

CHAPTER 1

INTRODUCTION

1. Background

Emotional geography in language teaching has a significant role in the teacher's emotional development. Hargreaves (2001) noted that "emotional geographies describe the patterns of closeness and distance in human interaction that shape the emotions we experience about relationships to ourselves, each other and the world around us" (p. 1056). Due to this, he proposed five emotional geography frameworks; physical geography, moral geography, sociocultural geography, professional geography, and political geography to represent human interaction. Teacher emotion has a direct effect on teaching and learning in the classroom (Sun & Leithwood, 2015) especially, to the EFL pre-service teachers in teaching practicum abroad. The geographic place (e.g., culture and language differences) possibly influences the inexperienced EFL pre-service teacher to experience many kinds of unusual events that they never experienced before in the local teaching practicum. The events can affect the emotion and their professional development in the teaching learning process.

The following previous study about teacher's emotion within ten years demonstrates that the research about emotion is still quite popular in teacher's emotion on teacher's life (Schutz & Zembylas, 2009), pre-service teacher emotion on professional experience (Bloomfield, 2010), experience of EFL teacher's emotion (Cowie, 2011), teacher's emotion in school context (Cross & Hong, 2012), the role of teacher's emotion in professional development (Saunders,

2013), the importance of teacher's emotion (Becker, Goetz, Morger, & Ranellucci, 2014), teacher's emotion in the classroom (Hagenauer, Hascher, & Volet, 2015), the emotional geographies of language teaching (Liu, 2016), understanding teacher's emotion (Chen, 2016), moral, professional and political geographies in parent-teacher interaction (Cil & Dotger, 2017), exploring teacher's emotion via nonverbal behaviour (Chang, Gröschner, Hall, Alles, & Seidel, 2018), study of teacher's emotion during the school inspection visit (Quintelier, Vanhoof, & De Maeyer, 2019). One of the previous studies mentioned above was analyzed using the emotional geography frameworks illustrated by the single point of view of a teacher (e.g, Liu, 2016). A single point of view from one's teacher's emotional experience can create an emotional understanding. Liu (2016) states that teachers create an understanding of each other's work (e.g., with the students or with teachers at school).

The previous study is about the emotional geography of the ESL professional Chinese teacher who conducted a teaching contract for three months in one of the Universities in the United Kingdom (UK). The previous study examines the teacher's emotional understanding and misunderstanding based on the emotional geography frameworks of Hargreaves (2001) which reveal five emotional geographies; physical geography, moral geography, sociocultural geography, professional geography, and political geography. Furthermore, this research is investigating the emotional geography of an inexperienced Indonesian EFL pre-service teacher from one of the universities in Indonesia who still lacks teaching experience and teaching skill . This study specifically addresses issues in the EFL context of the International Teaching Practicum (henceforth, ITP) in one

of senior high schools in Thailand. Based on the context of ITP which focuses to evaluate an Indonesian EFL pre-service teacher emotions. The participant conducted ITP in Thailand for five months and experienced many emotions from the interaction with students and teachers related to the emotional geography. The participants experienced many emotions related to challenges in different cultures, pedagogy, and education systems for the first time in teaching abroad. Above all, the present study aims to reveal the emotional geography represented in a single point of view from the emotional understanding of an Indonesian EFL pre-service teacher who conducted ITP in Thailand.

1.2. Formulation of the Problem/ Research Question

One question is addressed to the study “What are the emotional geographies revealed by an Indonesian pre-service teacher during the EFL International Teaching Practicum in Thailand?”

1.3. Operational Definitions

To avoid misunderstanding about the terms set out in the study, the researcher provides some definitions related to the study, as follows:

1. Emotional geography : A term defines as an understanding of the nature, of Indonesian EFL Pre-service Teacher causes, and control/regulation of emotions, or as a way of the Indonesian EFL pre-service teacher to identify, predict, and explain emotions in her/himself and others which are related to the subtopics of emotional geography: professional geography, moral geography, sociocultural geography, physical geography, and political

geography.

2. Indonesian EFL Pre-service teacher in Thailand : An Indonesian EFL pre-service teacher who deals with the relationships between emotion and geographic places and their contextual environments during the ITP in Thailand.
3. Indonesian EFL International Teaching Practicum in Thailand : ITP refers to the platform that provides experience and opportunities for the Indonesian EFL Pre-service teachers to grow both personally and professionally in teaching English as a foreign language profession abroad in Thailand for six months.

1.4. Aim of the Study

This research aims to reveal the emotional geography of an Indonesian EFL pre-service teacher in the International Teaching Practicum in Thailand.

1.5. Significance of the Study

1.5.1. Theoretical Contribution: This study provides an understanding of the emotional geography of an Indonesian EFL pre-service teacher to improve professional development.

1.5.2. Practical Contribution: This study encourages the Indonesian EFL pre-service teachers to improve their professional development from their emotional geography.

1.5.3. Empirical Contribution: This study reveals empirical insight on how emotional geography is revealed in an Indonesian EFL pre-service teacher.