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***“I HAVE TO TAKE A DEEP BREATH”*: EMOTIONAL
GEOGRAPHY OF EFL LECTURERS DURING
UNDERGRADUATE THESIS SUPERVISION**

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Abstract: Myriad of publications concerning students' experiences during their final project completion process have been well documented. However, little discussed the supervisors' emotional geography in fulfilling their task as supervisors for final projects. Therefore, the present study attempts to have an in-depth narrative case study that explores the emotional journeys of two EFL teachers supervising undergraduate thesis. Grounded on Hargreaves' (2001) emotional geography framework, this narrative case study employed direct interviews with EFL lecturers over the course of one month provided the source of the study's data. The study's findings showed that the participant experienced sustainable adaptation through negotiated emotional changes in their

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experiences as undergraduate thesis supervisors which were anchored by that focuses on physical, social, moral, professional, and political aspects. The findings of this study informed that supervisors experienced different degrees of emotional geographies one of which is caused by the length of supervisory process they have undergone. Pedagogical implications and further studies are also presented.

Keywords: *EFL lecturers, emotional geographies, foreign language instruction*

INTRODUCTION

Understanding teachers' emotions is crucial because teaching is more than just a cognitive and behavioral discipline concerned with what teachers should know and what they are capable of accomplishing (Hargreaves, 2001). In other words, it means that understanding how teachers feel about their teaching technique is crucial. In a nutshell, if we are teaching, we must be conscious of the teacher's emotions because they may express a variety of emotions in the classroom, ranging from positive to negative to mixed emotions (Hargreaves, 2000; Bullough, 2011). This occurs as a result of EFL teaching being a time-consuming and difficult occupation. This is because schools and classrooms are complex emotional environments in which teachers are constantly subjected to emotional demands from students, colleagues, parents, and leaders (Cross & Hong, 2012).

One of the forms of teaching activities is supervising students' final project which students have to take to mark the end of their study. Though this process will mark the end of students' study, writing undergraduate thesis is very much challenging for both lecturers and students. Undergraduate thesis supervision is a complicated procedure that involves a supervisory connection between lecturers and students. The goal of supervision is to direct, guide, and support students as they complete a final project to conclude their time on school. Supervisors are expected to have a well-defined interpersonal

relationship with their students because their major job is to provide both technical and emotional support (Easterby-Smith et al., 2002; Bazrafkan et al., 2019). Supervision is essential throughout thesis or research work, and the supervisor-student connection influences the effective completion of the research thesis (Da Costa, 2016).

In the supervision process, there is a social connection between two persons who may have opposing viewpoints but share common goals. "Intensive, interpersonally focused one-on-one relationship between the supervisor and the student" is how supervision is characterized (Wood & Louw, 2018). Exploring these two 'domains' of the supervisory relationship, technical skill (or intelligence) may be easier to quantify (more objective), but emotional expertise (or intelligence) is slightly more difficult to determine due to the subjective nature of the human relationship. As a result, in order to deal with the emotional and cognitive components of students' studies, the supervisor (or supervisory team) must be socially and technically competent. Easterby et al., (2002) identified that attributes of a successful supervisor can be seen from technical skill, general knowledge of the study topic and appropriate procedures, and specialized specialty in specific methods.

According to Wisker (2001), it is crucial to manage the supervisor-student relationship so that it develops over time into a supportive, positive, constructively critical relationship that will assist you in creating high-quality work. Supervisors may experience difficulties while supervising. They must be able to deal with all of the issues at various levels. Therefore, the relationship between students and their supervisor is crucial, and students must be able to get along with them personally without necessarily being best friends, as well as respect them in terms of research, academic reputation, and procedures (Wisker, 2001).

Several research on the emotional geographies of students enduring final project supervision have been undertaken (Bazrafkan et

al., 2016; Dowling et al., 2012; Robert & Seaman, 2018; Todd et al., 2004). Despite the growing number of studies on students' emotional geography during final project completion, little is known about supervisors' emotional geography when supervising their students' final works.

