The Emotionality of Discourse in Teaching: Towards A Systematic Review of Trends

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Abstract
In this work, we reviewed conceptual nuclei that gravitate around the Emotionality of the Educational discourse in the exercise of teaching, as a fundamental component towards an emergent pedagogy.

Towards a reflection on the object of knowledge

Education as a formative institutional task of the human being involves a series of processes that, in addition to the cognitive apprehension of the disciplinary competencies that are developed, it is necessary to consolidate the person as a social being who relates to others and shares with them in different contexts. Therefore, other associated factors seem to affect performance from a relational contextual framework.

In this sense, emotionality as an associated factor is a priority in the spectrum of higher education, among others, due to the interest that scientific literature has shown in emotional intelligence and the benefits that it seems to bring on different areas of the person -and particularly in its impact on the processes of teaching and learning. The purpose of this reflection is to understand emotionality in the educational discourse of teachers from its representations, tensions and challenges in order to contribute to the generation of new knowledge on this object of analysis. This reflection makes it possible to apprehend a series of preliminary and necessary approaches that will allow the construction of the object of knowledge, starting from the recognition of the problem from a macro scenario where the significant elements given in the framework of the affective states present in the educational discourse are identified, providing the opportunity to establish connections with the elements that could be related in the international, national and local contexts.

Objectives

General Objective:

To establish a state of the question on the Emotionality of the educational discourse in the university professor, which allows to identify the scope and conceptual gaps of this pedagogical framework.

Specific objectives:

To characterize the researches, works and dissertations that have contributed from the scientific knowledge to the structuring of the object of knowledge.
To propose from the established academic path, axes of reflection towards an emerging pedagogy of Affection.

Method

The methodological architecture of this work consisted of the implementation of a systematic and meta-analytical review of bibliographic order, which included among other documents, books, articles and doctoral theses, relevant in the approach of the Emotionality of the educational discourse in the university professor.

State Of the Art

It is no longer feasible to enter into a process of reductionism on geographical boundaries that do not consider important the apprehension of emotional processes and their relationship with the facts or events that are unleashed in a classroom. As Myers (2006) and LURIA and Poliakov (1960) cited in (Ibáñez, 1996, 2002) who think that emotions greatly influence to regulate the activity and behavior of the subject. Only those ends towards which the subject has a positive emotional attitude can motivate creative activity. Thus, it is possible that meaningful productions about the variables of emotion in the university professor and learning begin to emerge.

Hence, it has become a necessity for research processes in education; to address the relationship of emotions and teaching processes, such is the case recorded with teachers who are starting mathematics training and who are to become future teachers, (Bibby, 2002; Bursal & Paznokas, 2006; Harper & Daane, 1998; Hodgen & Askew, 2007; Lutovac & Kaasila, 2014; Martino et al., 2013; Martino & Sabena, 2011; Swars, Daane, & Giesen, 2006), among others, which denote as a finding, what Hannula et al. (2007) already pointed out. "Mathematics anxiety is a common phenomenon

among prospective elementary school teachers in many countries and can interfere with students becoming good mathematics teachers" (p. 153). Similarly, the same author stated that "the background of this mathematics anxiety in teachers and prospective teachers at the elementary level is due to the fact that they are not mathematics specialists and that they had negative experiences with mathematics when they were students at the primary or secondary level" (p. 30). Although the existing production mostly covers levels of schooling training, the same begins to permeate higher education (Jenkins & Oatley, 1996; Keller et al., 2014; Schutz & DeCuir, 2002; Schutz & Lanehart, 2002; Zembylas, 2005) particularly, (Keller et al., 2014), placing as the center of this plot the emotions of teachers, as these directly affect both the relationship with other actors and the results of the process that is directed with them.

In general terms, research shows that the behavior of students in the classroom has an impact on the emotional experiences of teachers. The postulates of Frenzel (2014) indicate that the most common emotions that teachers show while teaching are: (1) Enjoyment, (2) Anger, (3) Pride, (4) Anxiety and (5) Shame. In this perspective, it can be inferred that an educational organization with its processes of social interaction and its table of values enables the configuration of representations in its teachers, who in turn interpret both the events that occur in the classroom and the guidelines for their pedagogical practice (Calderhead & Robson, 1991).

