

# EFL Pre-service Teachers' Emotional Experiences and Enthusiasm in an Online Collaborative Lesson Planning<sup>1</sup>

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## Abstract

This study explores the enthusiasm of pre-service teachers (PsTs) of English as a foreign language (EFL) in an online collaborative lesson planning (OCLP) in a virtual classroom setting. It employed a narrative inquiry that elicited data by using a narrative journal with the theme of enthusiasm and personal stories delivered in an interview. It involved two PsTs who were enrolled in an Instructional Design course offered in the English Department of the Faculty of Teacher Training and Education in one of the State Institutes of Islamic Studies in Indonesia. The data on the PsTs' enthusiasm was analyzed by using Hargreaves' (2005) five types of emotional geographies. The results of this study revealed that PsTs' emotional geographies and their enthusiasm for both verbal and non-verbal stories in lesson plan design demonstrated several variations. This implies that the PsTs' enthusiasm was an important emotional experience in taking part in the OCLP activities to support their professional engagement and development. The implication is that PsTs who have strong positive emotions and enthusiasm in taking part in the pedagogical practices will contribute to the teacher education pedagogical goal.

## Resumen

Este estudio explora el entusiasmo de los futuros profesores (PsTs) de inglés como lengua extranjera (EFL) en un programa de planificación colaborativa de lecciones en línea (OCLP) en un entorno de aula virtual. Se empleó una indagación narrativa que obtuvo datos mediante un diario narrativo con el tema del entusiasmo e historias personales presentadas en una entrevista. Involucró a dos PsTs que estaban inscritos en un curso de Diseño Instruccional ofrecido en el Departamento de Inglés de la Facultad de Formación Docente y Educación en uno de los Institutos Estatales de Estudios Islámicos en Indonesia. Los datos sobre el entusiasmo de los PsTs se analizaron utilizando los cinco tipos de geografías emocionales de Hargreaves (2005). Los resultados de este estudio revelaron que las geografías emocionales de los PsTs y su entusiasmo por las historias verbales y no verbales en el diseño del plan de lecciones mostraron varias variaciones. Esto implica que el entusiasmo de los PsTs fue una experiencia emocional importante en la participación en las actividades de OCLP para apoyar su compromiso y desarrollo profesional. La implicación es que los PsTs que tienen fuertes emociones positivas y entusiasmo al participar en las prácticas pedagógicas contribuirán al objetivo pedagógico de la formación docente.

## Introduction

Recent developments in the areas of teacher professional development (TPD) have emphasized the need to improve the quality of teaching. One important aspect of pedagogical knowledge and skills that needs improvement is how to design a lesson plan. The skills needed for developing a good lesson plan are even more important for PsTs since teacher training or teacher education programs can be regarded as a *starting point* to develop PsTs' ability to design a lesson plan. A good lesson plan contributes to the teaching actions and helps teachers and PsTs to have quality teaching skills (Amalia et al., 2020; Widiati & Hayati, 2019). While it is commonly realized that lesson planning allows PsTs to develop their professionalism (Amalia et al., 2020), how they design their lesson plans collaboratively in an online classroom setting is rarely discussed. Collaborative lesson planning (CLP) and, particularly in this paper, online collaborative lesson planning (OCLP) can be perceived as a shared space (De Hei et al., 2015) to solve instructional problems and negotiate or cooperate with their fellow teachers. Thus, working together with peers in an online classroom setting requires positive emotions and enthusiasm to solve their problems in a group.

Theoretical support for collaborative lesson planning can be derived from the concepts of collaborative learning and group work. De Hei et al. (2015) reported that collaborative learning is a valuable strategy in higher education that contributes to learners' cognitive, social, and emotional development. In addition, group work facilitates learners to reach higher learning intensity (Loes & Pascarella, 2017) and become open-minded thinkers (Loes et al., 2018). Furthermore, collaborative learning in an online classroom setting aids in establishing an engaging communication (Doyle et al., 2016). Collaboration encourages students to be sociable people (Zheng et al., 2015), helps them develop positive attitudes (Chatterjee & Correia, 2020), and fosters effective online instruction (Doyle et al., 2016). In other words, an online collaborative

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environment can influence the growth of students' cognitive domain, affectivity, and improve the learning environment.

Hargreaves (2005), referring to the emotions within an individual, described five emotional geographies: physical, socio-cultural, professional, moral, and political geography. However, these are rarely connected to the PsTs' enthusiasm as one of the triggers to alleviate their positive emotion. Teachers' enthusiasm gives a positive contribution to the learners' intrinsic motivation, their interest, and learning outcomes (Burić, 2019; Keller et al., 2014, 2018; Kim & Schallert, 2014; McKinney et al., 1984). Meanwhile, Burić and Moè (2020) found that teachers' enthusiasm provides important information to help them to perform a better-quality teaching. More specifically, PsTs, who are also learners, might develop positive emotions if they are enthusiastic in their teacher education programs.

