

EXPLORING THE EMOTIONAL GEOGRAPHIES OF TEAM TEACHING LECTURER IN ENGLISH LANGUAGE EDUCATION DEPARTMENT

Rama Dwika Herdiawan¹, Agus Rofi'i², Eka Nurhidayat³, Dini Fitriani⁴
Dosen Universitas Majalengka^{1,2,3}, Dosen UIN SMH Banten⁴

Jl. K.H Abdul Halim, 454418, Majalengka, Indonesia

Sur-el: ramadwika@unma.ac.id¹, agusrafii@unma.ac.id², ekanurhidayat@unma.ac.id³
dini.fitriani@uinbanten.ac.id⁴

Abstract: This study aims to explore the emotional geographies experienced by team teaching lecturers in the English Language. Team teaching, a collaborative approach involving multiple instructors working together to deliver a course. It is consistent with Hargreaves' view that teaching, learning, and leadership have an irrevocably emotional nature, whether on purpose or accidentally. The inquiry aimed to examine the emotional geography of team teaching lecturers in the English Language. A 33-year-old male English lecturer at a private University in Majalengka enhanced his professionalism by participating in several international and national conferences, which reflected the aspects of social and emotional well-being, such as presenting his article and having some discussions with other scholars. During the team teaching, the participants were given the opportunity and trust to do every single activity from the beginning to the end. In brief, emotional geographies contribute to developing a lecturer's professional and cognitive aspects, which have been implemented during the instructional process.

Keywords: Emotional geographies, team teaching lecturer, narrative inquiry

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi geografi emosional yang dialami oleh dosen pengajar tim dalam Bahasa Inggris. Pengajaran tim, pendekatan kolaboratif yang melibatkan banyak instruktur yang bekerja bersama untuk memberikan kursus. Hal ini konsisten dengan pandangan Hargreaves bahwa mengajar, belajar, dan kepemimpinan memiliki sifat emosional yang tidak dapat ditarik kembali, baik sengaja maupun tidak sengaja. Penyelidikan bertujuan untuk menguji geografi emosional dosen pengajar tim dalam Bahasa Inggris. Dosen Bahasa Inggris laki-laki berusia 33 tahun di sebuah Universitas swasta di Majalengka meningkatkan profesionalismenya dengan mengikuti beberapa konferensi internasional dan nasional, yang mencerminkan aspek kesejahteraan sosial dan emosional, seperti mempresentasikan artikelnya dan berdiskusi dengan orang lain. sarjana. Selama team teaching, para peserta diberikan kesempatan dan kepercayaan untuk melakukan setiap kegiatan dari awal hingga akhir. Singkatnya, geografi emosional berkontribusi untuk mengembangkan aspek profesional dan kognitif dosen, yang telah diterapkan selama proses pembelajaran.

Kata kunci: Geografi Emosional, Dosen Pengajaran Tim, naratif

1. INTRODUCTION

The use of close interaction among all participants participating in the educational process is an absolute necessity for the benefit of team teaching. At this point, the teachers must coordinate their efforts to successfully impart their understanding of the subject matter to the

pupils in their care. In the past, instructing was a lonely activity in the classroom; however, more and more teachers are cooperating in groups to solve new challenges they face on the job. (Liu, 2016). Many studies have been conducted on various aspects of the curriculum, including teacher, student, book, and other supporting materials, as well as teaching methods and

strategies. These are linked to the cognitive aspects of both teachings and being taught. Particular attention has been paid to teaching English in foreign language contexts in Indonesia.

