

"At times, I feel I'm talking to myself": An EFL teacher's emotional geographies in emergency remote teaching

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This paper reports on a narrative study that delves into the emotional experiences of an EFL teacher in emergency remote teaching situated in a higher education context in Indonesia. Data for this study were garnered from in-depth interviews during a two-month period. Anchored by Hargreaves' (2001a) emotional geographies on physical, moral, sociocultural, professional, and political aspects of lecturing, the study's findings revealed that the participant experienced sustainable adaptation through negotiated emotional changes in her emergency remote teaching. Such a situated practice gives rise to the issue of teacher professional development in times of crisis and how policymakers treat teacher emotions as an embedded domain in the teaching profession. The study also unveiled participants' agentic actions in overcoming the emotional geographies during emergency remote teaching. This empirical evidence situates teacher emotion as an influential aspect of a teacher's professional growth.

Introduction

Teaching, like other "people" work, is also an *emotional* practice (Denzin, 1984).

Much literature pinpoints that teachers may experience a range of emotions due to their working situations of teaching, which is time-consuming and demanding. Such a condition happens because schools and classrooms are complicated emotional arenas in which teachers are continually subjected to emotional demands from students, colleagues, parents, and leaders (Dai & Wang, 2023; Namaziandost et al., 2023; Talbot & Mercer, 2018; Wang et al., 2022). According to Hargreaves (1998), emotion is critical as it determines the success of teaching in classrooms. Therefore, the role of emotions in regulating teachers' professionalism is vital to facilitate effective teaching.

Understanding the nature of emotions in the educational setting is critical since emotions play a role in every aspect of the teaching and learning process. In order to successfully deliver instruction and engage with others while dealing with emotional demands, teachers must be able to manage their emotions properly (Richards, 2022). It is important to understand teacher emotion as teaching is not only a cognitive and behavioural practice dealing with what teachers should know and what they can do (Hargreaves, 2001a). Teacher emotion implicitly indicates an urgency to understand what teachers feel when they deal with their teaching practice. In a nutshell, if we are teaching, we must pay

attention to the teacher emotions, as they may express a spectrum of emotions in the classroom, such as from positive and negative to mixed emotions (Hargreaves, 2000).

Many studies have explored teacher emotion in various contexts, but EFL teachers' emotion in emergency remote teaching has received sparse attention (Her & De Costa, 2022). Emergency remote teaching has been used as an alternative with the closing of schools and universities due to Covid-19 and the mandated quick transition from face-to-face teaching to online teaching (Anthony Jnr & Noel, 2021). Many schools were required to adopt emergency remote teaching and introduce digital platforms for teaching and learning processes (Jan, 2020). A growing body of research has investigated how teaching was adapted in this situation, with many studies discussing how to run an effective instruction model for online learning in a time of crisis (Luan et al., 2020; Tarrayo & Anuddin, 2023); the shift from traditional to online learning during emergency remote teaching (Jan, 2020; Kusumawati, 2020; Mishra et al., 2020; Pu, 2020); challenges during online learning in emergency remote teaching (Badrkhani, 2021; Kim, Wee & Meacham, S., 2021; Teng & Wu, 2021); and perceptions of teachers and students on online learning during emergency remote teaching (Almekhlafy, 2020; Amin & Sundari, 2020; Lim et al., 2022).

What is to some extent left unnoticed by the studies cited above is that quick transformations from traditional face-to-face classroom teaching and learning into full online learning are somewhat problematic for teachers (García-Morales, Garrido-Moreno & Martín-Rojas, 2021). Transforming traditional face-to-face teaching and learning into online teaching and learning required teachers to reconsider their teaching methods and attitudes about what constitutes effective learning (Livingston, 2018). However, such attempts can leave teachers with complicated issues concerning instructional strategies. What is involved is not only teacher knowledge and cognition but also teacher emotion (Hargreaves, 1998).