Emotional geographies in education are a notion developed by Hargreaves (2001, pp. 1065–1077). According to Hargreaves (2001), the concept of emotional geography refers to "... spatial patterns and experiences of proximity and/or gaps in human interactions and relationships that help create, configure, and color the feelings and emotions we experience about ourselves, our world, and one another." (p. 1061). He defined emotional geography as "a concept that assists us in identifying the supports for and threats to the fundamental emotional attachments and educational understandings that develop from forms of distance or proximity in people's interactions or relationships." According to Hargreaves' view, every encounter and relationship between people has five key components. It is explained that various answers are composed of five factors, including (1) societal, (2) moral, (3) professional, (4) political, and (5) geographic factors.

Therefore, this current study sets out to investigate the emotions that occur from several factors, such as social, cultural, moral, and political. The objective of this study is wrapped into the following research questions to address:

1. How do EFL lecturers feel emotionally during their undergraduate thesis supervision?
2. How does the EFL lecturers deal with emotional issues during their undergraduate thesis supervision?

The study's findings could indicate how each change in the emotional geography involved in the supervisory process affects teachers. The presentation would be useful for teachers as they prepare for probable mishaps during the supervisory time. This study also identifies emotional landscapes and how teachers deal with them.

METHOD

The primary goal of our project is to conduct a narrative inquiry (Clandinin & Connelly, 2000; Connelly & Clandinin, 2006), in which we gathered narrative information from an EFL professor overseeing an undergraduate thesis. This design was made with the premise that "human beings both live and communicate tales about their lives." (Clandinin, 2006, p. 44). As a result, a narrative inquiry approach is believed to be appropriate for the study. We recognize that narrative inquiry is subjective, but it captures the nuanced meanings found in the stories that comprise an in-depth analysis of the facts (Sudarwati et al., 2022), allowing researchers to construct narrative interpretations because the message is delivered more effectively during interviews when participants are engaged, articulate, perceptive, sincere, and creative.

Participants

The current study was conducted in an English Department of a public university in Indonesia, and it largely focuses on two participants' emotional geographies as EFL lecturers supervising undergraduate thesis students. Shinta and Agnes are their names (pseudonyms). Shinta has been overseeing undergraduate thesis for fifteen years, and Agnes has been supervising undergraduate thesis for seven years. The subjects are regarded suitable for use as examples of EFL professors supervising undergraduate thesis. Their experiences as undergraduate thesis supervisors were classified into five emotional geographies proposed by Hargreaves's (2001) theory, which included physical, sociocultural, moral, professional, and political geographies. To address the issue of study ethics, the researchers provided Shinta and Agnes with a consent form to fill out, stating their willingness to have all data distributed. To ensure that the participants' rights are protected and respected, the researchers make certain that they are aware of the study's purpose and that ethical approval has been acquired. Individuals have signed consent papers confirming their willingness to participate in the study as well as their comprehension

of its goal. We also talked about our research goals and the benefits of reading the paper for others.

Data Collection

To acquire empirical data, in-depth interviews were conducted. Each smartphone face-to-face interview takes one hour to record. The interviews were conducted in the respondents' native language, Bahasa Indonesia, to reduce misconceptions and increase our understanding of the subjects discussed in this study. We asked them about their emotional geographies as they became undergraduate thesis supervisors at the institution. Their physical, societal, moral, professional, and political experiences all contribute to their emotional experiences. Then we inquired as to how they addressed the situation. The information gleaned from these extensive virtual interviews was eventually transcribed in narrative form for additional research.

Data Analysis

The data was analyzed using Widodo's (2014) five-step approach to data interpretation. Initially, the conversation data, recorded through Zoom, was listened to by the research team. To facilitate analysis, the chat data was transcribed into a written transcript. The third step involved reviewing and understanding the transcribed conversational data. During this stage, the researchers made every effort to select expressions and words that would accurately reflect the participants' emotional experiences. Following that, the conversation data was reconstructed to facilitate the interpretation of narrative discourse. The subsequent phase focused on establishing the credibility of the data by assessing the accuracy of the provided information. To ensure the credibility of the conversational data, copies of the interview data were returned to the teacher participants for verification. This process ensured the validity and reliability of our data for qualitative interpretations.