On the other hand, the affective aspect of teaching and learning has not yet been thoroughly researched. The cognitive component of this is frequently the focus of research; nevertheless, the emotional component also plays an essential part. The research on dynamic factors, particularly in the context of EFL, centres on the dread associated with speaking a foreign language. There hasn't been a lot of research done on teacher emotion, for example, even though it plays a crucial role in the teaching-learning process. Classroom participation contributes to shifting emotions when delivering the material, managing the class, and assessing the students. It is closely related to employing the emotional geographies in which they implement every single activity during the process. These perceptions and misunderstandings will then lead to multiple feelings, both good and bad, and comprise what Hargreaves refers to as the "emotional geography" of education (Hargreaves, 2000); (Hargreaves, 2001a); (Hargreaves, 2001b);(Hargreaves, 2005). Emotions invariably surface during classroom activities, which teachers experience when leading the session. It is consistent with Hargreaves' view that, whether intentionally or accidentally, teaching, learning, and leadership have an irrevocably emotional nature (2000). Whether consciously or unconsciously, teacher emotions exist in the classroom and impact students' learning.

This emotional practice is visible when teachers experience emotions such as anger, excitement, pride, disappointment, and so on. These emotions are integrated into the social, cultural, organizational, and organizational environments in which they develop rather than being perceived as an individual issue (Hargreaves, 2001a). In this context, negative feelings experienced by Teachers aren't a sin but a complex process caused by several causes that have nothing to do with the educators themselves—because of this, handling a teacher's feelings with care is of the utmost importance because their presence in the classroom can either help or hinder teaching-learning. How these emotions are held will affect the procedure's success. As a result, this study aims to analyze the feelings that team teaching lecturers taught the English material to students in the English Language Education Department of the Local Private University. Hargreaves' emotional geographic framework, which he devised, is applied here to evaluate these sensations. It is predicted that this research would contribute to developing emotional understanding among academic parties. Because others influence academic emotions, it's not only about personal issues.

His proposal of five emotional geographies serves as a conceptual framework and an analytical tool for the research (Hargreaves, 2001a). (For additional information, see Hargreaves (Hargreaves, 2001a); (Hargreaves, 2001b); (Hargreaves, 2005). The term "physical geography" refers to the proximity or distance between two locations determined by the passage of time and space.

The teaching profession requires a significant amount of time commitment due to the limited time available for cooperation. A learning community provides the time and setting for this to take place, in addition to the opportunity for its members to build an "emotional awareness" of the work being done by one another (Denzin, 1984).. Students might have trouble understanding key instructional principles if this wasn't an option. Collegiality is essential for teachers from immigrant backgrounds because it provides them with a platform to debate differences in how they approach leadership, learning, and teaching in the workplace.

Regarding professional endeavours, having different goals and perspectives on what constitutes success can bring people closer or further apart. The study of this phenomenon is known as moral geography. Because they come from different social and educational environments, teachers from immigrant backgrounds often undergo teacher training. Therefore, for instructors in a new workplace to appreciate the newly established moral validity of practice, they must deconstruct their previously held epistemological assumptions. During this process, feelings such as guilt, shame, and self-doubt may emerge, making continuing emotional treatment and management necessary (Zembylas, 2002). "sociocultural geography" refers to the proximity to and distance from one another caused by gender, race, ethnicity, language, and culture differences. These differences can be found in geographical locations. Educators from immigrant families have characteristics that set them apart from their other contemporaries in the community in

several significant ways. They come from different countries, have a different set of cultural values, and even have very different appearances from one another.

They also speak another language in addition to their mother tongue. Their interactions with students, instructors, administrators, and parents can rapidly highlight their oddity, resulting in many emotional connections and disconnections. This can be a positive or negative experience for all parties involved. The term "professional geography" refers to the proximity or distance between two locations that can arise due to different interpretations of the standards of professionalism and professional activity. Other ways of teaching and learning are valued in many cultures, and professional standards are understood in various ways depending on the culture. One educational system may consider a proper strategy to be unnecessary, improper, or even hazardous, whereas another may not have such views on the strategy.

