

A NARRATIVE INQUIRY INTO EFL TEACHERS' EMOTIONAL GEOGRAPHIES IN ONLINE GRAMMAR 'FUNTAINMENT' ASSESSMENT

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Abstract

In EFL classrooms, each teacher is expected to be able to act professionally in teaching and assessing the students through the ability to control emotions. However, studies that capture such phenomenon are lacking. This study investigated the narratives of three Indonesian EFL teachers' emotional geographies who conducted online assessment using 'Funtainment Assessment' in 'Grammar' classes. The study employed a narrative inquiry as the design by collecting individual in-depth interview data over four months. Findings unveiled five aspects that influenced changes in the participants' emotional geographies: physical, moral, sociocultural, professional, and political. Participants had a variety of attitudes in response to the emotions that arose when assessing the students' grammar competence online. Interestingly, the participants experienced continuous adaptation to the practice of negotiation to the emotional changes. Thus, it did not distract the professional developments they had done through agentive actions. The study's empirical results also suggest that the emotional geography dimensions contributed to future teachers' professional development.

Keywords: EFL teacher, emotional geography, online assessment, narrative inquiry

INTRODUCTION

Many issues about teachers' experiences are related to the emotional images they have during the performance of their duties and responsibilities to teach English as a foreign language to students in the classroom. This is often influenced by the learning or working situations they face. It often appears that the learning or working situations that teachers experience are full of complications that lead them to be careful in expressing their subjective emotions, whether they are caused by students, colleagues, parents, or leaders (Dai & Wang, 2023; Namaziandost et al., 2023; Talbot & Mercer, 2018; Wang et al., 2022). The problem is that the teachers' emotions majorly contribute to the successful learning and teaching activities organized (Hargreaves, 1998). In this case, whether learning and teaching activities can be practical or effective will depend on the emotional state possessed by the teachers when teaching.

Attention to the existence of teachers' emotions in the world of education cannot be underestimated. Almost all aspects related to the successful implementation of learning and teaching activities carried out by teachers will touch the emotions shown by teachers (Richards, 2022). Therefore, teachers are also expected to be able to control emotions well. This is very important so that teachers are not trapped in a negative emotional state that can affect them in teaching and assessing students. Teachers must be able to evaluate students

objectively, and this can only be done when teachers are competent in controlling their emotions. As a result, teachers can act professionally in teaching and assessing students. On the contrary, students will feel comfortable because there is a fair, honest, and objective assessment of their abilities.

Emotions reflect the cognitive and behavioral practices shown by teachers that direct them to be able to do what they should when conducting learning and teaching activities in class (Hargreaves, 2001a). This implicitly makes emotions a spectrum of positive or negative expressions that exist or appear in the teachers' hearts and minds as a reaction to various events in the classroom during learning and teaching activities (Hargreaves, 2000). Thus, learning and teaching activities organized by teachers cannot be separated from how teachers show positive and negative emotions, especially when assessing students' competencies online.

Many studies explore online learning but rarely relate to teachers' emotions (Her & De Costa, 2022). Implementing online learning activities became an alternative way when Covid 19 occurred a few years ago, with the impact of closing several schools to avoid face-to-face meetings (Anthony Jnr & Noel, 2021). In addition, with the development and advancement of technology, the implementation of online learning activities is a trend that must be adapted to teachers as an effective way or model of learning with the use of various existing digital platforms (Jan, 2020; Luan et al., 2020; Tarrayo&Anuddin, 2023). However, teachers face multiple challenges in implementing these online learning activities (Badrkhani, 2021; Kim, Wee & Meacham, 2021; Teng & Wu, 2021). As a result, various perceptions arise from both teachers and students in responding to these online learning activities (Almekhlafy, 2020; Suhartatik et al, 2020; Amin & Sundari, 2020; Lim et al., 2022).

