BUKTI SEBAGAI REVIEWER JURNAL INTERNASIONAL BEREPUTASI

Nama Jurnal	:	*Journal of Learning for Development*
Link Scopus	:	https://www.scopus.com/sourceid/21101039663
Link Scimagojr	:	https://www.scimagojr.com/journalsearch.php?q=21101039663&tip=sid&clean=0 (Scopus Q3)
Judul Artikel yang direview:	:	*Exploring EFL Instructors' Digital Agency through Emotional Labour on Learning Management System: A Post-Secondary Context*
Bulan, Tahun Artikel yang direview	:	Juni 2025 (1st *Round*)

✉ UIRmail   Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JL4D] Journal of Learning for Development - Review Request
1 message

Dr Tony John Mays via eJournal of Learning for Development <noreply@jl4d.org>   Sat, Jul 5, 2025 at 2:28 AM
Reply-To: Dr Tony John Mays <tmays@col.org>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>

Dear Sri Wahyuni:

I believe that you would serve as an excellent reviewer of the manuscript, "Exploring EFL Instructors' Digital Agency through Emotional Labour on Learning Management System: A Post-Secondary Context," which has been submitted to Journal of Learning for Development . The submission's abstract is inserted below, and I hope that you will be able to undertake this important task for us.

Review guidelines are available here: Review guidelines JL4D v2.pdf

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Thank you for considering this request and a reminder to confirm your ability to complete the review.

Please note that JL4D does not issue Certificates for Reviews. However, we acknowledge all reviewers for the previous year in the Editorial of the March issue.

Dr Tony John Mays
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"Exploring EFL Instructors' Digital Agency through Emotional Labour on Learning Management System: A Post-Secondary Context"

Abstract

Teachers' digital agency (DA), which can be described as their capacity to act painstakingly to resolve online instructional problems, has become a hotly-debated issue due to being considered interplay between personal skills and the digital environment. Therefore, as a tool for DA, the emotional labour (EL) of 30 Turkish instructors affiliated with a state university was scrutinized using an online questionnaire and semi-structured interviews. In addition, the researcher aimed to identify the common emotions experienced by these instructors while teaching English in emergency online education on a learning management system (LMS). The findings revealed that the predominance of negative emotions (NEs) resulting from their incompetency in exercising EL constrained their DA during virtual teaching. Hence, they were discovered to require enhancing their digital capacities to exert DA in response to the environment restricting the agentive acts. Some practical recommendations have also been presented for future research directions.

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Review:Exploring EFL Instructors' Digital Agency through Emotional Labour on Learning Management System: A Post-Secondary Context

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Exploring EFL Instructors' Digital Agency through Emotional Labour on Learning Management System: A Post-Secondary Context

Abstract

Teachers' digital agency (DA), which can be described as their capacity to act painstakingly to resolve online instructional problems, has become a hotly-debated issue due to being considered interplay between personal skills and the digital environment. Therefore, as a tool for DA, the emotional labour (EL) of 30 Turkish instructors affiliated with a state university was scrutinized using an online questionnaire and semi-structured interviews. In addition, the researcher aimed to identify the common emotions experienced by these instructors while teaching English in emergency online education on a learning management system (LMS). The findings revealed that the predominance of negative emotions (NEs) resulting from their incompetency in exercising EL constrained their DA during virtual teaching. Hence, they were discovered to require enhancing their digital capacities to exert DA in response to the environment restricting the agentive acts. Some practical recommendations have also been presented for future research directions.

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The article is related to the field of learning for development.

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○ No

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◉ Yes
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○ No
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The applicability and interest to the field (relevance beyond case presented) is clearly articulated.

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The literature review demonstrates a clear relationship between the problem and learning for development and other relevant literature.

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The research design and methodology are appropriate for the study.

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○ No
◉ Somewhat

The discussion of the results is accurate and useful.

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○ No
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The article uses sound argument and analysis.

○ Yes
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◉ Somewhat

The conclusion describes implications for practitioners in learning for development practice.

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◉ No
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The article uses an acceptable standard of English.

