effect. Wang (2000) attempted to explore deeper into this concept but faced challenges, highlighting the limited number of studies validating this phenomenon.

The Pygmalion Effect in Education

The Pygmalion effect started in education thanks to Rosenthal and Jacobson in 1968. It was later used in areas like business, medicine, and science. Recently, there's been a renewed focus on studying the Pygmalion effect in educational context (Wang, 2022).

The Pygmalion Effect in Classroom Settings

It's widely recognized that teachers often form ideas about their students, and these notions can affect how teachers behave and evaluate students (Wang, 2022; Jahan & Mehrafzoon, 2019). This interaction is dynamic, with both teachers and students developing expectations about each other. Initially positive, these expectations can change based on behaviours throughout the learning process (Niari et al., 2016).

Teachers convey their expectations through both words and actions when interacting with students. This includes positive body language and gestures, motivating students to achieve higher academic levels (Sanchíz et al., 2022). In distance or online learning, instructors' positive expectations, expressed through encouragement and support, build trust and bridge the physical gap. This reduced distance leads to better academic performance (Niari et al., 2016).

Nisrina (2020) showed that the Pygmalion effect is a reciprocal process, influencing both educators and students. Her research findings shed light on the fact that teachers are inclined to centre their instructional approaches on high-achieving students, those who align with their

expectations or exhibit heightened engagement and motivation in the classroom. Nisrina (2020) has also alluded to the notion that when students exhibit confidence in their teachers' competence and actively engage in class, believing in the capabilities of the teacher, the teacher, in turn, tends to perform at a higher level, it is, however, important to note that there is limited empirical evidence to firmly support this claim. Milner (2002) observed high achievers often become role models for the entire class, receiving more time and attention from teachers, leading to better outcomes. In contrast, lower-achieving students face challenges due to testing methods, pace, and grading criteria favouring high-performing students (Friedrich et al., 2015).

In a Polish middle school study (Szumski & Karwowski, 2019), the Pygmalion effect positively influenced students' maths skills. Higher teacher expectations were linked to stronger academic self-concepts and, subsequently, better maths proficiency. A similar trend was seen in a recent Chinese study (Wang et al., 2021), where teachers' expectations significantly affected students' academic achievements. Both studies highlight that higher expectations result in positive feedback, a powerful motivator. Hattie (2011) emphasised that feedback is a key factor in student achievement, with twice the average effect size of other schooling effects.

The Application of the Pygmalion Effect in English Classrooms

In recent times, the Pygmalion effect has become a valuable tool in English language education, especially for those learning English as a second or foreign language (Avci & Doghonadze, 2017; Wang & Lin, 2014). Researchers have found positive results when applying the Pygmalion effect in these classrooms, particularly in reducing the anxiety associated with language learning (Avci, 2017; Wang & Lin, 2014).

Wang and Lin (2014) highlight how the Pygmalion effect positively affects the relationship between teachers and students, fostering better communication. Analysing its use in

junior English education, it was discovered that the Pygmalion effect motivates students intrinsically. This motivation arises when students recognize the importance of their education in both societal and academic contexts, supported by their teachers' belief in their abilities (Wang & Lin, 2014).

Avci (2017) identified high levels of anxiety among English as a foreign language (EFL) students, especially in listening lessons in Iraqi institutes. Avci (2017) proposed that the Pygmalion effect could help alleviate this anxiety. In an experiment, one group with low motivation and apprehension was compared to another group that actively participated in activities based on a carefully designed Pygmalion effect model. The intervention led to significant improvements in listening skills, confidence, and a notable reduction in anxiety by the end of the study.

The Influence of the Pygmalion Effect on English Language Anxiety

Anxiety is a natural response to potential threats or unpleasant situations, often stemming from an undefined fear of failure (Wiseman & Hunt, 2008). It can lead individuals to choose inaction over attempting something, viewing the latter as more dishonourable. This anxiety can manifest as a loss of focus, irritability, withdrawal, physical discomfort, or poor academic performance, which in turn exacerbates the anxiety (Wiseman & Hunt, 2008).

MacIntyre and Gregersen (2012) have identified foreign language anxiety as a distinct and widespread form of anxiety. They observed that students experienced more anxiety during second or foreign language tests compared to tests in their native language. Interestingly, appropriate levels of anxiety could actually help students perform better (Rahman & Kaniadewi, 2023) but excessive anxiety hindered their ability to demonstrate their knowledge and skills (MacIntyre and Gregersen, 2012). Teachers play a significant role in causing or mitigating this

anxiety. Factors such as lack of constructive feedback, strictness, unfriendliness, and an intimidating classroom atmosphere can contribute to students' anxiety (Dewaele et al., 2017; MacIntyre and Gregersen, 2012). Setting expectations too high can lead to stress, while setting them too low can result in a lack of motivation to study. Additionally, students themselves may lack confidence in their English abilities or be introverted (Avci, 2017).

The majority of these factors fall within the control of the teacher. In the context of the Pygmalion effect, the teacher's role is pivotal, but other elements also influence teacher behaviour, which, in turn, affects the development of students' English language skills. (Dewaele et al., 2017; Avci, 2017; Bass, 2020)

To counter the negative effects of anxiety, teachers must "assist students in achieving academic success while significantly reducing test anxiety levels" (Supon, 2004). It is worth noting that "foreign language learning anxiety does not strongly correlate with achievement" (Osboe, Fujimura, & Hirshel, 2007). Duxbury and Tsai (2010) emphasise that "foreign language anxiety is a common phenomenon that impedes students' progress in ESL and EFL classes." In a study involving Chinese learners of English, Xu and Li (2010) describe anxiety as "a negative factor that dampens the learner's spirits."(p. 250).

In addition to the Pygmalion effect's positive impact through encouraging words, teachers can help ease students' anxiety by using familiar materials with easily understandable topics (Kim, 2000). Young (1992) identifies three sources of language anxiety: the student, the instructor, and instructional techniques. The way teachers view language education, their relationships with students, classroom dynamics, and evaluation methods can either increase or decrease students' anxiety, all linked to the Pygmalion Effect. When a teacher suggests that language learning is too difficult for some students, it only makes their anxiety worse (Bass,

2020). On the flip side, a teacher who believes in their students' potential in a foreign language, creates relevant exercises, and works to reduce test-related stress can help students build confidence, reduce anxiety, and succeed in learning and testing (Avci, 2017). Research by Huang, Elami, and Hu (2010), Federici and Skaalvik (2014), and Avci (2017) reveals the following key points:

- The Pygmalion effect can encompass both emotional and practical teacher support.
- Emotional support is likely to significantly reduce ESL and EFL anxiety, subsequently boosting language abilities due to reduced anxiety and increased motivation.
- Practical support directly enhances EFL and ESL skills.
- Both emotional and practical support enhance student engagement in exercises.

The Pygmalion Effect in the Context of Bangladesh

Bangladesh endured British colonial rule for nearly two centuries as a part of the Indian subcontinent. This prolonged British influence left a permanent mark on Bengali culture, particularly in terms of the English language. English retained its prevalence during and after the British "raj." This unique sensitivity to English, intertwined with colonial legacies, likely played a pivotal role in shaping English learning and instruction in Bangladesh. Consequently, English language acquisition in the Bangladeshi setting carries not only the typical challenges associated with foreign language acquisition but also the added burden of colonial influence, which contributes to English-speaking anxiety (Sultana, 2023; Murtaza, 2016; Rahman & Singh, 2020)

The introduction of English medium education into the Bangladeshi educational system is a relatively recent development. Despite a gradual increase in the number of students in English medium programs, Bangla medium remains the primary instructional medium. As students transition from school to university, they encounter significant challenges, as most

private universities employ English as their primary language of instruction (Haque, 2017; Mansoor et al., 2004).

While there have been improvements in English education in Bangladesh, its value is often confined to preparing students for exams (Hamid & Al Amin, 2022). Educational authorities place considerable emphasis on enhancing students' English literacy skills, but teaching methods often revolve around exam preparation (Sultana, 2023). This narrow focus primarily involves grammar and writing, neglecting crucial language skills (Choudhury, 2010). One reason for this could be the limited application of English in an EFL/ESL student's daily life, diminishing the importance of English skills (Sarkar et al., 2021).

Furthermore, EFL students often face listening anxiety. Sharif and Ferdous (2012) attribute this to the inherent emphasis on reading, writing, and speaking proficiency in the native language (L1), while English (L2) is treated more as a subject than a means of communication.

Studies by Chowdhury and Haider (2012), Haque (2017), and Khan (2019) have highlighted disparities in attention and feedback between high-achieving and low-achieving students in Bangladesh. Lesser achievers often receive inadequate support, leading to a loss of motivation for learning. Additionally, they found high levels of teacher-induced and self-induced anxiety among tertiary-level students, resulting in demotivation.

In Quadir's (2017) examination of demotivation in Bangladesh, it becomes evident that teachers wield considerable influence on students' academic enthusiasm and motivation. Their traditional teaching methods, discouraging demeanour, and the creation of an unfavourable classroom environment stand out as pivotal elements contributing to students' lack of motivation (Quadir, 2017; Sarkar et al., 2021). Additionally, the prevalence of negative feedback further compounds this issue, fostering a cycle of disengagement. Furthermore, students' pessimistic

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views regarding their English proficiency serve as an additional demotivating factor,

perpetuating a sense of inadequacy within the learning process (Quadir, 2017).

Chowdhury (2021) revealed a lack of evidence regarding course professors' participatory,

innovative, or student-centred approaches. Given the influential role teachers play in shaping the

learning atmosphere and influencing student motivation, academic engagement, and

performance, Muslim et al. (2020) advocate for educators to reassess and adjust their

methodologies to cultivate dynamic learning environments characterised by increased social

interaction. Addressing these concerns could be facilitated through the Pygmalion effect, as

noted by Hornstra et al. (2015), wherein teachers wield significant influence as external

motivators, impacting students' intrinsic drive, autonomy, and boosting both their own attitudes

and engagement.

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<div align="center">**Chapter 3: Methodology**</div>

In this chapter, I described the methodology of conducting my research. My main aim is to investigate the presence and implications of the Pygmalion effect in Bangladeshi English classrooms. It focuses on two key aspects: first, examining how the Pygmalion effect influences teachers' capacity to shape students' English language skills. The second question centres on students' views of the Pygmalion effect, exploring its effects on their behaviour, attitude, and classroom dynamics. This study is qualitative, allowing for a thorough exploration of how teacher expectations shape students' language skills.

In the upcoming sections, I provided a detailed explanation for choosing a qualitative research approach, outlined the underlying philosophical beliefs, and described the interpretive framework I used, explained the methodology for analysing data, and discussed the careful process of selecting participants.

Philosophical Assumption and Interpretive Framework

This section describes the philosophical assumptions and interpretative framework that guided the research. This research is based on social constructivism ideas. Within this paradigm, the research is based on particular ontological, epistemological, and axiological assumptions that guide the investigation of the Pygmalion effect's impact on both instructors and students in English language learning.

Table 1

The Philosophical Assumptions of the Study

Research paradigm	Philosophical Assumptions			
Social Constructivism	**Ontological**	**Epistemological**	**Axiological**	**Methodology**

	Acknowledge the existence of multiple subjective realities.	The use of open-ended questions, facilitating the collection of subjective experiences.	Emphasise the importance of considering both the researcher's values and the interpretations of the participants.	Qualitative methods, particularly in-depth interviews, serve as the cornerstone of my research approach. These interviews are designed to delve deeply into the subjective experiences of the participants.

I chose qualitative research, specifically the Social Constructivist paradigm, to investigate the Pygmalion effect in the Bangladeshi English classroom, exploring how teachers' expectations impact students' performance. The research focuses on perceptions, interactions, and meaning construction, examining how teacher expectations influence students' English language performance and how students perceive this influence. The Social Constructivist approach aligns well with the Pygmalion effect, offering an ideal framework for exploration.

