

CHAPTER I

INTRODUCTION

A. Background

According to Liu (2016) teaching is used to be an isolated activity in the classroom that teachers find themselves engaging in collaborating work to confront new challenges in the workplace, they have to know the relations of basic emotional bonds and understanding the relationship of people's interactions related with the school understanding. It is in line with the statement of Hargreaves (2000) that teaching is an emotional practice and teachers use their emotions all the time. The emotional reactions of individual teachers to their work are intimately connected to the view that they have themselves and others that have significant implications for teacher background as they point to the importance of understanding the "feeling rules" (Hochschild 1979, p. 552). This emotional practice also occurred to English language learning that Denzin (1984) thought about the need to develop "emotional understanding" of English teachers' background to support them managing their emotions in practice effectively.

Talking about the emotional practice of teachers, in the context of English language learning, there is a program namely English immersion that provides the way of teaching foreign language especially English to the learners. According to Rugasken & Harris (2009), English immersion can be defined as the way of teaching ESL students into a new "foreign" language by immersing

them and they will learn the context as same as their L1. In the past years, English immersion programmes were already conducted in the context ESL and EFL. First ESL programme was conducted in Canada in the 1950's called the "French Immersion System" and it was introduced in China by Xi'an in 1996 (Qiang and Siegel, 2014). In the EFL context already conducted recently such as in Korea English immersion camp (Ahn, 2015), English Dual language in Korea (Lee and Jeong, 2013), English zone programme of higher education in Indonesia (Supriyono, et al., 2020). Additionally, English immersion courses have been offered in private language institutes such as English immersion camp as a short-term program and school-wide immersion programs (Jeon, 2012).

During the programme, it can be formal and informal learning which English is mostly used in all interactions either for student and tutor or student and student. English also used for instruction in a variety of topics or techniques for the learners, such as drama, storytelling, and happy singing activity in the program. With those activities, it should be impossible that the teacher does not have an emotional relationship to the students because English immersion is similar to teaching a new born kid to become English native speakers within a period of time.

However, from the previous studies less attention has been given to research focused on the point of view of the tutor. Therefore, this recent study will investigate to the point of view of English tutor to their emotional perspective in the English immersion program which we already know the importance efforts are

being made to improve standards of learning and teaching are not only concerned with knowledge, cognition, and skill but also “emotional practices” (Hargreaves, 1998). Hopefully, the study contributes to get better understanding of the ways the tutor controlled, assessed, and expressed their emotions during English language teaching as their pedagogical development especially in the English immersion programme.

B. Formulation of the Problem

What are the perceived emotions reflected by tutors when experiencing teaching in English Immersion Project?

C. Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

English Immersion Project : It is a programme of teaching foreign language especially English to the learners and English immersion setting in curriculum including formal (i.e., courses, school experience) and informal activities (i.e., lesson observation, cultural visits, outdoor activities and exploration trips). English is mostly used in all interaction between student and tutor or student and student, English is used for

instruction in a variety of topics such as daily activities and also techniques to English language learners, such as drama, storytelling, and happy singing activity in the program.

- Emotional Geography perspective : It refers to tutors' views toward the English immersion project which addressed emotional geography perspectives such as: sociocultural distance, moral distance, professional distance, physical distance, and political distance.
- English tutor : A person, who has joined the Modified English Immersion programme and understands the concept of English immersion, has a lot of experience in teaching like in the making lesson plan, materials, games and good language proficiency.
- Tutor's voice : Refers to the tutor's perception about emotional experience during English immersion project.

D. Aims of the Research

This research might worth to be investigated since there will be an opportunity to investigate what emotion emerges from English tutors, and to get better understanding on the ways the tutors controlled, assessed, and gave their emotions as their pedagogical development during English language teaching especially in the English immersion programme.

E. The Uses of the Research

- 1) **Theoretical** : This research will reveal an empirical insight about how the concept of emotional geography can affect to English tutors during English Immersion project.
- 2) **Empirical** This research contributes in empirical inside, how to teach better for tutor in building professional development in ELT context.
- 3) **Practical** This research contributes to the readers and the writers to be critically evaluated in this case ELT program (English immersion toward emotional geography perspective).