○ Yes
○ No
◉ Somewhat

Based on my assessment of the above criteria, my recommendation for this manuscript is:

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◉ Accept with revisions
○ Reject

Comments to Author

The introduction currently reads more like an opinion statement rather than a scientific one. You need to elaborate on it further and support your statements with citations from reputable sources. Additionally, make sure to establish a logical and seamless connection between the introduction and the literature review. Furthermore, you should acknowledge the limitations of your sample and discuss your findings in light of the diversity of the respondents' characteristics. The way you present the data should also align with the indicators or themes derived from your research framework. Lastly, you need to reframe the conclusion: avoid adding new references, and instead, directly summarize your findings clearly. Be sure to include implications and recommendations for future researchers and practitioners.

Comments to Editor

The manuscript addresses an important and timely topic and provides relevant findings regarding digital agency and emotional labour among language teachers in online contexts. However, the paper requires significant revisions to meet publication standards. The introduction lacks sufficient theoretical grounding and citations, and the connection between the introduction and the literature review needs to be more coherent. The discussion section should reflect on the diversity of the respondents and acknowledge sample limitations. Additionally, the data presentation needs to align more clearly with the stated research framework, and the conclusion should be reframed to succinctly summarize findings and offer practical implications without introducing new references. Overall, the manuscript has potential but requires substantial improvement before it can be considered for publication.

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Exploring EFL Instructors' Digital Agency through Emotional Labour on Learning Management System: A Post-Secondary Context

Abstract: Teachers' digital agency (DA), which can be described as their capacity to act painstakingly to resolve online instructional problems, has become a hotly debated issue due to being considered interplay between personal skills and the digital environment. Therefore, as a tool for DA, the emotional labour (EL) of 30 Turkish instructors affiliated with a state university was scrutinised using an online questionnaire and semi-structured interviews. In addition, the researcher aimed to identify the common emotions experienced by these instructors while teaching English in online education on a learning management system (LMS). The findings revealed that the predominance of negative emotions (NEs) resulting from their incompetency in exercising EL constrained their DA during virtual teaching. Hence, they were discovered to require enhancing their digital capacities to exert DA in response to the environment restricting the agentive acts. Some practical recommendations have also been presented for future research directions.

Introduction

As of mid-March 2020, educational institutions worldwide were instructed to shift swiftly to online systems with the intention of containing the spread of the global crisis. In doing so, the routines of all shareholders in the education system, but particularly teachers, were disrupted by this sudden transition to emergency remote teaching. Given the unpreparedness of educators, the credibility of the teaching profession was shaken and the need for professional help emerged with the same immediateness. Nevertheless, due to the limited number of professionals per school and the lockdowns, this case abandoned teachers to their fate in struggling against the adverse impact of the pandemic on education (Imants & Van der Wal, 2020). First and foremost, teachers were expected to have the technical proficiency to overcome challenges, which would necessitate exceptional resilience and instructional skills. Furthermore, they were pushed to renew their mind-sets, serve their well-being, and redefine their inclinations to adjust to changing conditions. Therefore, teachers were obliged to perform professionally by exerting agentive acts disregarding personality-based antecedents, values, or plans as practitioners. This would require achieving teachers' DA appropriately and developing their professional identity. Various analyses already published reinforced the notion that teachers' enactment of agency was highly influenced by digital enforcement thus it needs to be revisited in the face of local or universal outbreaks considering the new dimension of their job (Anand & Lall, 2021). At that point, as emotions and EL can also lead them to exercise agency in digital settings, they would be worth addressing dialogically given the loophole in the literature which represents a few studies have kept these two wedded to one another in their implementations (e.g., Priestley et al., 2015; White, 2016).

Literature Review

Hochschild (1979, 1983) contended that managing emotion was omnipresent in each kind of communication considering that all human beings check and appraise observable feelings and also deliberately intend to cultivate *inner feelings* that are assumed to be socially proper and acceptable in specific contexts. The scholar alluded to those shared norms with regard to pertinent emotions as *feeling rules* in her cutting-edge research on emotion management. Accordingly, EL would be utilised when these *feeling rules* were connected to labour and involved in the assessment and verification of one's labour. Even though the concept of EL was incorporated into research by distinct disciplines, related studies using this notion, particularly in language teaching appeared at the beginning of the 2000s (Benesch, 2017). EL was depicted by the same researcher as the attempts by which people discuss the liaison between how they sense while dealing with a certain task and how they are expected to sense, considering the social norms. Correspondingly, Nazari et al. (2024) searched for Iranian English teachers' EL in an online education context by embracing interpretative phenomenological analyses to shed light on their competence, language teaching skills and performance. Conflicts in material incorporation, learner engagement, and application of efficient types of evaluation were reported as a result of the experiment. Moreover, scholars included teacher agency (TA) in their studies on the emotional experiences of teachers while investigating whereby they negotiate their emotions according to established *feeling rules*. By the same token, adhering to a poststructuralist perspective about the emotions of language teachers, Benesch (2012) thought of the self in line with the approach of coalescing emotions with TA. Therefore, to bring these two basic concepts together, which is the core of this research, the subject of agency needs to be examined in-depth.

