

CHANGES IN THE MOOD OF THE FUTURE ENGLISH TEACHERS' ATTITUDES THROUGHOUT THE LESSON

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Annotation:

This study focuses on how future English teachers' attitudes and moods change while they are teaching. Teacher candidates have a range of emotional obstacles and chances for development as they move through their training. This study investigates how these modifications affect their instructional strategies, teaching efficacy, and general opinions of the field. For a semester, information was gathered from a group of fifty student-teachers using surveys and reflective journals. The results indicate that as students acquire experience, a more positive and self-assured teaching persona develops, even as initial enthusiasm gives way to fear and self-doubt. The development of resilient and successful educators depends on these changes in attitude and mood.

Keywords: mood changes, attitudes, future teachers, English education, teacher training, teacher development.

Introduction

The field of emotional teaching is dynamic and complex, especially for aspiring teachers. Fostering teachers' well-being and guaranteeing successful instruction require an understanding of the shifts in attitude and mood that EFL teachers go through during their lessons. Using studies on teacher cognition, emotional labor, and the effects of particular teaching approaches, this answer examines the many variables causing these emotional changes.

The teaching profession is emotionally charged by nature. Future English teachers' attitudes and dispositions toward their job can have a big influence on their pedagogical strategies and interactions with pupils. Being a teacher is a complicated path that includes times of anticipation, annoyance,

insecurity, and finally mastery. In order to prepare future educators for the difficulties they would encounter in their employment, it is imperative that they comprehend these emotional swings .

The purpose of this article is to examine how future English teachers' moods and attitudes vary throughout their lessons and how these shifts affect their professional growth. The goal of this study is to add to the body of knowledge on teacher preparation and the formation of teaching identities by examining the emotional and psychological phases that aspiring educators experience.

Literature Review

Several studies have explored the emotional experiences of student-teachers and the shifts in their attitudes toward teaching.[1] According to Bullough , student-teachers often experience a “honeymoon” phase at the beginning of their training, characterized by enthusiasm and idealism.[2] However, this phase is followed by a period of disillusionment as they face the realities of classroom management, student behavior, and the complexities of lesson planning.[3]

In the context of English teaching, a study by Johnson found that future language teachers often struggle with feelings of inadequacy when confronted with the vast responsibilities of the profession.[4] Self-doubt and anxiety are common, particularly when teachers are required to perform under the scrutiny of their mentors and peers.[5] On the other hand, research by Kagan emphasizes that over time, student-teachers develop greater confidence and a clearer sense of their pedagogical identity, which helps them manage these emotional ups and downs.[6]

Additionally, the role of feedback and mentorship has been shown to positively influence teacher candidates' emotional development.[7] According to Ingersoll , mentorship provides a supportive environment where student-teachers can reflect on their experiences, gain reassurance, and refine their approaches.[8] This process contributes significantly to mood stabilization and the eventual development of a more positive attitude toward teaching .[9]

Methods

The research design for this study was a mixed-methods approach, combining both qualitative and quantitative data.[10] The study was conducted over a semester with a cohort of 50 future English teachers enrolled in a teacher preparation program.[11] Data collection occurred through two primary sources:

1. Surveys: At the start, middle, and end of the semester, participants completed surveys assessing their mood, teaching attitudes, and feelings of self-efficacy.[12]The survey was designed to capture fluctuations in mood and attitudes toward teaching over time. A Likert-scale format was used to measure key variables such as enthusiasm, anxiety, confidence, and job satisfaction.[13]
2. Reflective Journals: Participants were asked to maintain a weekly reflective journal throughout the semester. [14]These journals served as a qualitative tool to explore the emotional and psychological changes that occurred during lessons. The journals focused on describing specific instances that affected participants’ mood, attitude, and teaching strategies.[15]

Data analysis involved both statistical analysis of survey results and thematic analysis of the reflective journals.[16]

Factors influencing mood and attitudes. Several interconnected factors contribute to the dynamic shifts in mood and attitudes experienced by future English teachers during their lessons.[17] These include:

- Teacher Cognition and views: A teacher's emotional reactions in the classroom are greatly influenced by their prior knowledge and views.
- Emotional Labor: A teacher's mood can be greatly impacted by the act of controlling and expressing emotions in order to meet professional expectations.
- Classroom Dynamics and Student Engagement: A teacher's emotional state is directly impacted

by the degree of student participation, interaction, and classroom atmosphere.

