

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Emotional Understanding**

##### **2.1.1. Age, Dimension, and Point of View**

There are three important aspects to verify someone's emotional understanding; age, dimension, and point of view (Nannis & Cowan, 1987). Age affects someone's emotion, emotional understanding would increase with age (Arterberry et al., 2019). In dimension, there are four dimensions of someone's emotional understanding; knowledge, control, causality, and multiple feelings.

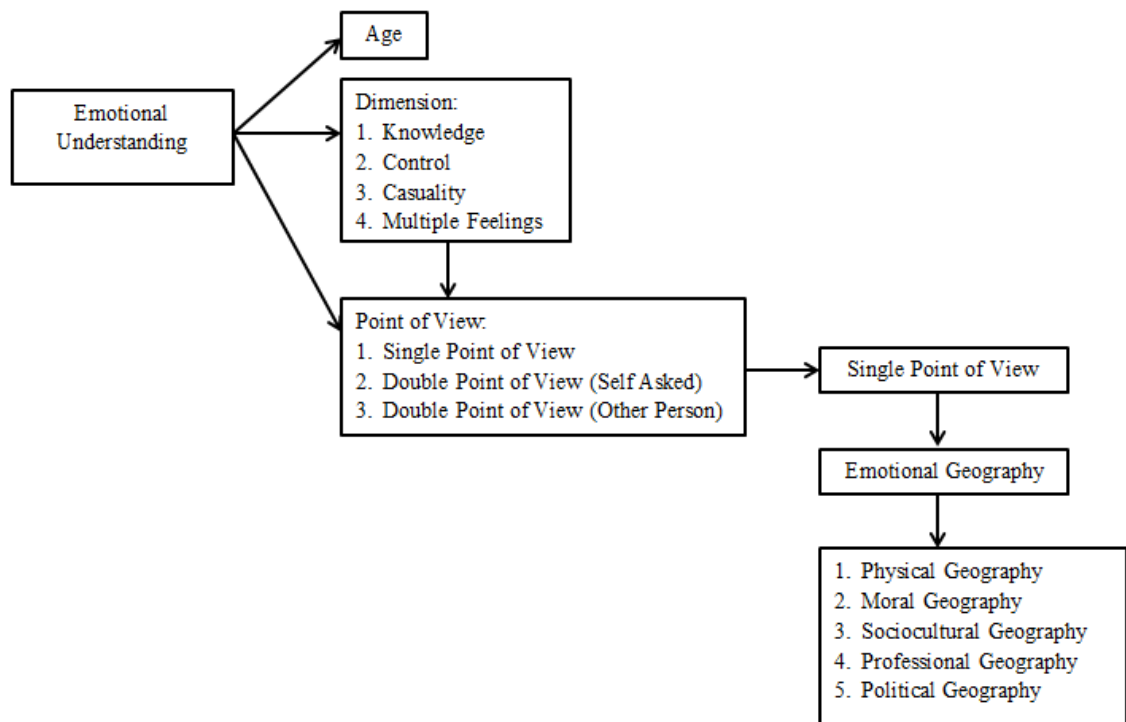
The four dimensions are knowledge is how a person can determine whether there is the existence of self-feeling or other person's feeling. Control is how a person describes the ability to act on or control the expression of feelings. Causality refers to the understanding of a person's feelings of how the feelings arise and formed (causes) and multiple feelings is the person's ideas about holding more than one feelings at the same time. The third aspect is the point of view, it is the perspective from which a story is told. The aspects of point of view are single point of view, double point of view (self asked) and double point of view (other person). Single point of view is the self asked questions about the person's feelings, double point of view (self asked) is the self asked question about the person's feelings from other person's perspective and double point of view (other people) is about considering another person's feelings from a person's perspective. Hence, these aspects can describe emotional understanding.

The research about emotional understanding covers human interactions. Denzin (1984) argued that emotional understanding is an inter-subjective process requiring one person enter into the field of experience of another, the subjective interpretation of another's emotional experience from one's standpoint is central in emotional understanding. Shared and shareable emotionality lie at the core of what it means to understand and meaningfully enter into the emotional experiences of others (p. 137). Thus, Schutz & Zembylas (2009) found that emotional experiences affect the success of teachers and students in the classroom because "emotional understanding is a kind of social understanding" (Hayashi & Nishikawa, 2019, p. 231).

Emotional understanding is central to the process of education and the social development of relationships with others at school (Klemola, Heikinaro-Johansson, & O'Sullivan, 2013). Consequently, the teachers and others must recognize the importance of emotions in teaching and engage with one another's emotional understanding of each other's work (Liu, 2016). Hargreaves (2011) indicated that "emotional understanding helps us recognize that what we see is fear, pride, embarrassment or disgust; it helps us to understand that the emotions in question are either justified or misplaced in this context, and it helps us to respond accordingly, as we see fit." (p. 320). Other words, emotional understanding is the ability to understand emotional processes (e.g., judgment, action tendencies, body reactions, expressions, and subjective feelings) that arise when a person finds events that are relevant to the goal (Sekwena & Fontaine, 2018). In conclusion, emotional understanding is the process of a person's ability

to understand emotional experiences and their causes and effects for better relationships with other human interaction.