The theory of the geography of emotions experienced by EFL teachers throughout their supervision time is used in this study.

Emotion geography, according to Hargreaves (2001), is the geographical patterns and experiences of proximity and/or gaps in human interactions and relationships that help build, configure, and color the sensations and emotions we experience about ourselves, our world, and one another.

According to Hargreaves (2001), the geography of emotions has five significant dimensions: physical/personal dimensions, social dimensions, moral dimensions, professional dimensions, and political dimensions. This study's topic is based on these five dimensions as depicted in the following table:

Table 1. Dimensions of emotional geography (Hargreaves, 2001)

Emotional Geography (Hargreaves, 2001)	Dimensions of Emotional Geography (Hargreaves, 2001)
Physical geography	This dimension influences social interactions that are constrained by criteria such as emotional intimacy in connections between students, supervisors, and other campus groups. The strength of the relationship formed by students and supervisors has a great influence on the distance that demonstrates this emotional relationship.
Sociocultural geography	Due to disparities in ethnicity, culture, gender, and disability, as well as variances in how to feel and express emotions, this component provides a discourse of proximity or social inequity, which can create distance between students, professors, and other campus communities. If all of these factors are not socially and culturally understood, the campus community will treat overseas students according to existing stereotypes or socio-cultural norms of the campus community and the local community.
Moral geography	The values and moral norms held by students, instructors, and other campus groups in accomplishing objectives and goals that may differ from one another shape the language of social closeness or inequality.
Professional geography	Professional norms influence social relationships/interactions between instructors, students, and other campus groups in this dimension. Every campus has professional norms that all members of the campus community, including instructors and students, must obey/follow.
Political geography	Hierarchical authority or power causes intimacy or social disparity among the college community in this dimension. Campus authorities, for example, have the authority to manage the campus community, including the execution of online learning regulations for professors and students.

FINDINGS

This study was designed to explore the emotional experiences of two EFL lecturers teaching EFL at one of universities in Indonesia. Based on the results of the analysis, it is known that their experiences during undergraduate thesis supervision affect their emotional experience in five ways namely physical, sociocultural, moral, professional, and political. These five aspects are explained following the emotional geography dimensions proposed by Hargreaves (2001). The identified themes, as well as supporting data, are presented in the following section. The authors divide this emotional geography themes into five aspects of emotional geography suggested by Hargreaves (2001) as experienced by lecturers during guidance with undergraduate thesis students.

Physical geography: *'Keeping the Distance in moderate way'*

In terms of physical distance, emotional geography refers to the distance that is actually regulated owing to differences in location and time, as well as the distance that has a deep significance implicitly, namely the mental distance between lecturers and students. During the guiding process, where lecturers and students traditionally confer face to face, the physical gap between lecturers and students was quite evident. In reference to this consultation technique, it is worth noting that one of the student requirements of the lecturer-student relationship is the ability to position each job in its proper place. This is done to avoid role confusion and allow both parties to appreciate each other in their respective responsibilities. Shinta expressed this in one of the excerpts below.

Excerpt 1

"I try not to keep my distance too much, but still position myself in the portion because in the past, when I was too close, students did not respect me as their lecturer, so that actions emerged that saw the lecturer as a close friend, which ultimately made me feel that being too close is not good, and too far is not good either. One thing for sure and have to bear in mind is that It's best to keep your distance from students in moderation."