Changes in learning conditions due to the transformation from conventional learning activities to online lead to various kinds of problems for both teachers and students (García-Morales, Garrido-Moreno & Martín-Rojas, 2021). This can be seen from the teaching methods and techniques carried out by teachers which affect the effectiveness of the learning activities (Livingston, 2018). In addition, teachers are often faced with dilemmas in choosing the right teaching strategies. Efforts to produce a variety of appropriate teaching and learning strategies are not only related to teacher competence derived from science and cognitive aspects but also touch affective things such as emotions (Hargreaves, 1998).

Teacher emotion can be defined as a description of the teacher's emotional condition, which is expected to help him to be able to recognize the potential and existing situation well. This means that a teacher's emotional state can change or fluctuate. Social, cultural, and political factors can affect teachers' emotional changes (Chang & Taxer, 2021; Zembylas, 2010). As a result, teachers cannot escape the efforts to show positive and negative emotions, known as 'emotional geographies' when teaching students (Hargreaves 2000, 2001a, 2001b, 2005). Teacher emotions in implementing learning activities are dynamic and continuous, leading to the teacher's paradigm in obtaining theoretically meaningful experiences (Zembylas 2007, p. 61).

Exploring the teachers' emotional geography dimensions is familiar (Lassila et al., 2017; Morrison et al., 2020; Sulistyo et al., 2022; Weddle et al., 2019). It must also link emotions with identity, agency, and teachers' future careers. However, all of these studies rarely relate to online assessment activities. Learning activities cannot be separated from the act of assessing. Brown (2004) states that assessment or assessing activities carried out by teachers can include all events that contain student activities in using thinking skills, showing attitudes, and displaying their actions that occur unconsciously.

Furthermore, assessments often become a scourge for students when they face learning materials that are difficult and full of errors, like English 'Grammar'. Even though

understanding grammar becomes the obligation and consideration for achieving success in language competence (Ibrahim, 2016), it is not an exaggeration if understanding grammar is often considered the primary target that students must accomplish before they seek to practice existing language skills (Mart, 2013). Therefore, this study aimed to explore (1) the forms of emotional geographies enacted by EFL teachers in their online assessment using 'Funtainment Grammar Assessment' and (2) the extent to which EFL teachers deal with emotional issues in the online assessment enactment.

REVIEW OF LITERATURE

Emotional Geographies in English Language Teaching

The teacher is an individual who has thoughts and feelings. These thoughts and emotions have a significant contribution in shaping teacher competence. In learning activities, a teacher must consider the cognitive and affective aspects. These cognitive aspects will shape the teacher's thinking ability to understand and convey lessons to students through various strategies. Meanwhile, affective elements must also be considered in shaping teacher competence as a professional individual. One such affective aspect leads to emotions.

Teachers cannot be separated from emotions from the heart in carrying out their duties and obligations. Emotions are dynamic expressions of feelings that can direct a person to do what should be done in reaction to occurring events (Zembylas, 2007). The dynamic nature of a person's emotions causes changes in positive and negative forms (Hargreaves, 2000). These changes are also influenced by several factors, such as social, cultural, and political (Chang & Taxer, 2021; Zembylas, 2010). Hence, a dimension emerges to determine a person's emotional condition known as 'emotional geographies'.

Hargreaves (2001a) states that 'emotional geographies' are approaches and gaps in emotional patterns formed by experiences undergone by each individual to create, configure, and give colour to their feelings. This means that the formation of emotions individuals show requires specific approaches and patterns influenced by life experiences (Ubaidillah et al., 2023). The thing to note is that human life in society will always involve physical, moral, social, cultural, professional, and political dimensions. These five dimensions are 'emotional geography dimensions' (Hargreaves, 2005).

The physical dimension becomes the first thing in shaping the teacher's emotions. The physical interaction between a teacher and students must be noted in implementing learning and assessing activities. Teachers and students can get to know each other by recognizing the existing physical conditions. Through the physical dimension, teachers and students can recognize each other's faces and bodies as one distinct characteristic to be observed and remembered. The ease of identifying physical conditions will affect shaping emotions when interacting. This becomes a problem when learning and assessing activities are carried out online, where there are limitations in recognizing the teacher's and students' physical conditions.