To date, little attention has been paid to the investigation of PsTs' emotional experiences and enthusiasm as one of their emotions, especially in OCLP. Therefore, to fill this void, this study aimed to explore PsTs' emotional experiences and enthusiasm in the OCLP. In this regard, the research question is as follows: *What are pre-service teachers' general emotional experiences in OCLP and do they feel enthusiastic?*

## Literature Review

### Teacher and pre-service teachers' enthusiasm

Teacher enthusiasm has attracted researchers' attention for two major reasons. First, enthusiasm leads to positive feelings. Being enthusiastic contributes to teachers' self-efficacy and job satisfaction (Burić & Moè, 2020; Burić & Macuka, 2018; Klasen & Chiu, 2010; Skaalvik & Skaalvik, 2017). Second, it affects students' achievement (Keller et al., 2018). This is because enthusiasm contributes significantly to self-efficacy and job satisfaction, leading to students success. Many previous studies discussed teachers' enthusiasm while teaching. One of such studies, for instance, was conducted by Keller et al. (2016) who examined enthusiasm as seen in teaching styles. They pointed out that enthusiastic teachers not only inspired students, but also promoted their learning.

Enthusiasm related to TPD is called professional enthusiasm, which is divided into professional motivation and professional attitude. Professional motivation consists of true learning desire and non-learning desire, while professional attitude consists of the perception of the impact of the professional development activities and the ability of teachers sustain their efforts to develop professionally (Utami et al., 2019). According to the research, professional motivation also emphasizes how teachers express their involvement in continuous professional development (CPD). Keller et al. (2016) state that enthusiasm consists of displayed enthusiasm and experienced enthusiasm. Displayed enthusiasm is divided into instructional behavior (stimulating, energetic, motivating teaching styles, and use of humor) and non-verbal expressiveness (demonstrative gestures and vivid facial expressions) while experienced enthusiasm refers to habitual behavior, enjoyment, and excitement.

In the context of this study, enthusiasm is limited to that of a group of PsTs who were enrolled in an instructional design course. Furthermore, their professional enthusiasm was associated with a passion for an educational plan in an online classroom and included three interrelated facets: professional enthusiasm (Utami et al., 2019), displayed enthusiasm, and experienced enthusiasm (Keller et al., 2016) as shown in Figure 1.

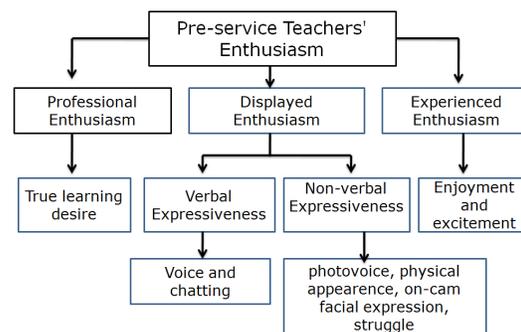


Figure 1: Pre-service teachers' professional enthusiasm

In this study, the integration of professional enthusiasm (e.g., true learning desire) (Utami et al., 2019), displayed enthusiasm that consists of verbal expressiveness (e.g., voice and chatting) and non-verbal expressiveness (e.g., photovoice, physical appearance, on-cam facial expression, struggles), and

experienced enthusiasm (e.g., enjoyment and excitement) (Keller et al., 2016) are handled as elements of a framework for PsTs' enthusiasm as learners.

### ***Pre-service teachers' emotional geography in online collaborative lesson planning***

The emotional geography of PsTs in an OCLP can be classified into five types of geographies, namely *physical, socio-cultural, moral, professional, and political geographies* (Hargreaves, 2000, 2001a, 2001b, 2005):

- The term physical geographies refer to the possibility of relationships between instructors and pupils or between teachers and parents (particularly in secondary schools) which are replaced by a stream of disjointed interactions (Lasky, 2000).
- Socio-cultural geographies refer to situations where inequalities in class and culture can all too readily make parents, pupils, and teachers seem foreign and unfathomable to one another (Bernhard & Freire, 1999).
- According to Oatley and Jenkins (1996), moral geographies is a term which is used when there are no channels for discussing or resolving the conflicts between instructors' goals and those they serve. When there are channels, it fosters an atmosphere of collaboration, comprehension, and ongoing development. It promotes a more peaceful and productive learning environment by bridging the gap between the objectives of the teachers and the requirements of their students.
- Professional geographies refer to a classical, masculine image of the professions, which distances teachers from the customers they serve, and is particularly detrimental to feminine, caring teaching ethics (Grumet, 1988). Different cultures have different habits and ways of learning, and different professional standards are perceived through different lenses and views. They also reveal different positive emotions like enthusiasm and negative emotions such as anxiety, stress, or frustration.
- According to Blase and Anderson (1995), political geography structures are characterized by hierarchical power relationships which affect both the emotional and cognitive components of communication between teachers and those around them. PsTs meet new challenges that might affect their roles due to misunderstandings existing among them and arising between PsTs and a teacher educator that could potentially lead to disruption in roles and interactions.

It is also important to note that these types of emotional geographies could relate to various forms of emotion, either negative or positive.

### ***Collaborative lesson planning in an online classroom setting***

Collaborative learning is typically employed in higher education (De Hei et al., 2015; Loes & Pascarella, 2017). It is an instructional approach that leads students to work together in a group to increase mutual benefits, share knowledge, accomplish a task together with mutual ownership, and achieve goals (Ng et al., 2022). Commonly, university students use this instructional mode for various reasons. First, collaborative learning might positively influence university students' cognitive growth, particularly their critical thinking (Loes & Pascarella, 2017). Second, it is considered a bridge that links them to job fields (De Hei et al., 2015) because motivation to learn in collaborative learning leads students to achieve a better learning outcome. In addition, collaborative learning not only relies on the aspect of teamwork itself, but also on the task assigned by the lecturer (Fransen et al., 2011). In other words, the task provided in collaborative learning should meet the need for the practicality of university students in general and PsTs in particular.