Agency interrelates with the capacity of teachers to check thoroughly and get into the act in their routines (Fisher et al., 2006). As is also described by Biesta and Tedder (2007), it refers to teachers' readiness to restructure their actions against formidable circumstances. In what follows,

Priestley et al. (2015) underlined that the key to agency would be structural, contextual factors and the efforts of teachers rather than merely their quality or features. Ashton (2022), and Miller and Gkonou (2018) furthered that aside from the foregoing factors, resources, social structures, cultural and sociocultural attributions, and teacher emotions would exert an influence on teachers' accomplishment of the agency. Likewise, while discussing agency, Paris and Lung (2008) and Wang et al. (2017) stressed the delicate balance between the personal preferences of teachers, and other elements aiding them to gauge the appropriate course of action.

As for further nuanced implementations concerning TA, Gudmundsdottir and Hathaway (2020) identified how language teachers acted out agency in online lessons during the global crisis. The findings exposed teachers' success in exploiting several digital resources and their reflections on the efficacy of online education for both learners and themselves despite their lack of experience in virtual teaching. Tao et al. (2024) dwelled on the performing agency and emotions of 12 Chinese teachers by probing their online teaching experience and found out their PEs and NEs from various aspects. More importantly, agency enactment reconstructed their emotions owing to the impact of enabling and disenabling agent-context correlation. Moreover, a study set out by Ehren et al. (2021) explained the role of TA in facing the difficulties of Covid-19 besides the constraints and enablers of the situation. Additionally, Ashton (2022) scrutinised four language educators' overall agency and affordances or restrictions in achieving agency through critical incidents forcing them to review their practice as well as the factors triggering them to take action at the time of emergency. Finally, the researcher confirmed teachers' activation of the agency along with professional identities and signified the prominence of social structural factors.

Regarding DA, it can be described as a practice for teachers to cope with technical components, which plays a crucial part in their adaptation or employment (Aagaard & Lund, 2019). Teachers'

engagement with digital devices and technologies also correlates with their responsibility for the job and other stakeholders in the education system given their digital (re)actions, digital concerns and digital activities, and their knowledge relating to the digital world (Passey et al., 2018). The aforementioned scholars also referred to the need for digital skills, computational thinking, and digital literacy to characterize the term digital competence properly. To do so, teachers would enhance their capacity by revising the nature of the activity within all its parts and finally detect its impeding and facilitating aspects when adopted decisively. However, Anand and Lall (2021) reported that teachers in their study failed in online teaching and encountered difficulties with digital tools provided for remote teaching, which they attributed to a lack of training. Moreover, these attendants exposed that they tried to maintain digital instruction through one-way delivery without any contacts due to the problem of learner engagement. To give a clear portrait of the consequence of this issue, the digital competence of teachers would come into play both in dealing with electronic resources and resorting to them assuredly in the practice of syllabi to fulfil the needs of learners.

Passey et al. (2018) also touched upon the digital confidence of teachers while discussing DA since this issue was multi-pronged given non-cognitive determinants, such as their self-efficacy in adopting technology, and level of knowledge to handle other digital materials via agentive practice by internalising self-affirmative attitudes. In their comprehensive analysis, Anand and Lall (2021) found that due to the lack of bilingual interaction and the dearth of opportunities for the practical appraisal of learners' comprehension, language teaching challenges were aggravated by comparison to the on-site instruction. Accordingly, considering the shortfalls in teachers' digital autonomy, digital skills, and digital confidence, they clarified that digital instructions cannot make up for frontal instructions in face-to-face classes. Taken together, as opposed to conventional beliefs, DA cannot only have to do with using technology but also studies whether and how teachers can engage with electronic equipment

wisely. Furthermore, high DA necessitates teachers to espouse a constructivist approach, regard student-centred education, and become in control (Aagaard & Lund, 2019).