To address Research Question 1, which examines how the Pygmalion effect influences teachers in shaping students' English language performance, I explored social processes and dynamics between teachers and students. Research Question 2 explores Bangladeshi tertiary students' perceptions of teachers' high expectations and the Pygmalion effect. By considering both teachers' and students' perspectives, the thesis provides a comprehensive understanding of the Pygmalion effect.

The use of a constructivist framework enhances comprehension by considering the impact of high teacher expectations from both perspectives. Social constructivism, emphasising subjective meaning construction from experiences (Mogashoa, 2014), aligns well with the research questions, focusing on social interactions, cultural context, and subjective experiences, providing a strong framework for dissecting the Pygmalion effect.

In terms of ontological factors, I conducted open-ended online interviews with teachers and students, exploring their perspectives on high expectations and the Pygmalion effect. This

approach helped uncover how high expectations from teachers impact both parties in terms of English language performance, aligning with Research Question 1. Subsequently, I focused on interviewing students to understand their views on high expectations and the Pygmalion effect, addressing Research Question 2. This method tapped into subjective opinions influenced by participants' worldviews, enriching the understanding of the dynamic reality under study.

Epistemology, according to Denzin and Lincoln (2005), involves the dynamic interaction between the researcher and the knowledge acquisition process. Crotty (2003) suggests, it is about understanding "how we come to know what we know."(p. 8). The social constructivism paradigm in this study emphasises that teachers and students actively shape and give meaning to their perceptions of the Pygmalion effect on students' performance.

Axiologically, as a Master's student specialising in English Language Teaching (ELT) with a non-native English background, my unique position offers a valuable perspective on understanding students facing difficulties with English in the same context. This study acknowledges the co-construction of values by both the researcher and participants, embracing subjectivity and interpretation within the social constructivist framework (Mogashoa, 2014). Finally, this study employs an inductive approach to analyse collected data and organically formulate theory from the findings.

Conceptual Theoretical Framework

The theoretical foundation of this study rests on the Pygmalion effect, initially conceptualised in Ovid's Metamorphoses (8 CE), formally introduced by Merton (1948), and further developed by Rosenthal and Jacobson (1968). The Pygmalion effect, a self-fulfilling prophecy, is centred on expectations, the learning environment, and teacher behaviour, influencing students' paths to success or failure (Carmen & Ghinea, 2014). Although the

Pygmalion theory is mainly based on Rosenthal's (2002) work, this study takes inspiration from

Trouilloud and Sarrazin's (2003), Avci, 2017 and Wang and Lin, (2014) explanation of the

Pygmalion effect. I combined several theories and decided to make a conceptual theory that

would work better in Bangladesh's context. The choice of this theoretical framework is

motivated by the necessity to comprehend the Pygmalion effect's impact on students, its

influence on teacher-student dynamics, and its connection to students' achievements in English

language education.

Figure 2

Theoretical Model Explaining Pygmalion Effect
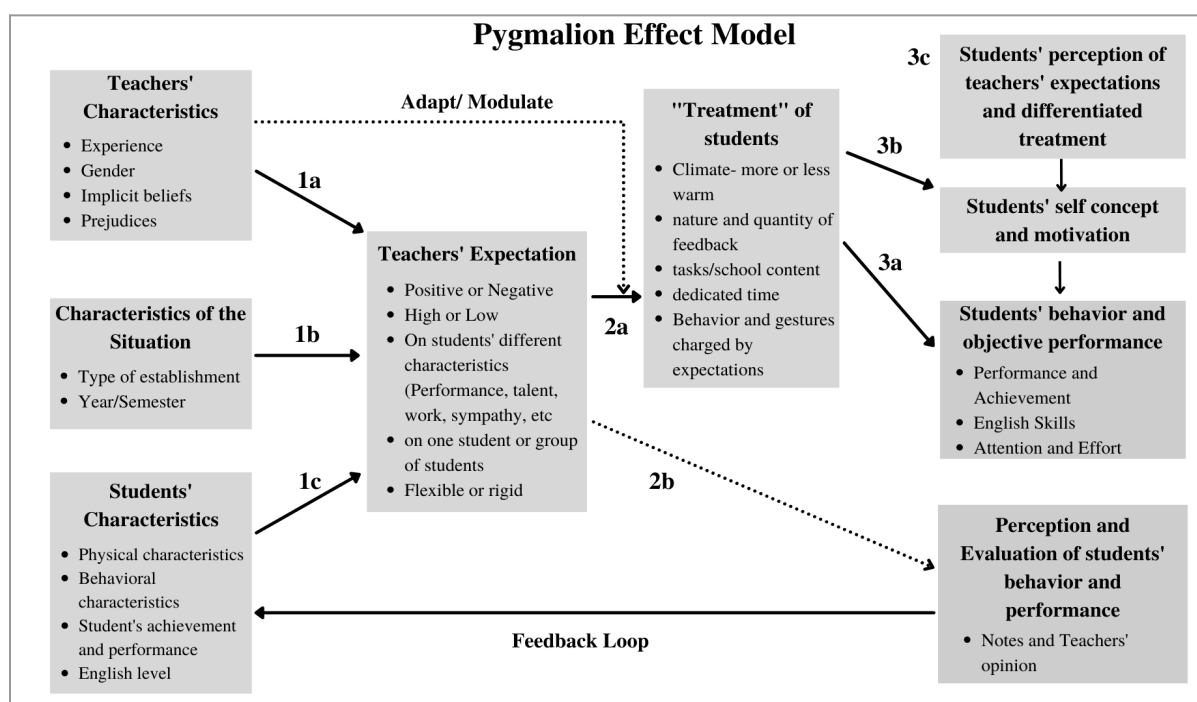
Note: The image above shows how the Pygmalion effect works in a classroom. It illustrates the

factors that influence teachers' expectations, affecting how they treat and behave towards

students. This, in turn, impacts students' academic performance and self-concept.

In the first stage, teachers observe and gather information about students, influencing their initial attitudes. This leads to a shift in attitude in the second stage, creating distinct expectations based on perceived potential. Teachers then adopt varied behaviours, subtly conveying implicit messages about expected behaviour and academic outcomes. This process significantly shapes and refines students' learning behaviour, guiding them toward specific academic achievements aligned with initial teacher expectations. Ultimately, the Pygmalion effect becomes a self-fulfilling prophecy, as students are propelled toward a particular academic trajectory that validates the teacher's initial beliefs.

Research Site

My dissertation focused on how the Pygmalion effect plays out in a Bangladeshi tertiary English classroom examining its impact on both educators and learners and how it influences English language performance. I conducted the study at a private university in Chittagong, Bangladesh, which I will refer to as Global XYZ University to maintain anonymity. This choice was fitting for several reasons. Firstly, I aimed to explore the Bangladeshi tertiary context regarding language education and the Pygmalion effect, making a university in Bangladesh an apt selection to ensure the findings' contextual relevance and contribute to understanding educational dynamics within the country. Secondly, the university offered specific English courses, such as "Developing Basic Skills in Writing and Reading" and "Advanced Listening and Speaking," making it conducive for recruiting participants actively engaged in English language learning. Thirdly, the university's accessibility and the ease of engaging with its community played a pivotal role in the selection process. Personal connections with some students and a friendly assistant professor facilitated communication and participation from willing teachers.

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Factors such as familiarity with the location, communication convenience, and logistical considerations also factored into the decision to choose this institution.

Global XYZ University proved to be an ideal research environment, not only for its cooperation and research-friendly atmosphere but also for its diverse student body with varying levels of English proficiency. This diversity enriched the data pool, allowing for a comprehensive examination of experiences across different academic backgrounds, including both English and Bangla mediums.

I contacted five teachers and twelve students via email, of whom two instructors and five students agreed to participate, while others either did not respond or politely declined.

Research Participants

In my dissertation of the Pygmalion effect in the tertiary English classroom, I opted for a qualitative research approach to gain insights from both teachers and students. Following Creswell's (2012) suggestion, I intentionally selected participants capable of offering valuable perspectives. To efficiently identify participants within the limited time frame, I employed Shaheen et al.'s (2019) snowball sampling method, where recommendations from existing participants led to suitable candidates for the study. This approach enabled a diverse selection within the allocated time and resources.

To address sampling bias, I gathered recommendations from various sources, avoiding dependence on a single referrer. Ensuring diversity, I included students from different academic backgrounds, encompassing high and low achievers, from both English and Bangla mediums. For teachers, I balanced experience levels by selecting one with less and another with more teaching experience. Participants were from Global XYZ University in Bangladesh, and pseudonyms were assigned for privacy.

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Unstructured, open-ended interviews, conducted online with participants' consent, provided a rich understanding. English language instructors were selected based on their willingness, while student participants needed to be tertiary students at the same university, having taken at least one English course with a participating teacher and expressing willingness to engage. The research included two English instructors and five students from Global XYZ University in Bangladesh, all with a history of courses with these instructors (see table below).

Table 2

Information of the Teachers Participants

No.	Name	Academic qualification	Professional background	Present Occupation
1	Tehseen	BA in English language and Literature. MA in English language teaching MA in English literature	O Level (1 year) Tertiary level (11 years)	Assistant Professor at Private university in Bangladesh
2	Nazha	BA in English Language and Literature MA in English Language Teaching MA in Multilingualism	Tertiary level (3 years)	Lecturer at Private University in Bangladesh

Table 3

Information of the Student Participants

No.	Name	Educational background	Years of learning English	English Command
1	Zarish	English medium Currently a tertiary student (4th year)	18 years (EMI and Subject)	Very good
2	Shana	Bangla medium Currently a tertiary student (2nd year)	16 years (subject)	Average good

3	Talha	Bangla medium Currently a tertiary student (2nd year)	17 years (subject)	Average Good
4	Hina	Bangla medium Currently a tertiary student (2nd year)	17 years (subject)	Average
5	Srabon	English medium Currently a tertiary student (4th year)	19 years (EMI and Subject)	Very Good

Data Collection

For my thesis, I relied on two primary data sources: semi-structured interviews and research memos. Semi-structured interviews, a widely accepted qualitative research method (Stuckey, 2013), were my main focus due to their flexibility and conversational style. This approach facilitated follow-up questions and adaptive interactions, creating a comfortable space for participants and encouraging subjective analysis (Castillo-Montoya, 2016; Scheele & Groeben, 1990). To ensure accuracy, I shared interview transcriptions with participants, receiving valuable additional comments from one participant that were later incorporated into the final transcription.

Additionally, I used research memos during data collection as records of reflections. These memos documented events, thoughts, hypotheses, and analyses, aiding in organising ideas, gaining insights, and developing codes, thereby enhancing the overall depth of my research (Razaghi et al., 2020).

Interview Protocol

In my thesis, I employed semi-structured interviews to glean crucial insights from participants, delving into their perspectives. These interviews, intentionally open-ended, fostered meaningful discussions, allowing participants to freely express their thoughts. Adhering to Castillo-Montoya's (2016) Interview Protocol Refinement (IPR), I executed a four-phase plan:

Aligning Questions with Research Goals: First, I ensured that the interview questions closely matched the main topics using a matrix, a tool recommended by Cassar et al. (2021), for effective and valid interviews.

Creating Conversations from Questions: This involved turning the questions into natural dialogues by framing them in a socially appropriate manner and incorporating probing and follow-up questions.

Thoroughly Examining Questions: I carefully reviewed the interview questions to identify any potential weaknesses that could affect the interview process or outcomes. This step also helped me understand the participants' thought processes during the interviews, as advised by Luanganggoon (2020).

Testing the Protocol: After receiving input from experts on the interview process, I conducted a pilot test to simulate real-world conditions and identify practical issues. This phase, in contrast to earlier steps focusing on interviewee perspectives, emphasised the interviewer's experience, aligning with recommendations from Luanganggoon (2020) and Cassar et al. (2021).