In a given practice setting, teacher educators and PsTs collaborate to produce a specific product pertinent to a particular teaching context (Kumaravadivelu, 2012). For this reason, an online collaborative framework should be designed into stages where PsTs are provided with an online collaborative environment that facilitates them to be independent learners and sociable individuals to elevate their cognitive and affective domains.

## **Methods**

### ***Research approach and design***

This study employed a narrative inquiry that examined stories about human experiences in an educational setting (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990) and how these experiences were generated and processed contextually. This research approach was adopted to provide insights into comprehending the world around us in which the researchers were positioned as collaborators as well as participants (James,

2018). In this type of research, narrative researchers are an extension of the thoughts and representatives of the individuals they examine from the start of data collection to the presentation of data in the form of scientific articles (Clandinin, 2006).

### **Research context**

This study was conducted during the meetings of the Instructional Design course which was offered in the English Department of one of State Institutes of Islamic Studies in Indonesia. The learning objective of the course was for PsTs to be able to create an instructional plan for secondary graders that encompasses the core competence and the basic competence, effective weekly plan, semester program, annual program, minimum passing grade, appropriate materials, teaching strategy, instructional media, learning resources, and assessment.

The participants attended an online class that was set up in response to the government policy during the COVID-19 pandemic outbreak. The class was conducted in two modes: synchronous and asynchronous. Live discussions were conducted synchronously by using a *WhatsApp* group and video conferencing applications (i.e., *Google Meet*, *Zoom*), while assignments were sent asynchronously via a Learning Management System (LMS), *Google Classroom*, or e-mails. More specifically, OCLP was conducted because of the COVID-19 pandemic outbreak in the context of this study. In the pandemic context, it was impossible for teacher mentors, students, and PsTs to conduct a live interaction. Most of the PsTs involved in the OCLP came from different rural areas. They had different socioeconomic statuses, genders, and linguistic and cultural backgrounds that might reveal different ways of enthusiasm expressiveness in OCLP. PsTs typically had varied sets of moral norms due to coming from various educational systems before enrolling in the teacher training program. These include Islamic boarding schools (*Pesantren*), Islamic senior high schools, and vocational high schools. Collaborative learning in an online classroom setting needs to reconstruct their belief of moral standard in the process of OCLP. During this process, enthusiasm as one form of their positive emotions require constant management.

### **Participants**

The participants of the research were two PsTs (one female and one male) who attended the Instructional Design course offered in the above-mentioned program. The first participant's name was Yulia (pseudonym) and she was 20 years old. Her educational background was private Islamic senior high school. She also lived in an Islamic boarding school or *Pesantren* in a rural area where technological tools were not allowed as a means of communication and instructional media. She was a third year, English as a Foreign Language (EFL) PsT. The second participant was Andi (pseudonym). He was 21 years old. His educational background was a state vocational school and he was also a third year EFL PsT. They were recruited because they had completed their narrative journals and photovoice.

They were first asked to fill in a consent form. It was performed to ensure that their participation was fully voluntary. They were informed that they would not purposefully cause harm if they did not want to participate in the research endeavor. They were also introduced and informed about this research project including research focus, goals, objectives, advantages in the teaching practice program, engagement, and the field work timeline. During and after the OCLP, we discussed with the participants the use of the lesson plan as their final project for teaching practice. This negotiation and discussion attempted to ensure the representativeness of the data containing all pertinent categories of participants, as suggested by Tyldum (2012), rather than trying to persuade people to participate in the research endeavor.

### **Data collection method**

Data were collected from participants during nine meetings out of 16 in total by using narrative journals, a research tool adopted from Barkhuizen and Wette (2008). This document was written in English as the participants were prospective English teachers, and in *Bahasa Indonesia* to ensure the complete understanding of the research project regarding its benefits and advantages. Each participant was assigned to make a lesson plan as a final project of the course in a virtual classroom in collaboration with other team members. The participants' narrative journals were collected twice, each of which was supported with stories from *Photovoice* (see Wang & Burries, 1997) to help them express their enthusiasm in OCLP activities. A photovoice in this study refers to a picture of activity, things around, or anything that can express feelings—either bad or good—when they joined the OCLP. The first narrative journal, as can be seen below, was assigned at the end of the first meeting and participants were asked to write their first impression in joining

the instructional design course as part of their pedagogical knowledge and their experience in attending online lesson planning:

*Narrative Journal 1*

*The best thing about instructional design course was that ----- . When I started to join the online collaborative lesson planning, I ----- . In my own online classroom, I have the power to ----- . Making changes to my learning from offline to online classroom setting was something that ----- . This is probably because ----- . In the future I am going to try to ----- .*

For the second narrative journal assigned in the last meeting, the participants were asked to write their general impressions about collaborative lesson planning in online learning mode as shown in the narrative journal below:

*Narrative Journal 2*

*I remembered once in my online collaborative lesson planning. I had a very difficult time trying to ----- . The main reason for this problem was that ----- . I try to solve the problem by ----- . It would have been very helpful if ----- .*

Participants who accomplished their artifacts (e.g., narrative journal and photovoice) were, then, asked to elaborate on their reasons about what made them enthusiastic about participating in the OCLP. Appointments were made for several story retelling sessions and it was decided that voice notes would be used to perform narrative interviews as in Liu (2016) to ensure that they were enthusiastic in joining the OCLP. The narratives using voice notes was performed twice after completing their narrative journal and photovoice. Each of the narrative interview session took about thirty minutes for each participant.