In these representations, the classroom is a space of great complexity and uncertainty (Doyle, 1983; Jackson, 2001). It is a place of encounters and disencounters, where everything happens immediately and in the public sphere; therefore, there is little that can be predicted regarding the process. However, this does not annul the actions of some teachers as reflective beings or subjects in and during the march and in situ that question their actions, given their networks of interaction inside and outside the classroom that are evident when they teach (Schön, 1988), but the classroom is also a space, an environment and a climate that does not only speak of the logical inferences that teachers make, being undeniable and infallible as well, implicit, non-conscious and affective/intuitive processes that unfold in the individual touch and perception in the process of interaction during teaching (Atkinson, 2002).

The above has allowed to generate a tracking of previous productions, tending to strengthen the common thread and enable the construction of new knowledge, as expressed by Palomera, Briones, and Gómez-Linares (2019) who values training and socioemotional competencies for teachers after a decade of innovation. This article is the result of a pioneering project in its country to implement training in values and personal competences for students in Cantabria in teaching degree; therefore, its objective is to present a review of the innovations since its creation in 2010. The project was based on the models of socioemotional skills and generated the staging considering the dizzying changes that society is going through and the imminent need for teachers who, in addition to didactic knowledge and the use of new technologies, could also refine and contextualize their skills to communicate and relate positively with the various actors in the educational community. Similarly, it advocates the ability to carry out processes of self-regulation and hetero-regulation, competence to lead and manage the classroom, in addition to knowing how to work in a team and the ability to make responsible and ethical decisions to solve problems in the educational context (p. 6)

For this purpose, a subject called training in values and personal competences for teachers was set up. The subject was taught in the first semester of the first year with the intention that students acquire a series of skills that will help them to manage their own emotional competencies and successfully cope with interpersonal and communicative tasks. Among the thematic axes are responsible decision making, self-awareness, self-regulation, social awareness, relationship skills, among others.

The features of the methodology were in the order of problem-based learning, case study, dialogic learning, experiential learning, cooperative learning, simulations, use of portfolios, all supported by documentary and audiovisual resources through the modular platform. In conclusion, it is possible to improve socioemotional competencies and moral reasoning in the initial training of teachers, as well as the transfer of this knowledge to other teachers.

In Spain, Lapponi (2016) from the article "Las emociones en el profesorado: el afecto y el enfado como recursos para el disciplinamiento" (Emotions in teachers: affection and anger as resources for disciplining), the objective is to investigate what teachers say, think and feel about the management of discipline in the classroom and how this, in turn, shapes the behavior and conditions the participation and performance of students, for which a work environment is created, using affection and anger as tools for disciplining, the first under preventive action and the second markedly corrective. Its design is of qualitative type and uses instruments such as

interviews, field notebook, and key informants, which are questioned in their implicit ideological notions that could emerge in the discursive process of the teachers and then these are compared with the dominant institutional pedagogical ideology, evidencing a lack of coincidence and coherence between the ideological assumptions and the formal imposed knowledge that affect. That is to say, affection and anger, which are constituted in one more resource for the control of the students' behavior.

In Spain, Sánchez (2016) in the article entitled "New profile of the teacher in higher education: training, competencies and emotions", he proposes as an objective to obtain information from teachers with professional experience in higher education, on the need to incorporate emotional competencies in the curriculum. For this purpose, he employs a qualitative design, using as instruments the semi-structured interviews that are applied to sixteen (16) teachers from various faculties in an institution of higher education, in order to generate the convergences according to the expressed reagents. This research action is based on three major dimensions that are closely related: training, competencies and emotions.

The author highlights from that indeed, training is not only to expand knowledge but to consider attitudes, values, new ways of doing, enhance optimism, among others that in synthesis contributes to the increase of intrapersonal and interpersonal skills. The author concludes from the voices of the actors that this process should not be adopted as a fashion, but as an urgent need for teachers to develop and use emotional intelligence in the classroom to regulate emotions in real situations, use inclusion and manage good actions during the interaction in the teaching and learning process.