This professional proximity or distance affects immigrant background teachers' perceptions of their professional validity and appropriateness, which in turn causes various feelings, including tension, worry, and dissatisfaction. The immigrant background teachers are also more likely to have students who have immigrant backgrounds. The proximity and distance caused by different power paradigms are called political geography. A power structure that regulates the timing of participation and practice is the bedrock around which professional groups are built. Due to the many challenges of being a teacher with an

immigrant background and a new community member, it is necessary to develop a sophisticated awareness of the "feeling rules" and identify one's responsibilities and statuses as those of others. In addition, it is essential to determine one's responsibilities and statuses and those of others (Hochschild, 1979). If someone does not comprehend these norms or violates them, they may experience negative emotions such as remorse, humiliation, and embarrassment from themselves and others.

(Liu, 2016) conducted research that applied to this issue and looked at An immigrant's emotional experience teaching English in England. The study showed emotional exchanges that take place inside the teaching profession. According to the study's findings, the educator possessed both knowledge of and a lack of knowledge about the different parts of education responsible for a spectrum of feelings, including both positive and negative. To thrive despite certain emotions, one must employ a wide array of strategies for emotion management. In addition to this, it is essential for there to be an emotional understanding of the work that each other does. Another study was conducted with Indonesia as the focal point of the investigation. In 2021, Misdi et al. conducted research investigating the first experiences of a female Indonesian student teacher working in an EFL setting. In the previous study, the focus was on a female pre-service teacher. They say the participant generally had a good attitude, was more attentive during the lesson, used bilingualism, received individualized training using different instructional media, and expressed both. When faced with a "scary-

imaged" figure, people have both good and bad feelings. Additionally, they claim that the participant received bilingualism training.

On the other hand, this study looks at a male in-service teacher's first teaching experience. Because this study aims to look into the emotional geography of a university-level English professor, the framework for emotional geography developed by Andy (Hargreaves, 2001a) was utilized. Physical, moral, socio-cultural, professional, and political geographies were emphasized. There are four types of geography: physical geography, moral geography, sociocultural geography, and professional geography. Physical geography refers to the closeness and distance created by space and time; moral geography refers to professional goals and senses of accomplishment; sociocultural geography refers to gender, race, ethnicity, language, and cultural differences; and professional geography refers to various understandings.

Based on the problem above, exploring the emotional geographies of team teaching in English language education arises from the need to understand the complex dynamics and interactions that occur within this teaching approach. Team teaching involves two or more teachers collaborating to deliver instruction, and it has gained popularity in various educational contexts, including English language education. exploring the emotional geographies of team teaching in English language education stems from the growing prevalence of this instructional approach, the need to understand its impact on students and teachers, and the potential for

enhancing pedagogical practices and learning environments. By delving into these emotional dimensions, researchers can contribute to the advancement of educational theory, teacher development, and ultimately the overall quality of English language education.

2. METHOD

The purpose of the study is to analyze the experiences of an English team teaching lecturer using the theory of emotional geography. As a result, the research method known as the narrative inquiry was utilized (Barkhuizen, 2014). According to (Webster, L., & Mertova, 2007), narrative inquiry is based on human tales, which give a framework for studying how people experience the world through their experiences. Webster and Mertova state that narrative inquiry is rooted in human stories because it enables researchers to understand better how people experience the world. In the English Language Education Department, the purpose of the inquiry was to investigate the emotional geography of team teaching lectures. The individual taking part in this research is a male English lecturer who is 33 years old and works at a private institution in Majalengka, which is located in West Java, Indonesia. He is a native Javanese and Sundanese, yet he identifies as Indonesian. The success he has achieved in his academic career is evidence of his outstanding English proficiency. The participant attended Universitas Jenderal Sudirman in Indonesia and received a Bachelor of Arts degree in the English Department there. He attended Universitas

Negeri Semarang for his master's degree and graduated with honours. After understanding the participant's multiethnic background, it is unarguable that the individual discovered it challenging to function within the context of the monoculture community of Majalengka. In addition to collecting the data, the researcher conducted in-depth interviews with the participants to better understand their situation.