The moral dimension also needs to be a concern in shaping individual emotions. Morals become a tool to measure the values and norms of life owned by a person. A person with good morals will show good values and standards of life, and vice versa. Good and bad morals can trigger changes in other people's emotions as a given reaction. A person can show anger towards the morals of others. In learning and assessing activities, teachers and students are expected to maintain existing values and norms of life through the moral picture shown. This is important to create peace of life and avoid the emergence of negative emotions from others. In online learning and assessing activities, morals can be applied through honesty. This will be important when students take exams or do independent assignments given by the teacher.

The sociocultural dimension has its role in creating the expected form of emotion. One factor that needs attention is the cultural differences applied in social life by each individual. Therefore, each individual can be tolerant and appreciate each culture owned by each individual. Failure to respect other people's cultures will trigger emotional changes as a prelude to more significant conflict in the school environment. In online learning and assessing activities, misunderstandings in response to different cultures often occur. This is because every individual can harass a culture through specific online displays that will trigger emotional turmoil in others.

The professional dimension can also lead to an attempt to bring out certain forms of emotion others exhibit. This will happen when someone cannot accept the weakness or inequality. For example, teachers may commit irregularities and act unprofessionally when assessing student competence. This will undoubtedly make students' emotions turbulent due to the disappointment experienced by them over the injustice of giving subjective or unobjective scores by their competencies.

The political dimension leads to policies owned by schools or institutions related to implementing learning and assessing activities carried out by teachers. School or institution policies are expected to be able to adjust to various things, such as the teacher's and student's abilities, as well as the available facilities to present effective online learning and assessing activities. This often becomes a conflict caused by emotional changes in policy responses. Teachers or students may feel emotional when the procedures owned by the school or institution are very burdensome, even though the policy's purpose is good to implement.

Online Learning and Assessing in EFL Contexts

Online learning and assessing activities have become a trend today. This condition began with the COVID-19 event that occurred several years ago. However, nowadays, the development and advancement of technology that provides various platforms implement online learning activities in an alternative and effective way. However, it also depends on the readiness and ability of teachers and students and the availability of existing facilities owned by the school or institution. Not a few cases or conflicts arise related to online learning and assessing activities. In detail, many teachers, students, schools, or institutions need more preparation to carry out online learning and assessing activities (Czerniewicz et al., 2019).

Related to the teachers' and students' emotions, research conducted by Aladsani (2022) suggested that implementing online learning and assessing activities often triggered the teachers' and students' feelings. The causes of these emotional changes lead to very complex difficulties, such as the challenges faced in implementing online learning and assessment activities. Meanwhile, Kozhabayeva and Boivin (2021) also found unique facts related to the unprofessional conditions felt by teachers when organizing these online learning and assessing activities. Poor preparation due to the lack of skills in using various platforms to support the implementation of online learning and assessing activities makes them feel unable to carry out their responsibilities to teach students professionally.

Assessing Learning Using Online Assessment

The design and use of assessment are also inseparable from technology to modernize assessing activities that teachers can carry out. This summonses an assessment known as an 'online assessment' (Bennett et al., 2017). Online assessment is an assessment tool or device created or designed with the use of technology in the form of computer software and the like and with the help of an internet network connection that produces a variety of platforms or applications with all the available facilities in it. This means that the existence and function of online assessments depend on the availability of computer software and connected internet

networks as the access to turn on and operationalize the various platforms and applications to conduct student assessing activities

METHOD

Design

This study was conducted in the English department of a public university in Malang, Indonesia. This study also focused on knowing the shape of each dimension of 'emotional geographies' owned by three lecturers who teach the 'Intermediate Grammar' course. This study used a qualitative narrative inquiry approach to explore in-depth information through the participants' experiences (Barkhuizen, 2008, 2011). The main goal is to understand well what participants experience (Clandinin & Connelly, 2000). Therefore, subjectivity in the delivery of information by the participants is allowed in this study. Furthermore, the formation of narrative inquiry in this study leads to exploring participants' experiences related to the dimensions of 'emotional geographies', which include physical, sociocultural, moral, professional, and political dimensions, as Hargreaves (2005) stated.

