CHAPTER II

LITERATURE REVIEW

2.1 Emotional Geography in Teaching

Emotional Geography was first coined by Andy Hargreaves (2001) as a pattern to describe closeness and distance between human interaction and the experience that shape the emotion. Emotions affect teacher performance, identity and development as well as other occupations (Schultz and Zembylas, 2009). That is why, when it was first coined, it was aimed to improve the standard of learning and teaching. Emotion in teaching will always appear since there is always human interaction in the teaching process. Teaching and learning are not only concerned with knowledge, cognition, and skill. They are also emotional practices (Hargreaves, 1998). The result of emotional geography in teaching is the emotional understanding and misunderstanding, this consists of patterns of the spatial experience of closeness and/or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves, our world and each other (Hargreaves, 2005). Further, other research about emotional geographies in educational concept has been well investigated almost in decade, the result of the research has shown that emotional geographies can be associated with teacher identity, professional teacher community, teacher emotion in secondary school, and professional teacher characteristics (Zembylas, 2005; Liu, 2015; Klaas van Veena, Peter Sleegersb, Piet-Hein van de Vena, 2005; Zembylas, 2004). The concept of

emotional geographies, can help us in identify the supports for and threats to the basic emotional bonds and understandings of schooling that arise from forms of distance or closeness in people's interactions or relationships (Hargreaves 2001). Therefore, emotional geography as an emotional practice, is the teaching expressing of the feelings and actions of the teacher and what they influence. Teachers can encourage students, get along with parents, and trust their colleagues or have to be suspicious of them. Related to the trainer's emotions, there are two kinds of emotions that always experienced by the educators such as positive and negative emotions. When the educators are asked what they satisfying in their jobs, they spontaneously talk about the emotions of joy, wonder, and excitement, these emotions are the positive emotions. Besides that teachers also experience negative emotions for example frustration, disappointment, anxiety, guilt, anger, fear, sadness, embarrassment, and feelings of powerlessness (Zembylas, 2002).

The framework of emotional geography by Andy Hargreaves was used in this study, since this study focuses on emotional geography of English trainer in the professional context in teaching. The framework consist of five points, as follows: physical, moral, sociocultural, professional and political; Physical geography refers to the closeness and/or distance created by time and space, moral geography refers to the closeness and/or distance created by different purposes and senses of accomplishment in professional practice, sociocultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language and culture, professional

geography refers to the closeness and/or distance created by different understandings of the norms of professionalism and professional practice, and political geography refers to the closeness and/or distance created by different understandings of power.

2.1 Narrative inquiry in language teaching

According to Webster and Mertova 2007, "narrative inquiry is set in human stories. It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories". Thus, in the process of teaching languages, narrative inquiry in language teaching also tells about teachers and students lived experiences. Narrative research in language teaching and learning is concerned with the stories teachers and learners tell about their lived and imagined experiences. Teachers typically tell about their professional development and their practices, and learners about their experiences of learning and using languages (Barkhuizen, 2014).

The use of narratives in research is nothing new, for example in language teaching. Several studies were conducted using narrative inquiry, for example, exploring personal social-psychological experiences of learning Arabic and Persian both inside and outside language classrooms (Schuman & Schuman, 1977); Learning French in a formal instructional setting at a university-level course, the study focused on writing and analyzing the journal entries was on personal experiences of learning, in particular, affective responses to learning in a classroom situation. (Bailey, 1980); The

study focused on the working lives of teachers to find out whether English teachers in Poland regard themselves as professionals and whether they see English teaching as a profession (Johnston, 1997).