Data Analysis

 I opted for Braun and Clarke's (2012) thematic analysis method in my research due to its systematic and flexible approach in identifying, analysing, and reporting themes within qualitative data. This method involves steps such as data familiarisation, initial code generation, theme identification, review, definition, naming, and report writing (Braun & Clarke, 2012).

I chose thematic analysis for its ability to deeply explore the phenomenon. The inductive approach allowed themes to organically emerge from the qualitative data (Creswell, 2009) allowing a nuanced examination of how teachers' expectations impact both teachers and students. The study addresses the perspectives of both teachers and students, and thematic analysis enables

effective categorization and comparison (Braun & Clarke, 2012). The study revealed both positive perceptions (e.g., improved motivation and engagement) and negative implications (e.g., increased stress and fear of failure) of the Pygmalion effect. Thematic analysis enables the simultaneous examination of these mixed outcomes (Creswell, 2009). Its flexibility accommodates the diverse and complex nature of the Pygmalion effect, offering a holistic understanding by examining the data as a whole (Braun & Clarke, 2012).

Upon obtaining consent from participants, I conducted online interviews via Zoom, with each session lasting between 30 to 60 minutes. Detailed notes and observations were recorded during these interviews. Subsequently, I transcribed the audio recordings into Word documents and followed Braun and Clarke's (2012) seven-phase thematic analysis process. After collecting all qualitative data (interview transcripts and research memos) from both teachers and students, I meticulously reviewed the material. I made note of initial impressions, identified potential patterns, and highlighted emerging themes related to how high expectations and the Pygmalion effect were perceived and manifested.

During the initial coding phase, I systematically organised the information relevant to my research questions and aligned it with specific themes for further analysis. I then combined the generated codes, making descriptions and categorising them into broader patterns that formed a coherent narrative relevant to the research question regarding the impact of the Pygmalion effect in higher education. These patterns were refined into themes, considering whether they were adequately supported by data and integrating individual situations to create generic descriptions. Following this refinement process, I sought feedback from participants twice, and upon their satisfaction, continued with the analysis.

The final stage of analysis involved articulating theme descriptions through qualitative narratives, and analysing them alongside supporting quotes to authentically convey participants' experiences, focusing on their expressions, interpretations, and objectives. I integrated thematic analysis by incorporating narratives that interlinked the themes, supported by data excerpts as substantiation, while also highlighting how these themes relate to the Pygmalion effect and the roles and experiences of teachers and students in English language learning contexts.

Study Trustworthiness

It's crucial to establish the trustworthiness of a study and it is assessed through factors like credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Shenton, 2004). To enhance credibility, I wanted to ensure that participants felt the findings accurately represented their views and stories. I conducted a "member check" by sharing the transcribed interviews with participants, allowing them to verify the accuracy of the data. This not only established credibility but also contributed to confirmability, ensuring the findings genuinely reflected participants' experiences and ideas and also validating the accuracy of the interpretations and eliminating bias. Research memos I created during data analysis were also used as an additional data source, serving as records of critical reflections and promoting triangulation of the study.

For dependability, which focuses on the consistency of the study's procedures (Shenton, 2004), I maintained a transparent record of the research process, including data collection and analysis, known as an audit trail. Additionally, I engaged in "peer debriefing," where my peers and mainly my supervisor provided feedback to identify and overcome biases, strengthening the dependability of my thesis. To address transferability concerns, I took steps to include diverse participants and provided a rich and detailed description of the research context, participants, and

methods. This information can be useful for other researchers exploring similar topics, especially those investigating the Pygmalion effect in EFL contexts.

As for the ethical considerations, I ensured proper attribution and recognition of elements drawn from other authors' work through accurate citations. Considering the sensitive information about participants, such as their identities and the institute's name, I used pseudonyms to protect their privacy. Additionally, I obtained informed consent from participants before conducting interviews, thoroughly informing them about the study and its purpose. These measures collectively contribute to the ethical integrity of the research.

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Chapter 4: Findings

In this section, I first analysed the data obtained from conducted interviews. Afterwards, I drew connections and these findings will be linked to the relevant literature at the end.

Research Question 1

In this part of the study, I investigate the first research question: "How does the Pygmalion effect manifest within the Bangladeshi tertiary English classrooms, and how does it impact teachers' in shaping the English language performance of their students?" To answer this, I interviewed teachers to learn about their beliefs, teaching methods, and how the Pygmalion effect might influence them. I also explored how teachers perceive high expectations and the Pygmalion effect, and how these perceptions shape their expectations and drive them to improve students' performance.

Teaching Philosophy and Methods

The findings suggest that instructors approach teaching with a holistic mindset, considering the diverse needs of individual students and the requirements of the courses. Striking a balance between these factors is a common theme. Secondly, the data showed that teachers uniformly maintain high expectations for all students, expressing confidence in their abilities and potential. This confidence is not biassed; rather, it is a conviction that guides their actions, as Tehseen supports this by saying,

> I do my best to maintain objectivity and impartiality with my students. I've come to understand the importance of tailoring my methods to meet the diverse needs of my students…no such thing as a 'teacher's pet'. I try to avoid any biases and treat everyone equally. (DU Tehseen 6)

Nazha, another participating teacher, asserted her commitment to translating beliefs into action through fostering critical thinking, nurturing creativity, and establishing an interactive and inclusive learning environment to immerse students in English language acquisition. Emphasising communication as paramount, the participants employed a mix of communicative, traditional teaching methods, and technology to boost interactivity, engagement, and sensory experiences in the classroom, promoting English communication skills.

Particularly Nazha highlighted the importance of cultural inclusivity and engagement, underlining the significance of creating a classroom atmosphere that embraces diverse cultural perspectives, "I hope to create a deep appreciation for intricacies and the power of expressions that can only be understood through cultural contexts. I think literary analysis helps students connect with language on a deeper level" (DU Nazha 6).

Teachers' High expectations:

Beliefs Guiding Teachers' Expectations. The results consistently highlighted a common thread: teachers prioritise creating and maintaining expectations for their students, actively motivating them to realise their potential. Educators strongly emphasise their duty for guiding students to reach these goals, as seen by Tehseen's dedication to creating a friendly atmosphere for students while maintaining high expectations. Understanding the students and predicting effective results based on that is critical to the learning process.

Both participants recognized the dynamic nature of expectations, which can evolve based on students' growth and progress. Teachers highlighted the significance of maintaining optimism, given that students are in their formative years and prone to demotivation. To foster a positive and growth-oriented atmosphere, teachers consistently focused on identifying areas for improvement in students. Tehseen emphasised the crucial role of setting clear expectations and

effectively communicating them to address students' feelings of disorientation. Providing clarity

on course goals, expectations, and objectives offers students direction and purpose. Lastly, the

data showed the importance of realistic expectations, highlighted the need for challenges that

remain achievable, steering clear of unattainable standards.

Significance of Setting High Expectations. In this theme, the second category explores

the importance of teachers setting high expectations. The research emphasises why teachers

prioritise this, with a key reason being the impact on their teaching methods. Teachers

acknowledge a direct link between their expectations and students' success, serving as a driver

for student progress. Holding high expectations signals confidence in students' abilities, fostering

motivation and encouragement. Nazha supports this perspective by stating,

> …motivating them (students) to strive for excellence, because us teachers serve as guides
>
> for students, and expectations act as a powerful catalyst for student achievement. When
>
> students know that their teachers believe in their potential, it ignites a positive chain
>
> reaction, they are more likely to invest time and effort into their studies. (DU Nazha 8)

Tehseen emphasises the role of expectations in fostering trust and improving

teacher-student relationships, asserting that it conveys confidence in students' abilities, positively

influencing their self-perception and motivation. Notably, instances have been observed where

students surpass their self-imposed expectations.

Furthermore, the study indicates that expectations play a pivotal role in shaping students'

self-perception, potentially guiding them toward success. According to Nahza, maintaining high

expectations is crucial for uncovering students' latent potential. This approach instils a sense of

accountability, compelling students to meet or exceed standards and fostering a culture of

dedication and discipline, essential for academic success and lifelong learning.

Responsible use of high expectations was noted to cultivate dedication and discipline among both students and teachers, providing a purpose to push students toward their perceived potential.

Impacts of High Expectations on Teachers

The data revealed another significant theme, highlighting the influence of teachers upholding high expectations for students and its consequences for both teachers and students. This theme can be divided into two key aspects: its impact on teaching methods and its influence on teachers' attitude and self-image

Influence of Expectations for Students on Teaching Approach. Teachers consistently relied on high expectations to inform their instructional approaches, tailoring lessons to anticipated student achievements. Tehseen emphasised this by explaining that expectations served as a compass for teaching, influencing the pace, lesson plans, and assessment methods. Being cognizant of their expectations enabled teachers to adapt lessons and evaluations more effectively to align with student goals.

Furthermore, elevated expectations motivate teachers to cultivate a positive classroom environment by acknowledging achievements and efforts. They also focus on enhancing essential linguistic skills through diverse assessment methods, intricate materials, and intellectually engaging lesson designs. Another notable impact is on teachers' communication styles, as noted by Nazha, who attributes her communication style to the presence of high expectations, "...deliberately try to recognize and applaud their (Students) accomplishments, reinforcing that they are able to meet high expectations" (Nazha 10). The findings showed that teachers often used uplifting and motivating language, personalised interactions tailored to individual student needs, and customised support and feedback aligned with diverse student

outcomes and potentials. For example, Tehseen stated, "When I have high expectations for a student, I am more inclined to provide constructive and detailed feedback. This helps students to look at faults as learning opportunities not as failures" (DU Tehseen 10).

Nazha emphasised that having elevated expectations for her students motivated her to extend both her and their boundaries. This proactive teaching approach demanded extra effort from the teacher and inspired students to welcome more demanding learning experiences, "When I set high expectations, I tend to include more complex materials to challenge them, assignments, and assessments to push students beyond their comfort zones" (DU Nazha 10)

Impact on Teacher's Attitude and Self. In this segment, I examined how high expectations from teachers impact teachers' attitudes and self-perception. The findings revealed that teachers, motivated by high expectations, invested additional time and effort into teaching, showcasing a dedication to continuous improvement. Furthermore, they displayed flexibility in accommodating diverse student needs and learning preferences, nurturing empathy and comprehension. Both participants confirmed this notion, stating that they find fulfilment in witnessing their students realise their potential when they hold high expectations and feel engaged in the classroom.

Furthermore, high expectations positively impact teachers' confidence. Participants reported experiencing pride, satisfaction, and a deep sense of fulfilment when observing students' progress and goal attainment. Nevertheless, it's crucial to highlight that teachers also admitted to frustration and disappointment when students did not meet their high expectations, despite investing significant patience and effort in their growth.

__Influence of Pygmalion Effect on Classroom Climate and Teacher's Communication style__

This theme explores the impact of the Pygmalion effect on classroom climate and teachers' communication styles. The data analysis revealed that elevated expectations significantly shape teachers' communication approaches and, notably, the overall atmosphere within the classroom. This theme is further dissected into two distinct categories.

Cultivating a Positive Classroom Climate. Based on the collected data, teachers' high expectations positively shape students' optimistic mindset, fostering a supportive and encouraging environment. Teachers also demonstrate increased acceptance of diversity and individual differences, contributing to an inclusive atmosphere. This approach empowers students to tackle challenges, embrace mistakes, and thrive within a secure and supportive setting. Nazha articulated this reasoning, "…I want the students to feel seen, heard and motivated to continuously improve" (DU Nazha 10). Even Tehseen states that it "…create an encouraging classroom environment where students can feel safe to take risks and make mistakes while striving for those goals" (DU Tehseen 18)

Moreover, the results indicate that teachers actively foster an environment conducive to interaction and collaboration. They create a setting where students not only improve their communication skills within groups but also collaboratively pursue academic objectives, simultaneously honing essential soft skills. This is affirmed by Tehseen, who mentioned that not every student can meet the high standards she sets, so she ensures that activities are challenging and engaging based on individual potential. She emphasises the need for creating a discussion-friendly environment where everyone can freely communicate, ask questions, and interact with both peers and teachers—a truly collaborative process

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Influence on Communication Style. High expectations greatly shape teachers' communication approaches. Typically, educators employ positive reinforcement, actively acknowledging and encouraging students' efforts, and celebrating both minor and major accomplishments. Moreover, influenced by these high expectations, teachers cultivate a warmer atmosphere and provide personalised feedback that addresses each student's progress and obstacles. They also demonstrate increased adaptability. According to Nazha, she feels deeply engaged in the classroom, endeavouring to grasp her students' unique strengths and weaknesses, which guides her interactions to become more personalised and tailored to support individual progress, fostering a collaborative and goal-driven learning environment.