Participants' Profiles

The participants in this study were three lecturers who taught the 'intermediate Grammar' course at an English department of a public university in Malang, Indonesia. They were Ahmad (45 years old), Rudi (65 years old), and Siti (62 years old). They are lecturers who have had long experiences in teaching 'Grammar' courses and have obtained doctoral degrees. Interestingly, the use of technology in online learning and assessing activities was new for them since the COVID-19 event occurred a few years ago. The use of technology to organize learning activities and online assessments is still carried out today as an illustration of progress in the world of education and the provision of maximum services to students. Our research aimed to uncover how their 'emotional geographies' manifest as facts, realities, and unique experiences through the five dimensions of teachers' emotional geographies.

Data Collection

Empirical data in this study were obtained through in-depth interviews. Each interview session was held face-to-face for 30-60 minutes. The interview activities were carried out in the lecturers' room several times after they had finished teaching. This interview activity asked about things or their experiences related to the picture of emotions they felt when organizing assessing activities using the online assessment they used, namely 'Funtainment Grammar Assessment' as the existing platform applied. These problems were related to emotional geographies' physical, moral, sociocultural, professional, and political dimensions. 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 assessing the students' grammar competence using the 'Funtainment Grammar Assessment' through online classes? And how did you deal with such a condition?
- How did you feel morally when assessing the students' grammar competence using the 'Funtainment Grammar Assessment' through online classes? And how did you deal with such a condition?
- How did you feel socioculturally when assessing the students' grammar competence using the 'Funtainment Grammar Assessment' through online classes? And how did you deal with such a condition?

- How did you feel professionally when assessing the students' grammar competence using the 'Funtainment Grammar Assessment' through online classes? And how did you deal with such a condition?
- How did you feel politically when assessing the students' grammar competence using the 'Funtainment Grammar Assessment' through online classes? And how did you deal with such a condition?

Data analysis

Data analysis in this study used Braun and Clarke's (2014) six thematic analysis procedure. The first step was familiarizing by repeating what could be said about the participants' storied experiences. In this way, we highlighted the most critical parts of the narratives told by the participants. The second step was transcribing and reading the recording several times to get the global and comprehensive information as the data gained. In this case, the act of interpreting was also done. The third step was identifying the data acquired to match the grand theory. The fourth step was grouping and coding to avoid having and performing similar utterances and expressions in a table. Then, sorting the codes containing the different data gained to be performed also needed to be done. The final step was categorizing the data by the dimensions of emotional geographies, including physical, moral, sociocultural, professional, and political dimensions.

Ethical Considerations

We negotiated relationships, research aims, and transitions with participants and how they would benefit from those relationships. In this case, the participants were observed several times. The daily in-class and outside-class communications were also done. To address the issue of study ethics, we made the participant aware of signing to agree with all the data to be released. Hence, we were sure that the participants were mindful of the aim of the study and that ethical clearance had been granted to ensure that their rights were respected and upheld.

FINDINGS

RO 1: *The forms of emotional geographies enacted by EFL teachers in their online assessment using 'Funtainment Grammar Assessment'*

Physical geography dimension: 'I often feel to assess myself.'

The physical dimension of emotional geographies leads to the lecturer's and students' physical existence. In this case, what happens to implementing online assessment activities using 'Funtainment Grammar Assessment' was often found that lecturers often needed help in contact and communication when evaluating students. Students often disappeared suddenly. This caused lecturers to feel like they were assessing themselves. This was conveyed by Ahmad in the interview. He shared that:

'What I dislike most about online assessments is the loss of students' presence during assessing activities held. In this case, I like to ask students some questions directly to determine their level of understanding in mastering the materials I teach. Suddenly, the students disappear. It happens because the signal is terrible at that time. So, I feel to assess myself. This is because, in the end, I often answer the questions by myself. This irritates me a bit.'