Teacher emotion is defined as a notion that depicts the state of a teacher's emotional well-being and aids them in recognising potential situations. It also has something to do with basic emotional ties. Teacher emotion can be shaped and influenced by a variety of social, cultural, and political factors (Chang & Taxer, 2021; Zembylas, 2010). As a result, teaching experiences will elicit a range of positive and negative feelings, forming what Hargreaves referred to as the *emotional geographies* of teaching (Hargreaves 2000, 2001a, 2001b, 2005). Teacher emotion is described as "part of a dynamic, continuously varying system of meaningful experiences" in this theoretical paradigm (Zembylas 2007, p. 61).

Extensive previous studies on teachers' emotional geographies have been conducted, for example by Lassila et al. (2017); Morrison et al. (2020); Sulistyo et al. (2022); Weddle et al. (2019), to name a few. Exploring emotions in terms of teaching is essential since emotions capture a crucial part of teachers' identity and agency that determines their teaching practices in the classroom and their future careers (Yuan & Lee 2016). Despite much literature concerning teachers' emotional geographies, there is scant research investigating EFL teachers' emotional geographies in emergency remote teaching. Therefore our study attempts to look at an Indonesian EFL teacher's emotional geographies enacted during

emergency remote teaching in a tertiary institution, using Hargreaves' (2001a) emotional geographies dimensions. Findings from this study are expected to yield an interplay of teacher emotion negotiated during emergency remote teaching with their teaching practice.

The present study is guided by two research questions:

1. What emotional geographies are revealed in the participant's narratives about emergency remote teaching?
2. Based on the shared narratives, how does the participant deal with emotional issues in emergency remote teaching?

Theoretical underpinnings

Emotional geographies

This study employs emotional geographies to analyse an EFL teacher's experiences in emergency remote teaching. Emotional geographies were defined by Hargreaves (2001a) as:

... spatial patterns and experiences of proximity and/or gaps in human interactions and relationships that help create, configure, and color the feelings and emotions we experience about ourselves, our world, and one another. (p. 1061).

These emotional geographies regulate five significant dimensions: physical dimension, moral dimension, social dimension, professional dimension, and political dimension. More specifically, Hargreaves (2005, 969) noted:

Emotional understanding and misunderstanding in teaching result from what I term emotional geographies. These consist of the spatial experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and colour the feelings and emotions we experience about ourselves, our world, and each other.

Physical geography affects social interactions that are limited by factors, such as the emotional closeness that occurs in relationships between students, teachers and other campus communities. The distance that shows this emotional relationship is strongly influenced by the intensity of the relationship made by students and teachers. In emergency remote teaching, students and teachers are faced with complexities due to sudden and rapid transitions from face-to-face to the emergency remote teaching method. It further distracts physical relationships among them, as normally would occur in the classroom.

Moral geography deals with the discourse of social closeness or inequality influenced by the values and moral norms possessed by students, teachers, and other campus communities in achieving visions and goals that may differ from one another. In emergency remote teaching, teachers are faced with students' attitudes altered in difficult

aspects such as honesty in exams, respect for teachers' online explanations, and full-time online presence in the learning platforms.

Sociocultural geography creates a discourse of closeness or social inequality due to differences in ethnicity, culture, gender, and disability, including differences in how to feel and express emotions that can create distance between students, teachers, and other campus communities. In the Indonesian context of emergency remote teaching, students come from various regions with different online learning facilities. This impacts teachers' perceived performance in teaching.

Professional geography deals with professional norms that affect social relationships/interactions between teachers, students, and other campus communities. Every campus has professional norms that must be obeyed/followed by the campus community, including teachers and students. Teaching echoes emotion, anxiety, stress, and burnout. Thus, teachers in our study may feel such feelings that influence their professional identity.