Both participants acknowledged the positive impact of the Pygmalion effect, enhancing their flexibility and adaptability and fostering acceptance. Nazha emphasised transparent communication of expectations to students, ensuring clarity in her desired outcomes. In contrast, Tehseen, while maintaining an open communication style, took a subtler approach by concentrating on students' areas of improvement. She empowered them gradually to recognize and achieve their goals, avoiding the imposition of explicit expectations.

Perception of Students' Potential

The gathered data highlights participants' insights into the perception of students' potential and the factors influencing teachers' expectations. Two distinct categories emerged from the analysis.

Factors Considered in Setting Expectations. Teachers take various factors into account when establishing expectations, and these factors are fluid, changing as students progress in their development. For instance, Nazha emphasises that her approach to gauging her students' potential is an ongoing, dynamic process. She considers a multitude of elements, which are

constantly evolving and expanding. Academic history holds significant importance, involving

class performance, outcomes, and assignment quality. Teachers also evaluate class participation,

responsiveness to feedback, attitude, and qualities like curiosity and resilience. Assessment

primarily focuses on observable behaviours such as enthusiasm, engagement, and cognitive

skills. Nazha highlighted the importance of independent thinking and set high expectations in

this regard. She stated,"…I consider their work ethic, resilience in the face of challenges, and

their capacity for independent thinking" (DU Nazha 12)

The study indicated that participants considered various factors, such as students' learning

styles, preferences, strengths, areas for improvement, as well as their aspirations and goals. This

thorough approach aimed at establishing practical and personalised expectations. Additionally,

the findings emphasised the dynamic nature of expectations. Teachers consistently evaluate

students' progress, motivation, and semester outcomes, enabling them to modify expectations in

response to evolving needs and circumstances.

External factors influencing expectations. The participants elaborated on external

factors that extend beyond the classroom and affect the expectations placed on students.

Particularly, participants stressed the relevance of teachers' well-being, indicating that personal

challenges or distress can significantly influence expectations and interactions with students. For

instance, Nazha told, "In times of personal stress or health challenges, sometimes I find it

challenging to sustain high expectations" (DU Nazha 26).

Additionally, personal, financial, and workplace considerations were identified as factors

capable of altering teachers' mood, emotional well-being, and mental state, thereby influencing

their expectations.

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Lastly, participants recognized the influence of educational reforms on shaping expectations. Nazha further elaborated this by saying, "For example most policies focus on standardised testing and hence that can influence expectations for student performance; while progressive policies may prioritise a holistic development and may encourage higher expectations for students' critical thinking and creativity" (DU Nazha 26).

External factors like stakeholder demands and educational reforms, including a growing focus on technological proficiency, were noted to influence teachers' expectations and standards for students. Nazha reflected on this, highlighting that during the pandemic, teachers inadvertently assumed a universal level of technological competence among students, potentially leading to disparities in the classroom and making some students feel disadvantaged (DU Nazha 26).

Pygmalion Effect in the English Classroom

This section explores the emergence of the Pygmalion effect in the English classroom, a theme I came across in my findings. Particularly, teachers demonstrated a keen awareness of the Pygmalion effect and purposefully integrating its principles into their teaching approaches. This theme unfolds into two distinct categories, the first elucidating the application of the Pygmalion effect, while the second delves into the communication of high expectations.

Application of the Pygmalion Effect. The study's findings suggested teachers intentionally maintained high expectations to trigger the Pygmalion effect. They did this by continually encouraging students, creating an environment that encouraged belief in students' potential, and developing self-confidence. Teachers communicated their expectations and provided reinforcements both orally and nonverbally.

Participants also conveyed a strategy of sharing success stories, aiming to cultivate motivation and instil a growth mindset among students. Empowering students to confront challenges and set ambitious goals, even in the face of setbacks and doubts, As Nazha claims, "...so that they (students) can surpass their own perceived limitations and rise past their insecurities" (DU Nazha 14), emerged as another facet of applying the Pygmalion effect.

Participants stressed the significance of providing challenging, interactive, and engaging materials that enhance critical thinking, self-efficacy, and problem-solving skills. Carefully curated resources aim to responsibly apply the Pygmalion effect, emphasising the need for balance in stimulating student growth without causing overwhelm or adverse effects. Tehseen underscored the importance of patience and adaptability to meet evolving student needs, acknowledging that results take time.

Teachers also facilitate group discussions, allowing students to freely explore questions and course content, thereby improving communication and soft skills. Throughout this process, educators offer steadfast support, ensuring students reach their potential, while consistently recognizing their efforts, participation, and achievements.

Communication of high expectations. Tehseen, one of the participating teachers, identified the course syllabus as a primary tool for conveying expectations, explicitly delineating learning objectives, guidelines, and expectations. Additionally, teachers reinforced expectations within the classroom through clear performance criteria, assessment rubrics, stated learning goals, and guidelines for conduct.

Furthermore, teachers utilised both verbal and non-verbal cues to effectively communicate expectations. Strategies included positive body language, gestures (such as smiling, expressing enthusiasm, maintaining eye contact), and verbal affirmations emphasising

students' strengths and efforts. Constructive feedback was highlighted as a crucial method for expressing expectations, with Tehseen specifically mentioning her use of positive framing, "…positive framing… instead of merely highlighting mistakes, I focus on areas of improvement, this makes sure that my students recognize their progress" (DU Tehseen 20).

She emphasised the importance of open communication with students, ensuring a comfortable environment for seeking guidance and understanding expectations. This included discussing students' potential, aspirations, and aligning expectations with their interests. Nazha also elaborated on this saying, "I don't confine my lectures solely to course material. If someone comes to consult with me, I aim to help as much as possible" (DU Nazha 16).

Finally, both participants emphasised the importance of providing additional opportunities, supplementary learning materials, and scaffolding expectations to support students in achieving their academic goals.

Impact of Pygmalion effect

The findings in my study reveal evidence regarding the substantial influence of high expectations on students. The findings disclose various indications, showcasing both positive outcomes and challenges arising from the application of the Pygmalion effect.

Positive Impact of the Pygmalion Effect. The data showed that fostering positive high expectations resulted in the Pygmalion Effect. Nevertheless, Tehseen emphasised that positive growth isn't confined to academic success alone; it can manifest in various domains beyond scholastic achievements.

Participants reported diverse outcomes, such as enhanced assignment quality, increased student engagement in class, and especially, an overall increase in academic success and performance. According to Nazha, all students aspire to advance in different areas. She

recounted an instance where a student, initially lacking confidence in writing, not only improved but surpassed her own expectations after multiple discussions about potential and the establishment of realistic yet challenging writing goals. This student demonstrated increased resilience in the face of setbacks.

Participants noted a gradual improvement in students' linguistic precision and fluency. Tehseen employed linguistic games and tasks to encourage communication, addressing students' concerns about the foreign language. Despite variations in individual growth, she highlighted an overall enhancement in class-wide communication. According to Tehseen, students not only showed academic progress but also exhibited positive behavioural changes, such as increased engagement, motivation, responsibility, and discipline. The influence of peers created a proactive, self-driven environment, inspiring students to actively seek growth opportunities. Tehseen said that setting high expectations cultivated a culture of excellence and healthy competition, positively reshaping students' mind-sets.

Nazha mentioned that group work and a collective pursuit of excellence in meeting teachers' expectations instilled purpose and direction, fostering a collaborative classroom dynamic and a competitive outlook. She emphasised that the Pygmalion effect often revealed hidden potential in students, fostering positive changes in self-worth, self-esteem, confidence, and a sense of autonomy.

Challenges in Implementing the Pygmalion Effect. The participants expressed optimism regarding the Pygmalion effect and endorsed high expectations. However, they recognize challenges in its implementation, leading to unintended consequences. One significant drawback is the creation of a stressful learning environment, risking academic disengagement, especially in English language studies, and potential student burnout. Tehseen noted setting

unintentionally high expectations, resulting in stress for her students. They felt overwhelmed by the constant pressure to meet lofty expectations, leading to anxiety.

Both teachers emphasised the need for careful application of expectations, cautioning against imposing unrealistic demands that could cause student anxiety. Tehseen highlights the unpredictable nature of classroom dynamics, expressing concern that healthy competition may turn into detrimental rivalry, negatively affecting students' self-esteem and enthusiasm for learning. Nazha echoes this sentiment, stating that setting excessively high expectations may lead students to focus on outperforming peers rather than fostering a cooperative learning approach, undermining the sense of community and shared learning experiences in the classroom.

Nazha also stressed the importance of explicitly stating expectations to students, leaving no room for doubt and eliminating any ambiguity. She explained that, "…students can lose motivation and become discouraged when expectations are unclear or seem unachievable" (DU Nazha 18). Failure to do so, she warns, may lead to confusion among students, hindering their learning due to unclear or unattainable expectations, and a loss of motivation when faced with lofty standards. Nazha further elaborated,

> The pressure to excel can hinder the development of a genuine love for language learning, turning it into a mere academic obligation. Students who…struggle to meet high expectations may face feelings of inadequacy and develop a negative perception of their own capabilities. (DU Nazha 24)

Thus, both participants advocate for a delicate balance in applying the Pygmalion effect, emphasising the need for mindfulness and careful consideration.

Research Question 2

Research Question 2 aims to explore how Bangladeshi tertiary students view the way their teachers' expectations affect them. This includes how they see themselves, the emotional and mental effects of the Pygmalion effect, and how all these factors play a role in shaping their academic and English language performance. To protect the participants' privacy, pseudonyms are used.

Teachers' High Expectations

This theme delves into students' perceptions and attitudes regarding the high expectations set by their teachers. It explores the factors students believe teachers take into account when forming these expectations

Awareness of Teachers' Expectations. All five participants acknowledged their ability to discern when teachers held high expectations for themselves or their peers. Three participants reported experiencing high expectations from their teachers, they were conscious of the teachers' confidence in their capabilities; while two remained uncertain about the nature of their teachers' expectations. Analysis of the findings revealed that students who received high expectations generally held positive views regarding the Pygmalion effect.

The majority of participants conveyed an understanding of the profound impact of teachers' expectations. Those who received less attention expressed dissatisfaction, yearning for high expectations and desiring their teachers to hold them in higher regard.

Determinants of High Teacher Expectations. After examining the data, the study found that students consistently recognized key factors shaping teachers' elevated expectations. These factors encompassed student attitude, academic outcomes, class performance, and active participation. Students collectively affirmed that these aspects serve as the basis for teachers'

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expectations, with the potential to influence them. Additionally, teachers placed emphasis on the

quality of students' work, their engagement, and enthusiasm in class activities and lessons.

Teachers observed students' feedback in class, their interest, and attentiveness, all playing a role

in shaping expectations. To support this, Srabon explained,

> Mostly performance, our results…a teacher expects their students to be responsive and
>
> active in class. They may hold opinions based on the participation of the entire class…
>
> Teachers like when the class is responsive, attentive so students that respond- those
>
> students get highlighted and receive more attention. Teachers remember them. (DU
>
> Srabon 32)

Hina provided insight into students' dedication and work ethic, emphasising that teachers

maintain expectations in students who demonstrate promise and diligence in their studies,

regardless of their performance levels. English proficiency emerged as a significant factor

influencing teacher expectations, with proficient speakers often facing higher standards.