What is conveyed above shows a problem that made a lecturer get emotional when students being assessed suddenly disappeared due to the bad signal. This made the lecturer feel

annoyed because he seemed to assess himself. This happened when the lecturer was also impatient to wait too long, so in the end, he gave answers to the questions. This form of emotion is related to the physical existence of students who disappear from the range of communication held during assessing activities. This is also expanded by Siti in the following remarks:

'The weakness I feel when conducting online assessing activities was the absence of real physical meetings between me and students. This causes me sometimes to feel that I assess myself when the students I assess are suddenly out of reach or disappear due to a certain condition concerning the internet signal. I feel dilemmatic about this kind of condition. Why? Yes, I often need clarification about whether I should wait for the student to return to the virtual meeting room, although it is unpredictable when or how long he will return to the virtual room. However, what I often do is answer the questions myself.'

The student's physical absence in the implementation of online assessing activities caused the lecturers to feel often that the questions asked had to be answered by themselves. Waiting for students to be able to rejoin the virtual meeting room was also a dilemma because it required unpredictable time, so it could harm other students because time still ran on. This was what caused emotions to arise. The lecturers did not blame the students concerned for disappearing when being assessed, but the weaknesses occurred due to the online assessing activity itself.

Moral geographies dimension: Honesty is a big expectation

The moral dimension often becomes a discussion for lecturers about students' morality during online assessing activities. One of the things related to character that often causes problems is the level of students' honesty when taking exams online. Students are usually found dishonest through cheating, copying other student's work, or cooperating without the lecturers' concerns. This makes lecturers often show their emotions. One piece of evidence often seen is the similar answers between one student and the others. In our interview, Rudi contended that:

'I don't know how to avoid being emotional when I know the similar answers among the students. Even though the questions are in essays, it is possible to bring up various answers. However, it seems impossible because many students take advantage of online situations as access to various frauds such as cooperation when doing exams or copying friends' work.'

What was stated above revealed a phenomenon related to the emotions of lecturers when knowing that many students have bad morals when being assessed. In detail, students were often found to cheat, such as cooperating with their friends during exams. Another cheating that often occurred was copying friends' works. The situation of the online assessing activities summoned a very significant weakness in students' honesty. Lecturers did not have good access to prevent their acts of cheating or dishonesty when taking exams online. It is depicted in Ahmad's narrative as follows:

'Grammar test materials have the answers that can be known as right and wrong. This is a weakness because it is difficult to distinguish between students who really understand and cheat on their friends. However, I can recognize this from their similar answers when taking the online exam. I know because, in learning

activities, some students can understand well, but some can't. However, many of the answers are correct during the exam. This is where I feel emotion over their dishonesty.'

What was conveyed by a teacher above shows that the lecturers' emotions may arise when feeling an abnormality in the results of online exams obtained by students, especially those who do not understand the materials. Some students suddenly have good scores, which is in contrast to their actual conditions when participating in learning activities where they do not understand or fail to understand the materials well. As a result, some students are found to be dishonest in doing the online exams. This also means that conducting online exams provides an excellent potential for students to be illegal to get good grades or pass exams. This, of course, made the lecturer get emotional.

Sociocultural geographies dimension: Keeping silent is our culture

The sociocultural dimension provides a unique phenomenon to be found in the assessing activities carried out by English lecturers. Facts in the field show that silence is a hereditary habit often done by students when asked by lecturers. The existence of being shamed and fear of making mistakes is the main reason why many students prefer to be silent or not to respond or answer when asked by the lecturers. This often arises when lecturers conduct informal assessing activities. Rudi said that:

"I have nothing to say when some students are passive or silent when I ask a few questions. They feel embarrassed or afraid of making mistakes when answering the questions I give. As a result, they prefer being passive or silent. I realized that I was giving an informal assessment, so many of them didn't feel I was 'assessing' with these questions. It makes me emotional because I do not know how to give the scores for them. This is like a culture or tradition passed down by most students.'