Political geography deals with hierarchical power that causes closeness or social inequality in the campus community. For example, campus authorities have the power to control the campus community, including the implementation of online learning policies for teachers and students. In the emergency condition, it appears that policies and stakeholders, as well as teachers, are inconsistent. Such a condition can lead to ineffective teaching and learning enactment.

Emergency remote teaching (ERT)

There have been very many terms used to characterise sudden and rapid changes in teaching and learning due to external problems in educational contexts. Among these terms, many scholars have adopted *emergency remote teaching* (ERT). ERT has been widely employed by educational stakeholders and teachers to characterise teaching in difficult circumstances, such as the Covid-19 pandemic. These complex and unwanted conditions may arise from natural disasters, wars, and societal pressures, that force teachers into teaching with no preparation time and limited resources (Czerniewicz et al., 2019).

Some recent studies have explored how ERT affects teachers' emotional feelings. Aladsani (2022) narrated six university instructors' emotional feelings when they promoted student engagement in ERT. The analysis showcased multiple and complex situated emotions among the instructors, ranging from transition to distance education, challenges they faced, and student emotional support provision. In a chapter article, Kozhabayeva and Boivin (2021) looked at how ERT impacted teachers' emotions and well-being. Their work found that ERT created a deprofessionalisation of teacher identity due to uncertainty and minimal support from government and families. Seeking support from peers, colleagues, leaders, and government is vital in reshaping teachers' well-being and emotion during ERT (Huang et al., 2022). However, such attempts are not always treated well by educational stakeholders, as ERT entails a sudden transition with little time for preparation.

Method

Study design

Our study was situated in the English department of a public university in Malang, Indonesia, and focused on a single participant's emotional geographies as an EFL teacher dealing with emergency remote teaching. In order to delve into the participant's experiences in emergency remote teaching, we opted to use narrative inquiry (Barkhuizen, 2008; 2011) as the research design. The primary goal of narrative inquiry is to understand how people make sense of their lived experiences (Clandinin & Connelly, 2000). It thus allows for the subjectivity of meanings derived from the participant's lived experiences. Narrative inquiry in this study was specifically employed to understand the participant's experiences in terms of physical, moral, sociocultural, professional, and political dimensions.

Participant's profile

The participant in this study is an EFL teacher at a public university in Malang, Indonesia, named Ike (pseudonym), 43 years old. She has been teaching at the university for more than ten years and has a doctoral degree in English language teaching. Ike's years of teaching experience are the essential factor identified by the researchers to recruit her as a research participant in this study. Ike's emotional sparks, which reflected her experiences in teaching English as a foreign language at the university during emergency remote teaching, revealed unique topics to be discussed. Our inquiry focused on how Ike dealt with her emotional geographies which may show different realities, facts, and experiences.

Data collection

The empirical data were collected through multiple in-depth interviews. Each session of the face-to-face interviews was recorded using a smartphone for a duration of 30-60 minutes. The interviews were conducted using the participant's L1 (Bahasa Indonesia) to avoid misunderstandings and to expand the understanding of the phenomena investigated in this study. During the interviews, we asked the participant about the emotional geographies she experienced when teaching English in the emergency remote teaching. These problems were related to her physical, moral, sociocultural, professional, and political dimensions. Then, we asked how she dealt with such situations. The information gleaned from these in-depth interviews was then transcribed into narrative forms for further examination. To guide the interview workflow, the following guiding questions were used:

- How did you feel physically when teaching in an emergency remote condition? And how did you deal with such a condition?
- How did you feel morally when teaching in an emergency remote condition? And how did you deal with such a condition?
- How did you feel socioculturally when teaching in an emergency remote condition? And how did you deal with such a condition?

- How did you feel professionally when teaching in an emergency remote condition? And how did you deal with such a condition?
- How did you feel politically when teaching in an emergency remote condition? And how did you deal with such a condition?