According to Talha, teachers base their expectations on students' English communication skills,

favouring confident, fluent speakers with high marks. On the other hand, those struggling with

English face lower expectations. Shana observed that teachers generally set higher expectations

for students with regular attendance and active participation in lectures, compared to those with

sporadic attendance.

Teachers' Demonstrated High Expectations

Upon data analysis, a prominent theme emerged regarding teachers' behaviour indicative

of high expectations. Students pinpointed specific treatments that conveyed high expectations.

Including various behavioural patterns, with the most prevalent being encouragement for

improved performance and verbal affirmation. According to Srabon, teachers often showed

encouraging body language, such as nodding, eye contact, and smiling during lectures. They also highlighted students' achievements publicly.

Talha shared a similar sentiment, noting that teachers supported her by helping and patiently looking at her work. They provided praise, identified strengths and weaknesses, and encouraged her to perform well in class. Students observed that when teachers established high expectations, they deliberately motivated and improved performance through generous compliments, verbal affirmations, and recommending additional resources. Srabon mentioned receiving recommendations for papers and books, along with extra practice for writing, including feedback on exam papers.

Participants noticed increased engagement and initiative from teachers in the classroom. They observed that teachers showed greater interest in understanding students and were more responsive to questions. Zarish mentioned that teachers interacted more with students, initiated class discussions, remembered individual students, identified their strengths and weaknesses, and provided assistance in areas where they struggled, demonstrating a personalised approach. They also demonstrated improved empathy, patience, and support for students, catering to diverse needs and fostering a secure environment conducive to learning and development. Additionally, teachers were noted for their willingness to offer comfort and aid to students facing non-academic challenges affecting their performance, as highlighted by Shana.

Fourthly, teachers provided tailored feedback, constructive criticism, and solutions to help students comprehend their errors and facilitate growth. To explain, Srabon said "… they provide more support and attention, and custom feedback…but the way they interact with students…their encouragement, behaviour, gestures and even the stuffs they provide- like papers, articles, etc. might be influenced by their expectations" (DU Srabon 24).

Positive reinforcement was a regular practice, demonstrating confidence in students' abilities and expressing belief in their potential. Teachers provided them with more opportunities and engaged with them in class discussions, as well as took in their opinions, as stated by Srabon: "They encouraged me to participate actively in class discussions, and often asked me to lead discussions or answer their questions, also ask my opinion" (DU Srabon 10).

This explained that teachers allocated more time and attention to students, providing opportunities for growth and participation in various events. For instance, Talha recounted how her teacher encouraged participation in extracurricular activities, fostering confidence and acquiring new skills. High-expectation teachers also granted leadership positions to students they held high hopes for.

Positive Impact of High Teacher Expectations

In this section, we delve into the diverse responses from student interviews regarding the impact of high teacher expectations. To ensure clarity and distinction, I have categorised the findings into two main aspects within this theme. The first category explores the benefits observed by students as a result of high teacher expectations, while the second focuses on the positive emotional responses stemming from the Pygmalion effect.

Benefits of High Teacher Expectations. The majority of students reported improved engagement with coursework, attributing it to high teacher expectations. This led to increased motivation, academic drive, and overall support, addressing their individual needs. Consequently, a robust work ethic and a greater willingness to invest effort in studies emerged, fostering the development of healthy academic habits. Moreover, the data indicated that students, influenced by elevated teacher expectations, gained confidence and heightened self-assurance.

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This positive impact extended to the classroom environment, creating a safe and encouraging

space for learning.

Zarish and Shana observed a positive impact of the Pygmalion effect on teacher-student

relationships, observing that heightened expectations created a lively and engaging classroom

environment, fostering comfort among students. According to Shana, this translated to increased

openness with teachers, heightened study dedication, and enhanced classroom interaction,

encouraging participation in extracurricular activities. Participants acknowledged that

confronting challenging tasks under the influence of high expectations prepared them for

real-world pressures, fostering a proactive approach to goals and improved performance.

Moreover, the Pygmalion effect played a significant role in cultivating a growth mindset,

instilling confidence to consistently push boundaries and enhance skills.

Positive Emotional Responses Arising from High Teacher Expectations. The analysis

of higher expectations revealed several benefits as reported by students. According to Talha, the

generosity of teachers for assistance made her happy and enthusiastic (DU Talha 34).

Participants reported increased motivation to meet teacher-set standards, leading to stronger

commitment to learning. This drive supported them to confront challenges and participate in

activities they previously avoided. Shana demonstrated this, sharing how encouragement from

teachers motivated her to communicate in English despite lacking confidence. The study also

found that students' sense of responsibility toward meeting expectations was linked to greater

openness to experiences and feedback. Srabon supported this finding by stating teachers' faith in

her compelled her to live up to their expectations, creating a constant pressure to maintain a high

level of performance (DU Srabon 12). In simple terms, when teachers had high expectations, it

not only affected how well students did in school but also made them feel positive and

influenced how they approached learning and personal development. Srabon further went on to elaborate saying, "...that way high expectations can instead be a guiding light for students. It makes me want to attend their class… It also gives confidence boost, and it's also motivational" (DU Srabon 28).

Impact on English Language Performance

Since my research focuses on how the Pygmalion effect affects English language learning, the interview questions were made to get both positive and negative responses. So, I have divided the theme into two parts: positive impact on students' English language performance and the negative implications on English language proficiency.

Positive Impacts on English Language Performance. The Pygmalion effect positively influenced participants' English language performance, fostering increased language usage and engagement. Hina noted a connection between expectations and her English performance, expressing hope and purpose derived from her teacher's encouragement. Despite initial difficulty and dislike for studying English, Hina felt motivated to meet her untapped potential, encouraged by her teacher's recognition of her capabilities (DU Hina 36). This increased engagement resulted in improved academic results and English proficiency, as participants gained confidence through heightened exposure and practice in English communication. Four students noted a drastic improvement in their speaking skills, citing increased confidence and smoother delivery compared to before. For example, Srabon stated, "…it made me more fluent, orally, since I got more opportunity to speak" (DU Srabon 14).

Participants recognized the positive impact of the Pygmalion effect on their English learning experience, reducing language anxiety. They embraced the learning curve, practised patience, and consistently exerted effort to enhance language proficiency. Additionally,

improvements in reading and writing skills, such as enhanced comprehension and reading speed, were attributed to the development of a reading habit and renewed interest in the language, influenced by the Pygmalion effect.

Successful students, including Zarish and Srabon, found reassurance and validation in positive feedback on their English skills. They mentioned that the feedback confirmed their existing knowledge about themselves and motivated them to actively participate and speak in English. According to Srabon, the high expectations created a beneficial pressure that contributed to maintaining consistent performance and fostering diligence in their studies. He emphasised the value of "healthy pressure" in upholding standards and achieving goals.

Negative Implications on English Language Performance due to the Pygmalion Effect. Many students expressed feeling overwhelmed by the rigorous expectations placed on them, perceiving it as a burden. The high expectations, as observed by participants, heightened anxiety during English performances, potentially worsening stress for some students. Prolonged exposure to elevated teacher expectations may lead to fatigue and eventual burnout. Talha detailed the repercussions of increased nervousness, resulting in more mistakes and exhaustion from striving to meet expectations. Even accomplished students like Srabon acknowledged the stress of meeting high expectations, stating that during times of stress, the pressure from teachers didn't alleviate but rather added to their anxiety, feeling like an obligation at the time.

Moreover, students noted that the Pygmalion effect could induce an adverse reaction, causing them to steer clear of taking risks. They could limit themselves to tasks they perceive as safe, fearing the possibility of failure or inadequate performance. This cautious stance could diminish creativity and self-expression. Additionally, the potential downside of prolonged high

teacher expectations: disinterest from learning. Eventually, this could result in burnout and dissatisfaction with the process of learning the English language.

Impact on Students' Self-Perception

Upon analysing the data, a consistent pattern emerged in students' responses, revealing the substantial influence of the Pygmalion effect on their self-perception and identity. This impact can be categorised into two distinct aspects: the positive effects of high expectations and the negative consequences resulting from teachers' expectations.

Positive Impact of High Expectations on Self. During data analysis, a prevailing theme surfaced in students' responses, highlighting a sense of greatness and competence when subjected to high expectations. The participants expressed feeling more confident and proud, particularly when expectations were set by teachers they admired.

All five participants unanimously conveyed that this positive experience led to an enhanced self-perception and an increased sense of self-worth. They acknowledged that viewing themselves through the lens of their teachers significantly influenced their self-identity. Srabon proceeded to explain,

> …we all want validation, you know what I mean, like in my case, I believe it has played a role, especially when teachers had high expectations. It can positively influence students, it makes you feel good about yourself, and your capabilities. (DU Srabon 22)

Participants mentioned that initially, having high expectations encouraged them to rely more on themselves, which motivated them to aim for higher goals. Moreover, they found that receiving helpful feedback from instructors helped them overcome uncertainties, providing validation and reassurance. According to Hina, this support boosted confidence, resulting in a

more optimistic and goal-oriented mind-set that influenced their decisions, aspirations, perspectives, and outlooks.

Negative Implications on Self due to Expectations. However, a closer examination revealed unintended negative consequences arising from teachers' high expectations. One prominent outcome is the instigation of a fear of failure and underperformance among students. Constant exposure to an environment that emphasises high achievement can lead students to set unrealistic standards, fostering an ongoing fear of falling short or not meeting expectations. Shana expressed saying,

> I think it is when teachers have unrealistic expectations. That is when I, I think anyone, would get anxious of failing…intimidating because the pressure to meet those expectations is always present, with the fear of disappointing teachers that hope and believe in you. (DU Shana 20)

This, in turn, may contribute to the development of unhealthy perfectionistic tendencies among students, pushing them to strive exclusively for excellence. Falling short of these high expectations leads to disappointment and self-judgement, intensifying fragile self-esteem, as highlighted by Zarish. Hina notes that the pressure to meet teachers' lofty expectations triggers self-deprecation, causing doubt in students about their capabilities and fostering a growing sense of insecurity. The ongoing pressure to excel, without adequate support, eventually leads to burnout, escalating stress levels. This disconnect from teachers' expectations can leave students feeling lost and disoriented, potentially leading to disinterest in studies, as expressed by Hina. Even successful students like Zarish caution against the prolonged impact of these expectations, with Talha emphasising the risk of burnout over time. Zarish raises an intriguing point about the

potential identity crisis arising from consistently meeting teachers' expectations, describing the

feeling of being an imposter despite achieving high standards,

> …my teachers have consistently praised for my intelligence, and my academics and Yes,
>
> it does of course I want to meet expectations and perform higher to impress them but I
>
> don't think I am that good of a student. I started to doubt my abilities at one point, and I
>
> really…I really couldn't accept it was me that was achieving, and I started to think at one
>
> point, am I really good? Do I really deserve it? And I was scared I won't meet the
>
> expectations and one day the teacher will realise, I'll be exposed. (DU Zarish 37)

Challenges Arising from High Teacher Expectations

In prior sections, I delved into the advantages and positive dimensions of the Pygmalion

effect. An in-depth examination revealed several challenges confronted by students due to high

teacher expectations. This theme is categorised into two segments: the first addresses

counterproductive outcomes resulting from the application of the Pygmalion effect, while the

second outlines data depicting students' negative responses to such expectations.

Counterproductive Outcomes of High Teacher Expectations. Data analysis indicated

that high teacher expectations often lead to stress and pressure among students, who feel

compelled to consistently meet demanding standards. According to Srabon, such expectations

can be burdensome and stressful, as there is a constant need to meet them.