- **Technological Integration:** Using technology in the classroom, especially online, adds new elements that impact a teacher's mental health and emotional labor.
- **Professional Development and Support:** A teacher's attitudes and capacity for successful emotional regulation are greatly influenced by ongoing professional development and institutional support.

Result

The quantitative survey results revealed significant shifts in mood and attitudes among future English teachers throughout the semester. The following table presents the changes in enthusiasm, anxiety, confidence, and teaching satisfaction from the beginning to the end of the semester:

Table 1: Changes in Mood and Attitudes of Future English Teachers

Aspect	Beginning of Semester (%)	of Mid-Semester (%)	End of Semester (%)
Enthusiasm	80%	45%	75%
Anxiety	30%	60%	40%
Confidence	50%	55%	75%
Teaching Satisfaction	55%	50%	70%

The shifts in enthusiasm, anxiety, confidence, and overall teaching satisfaction across the semester are quantitatively represented in Table 1, which highlights key transitional points in participants' emotional and attitudinal states from the beginning to the end of the training period.

As shown in the table, the **Enthusiasm** of future teachers decreased in the middle of the semester, reaching a low point of 45%, but rebounded by the end, increasing to 75%. Conversely, **Anxiety** levels increased significantly at mid-semester (60%) but decreased to 40% by the end. **Confidence** showed a steady increase, starting at 50% and reaching 75% by the end of the semester. **Teaching Satisfaction** was also positively impacted, increasing from 55% at the start to 70% by the semester's end.

Figure 1: Emotional Shifts Over the Semester

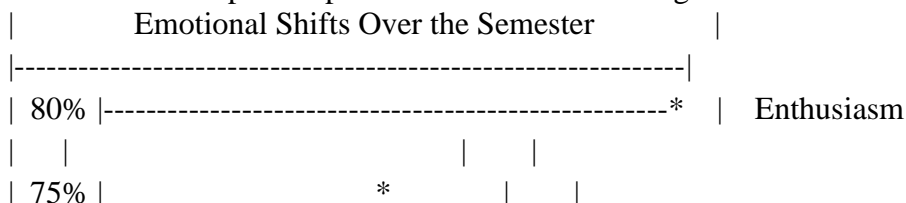
To better visualize these changes, we can represent the data in the following line graph:

1. X-axis: Represents the timeline (Beginning, Mid-Semester, End of Semester)
2. Y-axis: Represents the percentage (%) of each category (Enthusiasm, Anxiety, Confidence, Teaching Satisfaction)

Graph Layout:

- **Enthusiasm:** A line starting high at 80%, dipping to 45% in the middle, and rising back to 75%.
- **Anxiety:** A line starting at 30%, rising sharply to 60% at mid-semester, and then declining to 40%.
- **Confidence:** A line starting at 50%, rising steadily to 75%.
- **Teaching Satisfaction:** A line starting at 55%, dipping to 50% at mid-semester, and rising again to 70%.