Data analysis

Analysis of data in this study used Braun and Clarke's (2014) six thematic analysis procedure. First, we familiarised ourselves with the recording by repeatedly listening to the participant's storied experiences. In this part, we highlighted essential narratives shared by the participant. Next, we transcribed and read the interview recording several times to achieve a global and comprehensive understanding of the data. This section was enacted in order to interpret participant's significant experiences. Third, prior to conducting coding on the data, we re-read the interview transcript and started identifying patterns that matched our grand theory. Fourth, we began coding by grouping similar utterances, expressions, and phrases into a table. Fifth, themes were created after analysing the relevant codes. This was done by sorting irrelevant codes out of the table. Lastly, the final themes were categorised into physical, moral, sociocultural, professional, and political dimensions.

Ethical considerations

Clandinin (2006) suggested that narrative inquirers should negotiate relationships, research aims, and transitions with participants and how they will benefit from those relationships. In this study, we were able to observe the participant daily through in-class and outside-class conversations and dialogues. To address the issue of study ethics, we supplied the participant with a consent form to sign, indicating her agreement to have all the data released. We also ensure that the participant is aware of the study's goal and that ethical clearance has been granted, ensuring that her rights are respected and upheld. The participant agreed to participate in the study and signed a consent form stating that she is aware of the study and intends to participate.

Findings

This study was designed to explore the emotional geographies in emergency remote teaching by an Indonesian teacher of English at a public university in Malang, Indonesia. Findings from the study are detailed in physical, moral, sociocultural, professional, and political geographies, as well as the extent to which they dealt with the emotional issues in emergency remote teaching.

RQ 1: What emotional geographies are revealed in the participant's narratives about emergency remote teaching?

Physical geographies: “Sometimes I just feel like talking to myself”

Ike said that her biggest challenge when teaching online was to liven up the classroom atmosphere. It was a tremendous effort for her because sometimes she felt like she was talking alone without friends. Lack of Internet data quota and technical problems are classic reasons students do not turn on the camera. Ike felt that she had tried her best to liven up the atmosphere, but student involvement in the online classes was far less involved than in the face-to-face classes. In an interview she said:

This, I believe, is the most difficult aspect of teaching online. I believe that student interest is dwindling, particularly towards the middle of the semester. Students in the online class were initially enthusiastic, but boredom soon set in, and they were reluctant to even turn on the camera. Sometimes, I just feel that I am talking to myself and fighting on my own. This situation is basically just a transition. In the beginning, students were very enthusiastic about online learning, but over time, because they have been online for almost two years, especially those who are new students, they can be counted as being really into lessons and which ones are just freeloaders. Online learning is also inseparable from attendance problems.

This circumstance did not make her give up, and she exerted extra effort to keep the class alive. Positive thinking is one of the ways Ike does so that it always brings positive vibes when teaching. Ike always thinks positively that even students whose cameras are off are also listening to her. Feeling doubtful at first, Ike is finally able to solve the problem. She added:

But I am sure I can keep up with this situation and make things better. I keep trying to engage the students in the lesson by encouraging them more and more. I keep myself positive, I assure myself that everyone who is not on camera is either listening to me or, in the worst-case scenario, doing something else that I can't control. This online class makes me expend extra energy only to get them excited about learning since, no matter how hilarious the jokes are, I can't stay for the entire session. I don't give up and keep trying again, making them enthusiastic about learning. In the end, I am successful in doing so.

Moral geographies: “Honesty is an issue”

Discussion of the aspect of morality is one element that is quite important here because online learning demands more commitment to performing honestly, especially when it comes to the assessment process. Assessing students' active participation in traditional face-to-face classes, for example, measuring the students' comprehension can be done relatively easily. However in online learning, measuring students' comprehension of a certain issue, for example, can become uncertain as teachers cannot be fully assured that the work is truly from the student. Things get more complicated when students do not turn on their device's camera. We as teachers might wonder if the students are truly showing their capacity or if they are just copying others. Moreover, ideal supervision can no longer be guaranteed for an online test; test takers can take tests anywhere. This requires their awareness that they need to do the tests as honestly as possible as honesty is the best policy for becoming informed about one's achievement. Ike explained that:

Another challenge of online learning is the difficulty of assessing students' actual competence. Just take an example when they answer a question or share opinions. I just sometimes feel that they are reading and things get worse when the camera is off. I can't really be sure that it is their own. Another example is when doing a test or assignment. Sometimes, I felt doubtful or confused when giving online assessments because of weak supervision, so the test results are less reliable than when doing face-to-face tests in a live class. When learning online too, I feel it is unfair to treat those who turn on the camera and those who don't.

To overcome this, Ike carried out various strategies, starting from reducing the time for taking quizzes, supervising exam students via *Zoom* with all cameras on, and activating the plagiarism test feature to detect the originality quality of student work. Previously in the first meeting, students have been told and encouraged to always give their best in doing assignments and not use shortcuts, namely by copying and pasting other people's work, even by not acknowledging the author. The quality of their original work is very much appreciated and this also depends very much on their honesty in acknowledging other people's work and not claiming it as one's own. This way, they will be more appreciative about this being the essence of learning. She explained that:

To overcome this, I usually keep asking them to turn their camera on so that I can see them directly. I also tried to create a test question with a limited processing time to minimise the potential for cheating. For example, for question 40 which is usually done within 90 minutes in a traditional face-to-face class, I will reduce it to only 40 minutes for online conditions so that the potential for sharing answers, exchanging answers or other forms of cheating that may arise will be minimised. I even asked them to turn on their camera and did test supervision via *Zoom* video.

Sociocultural geographies: “The demise of cultural values and discipline”

Emergency remote teaching and the urge to refrain from collectivist activities really affects someone socioculturally, especially in terms of teachers' and students' relationship. Teaching is an activity that involves many socio-cultural interactions where teachers interact with students not only for classroom activities but also for activities outside the classroom context. At the time before an emergency such as Covid-19, people's interaction forms a context-dependent interpersonal relationship where persons to persons are socioculturally related. As contacts are restricted, socio-cultural face-to-face interaction among community members is also reduced and is replaced by technologically based interactions. Consequently, it results in some changes of attitude in relation to the politeness aspect. Face-to-face classes allow for a natural interaction situation where the teacher as an educator agent not only teaches but also educates. Unfortunately, this online learning actually makes cultural and social values decrease. Ike explained:

Frequently, I felt disappointed with some of these online class students' behaviours. When studying online, there are a variety of acts that are both inappropriate and impolite. During *Zoom* meetings, I frequently see students who are dressed in sleepwear, and T-shirt and appear untidy. Frequently, I saw them not into learning and even sometimes they were talking to somebody else during the class. This emergency remote teaching has also had a significant impact on the culture of civility. Students who

communicate online pay less attention to the ethics of sending messages, collecting assignments, and communicating in groups. Students are aware of to whom they are talking and in what context they communicate.

In addition to the decline in cultural values and politeness shown by students, it turns out Ike also added that the discipline aspect is also one of the challenges that require firm action and certain understanding. Sometimes this is very emotionally draining and provokes anger, but whatever it is, Ike still has to be able to put herself in a position as a good teacher.

Not only about the decline in the value of politeness and respect, but I think students are also starting to experience a decrease in the level of discipline. I often encounter assignments that are late for various reasons. There were several times when students asked permission not to come to class after the class was over. Of course, this was disappointing. Ah, I want to go back to face-to-face lectures because actually teaching is also educating, not just conveying knowledge and then finishing. I need to exert more patience though and behave properly as an educator and parent as well.