Another common response among the student participants was the emergence of

performance anxiety, creating a pervasive sense of pressure and nervousness among students

striving to fulfil both teacher and self-imposed expectations. Shana explains,

> …particularly when you feel the pressure to constantly meet or to do more than those
>
> [their own as well as teachers' expectations] expectations. And sometimes, there are

times when I know that I cannot reach that level that my teacher thinks I should, so it, umm, there's always a fear of failure or disappointing the teacher, and I read something in one of the language class it's called performance anxiety, so that can happen, most before exams, assignments or presentations. (DU Shana 30)

Shana, for instance, conveyed that she and her peers occasionally felt intimidated by the high standards, feeling compelled to excel and avoid disappointing teachers. The external benchmarks set by teachers became obligatory for them to meet. Student participants, including Talha, expressed concerns about the stress associated with maintaining high performance standards. They noted that the exclusive focus on measurable outcomes in Bangladesh's education system often leads to a narrow concentration on grades. Talha pointed out that this approach can result in favouritism, with teachers showing attention to students who meet expectations. She finds this practice inappropriate and feels disheartened when she perceives herself as not performing well enough, impacting her likability (DU Talha 26).

Hina, sharing her viewpoint, revealed that the pressure of high expectations induces anxiety, leading her to avoid challenging tasks to evade potential failure—a counterproductive outcome of the Pygmalion effect.

Srabon emphasised that teachers' tendency to make comparisons, possibly intended as benchmarks or motivational strategies, can negatively impact students' self-esteem and confidence when the comparisons are unfavourable.

Negative Reactions to High Teacher Expectations. While most students supported the Pygmalion effect, a few expressed reservations. Concerns primarily centred on the perceived pressure and stress caused by high expectations. For instance, Srabon remarked that pressure has

negative effects. Additionally, teachers' dissatisfaction with unmet expectations was evident, as noted by Srabon (DU Srabon 18).

Despite acknowledging its advantages, many participants recounted instances where they felt overwhelmed by the Pygmalion effect during interviews. Shana noted that high expectations could lead to avoidance behaviours and reduced class participation. Zarish mentioned that the relentless pursuit of excellence could result in physical, mental, and emotional exhaustion. Furthermore, Srabon suggested that excessive expectations might impede effective teacher-student communication.

Coping with High Teacher Expectations

The analysis of data shows the prevalence of self-awareness as a crucial means for students to navigate the potential pressure caused by high teacher expectations. Participants, for example, Srabon, highlighted the significance of adapting approaches based on awareness of personal strengths and weaknesses. Srabon specifically emphasised the role of self-awareness in preventing feelings of being lost or confused (DU Srabon 30).

Another coping strategy was the establishment of realistic and attainable goals. Participants, including Shana, emphasized recognizing the learning curve, embracing failures, and actively pursuing improvement as crucial aspects of effective coping. Shana also expressed that the key lies in one's attitude and perception. She adopts a growth mind-set, maintaining optimism and viewing challenges as opportunities for growth rather than threats or setbacks. Shana also practises self-compassion and seeks support by discussing doubts and concerns with friends and teachers to manage stress. Additionally, she considers what she can handle, acknowledges limitations, and focuses on achievable goals (DU Shana 32).

A common thread in the responses was the reliance on a strong support system—both from classmates and teachers. The emotional dimension of academic and language acquisition journeys was acknowledged, emphasising the role of a strong social network in providing emotional upliftment. Some participants, like Zarish, emphasised the development of time management skills as an essential coping mechanism. In a high-expectation environment, effective time management was deemed crucial for completing assignments and preparing for future challenges.

> I think it develops a sense of responsibility, and that is a good thing. In order to cope with the stress I think we should slowly develop discipline, I think also time management is important when coping with high expectations. But it also teaches us how to handle pressure, which is, again, a good life skill. Collaborating, asking help and guidance, and openly communicating about them also helps. (DU Zarish 19)

Another identified approach involved practising compassion and taking breaks when necessary. Students recognized the importance of understanding their physical and mental limits, choosing breaks over pushing themselves to maintain well-being. Srabon introduced a unique perspective by emphasising the celebration of achievements, irrespective of their magnitude. Expressing gratitude for performance, regardless of size or quality, emerged as a practice fostering a growth mind-set and sustaining motivation without succumbing to discouragement.

Barriers to the Success of the Pygmalion Effect

Analysis of students' interviews reveals a key theme: challenges hindering the efficacy of the Pygmalion effect from the students' perspective. Unrealistic expectations emerged as a prominent challenge, requiring a delicate balance between challenging and achievable goals. The absence of proper support often results in failure. Additionally, external factors beyond teachers'

and students' control can significantly impact the Pygmalion effect's outcomes. Hina found it difficult, particularly when she failed to grasp or match with these expectations. According to her, it is important not only to realise but also share the same expectations, to act upon these expectations (DU Hina 30).

Srabon, Talha, and Zarish highlighted a significant challenge in Bangladesh's education system: the scarcity of resources for incorporating technology. Despite a recent increase due to COVID-19, many educators and students lack critical digital literacy and awareness of available tools. Additionally, the inconsistent electricity supply in the country hampers the effective use of digital devices.

Furthermore, student responses reflected that teachers often establish classroom standards based on high achievers, neglecting individual differences and imposing unrealistic expectations. Shana pointed out that poor communication between teachers and students worsens this issue. Another identified challenge is the potential for stereotyping and bias among educators.

Teacher Expectation Bias

Students observed disparities in how teachers established and maintained high expectations. However, not all teachers exhibit discriminatory behaviour. My investigation centred on instances where unequal treatment was perceived, seeking to comprehend the specifics of teacher-student interactions. Results revealed a consistent pattern: teachers treating students differently based on their preconceptions and expectations, forming the initial category of this theme. Specifically, students identified as lower achievers or subjected to lower expectations encountered disparate treatment, often resulting in negative outcomes, constituting the second category. The third category explores the impacts of disparate treatment on students and the overall classroom environment.

Differential Treatment Based on Teachers' Expectations. Examining the data revealed a noticeable discrepancy in the treatment of students based on teachers' expectations. Some students noted a decrease in feedback from teachers who held lower expectations, resulting in reduced engagement, fewer interactions, and a decreased interest in student development from teachers. For example, Hina observed that when teachers have high regard for a student, they provide more attention, positive feedback, and thought-provoking questions. On the contrary, students who don't align with their standards receive less attention, even if they may be proficient students. This unequal treatment stems from teachers' assumptions, and students internalise these dynamics, impacting their self-perception.

According to Shana (DU Shana 44), there was a noticeable gap between the attention provided to students and their actual needs due to reduced engagement and assistance. Additionally, teachers displayed less patience and tolerance towards lower achievers, often holding negative expectations. Shana observed a sense of irresponsibility, disengagement, and even laziness among teachers who had low expectations of students. As a result, students felt neglected, as their questions and concerns were not prioritised or addressed adequately by teachers (DU Shana 44). Srabon expressed dissatisfaction with the teaching approach in such instances, citing a regrettable lack of enthusiasm to instruct students considered less promising. She noted an absence of positive reinforcement and gestures typically bestowed upon students perceived as high achievers, ultimately fostering a demoralising atmosphere.

Teacher didn't seem to expect much from me in a group project, and I ended up underperforming because of it…I just could sense it through their lack of feedback, encouragement, facial expressions… I noticed that the teacher focused more on other

students, she did not allow me to speak much, which made me think that she didn't have high hopes for me and performance. (DU Srabon 20)

The data suggests that teachers were more involved and interactive with students whom they had high expectations for, providing active support and encouragement. In contrast, students with lower achievement levels face devaluation and underestimation of their capabilities. As Srabon points out, teachers openly express disappointment and dissatisfaction, creating an intimidating atmosphere that discourages students from seeking assistance. In summary, the data reflects a systemic bias in teacher expectations, resulting in differential treatment that profoundly influences students' experiences and outcomes.

Impact of Low Expectations on Students. The data analysis uncovered significant findings related to students' perceptions of teachers setting low expectations. Those who perceived or witnessed unfair treatment linked to these expectations reported feeling demotivated and disheartened. Hina and Srabon conveyed the adverse impact of low expectations on their learning attitudes and highlighted experiences of discrimination and neglect. This included a reluctance to attend class, finding classes boring, and an overall increase in prejudice and discrimination. They also noted that teachers often engaged in unsolicited comparisons when dissatisfied with performance, exacerbating students' demotivation and distress.

Students also expressed concern that their needs may potentially be missed and ignored, which might contribute to a feeling of being singled out or ostracised.

Consequences of Differential Treatment. The findings indicate that inconsistent teacher expectations, particularly those that are low, undermine students. When teachers exhibit favouritism by setting high expectations for certain students while neglecting others, it reduces

their likability and raises scepticism toward authority figures and affects the overall trust

dynamic in the classroom.

Srabon recalls an instance where a teacher initially had high expectations for a student

but continually reminded her of her failure to meet them, leading the student to feel singled out

and anxious due to the excessive negative attention.

Moreover, students facing lower expectations experience limited exposure and

opportunities, creating an unnecessary hierarchy and tension within the classroom. This disrupts

the ideal classroom environment, making it uncomfortable for students who should feel equal to

their peers. Moreover, differential treatment obstructs the recognition and development of

students' latent talents, which could have flourished with appropriate support and expectations.

Regardless of whether students receive high or low expectations, the approach is perceived as

unfair, promoting division and partiality. Therefore Zarish concludes that differential treatment

reinforces stereotypes and biases, resulting in adverse academic outcomes and potentially

affecting students' future prospects and self-identity in the long run.

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Chapter 5: Discussion

While most findings from this research were consistent with previously published literature, certain noteworthy outcomes were identified. Addressing the first research question—"How does the Pygmalion effect manifest in the Bangladeshi English classroom, and how does it influence teachers in shaping students' English language performance?"— The study confirms the presence of the Pygmalion effect in Bangladeshi English classrooms, albeit under specific conditions. It emphasises that teachers need to harbour high expectations and, importantly, maintain positive outlooks towards students, irrespective of their performance levels, echoing Good et al., (2018).

Trouilloud and Sarrazin (2003) proposed that teachers' expectations for students are influenced by diverse factors including the school environment, available resources, course expectations, and importantly, the students themselves. Similarly, this study confirms the complexity of expectation formation, which necessitates considering various student needs, classroom dynamics, course requirements, and student behaviours and attitudes. These encompass factors such as attentiveness, engagement, interests, feedback quality, assignment completion, curiosity, and even classroom mood. Moreover, teachers factor in attendance and crucially, academic and English language outcomes, aligning with the insights of Rosenthal (1974), Guskey (1982), and Trouilloud et al. (2002).

The study findings emphasised the importance of providing support alongside expectations to yield tangible outcomes and effectively trigger the Pygmalion effect. High expectations in the classroom not only positively influenced students but also had a beneficial impact on teachers, aligning with Wang's (2000) Upward Pygmalion effect. This occurred as teachers felt a sense of pride when students reached their potential, boosting their own

self-confidence, performance, and teaching quality. Additionally, students' confidence in their teachers enhanced the teachers' confidence, leading to a more proactive approach in meeting students' needs and creating a positive and stimulating learning environment. Overall, high expectations from teachers not only affect students but also significantly influence teachers (Nisrina, 2020). Prior to triggering the Pygmalion effect, high expectations shape teachers' approaches and styles. Teachers consider it a 'guiding tool' and a 'compass' that directs their teaching in terms of pace, lesson planning, and evaluation techniques. Positive and motivating language is commonly used by teachers when interacting with students, aligning with Niari et al (2016) and Nisrina's (2020) findings on the impact of high expectations on teachers. Teachers are more likely to provide personalised feedback tailored to individual student needs, including specific support and instructions based on diverse outcomes. High expectations not only shape teaching approaches but also prompt teachers to play a proactive role in fostering students' success. Recognizing their influential role, teachers take steps to foster critical thinking and creativity, creating an interactive and inclusive learning environment, especially for English language communication. The results also reveal that high expectations positively influence teachers' attitudes, making them friendlier, more helpful, and open to communication. While this aspect has not been extensively studied, Feldman and Prohaska (1979) found that instructors with high positive expectations viewed both their and their students' performance positively. In this study, teachers with positive expectations were found to be empathetic and understanding, taking pride in their jobs, particularly when students excel. However, excessive investment in students can make teachers vulnerable to negative emotions, such as frustration and disappointment, especially when students fail to meet expectations or reciprocate teachers' commitment.