Shinta reaffirmed her concern about the importance of keeping a moderate distance on lecturer-student relationship. She revealed her past experience when she got impolite behavior from her supervisee when she gave too close distance relationship between them. She reaffirmed:

Excerpt 2

"I once felt shocked when I tried to position guidance students as friends but instead, I thought this was not true if ordinary people said students would act as they pleased so they would no longer respect us as their supervising lecturers where this can be seen from the way they communicate with us directly. Students sometimes show impolite gesture whenever we let them be too close to us so we must let them know that we have different roles. What a sad state of affairs"

In contrast to Shinta, the other participant named Agnes showed the opposite view regarding physical aspect of lecturer-students relationship during undergraduate thesis consultation. Different from Shinta, Agnes always tries to be friend with her supervisee so they can communicate with each other in a more relaxed way. This can be seen in the explanation as follows:

Excerpt 3

"I'm the typical person who doesn't want to limit distance, so I treat students like friend so they are comfortable and so they can share their difficulties when writing their final project. keeping your distance too much and not treating students as friends will actually make them distant and in the end make the guidance process feel stiff and unfriendly so that what happens is only a one-time power relationship in which one has a powerful position and the other is an agent taking orders. Therefore, treating them like best friend can be one of the solutions of smooth process of undergraduate thesis consultation. In the end, both lecturers and students are happy."

Another aspect revealed during the interview dealing with physical emotional geography is what lecturers feel in the time of Covid-19 pandemic. During the Covid-19 pandemic the guidance process was physically separated resulted in several distinctive relationships between lecturers and students during the guidance

period. During Covid-19, through online guidance, students were allowed to consult thesis guidance through an electronic platform that they could reach and access. However, due to the lack of face-to-face interaction, the consultation also encountered various kinds of obstacles, one of which was expressed by Shinta as follows:

Excerpt 4

"The undergraduate thesis consultation during the pandemic was very depressing for me because one thing I wasn't very painstaking and patient with using technology because I belong to the old school generation. For example, writing comments on a paper field drains me in terms of energy, not to mention the eyes that have to stare at the screen for me creates tension in itself, I feel stressed. This was exacerbated by not getting what I meant, so when revising they came with the same thing over and over again and the same mistakes over and over again. One thing for sure during online supervision, the number of graduates is decreasing indicating that technology does not really help. However, it does not mean that I am anti-technology no, still I put my best effort to deal with online consultation via emails."

In contrast to Shinta, Agnes found that online consultation is very much beneficial for everything is made up very efficient. She told the researchers that she could do a lot during online consultation and she thought it is one of alternatives she will relatively choose especially for students who cannot manage to see their supervisors physically, online consultation via emails, and other electronic digital platforms are chosen as best options. She expressed her opinion as follows:

Excerpt 5

"Thanks to Technology, it really helps me a lot in some ways one of them is related to online consultation for undergraduate thesis I have to do with my supervisee. I found it very flexible, interesting and engaging in some ways. Students can also benefit this by not always come to campus despite of the fact that I am also pretty much busy with office workloads. If pandemic is not here maybe we will not be accustomed to having online consultation on the air, it is much fun, engaging and can further support lecturer-students relationship."

The emotional geography aspect of the physical aspect shows the difference in the way students are treated between Shinta and Agnes. Shinta prefers to maintain a position of power relations status in her relationship with students, while Agnes, on the other hand, tends to choose the option of treating students as friends to form closeness in the supervisory process. Another difference was shown by Shinta's complaint about carrying out the supervisory process online during the pandemic because Shinta tended to be more inclined to face-to-face interaction patterns during undergraduate thesis supervision. However, she still strives her effort to get into the technology well despite her feeling uncomfortable. This is different from Agnes who is more comfortable with online consultation patterns because she considers the effectiveness aspect.