**Data collection procedure**

Of a total of 64 participants who were in the course, six participants were actively involved in the synchronous discussion and accomplished writing journals 1 and 2. However, there were only two participants who wished to take part in this present study and perform a narrative interview through voice notes. Table 1 demonstrates the number of participants who accomplished the journal task.

Journal Task	Number of Participants
The best thing about instructional design course was that...	64
When I started to join the online collaborative lesson planning, I...	64
In my own online classroom, I have the power to ...	34
Making changes to my learning from offline to online classroom setting was something that...	52
This is probably because...	10
In the future I am going to try to...	8

Table 1: Numbers of participants who successfully completed the first narrative journal

As illustrated in Table 1, the participants' relative enthusiasm in completing the narrative journal was due to the following reasons: first, limited time to write stories; second, frustration to frame the structured stories, and third, focus on the content of the course rather than writing a journal. Eight out of 64 participants who wrote the first narrative journal completely were recruited to respond to the second narrative journal and only six participants accomplished the story as shown in Table 2:

Journal Task	Number of Participants
I remember once in my online collaborative classroom I had a very difficult time trying to...	8
The main reason for this problem was that...	8
I try to solve the problem by...	6
It would have been very helpful if...	6

Table 2: Numbers of participants who successfully completed the second narrative journal

Out of the six students who accomplished the narrative journal, two of them also submitted their photovoice. These two students also expressed their willingness to take part in the follow-up narrative semi-structured interview. The recruitment of the participants was based on their involvement in every single activity and the accomplishment of all the assignments. Figure 2 outlines the stages of data collection:

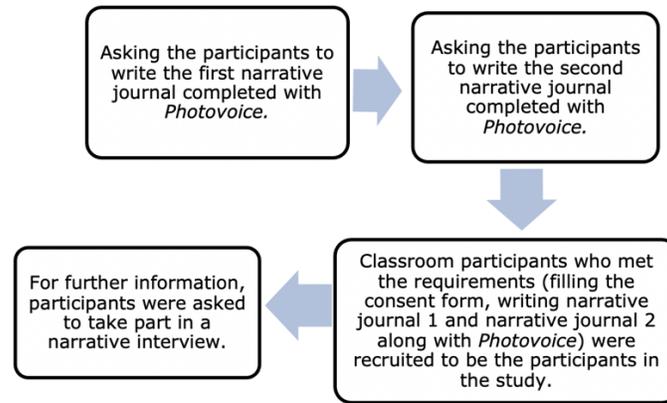


Figure 2: Data collection procedure

As shown in Figure 2, the data collection procedure included four stages: writing the first narrative journal, writing the second narrative journal, making a photovoice, and performing a narrative interview.

### **Data analysis process**

The data from voice notes were transcribed verbatim and the collective narrative journals were identified and presented as narrative summaries. The stories from narrative journals were analyzed and coded using an emotional geography framework proposed by Hargreaves (2005) and then paired up with those garnered from narrative journals and the photovoice. To illustrate, Andi expressed his emotional experiences of the OCLP with his team in his narrative journal which was classified as a critical incident under that framework of emotional geography. In the follow-up narrative interview, he told a story of his emotional geography in detail. This story retelling was categorized with the same framework of emotional geography and provided by further information from *Photovoice* (Wang & Burries, 1997). The process of story retelling was repeated each time of lesson planning. The participants' *Photovoice* pictures were submitted separately from their narrative journals and their narrative interview through voice notes. The collected data were analyzed using Hargreaves' (2005) five types of emotional geographies to find out about PsTs' enthusiasm and emotional experience during OCLP activities.

In this particular study, physical geography refers to the relationship among PsTs and between PsTs and a teacher educator during OCLP activity where they can only use technological tools such as *WhatsApp* and *Google Meet* to interact with. Socio-cultural geography refers to the closeness and distance that has occurred among PsTs who have inequality in socioeconomic status, gender, language, and culture that might reveal different ways of enthusiasm expressiveness in OCLP. Moral geography refers to the closeness or distance that has occurred between teacher educators and PsTs who have a variety of moral standards due to their differing educational backgrounds and socio-economic status. As mentioned before, it also requires constant management to resolve potential conflicts among PsTs and between the teacher educator and PsTs. Professional geography refers to the relationship among PsTs and teacher educators and those they serve. This is particularly important since PsTs who have different ways of learning, lenses, habits, and professional standards reveal different emotions. Political geography refers to the closeness and the distance between the policy makers (e.g., Rector, Vice Rector, Dean, and Vice Dean in charge of academic affairs) in the university in accordance with the use of online learning during the pandemic outbreak.

To assess the reliability and rigor of this work, Lincoln and Guba's (1985) four criteria that cover credibility, transferability, dependability, and confirmability were used. For further credibility, we combined the data from narrative journals and interviews and then paired them up with those from *Photovoice*, voice notes, and PsTs' work in the form of lesson plans. By transferring the research findings to other settings with comparable circumstances, a thorough description technique was used to help the study be more transferable. Dependability was tested by conducting a member-checking method with the participants to make sure the data were consistent with the raw data. A stringent data analysis process, five types of emotional geography (Hargreaves, 2005) were used to ensure confirmability.

