

Study on Discourse Expression of Teachers' Language Attitudes from the Perspective of Narrative Analysis

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Abstract: Research on teachers' language attitudes has traditionally been limited to scale measurements and has treated them as relatively fixed psychological attributes. Certainly, this way will yield a large amount of quantitative data, but it is difficult to show how the attitude is formed and changed over time. Based on the above, this paper will explore the reasons for teachers' language attitudes through narrative analysis. Therefore, it can be concluded that language attitudes are not stable psychological attributes but rather fluctuating discourse behaviours resulting from narrative moments in particular environments. At the level of identity construction, teachers use language-learning experiences and teaching stories as carriers to connect their own lives with their professional identities and thus build a network of language ideologies. Classroom observations show that the teacher's choice and modification of style are expressions of their attitudes. Attitudes of professional development do not change gradually; instead, serious incidents or reflections lead to such changes. In short, based on narrative analysis, we can learn about the general language attitudes of teachers and offer some references for fostering their language consciousness.

Keywords: Narrative Analysis, Teacher's Language Attitude, Discourse Analysis, Language Ideology, Construction of Teacher Identity.

1. Introduction

Research on language attitudes can be traced back to the 1960s, and now it is an intersection of sociolinguistics and educational linguistics. The first studies were in social psychology. It used an experiment, the matched-guise technique, and considered language attitudes to be stable psychological traits that could be measured accurately. Then discourse theory appeared, and people began to be aware of the shortcomings in the previous way. Scale numbers cannot present the source and modification process of attitudes in real speech.

According to the idea of discursive construction, attitude is not a fixed trait of personality but rather something that is constantly being created and changed in a particular environment; therefore, traditional quantitative methods are not very suitable for studying it [1].

Change is also taking place at the school level. Teachers' Language Attitudes will directly affect students' language identity and study. High school English teachers often face an internal conflict: they are aware that society is prejudiced against non-standard language users, but at the same time, they believe that standard language is required for students to succeed in life. This conflict is not disclosed to the students in class and the existing hierarchy of language is maintained. Teachers with more years of teaching experience are more conservative in their opinions, but the reflection section of their narrative texts is far more complex than what is shown in the scores.

Given the complexity of this language attitude, the old ways are no longer suitable, so narrative analysis has emerged as a replacement. Narrative analysis is suitable for investigating teachers' language attitudes, and the reason is that attitudes themselves are in a narrative form. The values people attach to language are not isolated; they are also associated with particular stories and intertwined in their own lives, sense of self, and beliefs. Narrative inquiry believes that life is inherently a story, and we make sense of our own lives

and come to know ourselves through these stories. The formation and development of teachers' language attitudes also follow this pattern.

Although narrative analysis and language attitude research are highly compatible in theory, most of the domestic research has been quantitative in nature and has not systematically examined the mechanism of discourse construction for teachers' language attitudes. Narrative analysis will be used in this paper, and the five categories of data will be analysed.

2. Narrative Analysis: A Methodological Shift in the Study of Teachers' Language Attitudes

Research on the attitude of traditional Chinese classes is based on the assumption that attitude is an enduring psychological disposition of individuals. Scales and semantic differential scales have been developed by scholars to change abstract emotions into quantifiable data. This way has a certain history. After the rise of discourse constructionism at the end of the 20th century, this hypothesis was refuted. Discourse psychology has a problem to address here. Attitudes are not pre-existing conditions to be observed. They are created in the moment of utterance through discourse. Conflicting attitudes shown by the same person in different situations are typical cases of attitude discourse.

In light of the previous mode of thought, narrative analysis has gradually been employed as a research method at both the macro and micro levels. In general, these are story-based methods that explore changes in attitude, such as life history and autobiography; in a narrower sense, they focus on the structure of stories and identity construction at the textual level and how attitudes are expressed in discourse [2].

Narrative analysis is no longer restricted to tradition in how it presents time. The former is a cross-sectional view of the attitude, and the latter shows changes in the attitude over time. Scholars have proposed a "restorying" method to have teachers recount their learning and teaching experiences

repeatedly. Each re-telling corresponds to a deeper comprehension and a modification of attitude. Teachers are not telling stories of the past; they are building them.

By considering both the scale of the context and the subject, narrative analysis is more advanced than the former. Language attitudes always occur in specific contexts, and narratives naturally contain elements such as scenes, characters and events; thus, they can recreate the specific circumstances of attitude expression. Narrative is the way a narrator actively creates meaning, and now researchers view interviewees not as carriers of attitude but as producers of meaning. Multimodal narrative research on second-language teachers shows that teachers integrate social discourse and professional identity in their personal stories to build distinct language attitude systems [3].

However, Narrative analysis is not intended to replace quantitative research. One study has attempted to measure teachers' language attitudes with a scale first and then conducted discourse analysis on narrative data from the extreme group. The statistically significant effects of age and teaching experience are relatively complex in nature. Older teachers tend to be more conservative in their language, but their language autobiographies contain deep reflections on their own language biases.