Sociocultural geography: 'I was really shocked when they send me emoticons'

The emotional geography aspect is an emotional geography aspect proposed by Hargreaves (2001). In relation to the relationship between lecturers and students, this aspect can be seen in several aspects contained in the interactions between lecturers and students. Shinta gave an example of the social aspect of geography that she really felt:

Excerpt 6

"Hmm.... I have to take a deep breath. I got messages from students late at night, sometimes very late at night. There are some who ask questions without explaining who they are, go straight to the point without the frills of pleasantries, for example, greetings, mentioning names and conveying their needs and it turned out to ruin my mood and during consultation I told them that it was not quite right and explain that what they are doing is wrong. But it seems this is continuing and this has something to do with socio-cultural factors which include how they are educated within the scope of their families. The use of emoticons and stickers bother me a lot for I think it is quite intrusive for lecture students' relationship in the context of undergraduate thesis supervision."

For Shinta, who is a senior lecturer, this is quite disturbing because such a communication style is very much in conflict with the belief that Shinta adheres to, namely that young people must show a sense of respect to the elderly. However, the different thing is shown by Agnes who thinks that this is due to the habits of the younger generation who tend to communicate effectively without further ado because the current generation has been brought up in an egalitarian family pattern where family members do not have a thick hierarchy like the old generation where their parents must be treated as politely as possible not only in physical treatment but also linguistically. Agnes stated:

Excerpt 7

"When I was small, my parents were always angry when I didn't use smooth language when communicating in front of them. They forbade me to use Indonesian but Javanese Krama Inggil because they think it's a way of showing politeness to parents. However, I do not apply this to my children because I feel that the degree of politeness does not have to be shown in a refined type of language because I believe that children must be educated according to their era. My children speak English and Indonesian, which for most parents consider that the second language does not convey aspects of politeness. I give them an explanation and they don't agree, but that's okay because the perspectives of upbringing past and present generations are different. If there are students who are not polite when sending texts, then we don't need to attack him personally during the consultation, but we can approach him in a persuasive way so that he will not withdraw from the undergraduate thesis consultation session for a long time because we have attacked his positive face. In order to minimize the potential of threatening out both positive and negative face I asked them to contact me via email which turn out to be more acceptable."

Corresponding the context within an interaction is inevitable yet challenging, especially for interaction across generation. Unlike Shinta, Agnes shows greater degree of tolerance on what students done for she believes that today's generations are ways more different that the old ones.

Moral geographies: 'I feel very responsible for students' writing process'

Moral geography often deals with personal beliefs and ideology. Lecturers guiding students is one of the teaching activities that requires lecturers to be able to make this activity a charity field. Lecturers who have high religious ideology and believe that a good mentoring process will produce good graduates will also affect their guidance process. This was expressed by Shinta as follows:

Excerpt 8

"I feel very responsible for students' writing process. However, I am not linear when guiding because I believe everyone is accountable. I always emphasize the ethical aspects of research, the ethics of collecting data, respecting responses, maintaining confidentiality and so on as part of mentoring activities. Because actually guiding is like transferring knowledge, what we sow is what we reap, if we instill good values during mentoring, for example anti-corruption, anti-bribery, then we are actually teaching our youth to be the best graduates in society. I will not give up just because I am given something, so I always forbid students from bringing gifts for any reason because I don't want to risk my responsibility to be a line for untruth."

Agnes said the same thing with regard to the moral aspect of geography. Agnes stated:

Excerpt 9

"I feel guilty if it takes a long time for students to complete their thesis, so I always evaluate whether there is something wrong with the guidance process or whether the students need help so they can get up and continue their writing activities. Guiding the thesis is like a mandate that is imposed and we must be responsible for helping our students as much as possible according to the procedure, of course."

Those two lecturers believe that supervision is a process that requires them to take on greater responsibility, thus they believe that assisting students with this process is assumed to be their responsibility, and they are really concerned about this and are willing to go above and beyond. Moreover, Shinta affirmed:

Excerpt 10

"Sometimes I am quite shocked when I hear that my students consider the process of writing an undergraduate thesis as a requirement to graduate anyway. Of course, this is different from my perception which considers undergraduate thesis writers as learning media and actual practice of the knowledge they learn. Because of this difference, it's like being lazy and dependent on my feedback of revision when the students are in mentoring. When asked for a revision, it is not optimal. That's what makes it so sad."