For the Latin American scope, Naranjo (2007) postulates focus on the human person not as a subject of socialization but as a subject of change for society, therefore, the imminent need of a rethinking of this sick society as the Chilean thinker calls it. In this way, it is pertinent to discuss what Maturana (1997) cited in (Ibáñez, 2002) explores, that emotions are much more than only an aspect to consider to explain human actions. In the same sense, he sustains that emotions are dynamic corporal dispositions that are in the base of actions and that all human action is based on an emotion:

what we connote when we speak of emotions are different domains of possible actions in people and animals, and the different bodily dispositions that constitute and carry them out. (...) there is no human action without an emotion that founds it as such and makes it possible as an act. (...) it is not reason that leads us to action but emotion (Maturana, 1992).

In Argentina, Valero (2020) writes Emotional from the cradle, making some reflections to include emotional education in teacher training and in the first years of schooling, which reveals the link between emotionality from the cradle with the actors and institutions closest to the subject who learns; hence the imminent need to shape the dispositions and qualities not only of the child located at this or that level, but also of the teacher and professional who, on a daily basis, moves in the field of uncertainty and, therefore, the permanent search to generate a response to the situation of interaction.

The methodological design was characterized by being exploratory, allowing a general and approximate vision of Emotional Education and the role of the Early Childhood Education Teacher, as well as the teaching performance in kindergarten and 4 years old classrooms. The added value of this production lies in the ability to question teachers about the management of their own and their students' emotions.

In Mexico, Rivas (2019) publishes tua article "Claroscuros de la inteligencia emocional iluminan la utopía", which aims to clarify some aspects of intelligence from a whole process of reflection with a view to enrich the theory of emotional intelligence. Under a methodological process based on complexity, the importance of apprehension in emotional literacy is exalted with a set of differentiating referents: impulse, affection, feeling, emotion and affectivity. In the same way, the author exhorts to humanize for the sake of a utopia: an altruistic humanity.

The implications of addressing in the educational field, a set of trends that affect the individual and society itself, as is the case of the theories on emotional intelligence, revolve the need for a critical analysis of the historical moment and the origins of each construct as a suspicion to legitimize its possible framework of scientificity, as pointed out by (Hanhela, 2014).

In Ecuador, Mera (2017) publishes the article "Management of emotions in university teachers". It was pointed out as an objective to identify the emotional state of teachers, as conjunctural positions in the university context, as a starting point to generate intervention processes that contribute to improve their responses in the face of current demands. Its methodological design is of descriptive quantitative nature and with an individual transversal sample. To define the

emotional profiles of the actors, the instrument proposed by Marcelo Manucci, adapted to the university environment, was applied. Another instrument used was a structured personal survey and reliability was measured by calculating Cronbach's Alpha.

In their conclusions, it can be seen that the emotional profile of teachers defines their individual behavior and attitudes towards the current demands of the context. Emotional states are dynamic, so the behaviors observed in the study vary between those that limit the gestation and reject any change or innovation and even do not respond to opportunities to transform the context, and those that show manifestations of commitment, cooperation and creativity, i.e., that inspire and enable the development of the organization.

In Mexico, Fragoso (2009) wrote the article named "Emotional intelligence and emotional competencies in higher education, the same concept?" with the objective of marking differences in the concepts of intelligence and emotional competencies through the theoretical review of its main models and most representative authors. From a documentary analysis, it establishes a series of dimensions that are key in order to achieve its objective. In the first instance it apprehends the origins, then the main models, continues with the definitions and finally with the representative authors of the two great conceptions, that is to say intelligence and emotional competences (Fragoso-Luzuriaga, 2015).