Main Focus of the Study

A rich body of research centralised around language TA aimed to reveal how teachers achieved agency in light of analytical, critical and hypothetical perspectives. However, intricate ways through which teachers attempt to practise agency after interruptions of their routines were not tackled a lot (Ashton, 2022; Miller & Gkonou, 2018). That is, 'pragmatic agency' (Hitlin & Elder, 2007, p. 176) needs to be specified more given the value of virtual language education. Similar to this lacuna in the literature, DA and its reflections on teacher practices while lecturing on web-based platforms also merit meticulous scrutiny. Despite the existence of chronological maps relevant to this subject (Banegas, 2024), and research on students' emotions and agency (Dong & Han, 2025), to the best of the researchers' knowledge, no previous studies have been conducted in the post-secondary context to discuss teacher emotions resulting from EL, and how DA was enabled or constrained in the process of their management. To that end, focusing on the control or management of teachers' emotions, the current study has been designed to reveal their DA on an LMS. Hence, this research can pioneer studies on DA and its potential interplay with factors directly influencing online language education. The research questions posed to navigate the study were as follows:

1. What were the most common emotions of the instructors while teaching English on the Blackboard Collaborate (BBC) system?

2. How was DA enabled or constrained in instructors' EL?

Methods

Participants

30 Turkish instructors teaching English as a Foreign Language (EFL) affiliated with the School of Foreign Languages of a state university partook in the study on a voluntary basis. The majority of the instructors were female and highly experienced in the field. Considering the range of age and seniority, most of the instructors were between the ages of 37-39 with 16-17 years of experience. Moreover, a third of respondents held a master's degree, whereas only one of the instructors (3.4%) earned a PhD degree.

Data Collection

For the first phase of the data collection process, the researcher prepared an online questionnaire with three sections about DA and the emotions of foreign language practitioners. The first part consists of multiple-choice questions including basic demographic information. In the second part, participants would choose five (emotion) words, which represent their general feelings while delivering online English lessons, from an adapted word list developed by Zembylas (2005) covering 21 emotions. In addition, instructors were offered to type two other emotions not given in the list. Afterwards, five open-ended questions, adjusted from the work by Miller and Gkonou (2018) to some extent, about their PEs and NEs were stated as follows:

1. Could you explain a typical case from your e-lectures on BBC?

2. What did you do to ensure that you feel positive emotions (PEs)?

3. What did you do when you did not feel the PEs?

4. Did you trigger something yourself that would make you feel NEs?

5. What did you do not to feel a negative feeling?

Having put the questionnaire in final form, the researcher informed the school principal about the study. Then, its link was forwarded through an invitation mail to all EFL instructors at the university and they were also asked to give their consent to complete it. Finally, the instructors eager to participate in the interview were requested to write their email addresses.

As to the further phase, the researcher contacted ten participants typing their emails and arranged appointments for one-to-one interviews on the Zoom platform according to their schedules. The semi-structured interviews were administered directly after the questionnaire in case the instructors forgot the questions and emotion words they selected. The interview protocol generated by the researcher covered eight questions in their mother tongue about what they liked most and least while giving e-lectures on BBC, why they ticked those five emotions out of 21, whether they sensed to have achieved managing their emotions during tough and less threatening situations, how they activated DA, overcame stress or anxiety besides the negative impact of the devastating outbreak on language education, their (additional) responsibilities in the institution the pandemic brought along, and finally what they would suggest colleagues for managing emotions during online instructions.

Data Analysis

The researcher first identified the most selected emotion words in the questionnaire by calculating their frequency. Then, following a similar process to the open-ended questions except for translating, audio-recorded interviews were transcribed and also translated into English by the researcher and a freelance academician in language teaching, respectively. They lasted approximately 124 minutes and constituted a total of 7142 words in the transcript. The researcher and the colleague personally coded the interviews without abiding by any pre-determined criteria or frameworks. Thereafter, the data-driven

codes were swapped between the coders, and they were controlled, refined, grouped, and finally, the theme was created after two discussion rounds (see Boyatzis, 1998; Merton, 1975). Accordingly, five sub-themes and 15 categories were generated in light of thematic analysis (Table 3). Last of all, each *In*structor ("I" representing the initial letter) was given a number for their references.