Figure 1. Scheme Theory of Emotional Understanding adapted from Nannis & Cowan (1987) and Emotional Geography adapted from Hargreaves (2001)



From that concept, it can be concluded that the emotional understanding is revealed after knowing the participant's age, dimensions, and point of view. Significantly, after knowing the participant's single point of view or self feeling, the participant's emotions will appear. Then, the participant's emotions linked, selected, and matched to five emotional geography frameworks.

### 2.1.2. Emotional Geography

The emotional geography is a pattern that copes between human interaction and geographic place. In the teaching and learning process, emotion plays an essential role in engaging the stakeholders as a whole (Denzin, 2009). Teachers

are expected to express and display certain emotions in their community (Hargreaves, 2001). It is believed due to, emotional influences the performance, identity, and development of teachers as well as other occupations (Schutz & Zembylas, 2009). Thus the research of emotional geography is aimed to improve the standard of learning and teaching. Hargreaves (2001) proposed five emotional geographies as conceptual and analytical tools for the study to represent human interaction. There are physical geography, moral geography, sociocultural geography, professional geography, and political geography.

Physical geography deals with the closeness and/or distance by differences of time and space (Hargreaves, 2001). In the teaching and learning process, physical geography is diverse and not necessarily applicable in every situation (Day, 2012). Therefore, the physical geography of the teachers only occasionally happens in the teaching and learning process. The physical geography will frame the Indonesian pre-service teacher emotion based on the differences of time and space of the cultural workplace during the teaching practicum in Indonesia and international teaching practicum in Thailand. For example, teacher A is a pre-service English teacher from Indonesia. She felt confused with the culture in her new workplace in one of the schools in Thailand. Because in Thailand collaboration with other English teachers in making lesson preparation is compulsory. Otherwise, in her new work place it is not compulsory to collaborate with other teachers and it made her confused to make a lesson plan.

Moral geography is the emotional geography established by different purposes and senses of accomplishment in professional practice (Hargreaves, 2001). Moral geography taught about ethical action through geography in

education (Williams, 2017). In addition, It is aimed at the highest moral and standard in teaching. The teacher in the international teaching practice must teach students equally in the classroom and maintain fairness and equality. The emotion displayed by how the Indonesian pre-service teacher treated her students with a different sense of accomplishment. For example, teacher A is an Indonesian pre-service teacher who taught English. one of her students failed in making an essay and the student asked her for extra tutorials. However, teacher A refused it because she thought it was not fair for other students. However, in the end, she felt guilty because she could not treat the student with different accomplishments and worried about the student failing again in another project.

Sociocultural geography is the emotional geography established by the differences of gender, race, ethnicity, language, and culture. Sheppard & Levy (2019) points out that “Emotions play a significant role in how we learn to live together“(p. 193). The differences found in cross-cultural countries was unique because they speak different languages and mother tongues, come from different ethnic, have different cultural beliefs, and might have different looks. Consequently, these differences create different personalities between the Indonesian pre-service teacher and the students. However, emotional differences established by sociocultural geography between the Indonesian pre-service teachers and students in the cross-cultural community could bring up the stereotypes. The pre-service teacher and students must take the good side of these differences, particularly in the teaching and learning process. Therefore to contextualize this, the sociocultural geography will frame the pre-service teacher emotion towards the stereotypes among cultural differences during the ITP in

Thailand. For example, teacher A is an Indonesian pre-service teacher and a non-native English teacher. In her mind, she thought that her students have a stereotypical image that they were expected to be taught by a native English teacher, a senior with a perfect and fluent English accent. However, the truth is she was just a non-native pre-service English teacher who is still learning English accent.

Professional geography is the emotional geography established by different understandings of the norms of professionalism and professional practice. Professional distance limits opportunities for more organized and meaningful interactions (Hargreaves, 2001). In emotional geography, teachers should build professional distance with their students or co-workers and know their respective roles as teachers, co-workers, and students at school. For example, teacher A, who is an Indonesian pre-service teacher, sometimes is seen as a big sister by her students. Some of the students wanted to consult her on some difficulties in learning issues and invited her to dinner. She declined the invitation but she gave the students the learning advice. She felt concerned, she knew that she should not be too close with her students and kept a professional distance from them.

Political geography is the emotional geography established by different understandings of power. Teachers' professional intercourse with the students holds the principle of power and hierarchical structure (Cil & Dotger, 2017). Also, the political aspect helps the teacher to create a stronger emotional understanding with students or co-workers (Hargreaves, 2001). Equally in the teaching and learning process, there is always a misunderstanding of power and dilemma in confronting the problem faced by the pre-service teacher. The misunderstanding

possibly affected the emotion of the pre-service teacher in the ITP. For example teacher A, an Indonesian EFL pre-service teacher, is in a meeting about the use of full English every Thursday in the classroom with the most influential members in the school. The discussion is dominated by the core group (the permanent teachers who taught for many years in the school) who strongly believed that only Thai should be used at school and banned all other languages in the classroom except in the English subject. When teacher A gave her opinion that English might be useful and do not need to be banned, the core group immediately disagreed with her and kept with their opinion. After the incident, teacher A felt powerless.