3. The Narrative Construction of Teachers' Language Attitudes: The Interweaving of Identity and Ideology

Methodology is the beginning of theory; thus, this chapter will examine how teachers construct their language attitudes through narration and consider issues such as identity and ideology. The basis for the formation of language values is not only individual desires. It can help promote a sense of professionalism among teachers and is also affected by language ideology in their working environment. Narrative is the main way of transmitting identity, and we can see how the two are related more clearly this way. The various stories teachers tell may appear to be personal recollections, but in fact, they are identity practices achieved under the influence of a particular ideology, and each story is thus a reproduction of identity.

What is Linguistic Ideology, exactly? It is a set of taken-for-granted beliefs in language and who uses it. It is generally referred to as "natural and reasonable", but in fact, it serves the interests of some people. For a long time, the standard language ideology in education has been prevalent, and teachers' language attitudes have been shaped by this. Most of the teachers we talked to believe that students should learn standard English to succeed, but they are also aware that this is not fair to students who do not speak standard English. The basic contradiction in the language-systematic narrative of the mainstream school is that it needs to maintain the hierarchy of language at the same time as creating a space for attitude change.

Narrative analysis is beneficial for academic research because it can reveal how teachers negotiate with, modify or resist, dominant ideology in their own lives through stories. Research on French teachers indicates that non-native speakers often face the challenge of "native speaker ideology" initially and are anxious about their accent or lack of "purity" in expression. Later, they will use the idea of "multicompetence" to rebuild their sense of self as

professionals. It is also an indirect criticism of the idea of native speakers.

That is to say, we can see that identity and ideology are closely linked here. Some research has found that teachers hold different views on the ideology of a certain subject [4]; some support the main ideology, some promote critical thinking, and some are in the middle, showing that there are inherent contradictions in the ideology itself. The position can change; therefore, the attitude toward language is not fixed and may be altered by storytelling [5].

An individual's life story is not the whole story and must also be within structural constraints. Research on teachers of community language schools has shown that their professional identity has long been marginalized in the mainstream education system, and although they have a positive sense of identity with mother-tongue teaching, they are also subject to societal pressure for the overall devaluation of immigrant languages. Therefore, in order to explore the underlying reasons for changes in teachers' language attitudes, their social context should be taken into account, and such conservatism in their attitude cannot be attributed to any single teacher.

4. Language Attitude in Classroom Discourse: A Microscopic Analysis of Narrative Fragments

Go to any class and you will hear what people think without them having to speak. Interview narratives are one thing; they are not random and have been polished. But what is done in the classroom? That is not the case. The attitudes there are usually implicit, hidden in the small details of teaching interaction, and are still half-formed. The first section of this chapter will present the general ideas of identity construction and then investigate how such attitudes are expressed in narrative situations of classroom interaction. At this time, we can apply the micro-lens of narrative analysis to observe the fine details of behavior in real time and show how people actually act.

The Narrative sections of classroom discourse take many forms. Personal stories by teachers, student cases and evaluations of language phenomena are all considered micro-narratives. These fragments are short in length but contain a large number of attitudinal expressions. Research on three high school English teachers shows that classroom language-styling strategies are closely related to teachers' language ideologies. Some teachers intentionally use standard English to assert their academic authority; others actively employ dialectal variations to connect more closely with students and teachers; a few switch between the two styles flexibly. These surface teaching strategies are, in fact, value judgments of various language varieties.

Teachers' corrective behaviour is a manifestation of their values for norms and deviations from norms in language [6]. Research has shown that teachers treat the language differences of the same group of English learners differently in various ways. Some teachers see the language differences as problems and regularly correct grammar errors; others focus more on enabling communication so they are not too concerned about "errors" in the form of language.

Narrative analysis of classroom discourse should also consider the changing frameworks of participation dynamically. Sociolinguistics shows that speakers can take different positions in the same discourse situation. Classroom

teachers frequently take on various roles, and these different roles are associated with different expressions of emotion. SETT framework-based research shows that teachers have different attitudes in the four modes: in the management mode, there is a tendency for instrumental rationality and an emphasis on normativity; in communication mode, the attitudes are more open, and communication functions are valued more highly.

Micro-narrative analysis can also find contradictions and variations in language attitude [7]. Teachers may transmit conflicting language-attitude information in the classroom at the same time. Some teachers focus on the role of standard English in their official lessons but use non-standard expressions and are more relaxed in conversation with the students. It is not to accuse the teachers of hypocrisy. Language attitudes are relatively complex and have many different types. Narrative analysis does not require the consistency of attitude but rather values the conflict among different parts of the narrative.

5. The Language Attitude Changes in the Narrative of Teacher Professional Development

Classrooms are environments for displaying language attitudes, and how these attitudes change over time have become a subject of research. This chapter examines the patterns of attitude change in the narrative of teacher professional development from the perspective of time. Teachers' Language Attitudes are not fixed and will continue to change as they improve professionally. Narrative analysis is very suitable for studying these changes because narrative has a sense of time and can present the whole process of development. These stories also contain deep changes in language concepts, identity and ideology.