Findings and Discussion

Reporting on Emotions

The word selections of participant instructors within the questionnaire were discovered to be bent to NEs considering 91 NE word choices in comparison with 62 PE words (cf. Miller & Gkonou, 2018). The most frequently selected words were *caring* (N:18), *boredom* (N:17), and *anxiety* (N:15). As for the other highly selected PEs after *caring*, the words *happiness* and *enthusiasm* were identified; whereas *disappointment* and *powerlessness* were listed under the most commonly picked NEs after the two above-mentioned words. Yet, *disgust*, *awe*, and *disillusion* were not chosen by any participants. The researcher also remarked that almost all instructors selected both negative and PEs out of 21 words in the list similar to two other emotion words they added according to what they felt most commonly while teaching English online. These additional emotion words were *helplessness*, *inadequacy*, *annoyance*, *inactivity*, *tiredness*, *nervousness*, *powerlessness*, and *frustration* as well as *joy*, *comfort*, *satisfaction*, *optimism*, *peace*, *contentment*, *entertainment*, and *sympathy*. Thus, similar to Tao et al.'s (2024) result, although NEs outweighed in total, the number of participants who chose PE words was detected to be a considerable amount.

TA and EL

The reported behaviours of the participants in e-courses need to be examined first to better understand why instructors experienced the foregoing emotions. The first out of the five open-ended questions unveiled the discontent of the majority of instructors with students' absenteeism and unresponsiveness, which they regarded as ridiculous, pointless, and demotivating. Aside from the disruption in communication due to students not turning on cameras, the lack of feedback and some technical problems; they reported the mechanical interaction with learners without natural bonds or eye contact. These reports were discovered to be totally congruent with the results of research conducted by Anand and Lall (2021) and Nazari et al. (2024). As for the second open-ended question, to ensure positive feelings, most instructors with similar accounts notably concentrated on students and attempted to provide them with the best language education for their potential improvement during distance education (Table 1). This finding also displays how *caring* the instructors were towards students; as such, a good number of them (N:16) even put themselves second while discussing the PEs regarding learner-centred education as underlined by Aagaard and Lund (2019). However, though positive comments seemed to outnumber negative ones, the other attempts (i.e., teacher-centred, negative, and neutral) did not show that an overwhelming majority of teachers appealed to EL or acted purposefully to exercise agency.

Table 1: Attempts to Experience PEs in the E-class

Positive (N:24)	Negative (N:2)	Neutral (N:4)
Learner-centred (N:16)		
I tried to encourage students to speak and make them believe that they were doing well.	To break the ice, I organised some online meetings with learners but they did not work.	I did not do anything special.

I tried to make the session more vivid and funny by telling jokes.	Every time I tried to convince myself that the lesson would go well but it was in vain.
I was prepared well for my classes, especially in terms of materials to motivate students.	
I only focused on how I could do my best during this period for students.	
I used flexible lesson plans and made students feel safe.	
Teacher-centred (N:8)	
The awareness that the situation was not about me made me feel positive.	
I motivated myself to continue online classes. I reminded myself that this was temporary and that I could conduct my job safely at home.	

Similar to the second one, the fifth question posed what instructors did to avoid negative feelings in online settings, serving as a control question (Table 2). Accordingly, the student-based perspective predominated similarly to Table 1, yet all other factors (N:14, in total) cannot offer rational solutions to the given situation. Moreover, in parallel with their complaints in the first open-ended question, students' silence must have acted as a threat to instructors to achieve EL and practise agency,

and hence they tried to lay the burden of learning on students. As a case in point, one of the participants reported:

If I experience a negative feeling, I will throw a topic and make students talk. As I would probably get puzzled, students might help me a lot herein. I think I can only hide this trouble in this way.

Table 2: Attempts for Exerting EL

Overall attempts (N:27)	No attempts (N:3)
1. On behalf of learners (N:16)	I did not do anything.
I tried to think positively by seeing the glass half full and to be energetic.	
I tried to vary my materials to attract students' attention.	
I told myself that students were innocent and had the right to learn.	
1. 1. Putting the responsibility of learning on students (N:5)	
I wanted students to attend more.	
I tried to cover more speaking activities in the lesson plan.	
I reminded myself that I was fulfilling my responsibilities and that being good learners was also their responsibility.	
2. On behalf of themselves (N:6)	

I kept telling myself that everything would be all right.

I tried to improve myself personally and adapt more to this new
context.