## **2.2. Teaching English as a Foreign Language**

Teaching English as a foreign language (TEFL) refers to teaching English language to students with different first languages. TEFL has attracted particular attention, not least because English is the lingua franca (König et al., 2016) means that English is the most influential language and the most studied language in the world. TEFL has been suggested as successful foreign language learning because it requires a suitable and moderate learning environment depending on personal psychological variables such as students creativity and motivation (Liao, Chen, Chen, & Chang, 2018). In other words, teaching foreign language classes not only help to develop foreign language communicative competence but also promote the development of students' creativity (Ma & Luo, 2020). Moreover, teachers are the knowledge providers for the students' communicative competence, they are the ones who are able to cooperate with the students in the process of learning English as a foreign language. In particular, learning English as a foreign language is important for the students because English is the language of international

communication. Further, the goal of communicative language teaching in TEFL is successful linguistics interactions in foreign languages in the 'real world' (Howatt & Smith, 2014).

However, there are also challenges in teaching English as a foreign language. TEFL is difficult for some students because students are involved in their emotions in learning language, and their emotions toward learning English are different. Emotional students' obstacles such as anxiety, prejudice about English, shame, and fear of failure challenges experienced by teachers at school with low student achievement (Madalińska-Michalak & Bavli, 2018). Moreover, to overcome the challenges the teacher can create a friendly and nurturing environment in teaching English as a foreign language. Thus, every student can feel safe and valued in their class. Further, the teachers also could be strongly emotional in the teaching and learning process (Bloomfield, 2010). Thus, to overcome these challenges in the future the teachers must learn from their emotional experiences.

### **2.3. Teacher Professional Development**

#### **2.3.1. Teacher's Experience**

The professional development process has a significant positive impact on teacher quality. Teacher professional development is a long-lasting and sustainable process that manifested in various ways and develops new knowledge, skills, abilities, and strategies within competence (Yue, Chen, Wang, & Liu, 2017). This is believed that teacher professional development has the potential to increase the professional morale, knowledge, skills, and independence of teachers, which helps improve the quality of education (Yue et al., 2017). Teacher



professional development is a potential mechanism for achieving educational improvement (McChesney & Aldridge, 2019), improving the quality of teaching (Soine & Lumpe, 2014).

Along with this, teachers change through experience. The changes through the experience of adult learning and professional development (Bagiati & Evangelou, 2015). Teacher's experience comes from the position/ expertise of experience in school (Craig, 2014). The point of teacher learning experiences is to lead the teachers into disillusionment, dissatisfaction, or resistance, especially within systemic approaches. However, this commitment to learning encourages teachers to be adaptive and confront the uncertainty of the future (Lim et al., 2019). Based on their experiences and cues, the teachers hopefully can through the lens of their preferences, perceptions, monitoring, anticipating, and emulating responses (Iannucci, Macphail, Iannucci, & Macphail, 2018).

### **2.3.2. Teaching Practicum**

Teaching practicum is the most valuable element of teacher education. Teaching practicum is an important event for pre-service teachers to experience transition from student to teacher (Gao & Benson, 2012). Mtika (2016) states that teaching practicum affects the view of teacher developmental needs. Teaching practicum is also considered to be one of the most important components of teacher preparation with the greatest impact on teacher quality (Mtika, 2016). Teaching practicum is often considered a mandatory activity for enculturation new members to the teacher community by giving opportunities to experience teaching in action (El Kadri & Roth, 2015).

Furthermore, there is also an international teaching practicum which is a program that supports pre-service teachers to develop cross-cultural understanding and cultural experiences and other educational systems outside their own culture. International teaching practicum is an unfamiliar teaching and learning environment through a short-term intensive international teaching placements in foreign cultures, curricula, and professionals practice (Jin, Foley, & Cooley, 2020). Kim & Choi (2019) stated that ITP enables the pre-service teacher to experience the different cultures, pedagogy, and education system in different countries. Other than that, international teaching practicum can be more effective for educating and encouraging pre-service teachers to think beyond their narrow self-interest ethical and educational issues and in the process, are handling more effectively diversity in their teaching practices (Parr, Faulkner, & Rowe, 2017). Besides, the international teaching practicum provides a cross-cultural experience where the pre-service teachers are encouraged to learn more about themselves through learning about other people (Parr, 2012).

In conclusion, the aim of teaching practicum is to provide teaching experiences that pre-service teachers have in the classroom before they take full responsibilities as an in-service teacher. Meanwhile, international teaching practicum aims to provide teaching experiences to the pre-service teachers in the worldwide context. According to Kabilan (2013) “teaching practicum is the opportunity for the pre-service teacher to gain new ideas, refine and reconstruct existing knowledge and construct new knowledge and practices related to teaching and learning” (p.199). Moreover, in international teaching practicum pre-service teachers can gain understanding of new world views of education and

culture from teaching English and the ability to adapt to new working cultures and the different approaches to teaching and learning (Kabilan, 2013).