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The Pygmalion effect significantly shapes teachers' efforts in cultivating a positive classroom ambiance, as evidenced in recent research. Classroom atmosphere profoundly impacts teaching and learning dynamics, with teachers wielding substantial influence in its formation (Good et al., 2018). Effective educators are adept at cultivating optimism among students, leading to increased engagement, enthusiasm, and collaboration. This fosters a supportive milieu where students feel motivated and empowered. Particularly in English language classes emphasising oral proficiency, teachers play a pivotal role in fostering inclusive environments conducive to student growth and risk-taking (Wang & Lin, 2014). Just as plants thrive with care, students flourish under the nurturing guidance of attentive educators. The study underscores teachers' pivotal role in perpetuating the Pygmalion effect through consistent support and positive reinforcement, thereby fostering a conducive learning environment. Through encouragement and acknowledgment, teachers actively cultivate positivity and empowerment, contributing significantly to a conducive learning atmosphere.

The study underscores the dynamic nature of expectations, which evolve alongside students' growth. It emphasises the need for teachers to adjust expectations based on students' developmental stages and their capacity for change. Teachers must set realistic yet challenging goals, avoiding unattainable standards while fostering the Pygmalion effect for positive outcomes, aligning with Wang & Chai's (2016) findings. Consistent communication of expectations is vital, as highlighted by Trouilloud et al. (2002) and corroborated by the current research, to guide students effectively and prevent confusion hindering their progress.

Regarding the Pygmalion effect's influence on students' English language performance, the study illustrates teachers' pivotal role in maintaining a positive atmosphere to enhance students' confidence and self-efficacy. Teachers employ strategies aligned with Bandura's (1997)

sources of self-efficacy, including providing successful experiences, manageable tasks, and engaging materials. They also utilise comparisons with past successes, verbal encouragement, and positive framing to cultivate a supportive learning environment. Consistent, constructive feedback, as emphasised by Hattie (2011), guides student progress effectively. Teachers also promote self-efficacy by allowing students to experience success in specific domains, alleviating anxiety through group discussions and positive task perceptions.

Various factors, including teachers' well-being, stress levels, and personal challenges, influence their perceptions, often beyond the control of students or educators themselves. In Bangladesh, educational reforms emphasise measuring student potential solely through test scores, leading to pressure on teachers to prioritise academic success. Moreover, stakeholders' expectations, notably evident during the pandemic, compel teachers to anticipate students' proficiency in technology. However, some students were unable to meet these expectations due to resource limitations or inadequate competency levels, contradicting initial judgments.

Understanding the impact of the Pygmalion effect on students' English language performance requires examining viewpoints from both teachers and students. This phenomenon yields positive outcomes such as enhanced academic success, improved classroom conduct, heightened engagement, and a more favourable attitude toward coursework. Students feel a sense of purpose, motivating them to invest effort in enhancing their English abilities, resulting in better performance and quality of assignments. Notably, students gain confidence and proficiency in both written and spoken English, leading to elevated academic achievements. Nearly 40% of students noted enhancements in their English reading skills, particularly in speed and comprehension, accompanied by the cultivation of a reading habit and genuine interest in the

activity. These advancements assist students in overcoming language barriers and anxieties over time.

Many students faced performance and English-speaking anxiety, finding support from teachers who believe in their potential. This support, in line with Federici and Skaalvik's (2014) and Avci's (2017) findings on the Pygmalion effect, proves beneficial in Bangladesh's English as a Foreign Language (EFL) contexts. The Pygmalion effect fosters security in verbal communication for students from Bangla medium backgrounds, instigating a desire for growth. Furthermore, it positively impacts students' understanding of course materials, promoting analytical thinking, discipline, and responsibility. While some students feel motivated to take charge of their studies independently, as noted by Avci (2017) and Hornstra et al. (2015), my research yielded mixed results. While some findings supported the positive impact, others indicated that the Pygmalion effect doesn't always lead to favourable outcomes. Concerns were raised about high expectations undermining autonomy, aligning with the Anti-Pygmalion effect discussed by Chang (2011). According to Chang (2011), this negatively affects students' motivation and self-direction. However, my research didn't find motivation issues but revealed that optimistic expectations coupled with inaccurate assessment can increase anxiety, imposing unnecessary pressure on students.

The Pygmalion effect introduces a dynamic of peer influence among students, affecting performance, behaviour, and decision-making. This influence can encourage healthy competition and collaboration, motivating students to pursue their goals. However, an overly competitive atmosphere may lead to disruptive rivalry in the classroom. Despite arguments that the Pygmalion effect is particularly beneficial for severely disadvantaged students (Park, Singer, & Gibson, 2005), my research suggests this is not universally true. While disadvantaged students

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experienced some benefits, they were also more susceptible to negative effects, facing challenges in developing academic self-concept and coping with high expectations.

The research identified several drawbacks, with the most significant being the pressure and stress from the Pygmalion effect and heightened expectations. While some students appreciated the pressure for maintaining performance consistency, a majority found prolonged exposure overwhelming. Many disliked the attention generated by high expectations, aligning with Chang's (2011) study on the causes of the anti-Pygmalion effect. Some students failed to benefit from positive teacher expectations, lacking internalisation and motivation for language learning. Additionally, certain students preferred independence and were uncomfortable with excessive teacher attention, increasing anxiety. Inadequate support for expectations further exacerbated anxiety for some students.

In addressing the second research question on tertiary students' perceptions of high expectations and the Pygmalion effect's impact, diverse responses emerged. Most students viewed high expectations positively, linking them to increased engagement, motivation, and academic drive, aligning with Eccles and Wigfield (2002). However, some students expressed ambiguity about these expectations and their effects. Approximately three in five students felt supported in class, with a quarter noting that high expectations fostered comfort and positive interactions with teachers, aligning with McLeod's (1995) emphasis on emotionally safe and nurturing environments created by successful teachers.

As per student perspectives, teachers consider various factors when establishing expectations, primarily focusing on exam results, assessments, and English proficiency. Riley and Ungerleider (2012) emphasise the pivotal role teachers play in influencing students. Students noted that teachers express elevated expectations through encouragement, positive body

language, and personalised attention, fostering skill development through diverse activities and extra support such as leadership opportunities and academic assistance. The Pygmalion effect, as observed, prompts students to seek guidance and value teachers' expectations, leading to enhanced self-confidence, a growth mindset, and a readiness for challenges. This positive impact extends beyond academic realms, shaping teacher-student dynamics positively and creating a more stimulating learning environment, consistent with Rubies-Davies (2004). Good et al. (2018) and Wang and Lin (2014) support these notions, suggesting that while the Pygmalion effect may not directly affect academic performance, it significantly influences student motivation and engagement, contributing to overall academic outcomes.

Students perceived high expectations and teachers putting their trust in them, as a result, students felt a duty to meet their teachers' expectations, providing them with another goal beyond just improving grades and skills. This sense of responsibility guided them toward ambition, giving them a sense of purpose in striving for excellence and positively influenced their overall well-being. Similarly, our study revealed that high expectations played a crucial role in motivating students to take English speaking practice seriously. As a result, students became more willing to participate and actively engage in spoken English activities. This reinforces the idea that setting high expectations can lead to the development of healthier study habits and positive outcomes for students.

Upon investigating the impact of the Pygmalion effect on students' self-perception, the results indicated a significant positive influence, as students reported increased confidence and validation of their abilities. Even proficient English speakers only began to believe in themselves when recognized by their teachers. This corroborates Szumski and Karwowski's (2019) findings, highlighting how high expectations from admired teachers elevate students' academic

self-concepts. Students take pride in meeting these standards and value the approval of their instructors, fostering a positive self-image. Similar to parental figures, teachers' expectations drive students to excel and seek acknowledgment, fostering independence and a strong work ethic, as noted by Frenzel (2014). Furthermore, Tsiplakides and Keramida (2010) argue that teachers play a crucial role in alleviating students' language-learning anxieties. This study supports their claim, as students reported reduced fear of errors and increased participation in English-related activities, driven by teacher encouragement. Overall, teachers' high expectations empower students to overcome insecurities, participate actively, and engage in extracurricular endeavours.

My research reveals potential drawbacks related to students' self-perception and emotions due to high expectations, known as the Pygmalion effect. One significant concern is the heightened fear of failure or underachievement among students. Constant exposure to lofty expectations places an overwhelming emphasis on success, compelling students to constantly strive for perfection. Consequently, they may establish unrealistic standards for themselves, fearing they might not measure up to peers or meet teachers' expectations. Frenzel (2014) underscores that students often push themselves to excel to gain teachers' approval, resulting in stress over potential disappointment and the need to maintain exceptional performance levels. This fear of falling short, as evidenced by the findings, can foster unhealthy perfectionism, as students prioritise top grades and struggle to accept anything less than excellence. Failure to meet expectations, as indicated by the results, leads to disappointment, self-criticism, triggered self-deprecation, and self-doubt, further eroding their already fragile self-esteem, overly tied to grades, performance, and external validation.

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The research findings indicate that unsupported student expectations lead to increased stress levels, negatively impacting emotional well-being and academic performance. This strain not only strains the student-teacher relationship but also diminishes interest in studies. Kim (2000) and Young (1992) suggest that the Pygmalion effect, reliant on positive expectations, requires additional support for language acquisition to prevent heightened stress and anxiety. Consequently, imposing expectations without support undermines the Pygmalion effect, hindering its success as a self-fulfilling prophecy. Moreover, the study uncovered that high teacher expectations prompt students to question their identities, wondering if they truly desire to meet prescribed standards. Striving to meet these expectations has induced an identity crisis among students, as revealed in the study. One student confessed to doubting her abilities, attributing success to luck and fearing exposure as a fraud—a manifestation of imposter syndrome. This persistent fear undermines confidence and impedes genuine appreciation of achievements.

Students raised concerns about teachers overly prioritising grades, potentially leading to favouritism among those solely focused on meeting academic standards. While teachers commonly use comparisons to establish expectations, this approach can adversely affect students' self-esteem and breed insecurities. Although most teachers were not found to display discriminatory behaviour, some students reported instances of unequal treatment by specific teachers. Previous discussions by Cooper et al. (1979) and Guskey (1982) underscored teachers' tendency to form expectations and treat students differently based on them. While Good and Nichols (2001) argue that teachers do treat students based on varying expectations positively, our findings revealed that certain teachers give more attention, support, and higher expectations to academically successful and well-behaved students.

Conversely, students lacking high expectations noted a lack of feedback, reduced care, fewer initiated conversations, and less concern for their progress. This aligns with Rosenthal's (2002) observation that low-achieving students may face criticism and stricter treatment from teachers. This attention disparity resulted in missed opportunities to uncover hidden potential and disrupted overall class dynamics, leading to tension, hierarchy, and partiality among students, as reported by participants. These outcomes mirror Cooper's (1983) findings, indicating that low-achieving students are marginalised and receive fewer benefits, contributing to an uncomfortable classroom environment. Students observed that low-achieving peers may become more timid, passive, and reluctant to take initiative, impeding their growth. Therefore, it is crucial for teachers to maintain positive expectations for all students, acknowledging the diverse levels in a classroom. Tomilson and Javius' (2012) study on classroom equity and equality emphasises the need for teachers to adjust their expectations to empower and include students of all levels.

According to Cooper et al. (1979) and Good and Nichols (2001), teachers must acknowledge that inadequate opportunities for low-achievers may contribute to poor performance. Additionally, relying solely on high achievers as benchmarks for class standards, as suggested by Nisrina (2020), neglects individual student abilities and imposes unrealistic expectations. This oversight increases the risk of the Golem effect (Eccles & Wigfield, 2020), where low expectations lead to lower performance quality and well-being issues among students, which is more prevalent than the Pygmalion effect. To foster a supportive learning environment, educators should address biases and ensure equal opportunities for all students.