After analysing responses to the third question about the times they did not feel positive during the e-lectures, some instructors expressed their indifference to potential negative notions lying behind their mood, which was noted to be for the sake of students' well-being. Alternatively, they either opted to chat with learners about mundane issues, or go up against problems, such as technical matters and arrange make-up lessons accordingly. On the other hand, some instructors resorted to futile attempts, such as finishing the course early, trying to forget this experience, trying to control everything, and feeling anxious, whereas others reported doing nothing to make things right. Similar to the teachers in group 1.1 in Table 2, these experiences of educators served as alarmists to make us suspect their digital attributions, such as confidence, self-efficacy, skills, and autonomy (Fisher et al., 2006; Passey et al., 2018). Finally, the fourth question about whether they were self-triggered by NEs illustrated that twelve instructors did not feel like that apart from the negative effects of school management. However, the majority of instructors declared their potentially increasing NEs due to being stressed and anxious with the 'what if everything goes wrong?' question in mind, especially during exams. Taken together, the top three emotions the instructors selected (i.e., caring, boredom, and anxiety) and the responses they wrote in the questionnaire overlapped in terms of being commonsensical to learners and not being able to engender dominant affirmative feelings to maintain education in digital settings. Furthermore, their seeming deficiencies of competence in exercising EL and difficulty in identifying the right road map to keep online lessons fruitfully did not concur with the work by Ehren et al. (2021), Gudmundsdottir and Hathaway (2020), and Miller and Gkonou (2018).

As was already reported, the researcher also aimed to explore reflections of instructors on whether the discourse of teaching English in online classes would chime in with their options to apply to DA via EL, and emotional experiences. As also presented by Anand and Lall (2021), almost all of them shared their negative points of view concerning the echo of the universal crisis in foreign language education in the interviews. I1, I2, I6, I7, I8, I9 and I10 said that the pandemic taught them a lesson about the futility of attempting to teach English in this way. However, I3 reported realising that s/he had internalised a biased approach to online education after observing the achievements of learners and instructors. I4 and I5 stressed that it helped everyone gain awareness of their capabilities besides teaching how to use time more effectively. The overall responses revealed that they generally had a negative approach to the impact of the outbreak.

Thereafter, the researcher addressed what instructors liked most while teaching English on BBC. Accordingly, five instructors stated that it provided a healthy discussion environment and allowed them to carry out pair work and group work without causing chaos (Table 3). They also considered shorter lessons as advantageous since students were already distracted in online settings. Thus, they unanimously seemed to prefer thirty-minute lessons followed by five-minute breaks to conventional long lessons. They also had the chance to communicate with students one-on-one, albeit a little. Nevertheless, as was already stated in the questionnaire, the others did not declare that they enjoyed teaching in this system during the interview. This is because it did not provide three-dimensional communication between instructors and students, students and students, and students and materials, and only allowed the course to continue with artificial interactions. Overall, their risk aversion by following short-term course policy and conventional classroom management strategies portrays the former group's lack of digital competence and accountability as different from the latter.

Table 3: DA of the Instructors

Theme	Sub-themes	Categories	Instructors in the interview									
			I1	I2	I3	I4	I5	I6	I7	I8	I9	I10
DA of the instructors	Instructors' agentic behaviours about their emotions	Trying to motivate themselves				✓	✓		✓	✓		
		Being well-prepared for the lesson			✓							
		Trying to do their best			✓							
		Breaking down the prejudices				✓		✓				
		Referring to what they have learnt in professional development courses				✓				✓		
		Asking colleagues for help				✓	✓					
		Adjusting to living with the pandemic					✓		✓	✓		
	Instructors' agentic strategies for coping with emotions of learners in e-classes	Trying to keep them in class and make them speak	✓								✓	✓
		Encouraging them to take ownership of their learning								✓		

Positive reflections about BBC	Enabling pair work	✓		✓	✓		
Instructors' agentic responses to learner behaviours on BBC	Regarding students as their children	✓			✓		
	Showing empathy	✓	✓	✓	✓	✓	✓
Reference to instructors' seniority	Transferring face-to-face teaching experience to the online setting				✓		

Each of the instructors set examples of and made comments on the types of emotional strains in reply to the succeeding question concerning the things they least liked while giving lessons on LMS. Initially, I1 stated:

Teaching was as if talking on the phone, that is, I was not able to follow who did what and how the lesson was going. I could not get an answer even if I authorised them to speak. The system was almost at a standstill without a flow!