## Findings

The results gathered from the examinations the two narrative journals and conducting interviews using voice notes and *Photovoice* activities have been summarized into the five themes of emotional geographies. These themes will be outlined as separate subsections.

### Physical geography: 'I am excited, but at the same vein I am worried.'

All participants felt that the instructional design course broadened their perspectives on effective teaching and provided them with fresh information about various teaching techniques as they were related to the physical geography landscape. At the beginning of the course, participants felt excited to join the online class. However, they were also confused regarding the technological tools used in the teaching and learning process. They had been regular users of the *WhatsApp* application, but their unfamiliarity with the online learning environment resulted in concerns. This is because they never used some other applications. Factors such as preference and curiosity helped them adapt to the new mode of instruction. These are indicated in their words observed in their narrative journals:

*Yulia:*

*When I started to join the online classroom, I had no idea about Instructional Design. When I tried to search the meaning on the internet, I did not get any information. In my online classroom, I have the power to focus on learning and understand the material optimally. Learning in a crowded offline classroom often breaks my concentration. Therefore, this online class helped me understand the material even though sometimes I found it difficult to ask what I have not understood.*

Yulia also illustrated her enthusiasm in joining OCLP by attending the class on time even before the class began, being actively involved in online discussions and on-camera appearances. She showed her enthusiasm with her recorded narrative interview through a voice note:

*Yulia:*

*I always come to the online class on time, even more before the class is begun. I appreciated and actively involved [sic] the online discussion either oral during zoom meeting or written in WA group.*

The data garnered from the *Photovoice* (see Figure 3) shows that her enthusiasm is illustrated by the blossom of frangipani flower as shown in the following photovoice:



*This photo illustrates my mood in the first meeting of my Instructional Design class. I thought "no need to rush to love the material because if we want to love it, we need time".*

*At the first class meeting, I felt happy to join the Instructional Design class like when I saw my frangipani flower blossoms. But, I felt sad too because when we had to do some tasks about a lesson plan (the first lesson plan at that time was Genre Based Approach) I was so confused about doing that task, likewise my group mate and I almost gave up. The frangipani flower teaches me how to grow into a beautiful flower.*

Figure 3: Voices the happiness and excitement in joining the online class

The photovoice expressed Yulia's enthusiasm in OCLP by showing beautiful blossoming frangipani flower that represented her happiness and excitement. It means that the blossoming flower needs a process as said by Yulia in her statement: "no need to rush to love the material because if we want to love it, we need time". This statement indicates that she needed more time to gradually understand the material in the online classroom setting. At the same time, Yulia was worried about the task they had to accomplish with her team. She also felt sad and confused in doing the task. However, the beautiful blossoming flower inspired them to arouse their motivation and enthusiasm.

Unlike Yulia, Andi's narrative journal stated that he faced obstacles in managing the time as he was trying to exploit the technology. He had tricky ways to accomplish all the assignments in OCLP as stated in his narrative journal:

Andi:

*When I started to join the online classroom, I found many obstacles in accomplishing my assignments because all of the subject-matters were [sic] conducted virtually. This made me spend much money to buy an internet quota. Besides, my cellphone is not provided by sophisticated application [sic]. In my online classroom, I have the power to accomplish all of the tasks if the materials were delivered in a simple way in which the "internet quota" is not the main problem.*

Further information from Andi notes that his enthusiasm in joining the OCLP could be expressed by working hard to accomplish his assignments as he stated in his voice note:

Andi:

*This is a hard time for me to join an online classroom during my lifetime because I have to provide technological tools and internet quota. However, this situation leads me to be digital literate.*

The data garnered from Andi's photovoice (see Figure 4) provides additional evidence for his enthusiasm in the OCLP:



*This photo illustrated my feeling. As I started to join an online classroom I have to pump my energy using this tool.*

Figure 4. Voices of enthusiasm in an online class

Andi expressed his enthusiasm in joining the OCLP using this photo to show that he was an enthusiastic and energetic student. This photo also illustrated how he needs to motivate himself by using a such kind of a motivating tool. The two stories showed that Yulia and Andi had different problems to solve. Yulia tended to focus on the way she acquired new materials virtually, while Andi tended to focus on the tools used in the virtual classroom. Yulia was sure that she got the whole materials online because she could search for them on *Google*. However, she could improve her self-confidence and enjoyed using virtual classes because they facilitated learning for her. Unlike Yulia, Andi complained about the unstable internet connection and unavailability of some applications on his cellphone, which appeared to create inconvenience for him.

Socio-cultural geography: 'I was the one who come first, before the online class was going to start.'

The majority of the 64 PsTs participating in the OCLP were from various rural locations, according to the demographic information recorded during the first meeting. They were diverse in terms of their genders, local varieties of languages they spoke, and their cultures, all of which could have affected their verbal and nonverbal expressiveness. The two participants of this study, Yulia and Andi, had different socio-cultural backgrounds as well, which could potentially have led them to express different opinions about this particular type of geography. When the online classroom was introduced, Yulia was the first learner who appreciated this mode of learning. She was actively involved in the discussion either through the *WhatsApp* group or *Zoom* and *Google Meet* gatherings. When the *Zoom* meeting was about to start, she was the one who arrived at the class earlier before the class began.