Based on the information above, it shows that emotions can also arise when facing students who are passive or silent when given several questions. Feeling shamed and fear of making mistakes are significant factors in their being passive. Furthermore, they think they need to be assessed when given questions by their lecturers, even though lecturers deliberately assess them informally through various questions. Another thing that needs to be considered is that students' passive attitudes have become a culture or tradition and habits passed down from generation to generation until now. Of course, this will be a problem because the students' passive attitudes will also trigger the lecturers' emotions when assessing the students.

Culture or tradition provides one thing that needs to be considered. This is because culture or tradition has an inherent character in everyone. The challenge is changing the culture or tradition of passive or silent attitude shown by the students. This will conflict with learning English itself, which requires students to actively use English as a means of communication and interaction. And it can be done by responding to or answering the questions. However, this aligns with what is expected when students prefer being passive or silent when asked. Furthermore, this can also make lecturers feel emotional because the desired targets and goals do not work. This was stated by Siti in the following excerpt:

"One of the cultural or traditional images that I do not like about students is passivity or silence when asked. They do not seem to feel guilty when they don't respond to questions. Hence, I am assessing myself because, in the end, what I

ask will be answered by myself. After all, students prefer being passive or silent. Of course, this often makes me emotional because they do not realize that I am assessing them informally by asking questions.

What was said by the lecturer above revealed that one of the causes of the lecturer's emotions was the existence of lousy culture or traditions shown by students in the online assessing activities conducted by the lecturers. The need demonstrated for more attention given by students that their lecturers were assessing them. They prefer being passive or silent when asked. The online assessment that occurs also makes lecturers unable to be more assertive to students because there is no direct physical contact. Students often use this as a weapon to become habits through passive or silent attitudes.

Professional Geographies Dimension: Subjective Assessment On Students' Performances

In assessing the students, the lecturers' professionalism in giving scores to each student often becomes a polemic. Not a few lecturers give scores to students carelessly. The scores given do not reflect students' actual level of competence. The assessing activities are unprofessional or subjective by looking at other things unrelated to students' skills, such as beauty, loyalty, etc. This often leads to protests or dissatisfaction among students. Therefore, lecturers are expected to be able to assess or give scores according to the level of competence possessed by students. Thus, lecturers are considered to be professional in assessing the students.

The lecturers' unprofessionalism in giving scores to students is often influenced by emotional conditions that need to be better controlled. As a result, lecturers cannot assess fairly to produce accurate and objective student scores. Subjectivity in giving judgments is sometimes inevitable. The most important thing is how lecturers can remain objective behind their subjectivity. Thus, lecturers may promote subjectively objective assessing activities. Rudi stated that:

'The biggest challenge for me when assessing the students is how to get rid of my subjective attitude. It is indeed heavy. At least, although I am subjective, it is logically objective. So, what I do by being subjectively objective is still justified.'

What was stated by the lecturer above showed that subjective attitudes often override lecturers when assessing the students. Eliminating emotional attitudes is not easy to do. However, one thing can be done by lecturers so that their subjective perspectives can still be accepted or justified well. In this case, lecturers must ensure that their emotional attitude logically leads to an objective nature. In other words, subjective judgments contain general truths that produce logically accurate values. Subjectivity in assessing is due to emotions and feelings possessed by humans. Every lecturer can feel like or hate students, which will affect their professionalism in giving fair scores to students. This was conveyed by Ahmad as follows.

'Every lecturer with emotions can be led into subjective attitudes when assessing students. This is normal because this cannot be removed from the lecturers' lives. However, the most important thing is that the subjective attitude can still be accounted for. This means that the subjective attitude possessed by a lecturer can lead to an objective attitude that all parties can accept.'

The above statement shows that a subjective attitude has become a habit for every lecturer because it has emotions or feelings. Subjective perspective is an inherent trait of every lecturer when assessing the students. However, this does not mean that the subjective attitude cannot be accounted for so that it becomes objective. Therefore, whatever the lecturer is subjective in assessing the students must be accountable to become an objective thought that can be justified. Thus, lecturers can still maintain their professionalism in assessing students.