For this reason, he emphasizes the origins and from there, he turns to international entities such as (UNESCO, 2002), the Delors report and even the OECD. This position invites to the reflect on general competences that any professional should handle, such as working in a team, developing interpersonal skills, ability to lead towards common goals, ability to act in new situations and ability to make decisions, all of them articulated to the emotional competences and even to the emotional intelligence. Subsequently, these suggestions would acquire a punitive weight, as they would be incorporated into the legal processes of Mexican regulations. In other words, training for emotionality has a constitutional endorsement.

About the origin of the concept of Emotional Intelligence, this has been evolving since 1900 until today; with the supports of a remarkable group of theorists (Gardner, 1993; Goleman, 1996; Goleman & Cherniss, 2013; Mayer & Salovey, 1997; Melamed, 2016; Sternberg, 1995).

From the concept of emotional competencies, the emergence of these is based on mixed models of emotional intelligence as is the case of Goleman and Boyatziz or Bar-On. However, the theoretical support can be found in the writings of Mayer and Salovey (1997) who point out that indeed it would be Saarni the first to coin this construct, separating it definitively from emotional intelligence. Likewise, Alzina (2003) has to be considered as a relevant author with his own model of emotional competences. In conclusion, Goleman would point out that emotional competencies are an independent construct, however, there is no clear differentiation in their constructs. Within the emotional intelligence model of Mayer and Salovey (1997) the situation changes, since the researchers are based on the cognitive paradigm of education, giving another level to the variable, structuring it only with specific skills of emotional information processing (Salovey & Mayer, 1990).

In Costa Rica, Retana (2012) publishes the article called "La educación emocional, su importancia en el proceso de aprendizaje" (Emotional Intelligence, its importance in learning process). Under this denomination, the article in reference analyzes the need to link emotions to the educational processes as these configure a section of the cognitive dimension. For this purpose, the author exposes the characterization of emotions and from there, to show how they emerge and, above all, the role they play in the whole task of training. The author methodologically describes three great dimensions related to the object of investigation, these are: the triad Cognition, emotion and learning, followed by the role of the teacher and the relationship between emotions and finally, learning styles.

From the first one, the foundation provided by Bruner and the linking of his three processes: acquisition, transformation and evaluation can be deduced; but for this, the predisposition of the individual towards learning must be considered, which supposes the emotional character with which learning is assumed. For this reason, it is evident that this triad is linked to what the subject is, but also to what the subject feels in the field of training.

Next, in the second dimension, the role of teachers in this process of formative interaction is inferred; it is up to them to develop the ability to identify, understand and regulate emotions as a result of the fact that these skills influence all learning processes, thus affecting the physical, mental and emotional health of students. Likewise, they are key to generate meetings and establish new positive and constructive interpersonal relationships, contributing to an improvement in each of the academic processes. Meanwhile, in the dimension of learning styles and emotions, the author

advocates the search for compatibility between their teaching styles and the learning style of students, but considering as previously stated their emotions. Under this logic and with strong epistemological supports, the author reaffirms the generation of more positive emotions that must also contribute to the learning environment.

For the case of Colombia, although there is not an abundant production regarding emotionality and learning, it is key to recognize that there has been an important advance from the same educational policies, focusing not only to the students, but to the teacher himself, because in the apprehension of this variable is not only fundamental to their own personal and professional development, but also the cultivation of love for knowledge, the passion for teaching, assertive communication, the promotion of creativity, the approach to intrinsic and extrinsic motivation, the search for skills and talents in children, and the freedom for each student to find their own way and shape their own life, among others (Buitrago-Bonilla & Cárdenas-Soler, 2017).

This moment of liquid society and uncertainty has to make possible the adaptation to those processes that articulate emotion and learning in the teaching task (Buitrago-Bonilla & Cárdenas-Soler, 2017; Gómez & Cortés, 2016; Martín-Gutiérrez, Conde-Jiménez, & Mayor-Ruiz, 2014; Palomera, Fernández-Berrocal, & Brackett, 2008; Torres, Buitrago Bonilla, & Enrique, 2019).