The data obtained were subsequently transcribed and evaluated using narrative analysis, which seeks to comprehend the meaning the participant attaches to their life experiences (Kim, 2016). In this study, the researchers looked at five different emotional geographies from other points of view: Professional, moral, physical, and political (Hargreaves, 2001a). This research used Labov's six-step paradigm for narrative analysis. Stages include (1) Summary; (2) Introduction, (3) Complicating action (a skeleton, plot, or event that presents a dilemma like in "And then what happened?"), and (4) Conclusion (4) Evaluation (comments on events, justification for the narrative, or interpretation) (bringing the narrator or the listener back to the present).

3. RESULTS

In this stage, the research would like to elaborate on the data gathered from the participant's lived stories which reflected their teaching experiences. The material was summarized by considering sociocultural, moral, physical, political, and professional emotional geography (Hargreaves, 2001b).

Sociocultural Geography: *“as the oldest lecturer in this department, I feel more challenging to teach.”*

The participant took the role of a senior lecturer who had been teaching for about 13 years. At the beginning of his career, he faced typical problems communicating with other lecturers who were dominantly from Sundanese families. He usually spoke Javanese (Cirebonese) in his neighbourhood. This led to his misunderstanding when communicating with his colleagues. In brief, the participant had a different local language and culture (Javanese and Sundanese), which influenced how he taught the students from Sundanese families. In his diary, he wrote:

Excerpt 1

‘I feel difficult when the first time I teach the students who come from the Sundanese race. I do not understand what they say in Sundanese. It brings me to learn how to speak Sundanese to engage with my students more easily. As the oldest lecturer, I feel more challenged when collaborating with my colleague to teach the students. I need more preparation to assist my colleague in delivering the material. Even though we have the same job as a lecturer, I do not think our way of transferring knowledge is the same.’

In brief, the participant faced difficulty in intercultural communication when he met students from a Sundanese family who always spoke everything in Sundanese. It led to how he taught the students, which focused on using English to Indonesian.

Moral Geography: *“The students should learn how to be disciplined in some circumstances.”*

The participant always informed the students that being disciplined could be the best key to success. He never forgot to remind the

students that having a good attitude would influence the way to reach the students’ dreams in every meeting. In addition, his students were motivated and inspired by his remarks.

Excerpt 2

‘I always teach the student how to behave well. My students know the importance of attitude.’ I emphasize what to do and how to do it, representing the student's behaviour or attitude when it happens at or outside the campus.

Physical Geography: *“I felt exhausted when preparing the teaching material.”*

The participant felt exhausted when he prepared the teaching material for four classes in a row. He thought designing material would be challenging, and he was required to find relevant materials appropriate for the student's interests.

Excerpt 3

‘I have at least four classes in a row daily, which requires a lot of energy and preparation to design the material, manage the different classrooms, and assess the students. Of course, it makes me tired of preparing material documents for the teaching process.’ I think those things should be supported by more profound thoughts to finish every schedule in a day.

Political Geography: *“My teaching partner trusts me a lot.”*

During the team teaching, the participant was given the opportunity and trust to do every single activity from the beginning to the end. His teaching partner treated him very well by implementing various programs inside the team teaching.

Excerpt 4

‘My partner in teaching supports me a lot during the instructional process. She counts on me to handle the class and administrative kinds

of stuff for teaching the students. She thinks I am good at organizational systems because I have joined many professional events nationally and internationally.'

Professional Geography: "I have a lot of teaching experiences to develop my career."

The participant was very grateful that he obtained several teaching experiences to build his professional competence, which aligns with his expertise. He had already attended some professional coaching, international conference, and national conference in which he could develop himself in terms of professional development.

'I have upgraded my study into Doctoral Program, enhancing my professionalism and knowledge. I have been a presenter for international and national seminars that build my confidence to teach the students in an English Class.'