Yulia lived in a rural area where in her community online classes were considered uncommon. She felt insecure when her neighbor mocked her learning mode because people around her believed that learning should be in a face-to-face mode:

Yulia:

*Making changes to my learning from offline to online classroom settings impressed me during my lifetime because it was an unusual learning environment. I found many new experiences that happened in this virtual class. When the online class is [sic] going to start, I always come [sic] first. However, people surrounding me behaved unrespectful*

*to the way I learned. I felt dissatisfaction as [sic] one of my neighbors mock [sic] me as I sit [sic] in front of my computer all day long. In the future, I am going to try to achieve all the things I want. I was the one who came first. 'I could release my breath' because I got the materials displayed on the slide.*

Meanwhile, to Andi, who came from an urban area, online learning was a common learning mode for him. However, his parents felt that the online classroom made him a passive student:

*Andi:*

*Making changes to my learning from [an] offline to online classroom setting amazed me. Even though I found something that can [sic] reduce the power of pursuing knowledge together with the teacher in the face-to-face classroom, I believed that this mode of learning assisted me to browse learning resources because everything is available on Google. However, my parents perceived that the online classroom gave no opportunity for me to be an active participant because they only see me sitting in front of the screen. For my parent[s], learning should be in an interactive way between teachers and students instead of sitting in front of the computer. In the future, I am going to enlarge my insight [sic].*

Yulia and Andi came from different districts, but they had similar positive impressions, as well as problems, when using the instructional media, but they felt that this learning mode provided them with opportunities to be autonomous learners. When we asked them to elaborate on the information through online interviews, both Yulia and Andi shared the same information about the obstacles in online interaction when they used live means of communication, such as *Zoom* meetings. They said that online discussions did not provide complete information and solutions compared to discussions conducted in a face-to-face class. Moreover, people around them believed that online learning was not real learning because they could not meet each other. Yulia showed her enthusiasm in joining OCLP by being the first to arrive at the virtual classroom. Meanwhile, Andi expressed that enthusiasm in joining OCLP could be associated with learning independently.

Professional Geography: 'I often texted my lecturer, even offered some help to show my enthusiasm in joining this course.'

Different lenses and professional standards among PsTs show various emotional states, both positive and negative, including elation and enthusiasm. As a PsT, Yulia wanted to know how to be pedagogically competent in designing an instructional plan. Integrating technology in a lesson plan was something new for her, so she often discussed related issues with her lecturer, even by texting her lecturer personally to ask about the materials of the session or to offer some help. This may have been done to attract her lecturer's attention, and show her enthusiasm. However, her lecturer suggested she should share her problems in the *WhatsApp* group so that all the members could know about the problem and how it could be resolved by integrating technology in a lesson plan. Yulia realized that chatting personally with the lecturer was not a professional thing to do. She felt guilty and offered her apologies to the lecturer.

In the online interview, when asked about the reasons for this behavior, she stated that she was impressed by the learning objectives of the course which aimed to help the students to be professional teachers. In her diary, she wrote "I am satisfied with the lecturer's slide show" as she referred to the materials and the learning objectives:

*Yulia:*

*The best thing about the instructional design course was that it can teach us how to design, plan, and create an interesting, effective, innovative instructional plan for my students in the teaching practicum. This class also introduced how to integrate technology into the teaching and learning process in a real-life situation. For this reason, I usually texted my lecturer to ask about the materials we are going to discuss. It was because I wanted to know more about the precious materials by showing my enthusiasm. I believe that my lecturer is a professional person. As we conducted *Zoom* meetings and *Google* meetings.*

Andi was impressed by the use of technological tools such as *Zoom* and *Google* meeting platforms because this learning mode served as the first technology-based learning media he employed in the classroom. However, his mobile phone did not support all the applications, so he tried to cope with this problem by using other means of communication such as *Google* classroom and *WhatsApp*. On the one hand, he also liked to show his professionalism by integrating technology into his lesson plans. Yet, he did not have affordable technology and accessible internet.

*Andi:*

*The best thing about the Instructional Design course was that I could recognize [sic] how to design more attractive learning activities in a more extended way, especially using technology. This was so inspiring. However, I was not provided with an affordable gadget. Someday, I would like to learn more about the material and technology-based instructional media. My lecturer suggested me [sic] to compile and print all materials that had been uploaded in the *Google* classroom, *LMS*, or *WhatsApp* group*

Both Yulia and Andi were attracted to the learning objectives of the course which is aimed at preparing PsTs to be professional teachers in the teaching practice or the first year of teaching. To be professional teachers, PsTs have to equip themselves with technological, pedagogical, personal, professional, and social competence which are interrelated with each other.

Moral geography: 'How can I shift my anxiety to enthusiasm?'

PsTs typically have a varied set of moral norms because they come from various educational systems, such as Islamic boarding schools (*Pesantren*), Islamic senior high schools, and vocational high schools. In a collaborative learning environment like an online classroom, PsTs' beliefs about the use of software and other technology in the teaching and learning processes need to be reconsidered. Enthusiasm, one of their positive emotions, needs to be constantly managed during this process.