Professional geographies: “Blessing in disguise”

Teaching nowadays is regarded as a professional occupation, the quality of which should be well maintained as required by education policymakers. As traditional face-to-face teaching and learning moved to online learning during emergency remote teaching, an ESL/EFL teacher should be technologically literate. Despite considerable loss, emergency remote teaching has caused teachers to get some benefit as they were forced to get to know technology faster. Ike’s credibility as a language teacher was much challenged during emergency remote teaching. This happened because during emergency remote teaching, the Indonesian government imposed limited physical interaction and closed all schools and offices, an action known as *PSBB* (Large-Scale Social Restrictions) which was reinforced through *PPKM* (Enforcement of Restrictions on Community Activities). Physical restriction during emergency remote teaching also restricted people's activities outside their houses. The closure of schools and universities was unavoidable. Teachers were required to move rapidly from face-to-face to online teaching, a radical move to facilitate effective learning, as illustrated in this excerpt:

In the early conditions of emergency remote teaching, to be honest, I experienced many problems to develop professionally. However, I realised that teachers in such conditions should grow professionally, one of which is by using technology in teaching. Therefore, I can overcome problems quite quickly with the help of colleagues and faculty members. The full support of institutions that provide training and mentoring at the beginning of online learning also much contributed.

Political geographies: “The ups and downs of teaching in ERT”

The application of online learning in its early stages encountered many obstacles, one of which was related to the political aspect. This happened because of miscommunication between education providers and users of educational services. Students’ complaints about their low Internet data quotas is one of the reasons why students were reluctant to

turn on the camera while studying. Finally, this triggered a demand from students to the faculty to provide quota subsidy assistance, considering that their tuition be not reduced due to online learning. Through a discussion process, the faculty finally agreed to provide quota assistance and this is also a university policy. This decision made students relieved and feeling more helpful. The following excerpt revealed this.

In the early stages, there was chaos between the teachers and the campus regarding the demand for reduced school tuition because students find it difficult to pay full school fees while learning is done online. They complain about the use of quotas and additional fees when online which they find burdensome. Not only students but teachers also complain about the same thing because they are not completely bored on campus but at home, each teacher complains about quotas. Finally, there was an agreement from the campus to provide a quota subsidy package and a reduction in the cost of education with the conditions applicable, such as if the student's family had economic difficulties.

Problems related to politics and policies reappeared when there were emergency issues in communities. To respond to these issues, the university distributed questionnaires to ascertain the number of students who wanted to study face-to-face. Results showed that it reached less than 10 percent, particularly dominated by first year students who really wanted to deal with the real campus life. Unfortunately, their dream had to be postponed, as the chancellor decided to go online again. Ike said:

After the emergency condition began to subside, the university began to implement a hybrid teaching system. Hybrid learning is an educational model where some students attend class in person, while others join the class virtually from home. This system also experienced a polemic because prior to the implementation of this hybrid lecture, students had been given a survey about the availability of the college options they wanted. 90 percent of students choose to go online temporarily until the emergency subsidies, while the other 10 percent decided to study face-to-face.

There are numerous issues in the classroom that necessitated the teacher's emotional management skills. The early days of online learning were chaotic, but subsequently it ran more smoothly since both teachers and students, as well as education providers, in this case, the campus, built on prior experience to cope better with problems that arise. Ike was very aware that the students who were enthusiastic about face-to-face learning had to be disappointed again because their choice was not realised even though they had spent a lot of energy coming to Malang from their homes. To deal with this, a variety of persuasive approaches were taken, helping these students to understand.

RQ 2: Based on the shared narratives, how does the participant deal with the emotional issues in emergency remote teaching?

Becoming more technology literate

Ike asserted the importance of being aware that mastering technology in the era of the emergency remote teaching is very much needed for teachers and those who can't go with the flow will be left behind. Ike, who used to be indifferent to the use of technology in class, had to use it because otherwise she would be left behind, unable to conduct learning

in virtual classes properly. The subheading "Becoming more technology literate" reflects changes in Ike's emotional journey. Teaching is a multidimensional set of activities, and in the emergency remote teaching situation, adjustment to teaching from home was challenging.