I2 and I7 emphasised the technical issues (Anand & Lall, 2021) and furthered that the least enjoyable part was taking exams on this platform. They felt quite anxious due to the high demands of this task since the system sometimes put them out in the middle of the exam or students were disconnected. That said, I3 regarded the issue from a distinct perspective, unlike the other accounts:

This is all about knowing yourself; even during on-site teaching, I worked on reading practices since this is what I consider a weakness of mine. I do research, read, and try to refer to collegiality to blend all ideas and information in my mind and come up with something original.

As Table 3 displays, being the participant who had the utmost digital awareness regarding the agency, I3 seemed to manage thinking of oneself as an individual first and valorising the reflections of personal values on professional life as was suggested by Paris and Lung (2008) and Wang et al. (2017). I3 also appeared to act purposefully in the face of the pandemic seeing that this participant had also prompted own self to maintain teaching by seeking help from colleagues and making preparations for the course with the self-consciousness of some of the weaknesses. As for another participant, I4 reported having felt so helpless, especially while teaching grammar. As they used to write everything on the board, underline, or combine sentences, not being able to fulfil such habits seemed to put them in a bit of trouble. Moreover, I4 confessed to turning to employ slides only when the material unit adapted PowerPoint to online education. The other point I4 touched upon was the breakout rooms, which the instructor admitted not daring to utilise due to his/her lack of competence in technical matters. In the same vein, the issue I6 complained about was technical difficulties. Yet, unlike I4, I6 drew attention to the weaknesses of students and stated that there were even learners who did not know the definition of the file. Therefore, dealing with these students one by one, and allocating them extra-curricular time to provide out-of-field information was regarded as an extra workload. Furthermore, I5, I9, and I10 stated interaction was not effective and practical enough in the digital platform different from the frontal interaction in traditional classes, whereas I8 did not detect any negative sides of giving lessons through LMS.

As for the seventh question concerning the instructors' management of emotions, I3, I4, I5, I7, and I10 perceived that they generally managed to find a way out when faced with a hurdle throughout

e-lecturing. While I2 and I6 abstained from expressing their stances clearly, I8 reported coping with the emotions by showing empathy and encouraging students by imposing that the target language can be learned at all times:

I would like to teach English by turning it into a hobby, not a phobia. I daresay the foremost factor while achieving this is enabling students to take risks, fulfilling their potential and nurturing self-confidence. Thus, empathy would serve the purpose at this point.

Finally, I9 reported the intention of keeping students on the platform to exercise EL, similar to I2 and I10, without reflecting his/her feelings on students. Overall, I1, I3, and I8 were conscious and reached digital awareness of judging their capacity to refer to EL and agentive practices. Despite the rightful neutral approaches of I2 and I6; I4, I5, I7, I9, and I10 implied that they were almost using their agency by exerting EL. However, Table 3 displays the opposite given their agentic behaviours about emotions. Interestingly, I5 and I6 claimed that emotions did not exert much of an influence on language teaching since they experienced these feelings within themselves, which also mirrors the fault in their perspectives and the block in achieving DA (see Benesch, 2012, 2017 for further discussion).

Concerning the analysis of five selected emotion words, I3 and I8 came forth in that they were the only ones considering students as their children and showing empathy, which explicitly represents their sensibility of *caring* for students. Furthermore, I8 did not pick any NEs similar to I7 despite the differences in underlying reasons behind their selections. Unsurprisingly, some attendees (I3, I4, and 15) appeared to experience both PEs and NEs (e.g., anxiety, boredom, disappointment, and happiness, pride, and enthusiasm, respectively). However, I1, I2, I9 and I10 chose only NEs. Apart from I1, the other participants I2, I9, and I10 met on a common point in interpreting interactions as inefficient and

also holding learners in the system to share the responsibility of language education. Therefore, as opposed to their senses, these three instructors were far away from exercising DA.

One of the most critical and hitherto unmentioned points first emphasised by I1 in answering question eight was the so-called advantage of teaching experience gained from face-to-face education. Accordingly, I1 stressed that as s/he had a fixed teaching style for 11 years; it was frustrating to find new strategies to conduct the same tasks in online education. Considering that half of the participants reached sixteen to twenty years in teaching, noting similar comments, except for I8, was a remarkable result. Therefore, the finding also signals that I8 proved his/her teaching mastery in adapting teaching techniques and methods to online settings. Finally, the participants listed their suggestions for colleagues on emotional management in online English lessons. Accordingly, I1 initially put the spotlight on school management in that instructors should have been given autonomy in selecting the web-based platforms and materials to be used in the class. I1 furthered that the program should be planned a little more flexibly so that they could implement the activities in the schedule at any point in the lesson. As can be realised from the statements of I1 so far, this participant did not make a positive judgment about online education (Table 3) but regarded the school as responsible as the system. The main reason behind this was discovered after analysis of the first question that I1 was not held responsible by the administration for teaching a specific proficiency level, which must have posed a great threat to his/her DA (Biesta & Tedder, 2007). Similar to I1, I10 set forth:

Organising focus-group discussions and participating in in-service training would be my suggestion. After clarifying their overall expectations, wishes, goals, and needs, we can also cooperate with students to conduct the e-courses more effectively.