One of the most important characteristics of collaborative work is the sense of responsibility which might be associated with moral geography as well. All group members need to make equal contributions to the group and be actively involved in the group work and discussions. Yulia felt unhappy and disappointed with the group work as one of the group members was absent. We requested Yulia to contact the member who was absent so that he could be more active. We also asked her to elaborate on her explanation about collaborative work. She reported that she could not manage her emotion and asked the teacher educator to help her cope with this inconvenient situation. Then we found out that the student absent from the group work felt it inconvenient to work together in a group formed with participants with a different gender as his spiritual teacher in the Islamic boarding school did not allow him to do so. He eventually agreed to work collaboratively in this course after we spent a few minutes discussing the issue from Islamic law. A few days later, Yulia provided additional information about her group. She expressed her enthusiasm by showing her photovoice (see Figure 5) indicating the importance of all group members' active participation in collaborative learning as shown in this photovoice and her statement:

*This photo illustrates my feelings as I attend the online classroom working together with my team. At the beginning I felt anxiety. After a few moment I can shift my enthusiasm like this towering orchid plant.*



Figure 5: Voices that the teamwork transforms their anxiety to enthusiasm

*Yulia:*

*I remembered once in my online collaborative classroom; I had a very difficult time trying to manage my emotion particularly my patience dealing with teamwork in the group. The main reason for this problem was that there was a group member who did not give any contribution to the work accomplishment because he perceived that male-only can collaborate with male and vice versa. As a result, the discussion among group members could not achieve a better result. I tried to solve the problem by working with another member in doing our assignment. It would have been very helpful if all group members do this work altogether.*

Unlike Yulia, Andi felt unhappy with his group for a different reason. Due to the unavailability of a large enough internet quota to manage his responsibilities, Andy complained about not being able to keep in touch with other group members regularly. In the interview, when we asked him to elaborate on this problem, he mentioned that he borrowed his uncle's cell phone to deal with his class work. He also declared his willingness to find a part-time job to help his parents and buy an affordable gadget. Despite the lack of a suitable device that was needed, he still demonstrated his highest moral and professional standard to the best of his abilities:

*Andi:*

*I remembered once in my online collaborative classroom; I had a very difficult time trying to adjust our ideas within our team. The three of us were active members with different lenses and perspectives in designing a lesson plan. We had several ideas to discuss but we had obstacles to solve. The main reason for this problem was the lack of "internet quota" [sic] which was used to communicate among members.*

As the leader of his group, Andi also tried to show his desire and enthusiasm to learn to achieve better results as shown in his photovoice in Figure 6:

*This picture illustrate my feelings and my thoughts about online class. As a leader I have to run this online class successfully. Even though I am not supported by an affordable gadget, I have to run this class successfully so, I have to find a part time job.*



Figure 6: Voices that finding a part time job is a part of the solutions

The photovoice presented above expresses Andi's enthusiasm in joining the OCLP as it indicates that he struggled to cope with his problems in joining the online class. Andi illustrated his feeling by using a set of carpentry tool such as pliers and screwdriver, and a construction tool like vibrator. It indicates that Andi shows his desire to learn and organize his group member on his own way. To fulfil his need to join an online classroom, he had to have a sufficiently large internet quota to communicate with them as shown in his comments below:

*Andi:*

*I try [sic] to solve the problem by finding a part-time job to earn a lot of money to purchase my own gadget and 'internet quota', so I could communicate with my members of the group virtually.*

From his comments, it can be seen that finding a part time job helped him to earn money to purchase a technological tool and internet quota. In other words, his effort can be regarded as an appropriate solution for him in joining the OCLP. As we interviewed him through *WhatsApp*, he did not give a quick response. Three days later, he promised that he was ready to be interviewed the following day. In the interview, he explained that he could not follow the online classes completely because he had to prepare a technological tool as he wanted to join the class.

#### Political geography: 'Tolerance is a key to success in a collaborative work.'

Due to prior misconceptions, PsTs face new challenges that could jeopardize their ability to perform their duties. Different emotions, either positive or negative, may arise as a result of these kinds of emotional geographies. Yulia was a group leader, and she had a lot of experience in leading group works in other courses. However, she tended to choose to be passive this time. She elected another student as the group leader because she needed all participants to make equal contributions. She expected the elected leader to manage the group well. When she realized that the leader made no contribution at all, Yulia tried to manage her emotions and show her tolerance by remaining silent in *WhatsApp* group discussions. In the online interview, however, Yulia explained that she kept silent because she did not want him to be a part of the group as seen in her diary entry:

*Yulia:*

*It would have been very helpful if my lazy friend wants [sic] to do his work. Unfortunately, I did not like him to be part of my group, but I could tolerate him because we have [sic] to perform as if we did not have any problem.*

Andi solved his problems in accordance with collaborative work in a different way. He voiced his dissatisfaction about the online class by proposing an idea to the campus as a representative of the students to provide internet quota for all students. He tried to manage his emotion by making an agreement with his

peers who had enough quota to share in a group to show their tolerance. Working in a group requires a high tolerance among group members as a part of positive emotions as can be seen in Andi's diary:

*Andi:*

*It would have been very helpful if our campus supported us by providing accessible internet access earlier, so all members can [sic] attend the online classrooms. However, I have [sic] to solve my problems in my own way. For those who have a sufficient internet quota will share it with others to show their tolerance.*

Thus, it is clear from the data obtained that Andi and Yulia preferred different ways to express their tolerance regarding group work.

## Discussion

This article presented the stories relating two Pre-service teachers' (PsTs) enthusiasm, dilemmas, strategies, and challenges in participating in an Instructional Design course as one of the prerequisites in a teacher training program. The stories focused on their enthusiasm in joining the course, participation in collaborative learning activities, and experiences in using technology in an online classroom. The stories were analyzed using Hargreaves' (2000, 2001a, 2001b, 2005) five emotional geography framework which consisted of physical, socio-cultural, professional, moral, and political geographies. Hargreaves (2005) argues that teacher's professional development (TPD) not only discusses education, but also educational psychology in which cognitive, social, and emotional aspects of practice are considered crucial. The findings suggested that the PsTs as candidate teachers were constantly engaged in several cognitive, social, and emotional processes.