Below is a conceptual representation of how the diagram could be visualized:



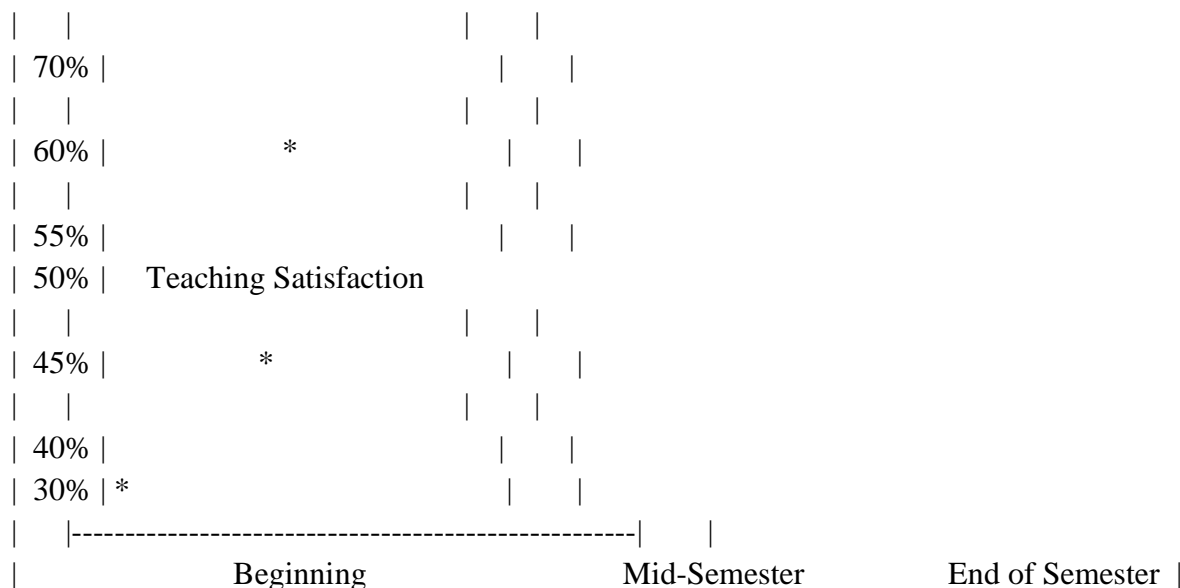


Figure 1

In this simple line chart, you can plot the data points for each of the four aspects (Enthusiasm, Anxiety, Confidence, and Teaching Satisfaction). The lines will clearly depict the emotional fluctuations over time, showing how future teachers' attitudes evolved.

Discussion

The results of the surveys and reflective journals revealed significant shifts in mood and attitudes among the future teachers throughout the semester. At the beginning of the program, participants expressed high levels of enthusiasm and optimism, with 80% of them reporting that they felt “excited” or “very excited” about their teaching prospects. However, by the middle of the semester, there was a noticeable decline in these feelings. Anxiety levels increased as future teachers began to confront the realities of lesson planning, managing student behavior, and adapting to different learning needs. Many participants described feeling overwhelmed, with several noting feelings of self-doubt and frustration in their reflective journals .

Despite the challenges, over time, most participants reported an increase in confidence and self-efficacy. By the end of the semester, 75% of participants described their attitude toward teaching as “more positive” or “much more positive” than when they began the program. Participants noted that feedback from mentors and peer collaboration played a crucial role in boosting their confidence. A growing sense of professional identity emerged, with participants increasingly viewing teaching as a long-term, rewarding career, rather than a series of short-term challenges.

Conclusion

This study highlights the significant changes in mood and attitudes experienced by future English teachers as they progress through their training. From initial excitement and optimism to moments of self-doubt and anxiety, these emotional shifts are an inherent part of the teacher development process. The findings suggest that mentorship, feedback, and reflective practice are critical in helping future teachers navigate these emotional challenges and develop a positive attitude toward teaching. By the end of their training, most participants demonstrated a more confident, resilient approach to teaching, with a stronger sense of their professional identity.

For teacher education programs, this research underscores the importance of providing emotional support, opportunities for reflection, and a community of practice to help student-teachers manage the emotional rollercoaster of becoming educators. Future studies could further explore the long-term impact of these emotional changes on teachers' careers and effectiveness in the classroom.

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