The participant developed his professionalism through attending several international and national conferences, which represented social and emotional aspects such as presenting his article and having some discussions with other scholars.

The participant improved his professional standing by participating in several national and international conferences that reflected their respective fields' social and emotional aspects. These conferences included the participant presenting his article and discussing it with other academics. He contends that the professional growth of teachers is not only an undertaking involving cognitive and technical components of practice but also incorporates social and emotional facets of work. (Zembylas, 2002); (Zembylas, 2003); (Zembylas, 2005); (Zembylas, 2007); (Zembylas, 2010).

When the participant encountered classmates who came from Sundanese families, they constantly communicated with one another solely in Sundanese. This made cross-cultural communication challenging for the participant. Because of this, his method of instruction for the students became centred on translating from English to Indonesian. It is consistent with the findings of Cowie (2011), which indicate that the significance of emotion is amplified for language teachers who live in a foreign nation since they are viewed linguistically, socially, and culturally dissimilar from the natives of that country. During the time that the team was teaching, the participant was given a chance and the faith to carry out every action, starting from the very beginning. His teaching partner was kind and helpful to him while putting various programmers in place as part of the team teaching. Every community establishes its own set of norms, which are upheld by the authority structure of that group (Little, 2002). While this was happening, the participant reminded the kids that maintaining self-control is one of the most critical factors in achieving one's goals. In each meeting, he reminded the students that having a positive attitude would affect the path that could be taken to realize their dreams. In addition, the words that he spoke left his students feeling extremely motivated and inspired. For the teacher to make it through the day, they need to cultivate intimate relationships with others in the community and create working conditions that encourage "emotional knowledge" of themselves and others (Meyer, 2011).

When the participant had to prepare the teaching material for four consecutive classes, he

felt he would pass out. He believed that designing the content would be a challenge in which he would be required to locate pertinent materials that were appropriate for the interest level of the pupils. It is also crucial to remember that other educators, particularly younger educators who are still completing their basic teacher training, may experience similar mental and emotional obstacles in their relationships with students, colleagues, administrators, and parents (Hodgen, J., 2011). During the time that the team was teaching, the participant was given a chance and the faith to carry out every action, starting from the very beginning. His teaching partner was kind and helpful to him while putting various programmes in place as part of the team teaching. Teachers eventually cultivate a reflexive "self-understanding" and exercise more significant entities in their emotional work. (Kelchtermans, 2005). The participant expressed his sincere appreciation that he could get various teaching experiences to develop his professional competence consistent with his expertise. According to (Beatty, 2011), inclusive and grateful behaviours enabled him to acquire maximum opportunities to enhance his career. This was made possible by his ability to network effectively.

Exploring the emotional geographies of team teaching in English language education is crucial for understanding the complex dynamics, interactions, and spaces that shape the teaching and learning environment. By delving into the emotional dimensions of team teaching, educators and researchers can enhance pedagogical practices, support teacher collaboration, and create more inclusive and

supportive learning environments. This research contributes to the advancement of educational theory and ultimately improves the quality of English language education.

4. CONCLUSION

Exploring the emotional geographies of team teaching in English language education is vital for improving pedagogical practices, supporting teacher collaboration, and creating inclusive and supportive learning environments. By understanding and addressing the emotional dynamics within the classroom, we can enhance the educational experience and ultimately foster the academic and emotional growth of students.

In addition, a teacher's professional skills development comprises the intellectual and technical components of their work and their career's social and emotional parameters. In a nutshell, the development of the lecturer's professional and cognitive elements, which have been implemented throughout the instruction process, is helped along by the emotional geographies. They also shape the way students study and how closely they pay attention to the instructions given by the lecturer. They may help students develop a positive attitude when they engage with one another. On the other hand, the significance of emotion for language teachers results in divergent perspectives about linguistics, society, and culture. To ensure their survival, teachers need to foster positive relationships with several community members and create working conditions that encourage

"emotional understanding" of themselves and their students.

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