Teachers' Language Attitudes Change in Response to Specific Events [8]. A narrative case of a Hispanic teacher shows the three main changes in language attitude. During her school years, she was treated poorly because of her accent and thus began to believe that standard language was superior. At the beginning of her career, she was a member of an ethnic minority and thus marginalised; she started to think about language bias then. At the time of her studies, she was introduced to critical linguistics and thus gained an awareness of critical language.

Teacher Education courses may influence teachers' language attitudes. Based on observations of teachers' talk in graduate courses, their language attitudes generally become more elaborate as the course advances. At the beginning of the course, most of the teachers' stories focused on the idea that "students have language deficiencies". In the later days of the class, more and more teachers have started to tell stories about "student language as a resource". A change in the system of narration suggests that teachers have had a different view of language.

Changes in the language of attitude in professional development stories are closely related to teachers' own initiative. Research on English teachers in Colombia shows that, under the pressure of neoliberal language policies, teachers are no longer passively accepting the main stream ideology. They take the initiative to recount, to frame their own professional growth as narratives of "resistance and change", and spread their teaching ideas in the classroom [9].

Another source is provided by narrative analysis of the

emotions expressed in language attitudes. Teachers' Language Attitudes are always linked to their particular emotions and feelings. Good dialogue teaching can make people feel good, such as being happy and satisfied; otherwise, if one is not skilled in speaking, they will feel frustrated and anxious. Teachers accept or refuse a language idea at this time. It is rarely the case that they have been considered reasonably. Most of the time, it is emotional resonance or, on the other hand, emotional resistance.

6. Inspiration and Reflection on the Study of Teachers' Language Attitudes from the Perspective of Narrative Analysis

To date, we have explored how teachers' language attitudes operate through the lens of narration in four dimensions. Based on the above, this chapter presents some ideas and discussions. Narrative analysis has offered a new theoretical system for the study of teachers' language attitudes and, at the same time, presented problems with the old system of attitude measurement. Narratively speaking, some basic questions need to be re-examined: What exactly is the "attitude of language"? Are the present research methods suitable? How to Implement the Research Results?

If there is one thing that the narrative perspective does well, it is to make us question what language attitudes are in the first place. The old school of research considered attitude to be an unchanging trait of personality; however, narrative analysis has shown that attitude is also discursive, situationally contingent and subject to change over time. Teachers' Language Attitudes are not fixed positions in their minds; rather, they are discourse positions that are continually built and reformed through narrative practice [10]. A single binary label of "support" or "oppose" for teachers' attitudes is not specific enough. Previous research has repeatedly shown that the results of the scale and the conclusions of discourse analysis are often inconsistent, and it is difficult to obtain a complete picture of teachers' language attitudes by using only one method.

Narrative analysis is also used in practice for teacher education. As language attitudes are constructed through narratives, cultivating a sense of language awareness in teacher education should also be done by means other than theoretical explanations and knowledge transmission [11]. Narrative pedagogy offers a good way for teachers to tell stories of their own language life, analyse problems, compare personal experiences with theoretical knowledge, and finally reflect and integrate. Thus, one has not corrected the teacher's attitude; rather, one has learned to understand how that attitude has been formed over time.

Narrative research needs to consider ethics at all times. Narrative research addresses the personal stories and identities of teachers, and the researchers themselves are the objects of study. How can the researchers avoid imposing their own analytical system on the participants? How to learn about the world created by the narrator in this work? Relational Ethics provides a system of thought for this, and there is a dialogue relationship between researchers and participants.

Honestly speaking, though. Narrative analysis will not solve all of our problems. As a type of qualitative method, its conclusions are not easily generalisable, and it is unknown how much small-sample case studies can represent the

features of a large population. Another problem is authenticity; because the researcher has interpreted the story in a particular way during the course of narrative analysis, different people will come to different conclusions when reading the same text. All of them have certain ranges.

7. Conclusion

Based on the above considerations, narrative analysis has offered a new way to study teachers' language attitudes. Research that views attitudes as fixed psychological traits does not align with the idea of language attitudes from a narrative perspective; instead, such attitudes are not static qualities of individuals but rather continuously created and modified discursive positions in specific narrative activities. Therefore, in terms of methodology, it will supplement the deficiency of quantification for dynamic changes. Add time, space and people to make the abstract idea of attitude more concrete. Dig a little deeper, and you will find that the system of narratives also has some basic connections among language attitude, identity construction, and ideology. Narrative inquiry offers a path for fostering language awareness in teacher education practice by using narrative reflection to develop an inclusive language mindset gradually.

It does not mean we have to discard all the old research. Previous mixed-methods research has shown that both quantitative and qualitative approaches have their own strengths, and together they can offer a more all-encompassing view. In the future, given the circumstances, we will not be confined to a single way and can choose any method that suits this particular question.

At the end of the day, none of this research is of any use unless it promotes educational equity. Although the world has a wealth of language diversity and culture, in practice, non-standard language users are often marginalized by the education system and face all sorts of implicit discrimination based on language. As the main implementers of education, teachers' language attitudes directly influence students' language identity and learning outcomes. Observe the language attitude of the teachers in the narrative, and based on this study, put forward relevant countermeasures to create an equal educational environment.

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