In the early stages of being introduced to this technology, to be honest, I experienced many problems because I was not used to it and there were many adjustments. Sometimes I also have difficulty operating *Zoom* in class and this makes me frustrated sometimes. But over time this can be overcome with hard work in learning, guidance, and help from colleagues and students. There are many digital and online platforms that I have studied and used and I have not encountered any difficulties because of the full support of institutions that provide training and mentoring at the beginning of online learning during the early emergency remote teaching in Indonesia.

Becoming more active in academic activities

Having more chances to get involved in academic agendas is another benefit Ike has experienced during the emergency remote teaching. Educational agendas like seminars and workshops especially those related to emergency remote teaching prepared teachers for online teaching. The knowledge teachers should own is developing along with the growth of science and technology, thus professional development is very important for teachers since the knowledge they possess need to be kept abreast with the current situation.

Honestly, when I first found out that the learning had to be online, I was doubtful whether I would be able to follow. So far, I've been a lecturer who has relied on "potential" strength when teaching. This emergency remote teaching has actually made me more technology literate because like it or not we have to adapt and use technology in online learning. In the past, it was said that only PPT [*PowerPoint*] was the maximum and even then, it was not often. Before the emergency remote teaching, there were invitations to use online platforms such as *Google Classroom* and video conference or to make learning videos, but I didn't do it because I didn't think it was necessary, I can do everything in class without having to be busy recording and making learning videos.

Becoming more productive in writing

During emergency remote teaching, Ike found many benefits, one being that she is increasingly productive in writing articles and books. This can support her career as a lecturer who always keeps updated with the developments in science and technology.

I have to admit that now I have more time to read and improve my knowledge which was previously difficult for me to set aside because teaching offline with us going to campus makes me lose a lot of time and physically tired. Now I get many benefits from this Work from Home system making me more productive as a researcher. I passed an internal research grant application and produced a TEFL book with colleagues on campus that I didn't even think of due to a lack of time. I have to admit that now I have more time to read and improve my knowledge which was previously difficult for me to set aside because teaching offline with us going to campus makes me lose a lot of time and physically tired.

The excerpts above reveal that the knowledge the teachers should own is developing along with the growth of science and technology, thus professional development is very important for teachers, as a dynamic and career-long process. Improvement in teacher development activities could have a positive impact on students' development. From the excerpts, it is clear that our participant did not come readily to a state of comfort with emergency remote teaching, but she went through a dialogue process to transition. As teaching is not only about relationships in the classroom and the urge to teach new concepts or knowledge, it is very important to create positive 'vibes' for students.

Discussion

The study unpacks an EFL teacher's emotional geographies in emergency remote teaching and portrays how she dealt with such issues. The analysis reveals the participant's efforts in gaining more attention during online teaching, the sociocultural changes that students show through their behaviours in their relationship with the teacher, efforts in providing appropriate assessment during emergency remote teaching while minimising the possibility of dishonesty, collegial collaboration, teaching fairness, professional attainment as a university teacher, and power relationships in the community of practice. Teaching English in the emergency remote context, as illustrated in the analysis, also entails a social process. Different emotions, both positive and negative, arose as a result of understanding different aspects of schooling (Liu, 2016). In Hargreaves's (2000, p. 235) work, teaching is 'irretrievably emotional' and is truly proven by our subject who has undergone an unprecedented time of emergency. Such a situation required her to move from traditional teaching mode to emergency remote teaching which is multi-complex in nature.

Teaching English remotely was chosen as an alternative to classroom learning during the emergency times. However, this transition did not run smoothly. One of the most serious challenges faced by EFL teachers in the 21st-century classrooms is how to keep students interested and engaged in an activity. This situation is also arising in online learning where a teacher must try hard to ensure that students are engaged in the lesson. Our participant, Ike, enacted various adjustments and exerted her effort to adjust to emergency remote teaching (Li & Craig, 2019).