Likewise, I2 directly proposed advice to the administration board that, despite not being compulsory, they could encourage learners to turn on their cameras since only then e-classes would be more efficient at least in terms of communicating with students. Finally, this instructor conveyed another piece of advice to the board (i.e., conducting the exams as in the traditional face-to-face system) to ease the assessment of learners, which would then help faculty staff to alleviate NEs and bring them closer to the practice of EL and digital agentive acts. I4 also referred to the solidarity of both parties to overcome the difficulty of exercising EL, while I6 advised colleagues to watch their performances as a starting point for controlling their emotions. As expected, I5 and I7 suggested other instructors consider the advantages of online education to relieve, and exercise EL easily, whereas I9 recommended them to think as if they were still teaching in the traditional classroom.

Taken together, the potential reasons that led to the emergence of these positive or negative feelings were examined in response to the research questions. Accordingly, the answers to the five open-ended questions in the questionnaire seemed to foreshadow the responses in the interviews. Through the codes and (sub-) themes, the researcher illustrated that as in the work by Anand and Lall (2021), disregarding two of the instructors, the participants were not generally successful in exerting EL and they could not practise agency in and out (cf. Benesch, 2017; Ehren et al., 2021; Gudmundsdottir & Hathaway, 2020; Miller & Gkonou, 2018).

Conclusion

The majority of attendees were detected to have harboured NEs deriving from the lack of competence in executing EL that constricted their DA throughout e-tutoring. In turn, the researchers noted the necessity of advancing instructors' digital skills so that they could enact their digital agencies against the situations constraining agentive acts. The study further discussed the pressing need to promote

awareness of instructors in light of the reports on their online practices. The researchers also stressed the EL that served as a tool for DA in the study context, the rational status assigned to this term, and the demands for further inquiry in the field. The current investigation then signified that the one-size-fits-all approach of school principals must change and avoid the attitude that forced educators to blindly adhere to the syllabi without allowing for flexible implementations. Furthermore, considering that 63,3% of the sample consisted of instructors with undergraduate degrees, and their explanations insinuating their lack of digital competence, autonomy, and confidence; another significant implication of the study would bring forward the issue of teacher development and highlight the urgent need for continuing professional development practices to be offered to instructors (Ashton, 2022; Nazari et al., 2024). Collegiality (e.g., providing peer feedback) also needs to be supported by the principals in the workplace. Additionally, as affirmed by White (2016), emotion and agency as underexplored elements of language education necessitate being further inspected together not just among language teachers from different educational frameworks, but pre-service teachers as well to discover new aspects of these two. Finally, given the difficulties in online exam management, similar guidelines applied in international exams, such as TOEFL, or IELTS need to be adopted by schools.

As for the suggestions for future directions, initially, other web-based language teaching platforms aside from BBC can be included in the study as another variable to appraise their impact on instructors' agentive exercise of EL. Moreover, besides the sense of instructors' DA or their pragmatic (digital) agency, students' perception of online language learning in the era of Artificial Intelligence (AI) and post-pandemic contexts can be incorporated into the scope of the research. Last but not least, a similar but more comprehensive experimental research can be implemented on English teachers affiliated with the Ministry of Education giving lessons at primary, secondary, or high schools. Thereafter, the results can be compared according to these two contexts so that the DA of educational

practitioners can be explored in-depth. Seeing possible upcoming global or local crises (e.g., monkey-pox virus), and what web-based applications and educational AI would bring along in language teaching, the orchestration of these studies can be regarded as an investment for future language studies.

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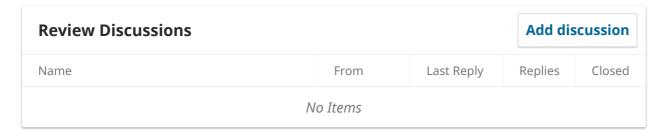
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