



ORIGINAL RESEARCH PAPER

Arts

TEACHERS' ATTITUDE TOWARDS TEACHING ENGLISH AT THE SECONDARY LEVEL: A REVIEW ANALYSIS

KEY WORDS: Attitude, motivation, job satisfaction, Learning, Inclusive Classroom, Efficacy, Training.

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ABSTRACT

The major goal of this study is to shed light on some of the issues that the author was thinking about before starting this project, as well as other key elements that have been determined from prior literature on the importance of attitudes and motivation in teaching and learning foreign languages. As a result, one of the primary goals of this research is to conduct a scientific and objective investigation of the attitudes and motivations of English instructors at the preparatory level toward studying and teaching English as a foreign language.

Introduction:

Attitudes and motivation have long been recognised as important determinants of how hard people work to complete everyday activities. In the field of education, where a variety of elements such as educational authorities, instructors, students, instructional materials, and conditions both within and outside the classroom interact and collaborate, the importance of attitudes and motivation cannot be overstated. This is because instructors' and students' personalities, interests, needs, and social and educational backgrounds may have a significant impact on the attainment of various educational goals. Maintaining learners' positive attitudes and motivation, as well as their instructors', is a difficult and time-consuming effort in the area of foreign language teaching and learning. In addition, teachers start to feel stages of success and progress or failure and disappointment because of what their job entails and how well their students can speak the new language. So, it is thought that research into how attitudes and motivation work could help solve some parts of the problem. That is the goal of the next pages in this study.

Objectives:

To investigate into the relevant literature on the teachers' attitude towards teaching English at the secondary level.

Methodology:

The researcher used a method called systematic literature review (SLR) to look for and choose research studies (Mariano, Leite, Santos, Rocha & de Melo- Minardi, 2017). SLR is "a way to find, evaluate, and sum up the state of the art of a specific theme in the literature" (Mariano et al., 2017, p.2).

Investigation into the relevant literature:

Attitudes toward job satisfaction, mental health:

Daya Niradhar (2008) did research on job satisfaction, mental health, and teacher attitudes toward children in secondary schools and upper secondary schools. The majority of the instructors were content with their jobs, had a positive attitude toward the students, and were in good mental health. Teachers who were unsatisfied with their work, on the other hand, were found to be psychologically unwell and dissatisfied with the children.

Manifestations of Negative Attitudes:

When instructors have unfavourable views regarding inclusion, they often exhibit particular actions against pupils. Tsovili (2004) reported cases of bad conduct, such as assault and prejudice towards disabled pupils. While worst habits aren't as dramatic as this, they're frequently just as deadly. One of the most common examples of more subtle negative actions is labelling kids as "my" if they get no further

assistance or "yours" if they do, and therefore refusing to accept full responsibility for their success (Friend & Pope, 2005).

The Impact of Teacher Attitudes on Student Learning:

All students must have the most difficult problems, on the other hand, because they are minorities, have disabilities, have low income, and speak English as a second language. Most of what happens when teachers deal with these students is because of their own attitudes (Love & Kruger, 2005). Diamond, Randolph, and Spillane say that teachers' attitudes have a bigger effect on black students than on white students, and they say that this is true (2004). The level of confidence or uncertainty an authority figure has a bigger effect on students from a minority group. Negative authority figures' views may also lead to low academic self-esteem and long-term failure.

Impact of Teacher Attitude in the Inclusive Classroom:

In all classroom settings, teacher attitudes matter and have an influence on student learning. However, in an inclusive context, the influence of instructors' attitudes is much more important. Kniveton (2004) spoke on the necessity of good teaching attitudes in reaching out to individual kids who are included due of their handicap. Similarly, Treder et al. (2000) claimed that inclusive programmes would fail if teachers did not have favourable attitudes. The evidence that supports this assertion is discussed in the next two sections.

Emotional and Psychological Impact of Teacher Attitudes:

Tsovili (2004) investigated the link between good attitudes like empathy and pupils who develop a positive personal identity. Negative attitudes, on the other hand, are often harmful to student performance. According to Tsovili (2004), handicapped kids who have instructors who have unfavourable views toward them would find school to be a hazardous atmosphere where they will be discriminated against, ridiculed, and occasionally physically attacked. According to Sims (2006), the long-term impact of this form of education is typically a life marked by unemployment or perhaps incarceration.

Pre-Service Teacher Training:

Meskill (2005) argued that novice instructors feel equally as unprepared as senior teachers when dealing with culturally diverse children since this has yet to materialise. Cultural competence is defined as the capacity to understand and accept cultural differences, as well as the unique requirements of individual pupils as a result of those differences. Sims (2006) concurred, stating that instructors should be trained how to construct instructional techniques that take into account the strengths of various cultural

learning styles. Teachers must be appropriately prepared not just to understand cultural differences, but also to best practise for dealing with language learners.

Result and discussion:

The researcher has acquainted the reader with the following topics in this literature study.

First, a quick overview of the history of the United States' inclusion movement was provided. Regardless of colour, handicap, or linguistic status, the movement has gradually expanded educational opportunities for all pupils.

Second, several general education instructors' attitudes, views, and beliefs about the inclusion of different learners were addressed. Teachers embrace inclusion in principle, but frequently reject it in reality owing to a number of issues, according to the attitudes study. Lack of time, concern of additional effort, a reduction in educational quality for all pupils, and an increase in stress are all considered issues with inclusion.

Third, the hazards of negative teaching attitudes have been investigated, particularly as they relate to different learners. These risks include, but are not limited to, emotional and psychological harm to the learner, as well as a reduced set of expectations leading to poorer academic accomplishment.

Fourth, there was a discussion of how unfavourable teacher attitudes may be the result of insufficient training in how to engage with different learners. Furthermore, the researcher cited various studies that demonstrated the effects of excellent teacher training on teacher attitudes. It is clear that there is a greater requirement for pre-service and in-service training.

Fifth, our assessment of the literature focused on modifications that pre-service teacher training programmes may address. Colleges and universities have the chance to impact favourable attitudes among prospective teachers by making required adjustments to texts, teaching techniques, and curriculum requirements. A programme that fits many of these standards is also explored as a potential model for other pre-service programmes.

Sixth, the underlying elements of the theory of instructional tolerance were covered in the sixth section of this examination. According to this notion, instructors are compelled to work in resource-scarce situations and must make judgements about which kids are deserving of those resources. The research topics were chosen using this notion as a reference.

Seventh, adjustment was initially a biological concept that served as the foundation of Charles Darwin's 1950 Theory of Evolution, also known as Adaptation. However, among today's teachers, there is an issue of adjustment in regard to career and life. Teachers must create habits in order to address obstacles in the appropriate way, which is referred to as adjustment.

Eighth, professional attitude is a long-term system of favourable and unfavourable feelings about the teaching profession, classroom teaching, child-centered practises, educational processes, pupils, and teachers that is intended for teachers' evaluation of feelings and action tendencies concerning the teaching profession.

Conclusion:

Teachers have a critical role in society. The psychological and social surroundings influence a teacher's behaviour. The correct kind of instructors must be chosen in order to enhance school instruction quantitatively and qualitatively. This would not only increase the teacher's knowledge and teaching

abilities, but also instil in him a positive professional attitude and adjustment. A teacher's adjustment and professional attitude are intimately related to the issues they confront at home and at work. Teachers that are well-adjusted and have a pleasant attitude will have less issues in the classroom.

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