Political Geographies Dimension: Pros and Cons of Online Assessments

Online learning and assessing activities still have pros and cons among lecturers and institutions. The emergence of the COVID-19 pandemic several years ago summoned policies that left lecturers with no choice but to carry out online learning and assessing activities to avoid an increase in the number of casualties. In addition, after the COVID-19 pandemic was over, policies regarding online learning and assessing activities are still in line with the development and advancement of digital technology. However, opposition to the policy will be felt by lecturers due to their ability to operate various applications that support the implementation of online learning and assessing activities. This is what brings out the lecturers' emotions. This was conveyed by Siti as follows.

'Policies for online learning and assessing activities often have pros and cons. Faced with this, lecturers are often emotional regarding their ability to operate various digital applications as support or learning media and assessment.'

The statement above illustrates that the pros and cons of policies regarding providing online learning and assessing activities often cause emotions for lecturers. One side is that delivering online learning and assessing activities was a solution when Covid 19 occurred. However, when it is associated with the development and advancement of digital technology today, where every lecturer is expected to have the ability to use digital technology, it causes a reaction that is not the same that causes emotions to appear.

RO 2: *The extent to which EFL teachers deal with emotional issues in the online assessment enactment.*

Enacting a reasonable control of emotion

The phenomenon that students are often found to disappear suddenly due to poor internet signals and hidden passive attitudes makes lecturers slowly able to improve their ability to control emotions. Lecturers feel accustomed to certain conditions experienced or demonstrated by students. As a result, lecturers are not easily angry with students and consider it as a normal thing to happen. This was conveyed by Ahmad as follows.

'Due to many problems that arise when doing online assessments, slowly, I have been able to control my emotions by understanding various existing weaknesses and difficulties. This is positive because I also get used to managing my emotions while implementing the online assessment.'

The above statement shows a change in the lecturers' emotional picture. In this case, lecturers slowly controlled their emotions when facing various problems or weaknesses in online assessment activities. They can understand well related to conditions or situations that occur.

Being sensitive in recognizing the students' actual capacity

One of the causes of the emergence of lecturers' emotions when carrying out online assessing activities is students' dishonesty in taking tests or exams that are held. They are known to commit various frauds, such as cheating on their friends' work or being silent when asked. This is because they realize that the supervision carried out by lecturers in the implementation of online assessing activities is minimal, so they make situations like this the opportunity to commit various acts of cheating. However, the lecturers also experienced changes and better developments to overcome these problems. They can recognize the actual capacity of students to be able to provide assessments precisely and adequately. This was stated by Rudi as follows.

'After gaining various experiences conducting online assessing activities, I finally became sensitive to recognizing students' competencies through their work during online exams. I feel happy because I can give grades to students appropriately. Whatever attempts to cheat they can do can be smelled by me. Hence, I feel more professional at last.'

What is stated above shows that lecturers can feel another benefit when carrying out online assessing activities: having high sensitivity to recognize various cheating committed by students. As a result, lecturers can give scores correctly. This is very important to reduce the subjectivity that appears.

Becoming objective behind subjective minds in assessing the students

Subjectivity for the lecturers has become a big challenge when conducting online assessment activities. This subjectivity arises because of areas for improvement in the implementation of online assessing activities, such as loss of access to see the actual capabilities possessed by the students. Lecturers can only guess by imagining what each student can do when taking an online test or exam by relying on their current display in the learning activities organized. However, the lecturers' objective attitudes may emerge and dominate after they become accustomed to what happens when assessing students online. This was conveyed by Siti as follows.

'I now feel grateful that I can slowly reduce or even eliminate my subjective attitude when assessing students' abilities. I know very well how to give scores to students objectively behind the subjectivity I have. I am ready to account for every assessment result that I do. This is because I am referring to the existence of the data I obtain while conducting the assessing activities.'