Positive and negative emotions are triggered during these processes because of comprehending and misunderstanding the many elements of online collaborative learning (Hargreaves, 2000). A positive emotional expressivity is an individual emotion display that denotes the tendency to express positive emotion. Yulia, one of the participants, expressed her enthusiasm as positive emotions (e.g., appreciation, enjoyment, excitement, on-cam facial expression, photovoice, and physical appearance) since she had already learned how to exploit technological tools such as *Zoom*, *Power Point* presentations, videos, and video scribes that had created her desire to learn. She had negative emotions (e.g., anger, worry, confusion, frustration, and anxiety) as she attended the online classroom for the first time. These findings concur with many researchers' results (Keller et al., 2013, 2014, 2016, 2018; Konig, 2020; & Kunter et al., 2011) who agreed that positive affective traits and positive emotional expressivity emphasize teachers' positive emotions, students' learning engagement, and their achievement.

When negative emotions occurred, the teacher educator took a crucial role to engage PsTs to be independent learners through personal chats and *WhatsApp* group discussions. Andi, the other participant, had several negative emotions (e.g., doubt, nervousness, unhappiness, and guilty) as he could not join the group work and contribute to the group discussion. He expressed his enthusiasm (e.g., struggle and tolerance) as he found a way to solve his problems. These findings are in line with Burić and Moè's (2020) view that behavioral expressiveness is a key attribute of effective teachers and PsTs in improving their professionalism. In this study, both Yulia and Andi expressed their negative emotions (e.g., anger, confusion, frustration, doubt, nervousness, unhappiness, guilty, and anxiety) in online collaborative learning when they could not manage their groups or afford the devices required for an online class. Yulia expressed her enthusiasm via her photovoice entitled *How can I shift my anxiety to enthusiasm?* after the group resolved problems. This indicates that she could manage her negative emotions during the collaborative lesson planning and joining the online classroom as one of her professional activities. She expressed her enthusiasm using non-verbal expressiveness (e.g., gesture, photovoice, enjoyment, excitement, on-cam facial expression, and physical appearance) and verbal expressiveness (e.g., voice and chatting) as well as displayed and experienced enthusiasm (Keller et al., 2016).

Andi had actively become an autonomous learner during online collaborative learning. He expressed his enthusiasm using his effort and struggle to find the best solution for his own problems, mainly technical ones. Meanwhile, Yulia learned to be sociable and tolerant during collaborative learning. She also found her way to face the challenges during online collaborative activities. Both Yulia and Andi were eager to learn how to be good learners by expressing their invisible enthusiasm (e.g., learning desire). Utami et al. (2019) and Utami et al.'s (2017) findings described professional enthusiasm as true learning desire and non-learning desire that refer to professional motivation. This professional motivation could not be displayed by verbal expressiveness or non-verbal expressiveness as has been performed by Yulia and Andi since they wanted to know what the learning objectives of the course were. Thus, problem-solving in the learning community can arouse learners' enthusiasm as one of their positive emotions.

## Conclusions

The purpose of this study was to make empirical contributions to the current literature on pre-service teachers' (PsTs) enthusiasm and ability to take part in collaborative learning endeavors. During the process of the online collaborative lesson planning (OCLP), PsTs experienced physical, socio-cultural, professional, moral, and political geographies that contributed to their professional development. This paper first challenged PsTs and teacher educators in the sense that collaborative teacher education in the form of OCLP involves professional enthusiasm, displayed enthusiasm, and experienced enthusiasm, and this whole process is also related to PsTs' professional development. Second, PsTs' professional development is not only concerned with cognitive aspects but also psychological aspects of practice. Third, working in a learning community such as OCLP reveals both negative and positive emotions.

The most important limitation of this study lay in the fact that it focused on the aspect of PsTs' emotions due to the pedagogical conditions during the COVID-19 pandemic where offline classrooms had to be shifted to a fully online setting. Due to this the data was collected via written texts in the form of diaries and online interaction. Also, the challenge and the risk should be considered when researching emotion as a construct because it involves someone's psychological aspects such as good and bad emotions that might affect the process of obtaining the data in an online mode. Third, PsTs involved in this study were from the local or institutional level in which working in a collaborative way is less challenging because they all have the same learning environment and circumstances. What is now needed is a cross-national study involving PsTs' emotions, pedagogical knowledge and skills in the post-pandemic era using a different research design, including varied data collection instruments with open-ended questions, as well as enriched data analysis procedures.

The most important pedagogical implication of this study is that PsTs who have strong positive emotions and enthusiasm in taking part in the pedagogical practices will contribute to the teacher education pedagogical goal in terms of preparing their competence. This means that PsTs are more likely to actively engage in the learning process and achieve better academic performance in their education and training as future teachers when they are highly motivated and passionate about their teaching experiences. Some other potential implications could be the increased student motivation, active student participation, improved learning outcomes, enhanced teacher-students relationships, and ultimately, enhanced teacher retention and job satisfaction. PsTs who have achieved strong learning outcomes are likely to have a solid foundation in pedagogical knowledge, subject-matter knowledge, and technological knowledge which will enable them to grow a greater feeling of self-efficacy and job satisfaction.

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