

CHAPTER II

LITERATURE REVIEW

2.1 Emotional Geographies of Language Teaching

The theoretical framework for this analysis of teachers' emotions is grounded in a basic concept called emotional geographies. As Hargreaves (2001) pointed emotional geographies about his emotional geography framework, emotional understanding and misunderstanding of schooling and human interaction. These consist of the spatial and experiential patterns of closeness and/or distance in human relationships that help create, configure, and color the feelings and emotions we experience about ourselves, our world, and each other.

Teaching at every level at school could affect different emotions from person to person. "Emotions are part of the very fabric that constitutes the teacher's self, implying that teachers – including pre-service teachers" (Teng, 2017, p. 118). Besides that, Richards (2022) argued emotions can determine the way teachers teach and can impact learners' willingness to make use of what they have learned. Thus, "learning to teach involves not only mastering how to communicate subject matter to learners but also how to manage the emotional dimensions of teaching and learning" (p. 1). Therefore, pre-service teachers need to build strategies in managing emotions to learn how to be professional teachers.

However, Hargreaves's theoretical framework could give resources for identifying the supports and threats of the basic emotional bonds and understanding of a pre-service teacher who was doing an ITP program that is generated by the

form of closeness or distance in pre-service teacher interactions with the school community including students, colleagues, and administrators.

According to Hargreaves, the five emotional geographies of human interactions are physical, moral, sociocultural, professional, and political. It describes the pattern of closeness and/or distance in human interactions that shape the emotion experienced about relationships with ourselves, each other, and the world around us (Hargreaves, 2001a) which serves as the conceptual as well as analytical tool for the study.

Physical geography relates to the closeness and/or distance created by time and space. "Teaching is a busy job, with little time for teachers to collaborate" (Liu, 2016, p. 3). For the first time, I became a pre-service teacher in the school, I needed to understand aspects of teaching. In the first two weeks, I had a mentor who accompanied me when I taught in the class. After two weeks have passed, I was no longer accompanied by my mentor. At that time, I struggled to understand students in the class, when I needed help, I could not ask my mentor again in the class. Besides, I thought that, this was a chance for me to prove my mentor that I could solve my problems in the class through my effectiveness strategy.

Moral geography refers to the closeness and/or distance by different purposes and senses of accomplishment in professional practice. "Emotions are closely bound up with and triggered by our purposes" (Chen & Wang, 2017, p. 98). During ITP program, I received positive and negative emotions such as gratitude, appreciation, and criticism from my mentors, students and colleagues as feedbacks

when I taught in the class. The feedbacks mean a lot to me to improve my teaching skills and classroom management.

Sociocultural geography relates to the closeness and/or distance created by the differences of gender, race, ethnicity, language, and culture. Marvell and Simm (2018) stated that emotion not only helps determine ourselves but also the places that we interact with. Burrit (2014) stated that “emotions connect us to ourselves and others” (as cited in Berrens, 2016, p. 76). Coming from a different country and speaking a different language made me feel confused about how to communicate with the students in the class. Most of them were at the low level of English. I felt so bad when the students asked me questions but I could not answer their questions because they used their language, which is different from my own nor English.

Professional geography relates to the closeness and/or distance created by different understandings of the norms of professionalism and professional practice. Jansem (2020) argued the term professionalism for Thai EFL teachers focused on abilities, qualities, and effective teaching. Thai EFL teachers assumed that abilities are the outcomes of the interplay between behavioral and intellectual qualities, and effective teaching would be the catalyst of all. I tried to act like what my mentors did in teaching the students, but I felt like I failed because the students could not understand the materials well while I was teaching them. They asked my mentor at the end of the lessons. I felt useless and disappointed in myself because I could not fulfill the students’ needs. At the same time, I thought that was an opportunity for me to learn better and performed like a professional teacher.

As Richards (2022) mentioned that “emotions play an important role in language teaching” (p. 1). The author wants to explore how an EFL pre-service teacher emotionally develops professional identity and deepen understanding of emotional geography pre-service teacher experience. Moreover, this study used the theoretical framework Hargreaves’ (2001) idea of the emotional geographies of schooling and human interactions in order to better understand pre-service teacher interactions with the school community that could offer basic emotional bonds and understanding of pre-service teacher relationships.

2.2 International Teaching Practicum

ITP is a teaching practicum that encounters pre-service teachers to grow both personally and professionally in the teaching process. “International practicum is “empowered” by the experience, developing new skills, and teaching strategies from observing and working with others in different contexts” (Parr & Chan, 2015, p. 39). Aside from that, the international teaching practicum also facilitated participants’ “explore the world of teaching abroad where they experienced many learning opportunities and challenges in a foreign country”(Anar et al., 2017, p. 27)

This research is arranged within previous research undertaken on international teaching practicums. One example is Kim and Choi's (2019) study of Korean pre-service teachers who participated in an ITP in the United States. This study investigated how pre-service teachers struggled in speaking in a foreign language and how they familiarized themselves with a different culture. The study also informed that pre-service teachers were encouraged to understand multiculturalism, the roles of the teachers, teaching pedagogies, and local education

from a different perspective. Another example is conducted by Kabilan et al. 2017 showed four emerging themes of the challenges faced by pre-service EFL teachers in ESL settings. The four themes are curriculum, planning of lessons, language proficiency, and cultural differences.

ITP experiences have a lot of benefits for pre-service teachers to develop their professional skills, and understanding of different cultures, situations, and civilizations. Besides that “ITP would also be able to achieve and facilitate the professional development of PSTs but the experiences gained would be different from the normal teaching practicum, especially in terms of world views of education, working culture, culture and professional life” (Kabilan et al., 2017, p. 120). ITP can more effectively teach and boost PSTs to think outside their narrow self-interests towards larger ethical and educational issues and, in the process, more effectively address diversity in their teaching practices (Parr et al., 2016). Thus, seeing this literatures has encouraged the researcher to expand the perspectives of pre-service teachers on the experiences of a pre-service teacher who took the opportunity and courage to teach overseas and learned from the new environment by conducting diaries during international teaching practicum.

The recent studies in the past few years focusing on pre-service teachers’ experiences during ITP program (e.g Kabilan et al., 2017; Kim & Choi, 2019) has shown several benefits and challenges faced by pre-service teachers who joined ITP program that would help them develop the skills and knowledge they need when they enter their own classroom. The author hopes that, this study would be useful

for future pre-service teachers on the experiences of pre-service teacher who took the chance to teach abroad and enroll in an unfamiliar environment.