On the other hand, when reviewing the conceptual aspects in reference to emotions, they are events or phenomena of a biological and cognitive nature, which make sense in social terms. They can be classified as positive when they are accompanied by pleasant feelings and mean that the situation is beneficial, such as happiness and love. They are negative when they are accompanied by unpleasant feelings and the situation is perceived as a threat, among which are fear, anxiety, anger, hostility, sadness, disgust, or neutral when they are not accompanied by any feeling, among which are hope and surprise Casassus (2007) cited by Retana (2012).

For some authors such as Day and Gu (2012) and Day (2006) cited in Sanz, Bertolín, and Lujan (2017) the key or success of excellent teachers lies in the passion they show in their teaching. The fact of passionately living their profession, of loving the content they teach, of wanting to take care and worrying about the integral development of their students, of being actively involved in improving the social context that surrounds the school, the students, their families..., is at the base, in the DNA of the excellent teacher. To ignore the emotionality present in the teaching discourse is to ignore the integrality of the human being. This implies education as it is communication and co-production of meaning and it is done through the discourse that in the classroom allows the confrontation and reworking of cognitive thinking (Estupiñán & Dagua, 2014) cited by Linero (2018).In reference to emotionality Alzina (2003) cited by Linero (2018) expresses that it is emotional education the possible answer to the great dramas of modern life, since it is the type of emotional response to the various difficulties of life that leads many to commit excesses or neglect their life project. Similarly, Sánchez (2016) cited in Linero (2018) states, working on the role of positive emotions in the creative process, that he shows the effect of these on the perception of the world, which allows emphasizing the relationship between education and emotional intelligence (p.8).

Hence, in the Colombian scenario, Palma, Buitrago, and Espejel (2020) in their article "Emotional education in teacher training organizations", make an investigative inquiry in addition to socializing a series of data, products of a doctoral research in education, to incorporate emotional education as a pressing need. Its methodological design was based on the hermeneutic circle, as a study of multiple cases in 75 normal schools in Colombia, complemented with the approach of a particular comprehensive unit. The findings show the weight of cognitivism in teacher training and therefore the marginality of emotional aspects or emotional competences for teachers in training; but at the same time, it makes possible to incorporate a teacher training structure to enable them as emotional literacy teachers. Alzina (2003) contributions, both conceptual and his pentagonal model of emotional competences, are assumed in the production. The epistemological nature of the research approach is based on the confluence of postulates of the so-called critical theory, the theory of complexity and complementarity, all noting the need to evaluate the training that is being given to teachers in Colombia in line with the changes required by this society. According to the authors, education systematically and rigorously assumes, in a scientific way, all the dimensions of the human being, especially the emotional one (Palma et al., 2020).

Similarly, (Foronda (2018)) talk about "Emotional factors and cooperative learning: an experience to share", which presents the objective of its construction to determine emotional factors that favor cooperative work in Spanish Language classes with students of basic secondary at the UPB. Under this horizon, the author shapes his methodological design that in essence is of qualitative

type with an ethnographic approach in education. Although the phenomenon is delimited in a school with its respective actors, it allows to glimpse that the registered fact happens in a specific disciplinary body, as it is the one of Spanish Language. In the same sense, it resorts epistemologically to the linking of academic processes from which it relies on authors of constructivism and hence it highlights in the field of emotions, the location of the subject in relation to others, so it apprehends the sense and meaning of concepts such as: group work, collaborative work and cooperative work. Although it emphasizes the latter, it is the instruments used that incorporate the feelings and meanings of these in the classroom; therefore, the adoption of educational ethnography is not gratuitous because there is a whole interweaving between cognitive, social and symbolic processes.

Likewise, students recognize not only the academic value of the implications of working under a cooperative route, but also identify in this community the meaning of the manifestations linked to emotion, as recorded in the instruments. The significance of this product lies in the intentional linking of academic processes with the edges of emotional education in both students and teachers. In better terms, it is feasible to generate a strong link between the notions of cognitive order and emotions, which can transcend the pedagogical and didactic fact of what a body of Ambrose knowledge can do, as is the case of Spanish Language and even with a group of students. It is only an option or possibility that gives a dimension that although it is from the 20th century, as is the case of cooperative learning, today it is linked to emotions.

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