The same thing is revealed by Agnes as follows:

Excerpt 11

"The biggest job is building student motivation that writing a thesis is not just a requirement for graduation but actual practice of applying knowledge so that they are independent in processing and receiving input from lecturers is very much needed. This is what students don't understand, so it still depends on the lecturer's feedback and even the lecturer has to help provide access to literature even though the methods have been given before"

Professional geographies: 'I keep on telling them to take undergraduate thesis writing as good opportunity'

This aspect allows EFL lecturers to possess a set of fundamental truths and it is undeniable that clashes often occur. Sometimes a contradiction found in a lecturer's perception might evoke students' inner principles. Taking the Shinta case as an example:

Excerpt 12

"Students do not understand the importance of the stages of mentoring so they want everything to be instantaneous. The stages of data collection that are processed are indeed a system and experience that must be passed in order to provide extraordinary understanding. This is what students still have to continue to understand about the importance of a process without seeing the results because the results will not betray the process. If the process is carried out well, a good undergraduate thesis will also be produced."

The norm and personal beliefs underlie Shinta's reaction to everything that comes into her process while becoming in undergraduate thesis supervisor. Although inclusivity is required in the process, as an EFL lecturer, Shinta believes that she has to not only transfer the foreign language but also good values the language and culture has. The same thing is stated by Agnes:

Excerpt 13

"Students need to always be reminded that the writing process is a learning process for the good application of knowledge, so focusing on instant things, such as plagiarism, must be avoided. In fact, the process will produce extraordinary results."

Political geographies: 'correct me when I am wrong'

Finally, political geography is the closeness and/or gap that occurs because of different understandings of power, namely the perspective of other people who have certain positions. Students under our supervision may often feel shy when interacting with their supervisors, especially when expressing differences of opinion. These feelings can lead to feelings of inferiority, anxiety and fear of not being passed if you refuse the lecturer's orders or instructions in the form of content of the undergraduate thesis or other things dealing with undergraduate thesis completion. However, Shinta and Agnes are democratic lecturers where they provide space for their students to convey their perceptions, opinions or disagreements on what they have written. This can be seen from Sinta's statement as follows:

Excerpt 14

"I always tell students that we are both learning and I also might be wrong even though I am a lecturer sometimes I can misinterpret and my students know better. I do this so that they can feel free to convey concepts, differing opinions on what they believe to be discussed together, and my job as a supervising lecturer is to direct students not to dictate. They can even disagree on the opinions I have stated regarding their manuscript and surely they have to provide reasons to do so"

The above statement is also in line with Agnes' statement which said that:

Excerpt 15

"There are many issues out there saying that lecturers are 'killers', but I always tell student guidance that the mentoring process is a dialogic process between student lecturers so that no one party dominates. I do this so that students also have the view that their opinions also have an important role in the mentoring process so that they are given the flexibility to express their ideas in the mentoring process."

The two excerpts above show that lecturers have the space to accept differences of opinion when writing manuscripts in the guidance process, which means that the written product is a dialogic process between lecturers and students. Lecturers do not arbitrarily impose their ideas, but students can argue by providing logical reasons when there is disagreement with the lecturer's opinion. The political aspect here shows that lecturers can manage their political emotions well without caring about their higher power relation status to the students they guide.

DISCUSSION

Emotional geographies experienced by EFL lecturers supervising undergraduate thesis touches all five aspects of Hargreaves (2001) emotional geographies covering physical, sociocultural, moral, professional, and political aspects.