The above statement reveals lecturers' efforts to accustom themselves to being objective behind the subjectivity that still arises. The lecturers realize that to be accurate, they must make an assessment based on the student competency data obtained even though each existing data remains. There was a slight sense of subjectivity in them. The most important thing is their readiness to be responsible for the results of the assessments they conduct for students. This makes their subjective attitude turn into an objective in making assessments

DISCUSSION

This study explored EFL teachers' emotional geographies when using online 'Funtainment Grammar Assessments' and portrays how they deal with such emotional experiences in enacting the online assessment. The analysis revealed that the participants struggled to change their emotional state when assessing students' grammar skills online. They do this by

adjusting or familiarizing themselves with various problems and weaknesses in implementing the online assessment. This can be seen in changing their emotions through the existing dimensions of geography. In this case, changing the form of emotion is a success in understanding the conditions and assessment aspects behind online learning activities (Liu, 2016).

Teaching activities carried out by teachers are emotional (see Hargreaves, 2000). This is evidenced by the experience shown by the participants related to the change in the learning system that occurred from traditional face-to-face classes to online learning using an application as a substitute for classrooms with limited face-to-face access. When they conducted online assessment activities, what happened to the participants led to a transition of emotional change through 5 physical, moral, sociocultural, professional, and political dimensions. The emergence of emotional changes is caused by various challenges that lead to how lecturers try to make students interested in learning activities and assessments carried out online (Li & Craig, 2019).

The findings in this study pointed to the experience of shifting forms of negative emotions towards positive ones. This also shows that lecturers experience a challenge when conducting online learning and assessment activities (Albin-Clark, 2018; Beneke et al., 2022; Weddle et al., 2019). Positive and negative emotions have different characteristics. Positive emotions provide many benefits, while negative emotions lead to conflict between oneself and ongoing conditions or situations (Can & Silman-Karanfil, 2022; Zhang & Jiang, 2023). It is known that the participants have succeeded in changing the form of negative emotions into positive ones. For example, lecturers show negative emotions by showing anger when they feel that students disappear suddenly and are silent or passive when graded. This is because they also feel like they are judging themselves when giving answers to questions provided by themselves. However, along with understanding the situation, they finally have the awareness not to get angry because they accept it as a natural occurrence. This is like what was stated by Zembylas (2005) that changes in the various dimensions of geographical emotions that afflict teachers can occur in a variety of different moments when carrying out learning and assessment activities. The lecturers proved that changing the form of emotions through the five dimensions of geography emotions is carried out actively to provide good service to students. Students can also feel the impact of emotional changes made by the participants. This also showed the success of the participants in exercising reasonable emotional control.

Another thing that can be observed in the findings of this study is that changes in the form of negative emotions to positive ones also occur due to pressure or influence from outside. In detail, the participants also succeeded in building a sense of sensitivity to the capacity or ability of students and being objective behind their subjectivity. This shows that there are efforts to develop the profession to become a more professional individual figure (Peercy et al., 2019). The desire of the participants to change their emotional form solved various problems when carrying out online learning and assessment activities (Martin et al., 2022). Thus, an emotional shift that can give birth to an understanding of emotions towards oneself and others needs to be created for every lecturer (Zhang & Jiang, 2023). Finally, this study seeks to contribute significantly to lecturers who carry out online learning and assessment activities to pay attention to the form of emotions possessed through 5 dimensions that exist as a barometer for making changes. Teachers are expected to be able to recognize the form of emotions that exist in themselves that will affect the success of learning and assessment activities carried out (Chen, 2019).

CONCLUSION

Online learning and assessing activities present a new challenge for teachers that can affect the emotions shown. Awareness and understanding of each teacher's emotions are essential for the teacher himself. The results of this study show the existence of a geographical, emotional dimension consisting of physical, moral, sociocultural, professional, and political dimensions that can help teachers recognize forms of emotions that are owned and become access to make emotional changes that will affect the success in carrying out learning and assessing activities that change from the system Traditional heading online. Thus, every teacher needs to make negative emotional changes towards positive in achieving successful learning and assessing activities. Finally, this study considers specific cases with three participants as data sources so they are not to generalize. Further research is expected to recruit more participants so the findings can be generalized. In addition, future research can also investigate EFL students' emotional experiences when assessed online for their academic performances

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