The results suggest a significant impact of teachers on students' demotivation and academic enthusiasm levels, consistent with Quadir's (2017) findings. Furthermore, negative

assumptions about the English language held by some students exacerbate this demotivation, stemming from unfavourable perceptions of their language proficiency. However, the study reveals that teachers possess the potential to reverse this trend and enhance motivation by making the classroom experience more enjoyable.

In light of the potential negative impacts of high expectations and stress, I investigated how students manage academic pressure effectively. I found that students utilise strategies such as self-reflection, setting achievable goals, and emphasising personal growth over perfection. Encouraging self-compassion and maintaining a positive mindset are vital to safeguarding mental health and emotional well-being in the face of academic challenges.

One participant stressed the importance of taking breaks when fatigued, highlighting the necessity and validity of this action for overwhelmed students. Additionally, the study identified a reliable support system, encompassing friends and teachers providing assistance, as a highly effective coping mechanism.

In summary, addressing its second research question, the study revealed a predominantly positive perception of the Pygmalion effect among students. This positive outlook correlated with heightened engagement, motivation, and academic drive, resulting in improved language skills and overall outcomes. Despite acknowledging drawbacks such as increased fear of failure and stress in the absence of proper support for expectations, students demonstrated the development of coping mechanisms. The findings emphasise the importance of adopting a balanced approach to create a supportive learning environment. In conclusion, this research contributes valuable insights to the existing literature on the Pygmalion effect's impact on student success and well-being in higher education.

Chapter 6: Conclusion

In summary, my thesis explored two primary questions: firstly, investigating the operation of the Pygmalion effect in English tertiary classrooms in Bangladesh and its influence on teachers' impact on students' English language performance; and secondly, examining Bangladeshi tertiary students' perspectives on teachers' high expectations and the Pygmalion effect's impact. The study encompassed both teacher and student viewpoints, revealing that the Pygmalion effect is indeed present in Bangladeshi English classrooms, shaped by teachers' behaviours, support, attitude, and teaching methods driven by high expectations.

Addressing the second research question, most students perceived high expectations positively, attributing it to enhanced teacher support, improved academic outcomes, and English proficiency, fostering a conducive growth environment. However, lower-achieving students exhibited mixed opinions, indicating varied impacts of the Pygmalion effect. While it aided in reducing English language anxiety and providing additional practice, it also introduced potential drawbacks, such as stress and pressure from unrealistic expectations. The effect prompted changes in teaching methods and positively influenced students' self-image. Overall, the study underscored the intricate impact of high expectations on students in Bangladeshi English classrooms.

There were some interesting findings from this study, including the influence of external factors like educational reforms and expectations from parents and teachers. Educational reforms in Bangladesh emphasised exam outcomes, while assumptions about students' digital competence during Covid-19 revealed disparities in resources. Unexpected benefits of the Pygmalion effect included students taking more responsibility for their studies, developing study

habits, time management skills, and self-efficacy, contributing to improved self-image and the unveiling of hidden potential.

Despite these advantages, the study uncovered downsides and potential risks, such as biases and differential treatment based on expectations, fostering competition, disrupting collaboration, and creating a hierarchical environment. The Pygmalion effect also posed risks of instigating perfectionistic tendencies, dependence on external validation, and negatively impacting students with fragile self-esteem. One participant even questioned her abilities and lived in constant fear of not meeting expectations.

In conclusion, the Pygmalion effect emerges as a potent tool to alleviate English language anxiety and enhance language skills among Bangladeshi students. This approach not only addresses concerns about English proficiency but also creates a comfortable environment for students to express themselves, expand their vocabulary, and develop language skills. Despite uncovering potential risks associated with high teacher expectations, the overall positive impact of the Pygmalion effect remains significant, offering benefits beyond previous literature.

Limitations of the Study

There are some limitations of this study, which prevent broad generalisations. The six-month timeframe and small sample size provide only a partial view of the Pygmalion effect's potential. Despite indicating positive outcomes in academic and English skills, the study also suggests broader impacts on students' confidence, motivation, and course interest. This research is a preliminary exploration, shedding light on the potential application of the Pygmalion theory in Bangladesh's pedagogical landscape.

Additionally, the lack of existing literature on the Pygmalion effect in Bangladeshi English classrooms required drawing upon foreign studies due to limited local research.

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Recommendations

I would like to make a few recommendations based on the findings of my study:

1. Based on the research, it is recommended that EFL/ESL educators familiarise themselves with the Pygmalion effect. Educational institutions should organise seminars and training sessions to enhance understanding of its implications. Workshops on conscious expectation setting and strategies for equitable treatment of all students, regardless of academic performance, are essential. Administrators should observe classes, providing constructive feedback aligned with fostering high expectations.

2. Integrating content on the impact of high teacher expectations and the Pygmalion effect into teacher preparation programs is crucial for informed future educators.

3. Teacher and administrator preparation programs must stress the significance of holding high expectations, recognizing their impact on student achievement.

4. Practical strategies should be implemented to address instances of differential treatment and mitigate unintended biases, fostering an environment of equal opportunities for all students.

Scope for Future Research

It is evident that the exploration of the Pygmalion Effect in Bangladeshi English classrooms is just the beginning. Moving forward, there is a need for larger-scale research to validate and generalise the findings. This would involve validating and extending my conclusions to a broader context. Future studies could expand by considering additional variables like students' parents, external factors, school administrations, and other stakeholders, alongside teacher expectations. A more comprehensive comprehension can be attained through sustained observations over extended periods or by employing diverse research methodologies with larger

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participant pools within the same context or even exploring the influence of technology in the Pygmalion effect. Given the limited literature on high teacher expectations and the Pygmalion effect in the Bangladeshi context, there is a pressing need for diverse research directions. These directions can significantly contribute to a more holistic comprehension of the Pygmalion Effect in Bangladeshi English classrooms, offering valuable insights into effective strategies for promoting positive educational outcomes.

Concluding Thoughts

Much like Pygmalion, who sculpted his belief in the potential of his creation, modern educators play the role of shaping students' minds and performance. This study reveals the Pygmalion effect in Bangladeshi English classrooms, emphasising how teachers' expectations influence behaviour, teaching style, and positively impact students' self-perception and achievements. Throughout this thesis, I have recognized the profound influence teachers have on academic performance, personal development, aspirations, and career choices. Introducing teachers to the Pygmalion effect in Bangladeshi education can foster learner-centric pedagogy and highlight the importance of high expectations. This research emphasises the need for teacher education that prioritises equity, diversity, excellence, and critical consciousness, acknowledging the varying definitions of excellence for each student and the role of the Pygmalion effect in understanding and catering to diverse needs.

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PYGMALION EFFECT IN TERTIARY CLASSROOMS

Appendices
Appendix A
Letter of Consent for Participants

I am Fabliha Tafanom Bushra, and I am pursuing my MA in English at Brac University. My research focuses on how teachers' expectations can affect teachers in impacting students' performance in English language studies, specifically in Bangladeshi tertiary classrooms. I want to explore the Pygmalion effect, which suggests that when teachers have high expectations for their students, those students are more likely to do well academically.

In simpler terms, I am investigating how what teachers believe about their students can impact how well the students do in English class in Bangladesh. I will be looking at how this phenomenon shows up in real classrooms and how it influences what students think about learning English.

If you decide to be part of this study, please know that your involvement will only be used for my research, and your identity will be kept confidential using fake names. If you're interested, please check out the details in the consent form on the next page and provide your signature. I really appreciate your help with this study.

Thankyou,

Fabliha Tafanom Bushra

M.A. in English

Brac University

Department of English and Humanities

E-mail: bushra0027@gmail.com

Terms of Agreement	Yes/No
I have carefully reviewed and understood the information presented, which outlines the study's objectives and data collection methods.	
My participation is voluntary. But if I decide to participate, I may not change my mind afterward	
I agree to take part in the interview (online) for this study.	
I grant permission for my responses to be used in the research.	
I agree to be audiotaped	
I authorise the researcher to reach out to me for clarification using the provided email address after the data collection phase has concluded.	

Name: ……………………………………………

Date: …………………………..

Email address: ……………………………………………………………………

PYGMALION EFFECT IN TERTIARY CLASSROOMS

Appendix B

Notational Conventions

Notation   Meaning

1. I: Researcher
2. (Name):   Respondent/ Interviewee/ Participant

3. (??)   Not clear

4. ?   Interrogative sentence or word

5. Ah   making same voice while thinking or speaking
   Amm
   Emm
   Eh
   Umm
   uh

6. *pause*   pause or stop talking for short time

7. Eh eh   laugh

8. Bahh   cough

9. Hmm?   questioning

10. Oh! Ah!   Expressing joy, sadness or surprised

11. Yeh   agreement
    Yah

PYGMALION EFFECT IN TERTIARY CLASSROOMS

Appendix C1
Interview Questions for Teachers

Interview questions	Background Questions	RQ1
1. Could you please tell me about yourself? Your educational background, work experience, teacher training you received etc.?	X	
2. What are your beliefs or philosophies as a teacher? Can you describe your teaching methods and strategies in the English classroom?		X
3. Why do you think it's important for teachers to have expectations of their students' performance?		X
4. How do your expectations for students' English language performance influence the way you interact with and teach them throughout the academic year?		X
5. How do you perceive the potential of your students? Are there specific factors or behaviours you consider when setting expectations for students?		X
6. What are your thoughts on the Pygmalion Effect? Have you ever consciously applied the Pygmalion effect in your teaching? If so, how?		X
7. What specific behaviours or actions do you engage in to communicate your expectations to your students regarding their academic performance and behaviour?		X
8. What response or outcome have you observed from your students after communicating your expectations of them?		X
9. Based on your experience, how has the Pygmalion effect impacted English language performance and skills of your students?		X
10. What are the benefits and drawbacks of setting high expectations on students' performance and learning?		X

PYGMALION EFFECT IN TERTIARY CLASSROOMS

Appendix C2
Interview Questions for Students

Interview Questions	Background Information	RQ 1	RQ 2
1. Tell me about yourself (where do you study, your area of study, which year you are in etc.)	X		
2. How long have you been learning English? What is your proficiency level?	X		
3. How do you think your teachers conveyed their high expectations towards you?		X	
4. How did you react or respond to your teacher's expectations and behaviour in that situation?		X	X
5. How have your teachers' expectations affected your English language performance?		X	X
6. Can you share any personal examples of how teacher expectations may have positively or negatively affected your English language abilities?		X	X
7. Have you ever heard of the Pygmalion effect before participating in this interview? What are your thoughts on this phenomenon and its effect on your English language performance?		X	X
8. How aware do you think your teachers are of the Pygmalion effect, and do you believe they intentionally apply it in the classroom to influence your performance?		X	
9. What do you think are the advantages or benefits of having high teacher's expectations in English classrooms?		X	X
10. What are the challenges of being subjected to high teachers' expectations? How do you cope with the challenges or stress that come with meeting your teachers 'expectations?			X
11. How do you think teachers form their expectations of students in English classrooms?		X	X

PYGMALION EFFECT IN TERTIARY CLASSROOMS

12. How do you think your teachers' expectations, whether positive or negative, have affected your motivation and self-confidence in learning English?			X
13. How do you perceive the relationship between teacher expectations and your academic performance in English?			X
14. Have you noticed any differences in how your teachers treat students they believe have high expectations versus those they believe have lower expectations? If so, could you describe these differences?			X
15. How do you think the varying treatment based on expectations affects your motivation and performance in learning English?			X
16. How does, how do you think the Pygmalion effect affects your identity and self-perception?			X
17. Have you ever experienced anxiety or stress related to learning English? If so, what do you think triggered these feelings? How did high expectations of teachers affect/help you during those times?			X