Social practices and rules in the community embedded in physical, moral, sociocultural, professional, and political dimensions have a regulative effect on teachers' emotions (Liu, 2016). Through such enduring efforts, new comers need to recognise and shadow institutional rules. In Ike's case, her effort to suit and adapt to emergency remote teaching created pressure in her professional life with the shift from traditional face-to-face teaching to online teaching. This situation is in accordance with Zembylas (2005) who noted that emotions like self-doubt may appear when a teacher is faced with a condition that is different from his or her previous habit. This finding also corresponds with other previous studies (see Albin-Clark, 2018; Beneke et al., 2022; Weddle et al., 2019).

During the transition of traditional teaching into online teaching, teachers are challenged, experiencing both positive and negative emotions. Positive emotions will benefit learning but negative emotions lead to contradicting conditions (Can & Silman-Karanfil, 2022;

Zhang & Jiang, 2023). Ike was quite good at managing negative emotions and turning them into positive 'vibes' in her class. In the analysis, for example, Ike felt that students' discipline and politeness were diminishing. Instead of taking it as something negative, Ike encouraged her students to be more disciplined and punctual in handling the tasks. In addition, Ike also let the students know the etiquette of teacher and student relationships in the classroom. Therefore, this is in line with Zembylas (2005) who stated that the emotional geographies experienced by Ike can take place in various emotional practices at different moments in relation to one's teaching. In this case, Ike had actively engaged in developing the strategies and tactics for making assessment of learning effective and reliable so it can reflect students' achievement more reliably.

Emotional work can be done by oneself or through others. Ike's narratives on the implementation of online learning elicited negative emotions in both her and her colleagues, but the faculty's intervention in providing technical assistance and training successfully transformed the negative emotions into positive ones, as Ike and her colleagues benefited from the training and seminar that helped them improve their emergency remote teaching skills (Ding et al., 2022). Ike's experience revealed that her emotional work was mediated by the administrator's leadership, who made her feel included and respected, allowing her to continue her professional development (Peercy et al., 2019). The desire to be tech-savvy, active, and innovative teachers in emergency remote teaching might pose many problems for non-sophisticated teachers as they transition from traditional to emergency remote teaching contexts (Martin et al., 2022). They must blend in with the rest of the community in order to exist, and they must create working conditions that allow for an emotional understanding of self and others (Zhang & Jiang, 2023).

Our study contributes significant findings for other teachers, particularly young EFL teachers in initial teacher education programs, who may suffer similar emotional issues during emergency remote teaching, but their responses may vary. Teachers must recognise the relevance of emotions in teaching and engage in reciprocal emotional understanding for successful teaching to occur (Chen, 2019). This necessitates the teachers' reflexive development of self-knowing (Amott, 2018) and increased agency in emotional work (Nazari & Karimpour, 2022).

Conclusion

This study aimed to explore an EFL teacher's emotional geographies in emergency remote teaching and how she dealt with such issues. The enactment of emergency remote teaching has brought positive energy and pushed the teacher to improve teaching quality despite her frustration, despair, and unpleasantness at the early implementation of online teaching. In addition, the study also captured that challenges brought by emergency remote teaching have led the teacher to perform better. The findings imply the importance of recognising teacher's emotions in emergency remote teaching under physical, moral, sociocultural, professional, and political dimensions.

As this study looked at a single research participant and therefore lacks generalisability, future research could involve multiple genders and other data sources, adding further complexities in data analysis and research findings. It is also significant to examine teacher emotion in relation to teacher identity and teacher agency in emergency remote teaching. With this in mind, further research would yield richer data and theoretical underpinnings of three constructs: emotion, identity, and agency. Lastly, as this study only focuses on teacher's emotions in emergency remote teaching, future researchers are encouraged to investigate students' emotions through ethnographic research in order to understand emotion as a complex notion in learning.

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