

CHAPTER 1

INTRODUCTION

This chapter introduces the background, rationale, and research focus of the study, which investigates Indonesian EFL students' emotional experiences in dialogic learning environments. It begins by highlighting the importance of emotions in education, especially in language classrooms where students are encouraged to participate actively. The chapter explains how dialogic pedagogy, which emphasizes student interaction and shared meaning-making, creates unique emotional dynamics that differ from traditional teacher-centered approaches. Drawing attention to the emotional challenges EFL learners face this chapter establishes the need to understand students' emotional geographies. It also presents the research questions, objectives, significance, scope, and originality of the study, offering a foundation for the subsequent chapters.

1.1 Background of the study

Learning is a journey that involves both cognitive and emotional components and emotions usually drive how engaged students are and how much they accomplish (Immordino-Yang & Damasio, 2007; Aguilar, 2016). Since students in dialogic learning settings are required to express their ideas and work together, emotional factors become particularly critical as they directly affect cognitive functions like attention, memory, and problem-solving (Tyng et al., 2017).

Dialogic Pedagogy (DP) is not only concerned with developing students' academic skills but also encourages open communication, mutual respect, and collaborative meaning-making (Lyle, 2008). Recent studies reveal that DP is involved in building confidence and improving emotional well-being, instead of simply focusing on students' academic performance (Hakim et al., 2024; Ucan et al., 2023). Although research confirms that Dialogic Pedagogy (DP) leads to better critical thinking, language and learning skills (Naz et al., 2023; Romios et al., 2024), students in EFL programs still struggle with joining in discussions because they feel nervous, have language difficulties, doubt themselves and are afraid to make mistakes (Engin, 2016; Basturkmen, 2016).

Despite these promising developments in dialogic pedagogy research, a critical gap remains in understanding the specific emotional journey students undergo during this pedagogical transition. However, there is still a lack of understanding about the lived emotional experiences, such as vulnerability when sharing ideas and frustration with language barriers, of students as they transition from passive recipients to active participants in dialogic environments. This emotional complexity is often found in EFL contexts, where language anxiety adds additional layers of challenge (Dewaele & MacIntyre, 2014).

This issue is particularly critical within the Indonesian English as a Foreign Language (EFL) context, where traditional teacher-centered practices prevail (Abdusyukur, 2024). The transition toward dialogic pedagogy not only

disrupts traditional classroom power dynamics but also introduces emotional challenges for students, potentially influencing their motivation to learn, and their willingness to engage. Current research points out emotional difficulties that teachers may face while applying dialogic pedagogy in Indonesian EFL, yet the specific emotional journey of students within this pedagogical shift remains unexplored (Cassandra et al., 2024).

Understanding students' emotional geographies within dialogic learning is essential, as emotions act as the bridge between cognitive processes and meaningful participation. Hargreaves' emotional geographies framework offers a powerful lens to examine how factors such as physical proximity, cultural distances, and power relations influence students' emotional experiences. This perspective provides valuable insights that are often overlooked by traditional pedagogical research. Given that dialogic pedagogy prioritizes authentic interaction and collaborative knowledge construction, this results in a unique emotional landscape that requires systematic exploration to improve learning outcomes.

This study addresses these gaps by investigating EFL students' emotional experiences through Hargreaves' emotional geographies framework. Using a qualitative case study approach (Yin, 2018), to center students' voices in understanding their emotional journey from traditional passive learning to active dialogic participation. The study will gather rich contextual information about students' emotional geographies using interviews (Creswell & Poth, 2018). The research aims to provide both theoretical insights into the emotional

dimensions of dialogic learning and practical recommendation for creating emotionally supportive environments that enhance EFL learning effectiveness.

1.2 Research Questions

This study aims to explore EFL students' emotional geographies in dialogic learning environments by addressing the following questions:

1. How do students perceive their emotional experiences in dialogic learning environments?
2. What are the factors that affect students' emotional engagement in classroom dialogue?

1.3 Research Objectives

The objectives of this study are:

1. To explore how students perceive their emotional experiences in dialogic learning environments.
2. To identify factors that shape students' emotional experiences in classroom dialogue.

1.4 Significance of the study

The research findings help contribute to academic understanding about student emotional experiences within dialogic teaching practices (Hennessy et al., 2021). The research offers educators useful strategies they can use to build emotional support in dialogic classrooms while filling the implementation gap (Alexander, 2020). The research findings highlight major emotional obstacles and support particularly important for students learning languages since

anxiety can impact their involvement in the class (Dewaele & MacIntyre, 2014). This research extends the use of Hargreaves' (2001) emotional geography framework by adapting it to explore student emotional experiences while expanding its original focus on teacher emotions.

1.5 Scope and Limitations

The research investigates emotional aspects of eighth-semester English Education students attending a public university in Jakarta who learn "Writing for Academic Purposes" in a dialogic online course. This research examines how participants perceived peer discussions and collaborative writing, but does not evaluate academic achievement or language improvement. The scope is limited to advanced EFL learners in Indonesian higher education, and findings may not fully apply to other levels, contexts, or face-to-face settings.

1.6 Originality of the study

The research offers originality by transforming Hargreaves (2001) emotional geographies framework designed for teachers to study student emotions during Indonesian EFL dialogic learning, which remains under-examined in current research. This study addresses the under-examined socio-emotional dimensions (Ucan et al., 2023; Engin, 2016) in addition to cognitive outcomes (Chow et al., 2021; Romios et al., 2024) of dialogic pedagogy, particularly in Indonesia's traditional teacher-centered educational framework. Expanding upon Cassandra et al.'s (2024) study, this research adopts student insights about emotional challenges that include language anxiety along with cultural and power-based barriers. The research enhances EFL emotion studies

by using Hargreaves' five dimensions (physical, moral, sociocultural, professional, political) to analyze complex emotional transformations between passive to active learning situations.