Referring to emotional geography in the aspect of physical dimension, this discussion is more understood as placing two roles between lecturer and students in its appropriate role. This dimension places lecturers as agents who help the students with supervisory stuff and students are placed at those receiving the services of supervisory. Understanding the lecturer-student connection in the eye of undergraduate thesis supervisory, in interpersonal way, one implies that lecturers and students should collaborate to achieve their objectives (Frymier & Houser, 2000; Paulsel et al., 2005). As a result, the communication and behavior of both students and teachers should be

evaluated in order to improve the effectiveness of their interaction. This is clearly shown from the occurrence when one lecturer found that consultation via electronic device may create disturbance and stress while the other supervisor found that having consultation online has been used as a way to develop fluency. That phenomenon can also be used as a means of creating and sustaining relationships (Bloch, 2002) that lead to certain way of preferred mode of supervision either online or offline. This way Shinta argues that that face-to-face interaction between student and teacher is vital for the motivation, confidence building and knowledge enhancement of supervisee and this is in line with McKeogh (2006) who stated that due to the lack of face-to-face interaction, students may become passive under remote supervision. The second lecturer, on the other hand, believes that the use of technology is really beneficial in undergraduate thesis supervision. The advancement of science and technology necessitates some adjustments to present knowledge as society demands, and teachers' professional development must be dynamic and long career (Amin, 2012). The improvement of teacher's development activities in the supervision using online mode could give positive impact on students' development (Feryal, 2010). Despite some complaints and uneasiness Shinta still strives to keep up with the technology by doing supervision via email in the pandemic time. From this, it is clearly noted that the quality of the teacher student relationship in the context of undergraduate thesis consultation involving supervisor and supervisee becomes one of important factors that determines success as a teacher. A solid relationship with students is essential for academic achievement, therefore it is worth the time and effort to get it properly (Shavkatovna, 2019) and teacher-student relationships through social media and other electronic platforms can improve lecturer-student relationships in a positive way (Frumkin & Murphy, 2007; Suwinyattichaiorn, 2019), resulting in a long-term positive relationship. The action of informing students about their roles and responsibilities during consultation will simply create gaps in the relationship. As a result, sticking to each other's positions during

undergraduate thesis supervision is not advised because discussing roles and power is an uncomfortable subject (McNay, 2004).

In the sociocultural aspect, there found a discrepancy between the old and young generation in ways of communicating. Text messaging is very much common between student and lecturer in academic environment one of them is used in relation to undergraduate thesis consultation where students show the same pattern of politeness strategy when addressing their junior and senior lecturers (Manipuspika & Sudarwati, 2017). Surprisingly bald on records were used frequently (Manipuspika & Sudarwati, 2017). In examining what happened to Shinta this may vary in stages and each stage shows the degree of severity. One of the incidents that Shinta experienced was also influenced by the current generation's communication style which tends to be to the point and without preamble to give the impression of politeness to people with higher status. Therefore, in the case of Shinta and Agnes, what actually happens is the difference in perceiving student's' messages. In this case, Shinta suggested that making mistakes when learning is bad and should be avoided in order to prevent demonstrating a lack of knowledge or ability (Iaconelli & Anderman, 2021). Student outcomes influenced by teacher immediacy include affective learning, cognitive learning, engagement, and individual motivation (Frymier & Houser, 2016; Witt et al., 2004; Meece et al., 2006; Grace et al., 2015). What Agnes has done by asking her students sending her an email is actually a way to minimize the threat on the receiver of text messages, for students who use emails will switch from instant messaging textism to formal writing textism when the communicate via emails (Clayton, 2012; Frehner, 2008). Socio-cultural differences between lecturers and students often trigger friction which encourages miscommunication, disputes and misunderstandings which of course can affect the relationship between lecturers and students in the mentoring process. Awareness of this difference because of the difference between the two generations will make their relationship more harmonious so that common goals will be achieved. Therefore, an agreement prior to

undergraduate thesis consultation between supervisors and students regarding supervision rules and culture differences need to be conducted to minimize friction (Filippou & Erdmann, 2017).

They both believe that supervisory process that has been mandated should be done well as it entails multiple and various responsibilities (Filippou, 2019). Further, supervision process also serves as intellectual and affective dimensions (Barnes & Austin 2009) where lecturers as the agent of knowledge transfer could facilitate their students on certain knowledge on their topic. In some other cases, lecturers also play high role in showing good affective qualities like finding out what their students are experiencing when the process of undergraduate thesis takes so long than needed. Therefore, the supervisory experience can be challenging due to linguistic and relationship issues and that it can become even more difficult when the student and supervisor have different expectations and assumptions for the thesis process.

Similar to Shinta, Agnes also expressed the same ideology regarding they view the supervision process. They both believe that supervisory process that has been mandated should be done well as it entails multiple and various responsibilities (Filippou, 2019). Further, supervision process also serves as intellectual and affective dimensions (Barnes & Austin 2009) where lecturers as the agent of knowledge transfer could facilitate their students on certain knowledge on their topic. In some other cases, lecturers also play high role in showing good affective qualities like finding out what their students are experiencing when the process of undergraduate thesis takes so long than needed. The supervising experience can be unpleasant as a result of linguistic and relational issues, and it can be made much more difficult when the student and supervisor have different expectations and beliefs about the thesis process. According to Strauss (2012), the supervisory experience might be difficult due to linguistic and interpersonal problems, and it can be made even more difficult when the student and supervisor have opposing expectations and preconceptions about the thesis process.

The result of this study is in line with the study by de Kleijn et al., (2013) emphasizing that the supervisor's and student's goals are different. If you're looking for a unique way to express yourself, you've come to the right place. Students, for example, are usually ignorant that they are supposed to work relatively freely and prefer to concentrate on gaining knowledge, whereas supervisors concentrate on how the knowledge is used (de Kleijn et al., 2013).

The political aspect of the lecturer's emotional geography experience shows the moderate nature of a lecturer for the freedom to express opinions in the dialogic process about the manuscript written in the guidance process. Despite the fact that students in higher education generally struggle to complete their research endeavors within the time frame specified (Costa, 2018), the process is a dialogic process between lecturers and students for the works created wide open, so the role of supervisor becomes even more critical, where a supervisor is required to build a culture of productive interaction with his/her supervisee (Easton, 2003). This productivity culture is predicated on the equality principle.

CONCLUSION

Using Hargreaves' emotional geographies theory, this study seeks to analyze the responses and challenges of international students (Hargreaves, 2001). This study discovered that the five emotional geographies existing in each EFL lecturers regarding their undergraduate thesis supervisory process. The societal, moral, professional, political, and physical dimensions are as follows. Being undergraduate thesis supervisors is challenging for them due to some emotional aspects involved during the supervision period.

It must be admitted that this study is far from perfect. This study adopts a narrative inquiry technique that necessitates the collection of narrative data. Through the use of an interview, an oral story was developed. Interviewing is helpful because, among other things, it makes good use of time. However, due to their small duration, oral interviews can only provide a summary of the events. Not to mention

that due to interruptions and the subjects' performance on that specific day, the story may not be given in chronological order. The authors argue that written narratives, such as diaries and personal notes, are more reliable sources of information for the following investigation. Richer stories correspond to the depth of the analysis.

Interestingly, despite their challenging roles as undergraduate thesis supervisors, we discovered that the instructors can handle their emotions well. This is seen by how they deal with the challenges and problems that arise as a result of their supervisory experiences. Their behaviors demonstrated that they had enough pedagogical knowledge and practices, since they can quickly adapt to their duties as undergraduate thesis supervisors. Despite the fact that they have different supervisory styles, the overall goal of these two subjects is to establish their professionalism as legitimate English undergraduate thesis supervisors.

This research is important since there is currently a lack of knowledge and competence on how an EFL instructor handles their emotions during undergraduate thesis supervision. Researchers are aware of the study's limitations, which include only one gender of individuals and limited data sources. Future research could include multiple genders and additional data sources, adding color and complexity to the story. The researchers discovered that when faced with difficulty during supervisory process, individuals can successfully adapt. This study's findings are anticipated to provide additional academic and non-academic insights and information, particularly for higher education EFL instructors who participate in the supervision process.

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