

Exploring The Teacher Agency Regarding to The Implementation of Flipped-Differentiated Learning in The Context of EFL Learners

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Abstract

The purpose of this study is to present a qualitative case study that investigates teacher agency in the context of implementing Flipped-Differentiated Learning (FDL) for English as a Foreign Language (EFL) learners. The study included two participants who used the FDL approach, and their experiences were investigated to learn how their agency changed during the process. Prior to implementation, both teachers were concerned about implementing this novel approach. The findings of the study show that, despite early limits, teachers were able to acquire a sense of agency when they applied FDL in their EFL classrooms. Throughout the study, they demonstrated increasing confidence in their teaching judgments and involvement with students. This newfound agency allowed teachers to adjust their teaching approaches to better suit their students' different needs and learning styles, resulting in improved learning outcomes. However, the study also shows a gap in existing evidence about the relationship between teacher agency and FDL implementation. While the research gives useful insights into the transformative potential of FDL on teacher agency, more research is needed to establish a thorough grasp of this correlation. Future research should focus on filling this vacuum and delving deeper into the mechanisms through which FDL influences teacher agency, ultimately contributing to the refinement and optimization of flipped-differentiated learning practices in EFL contexts.

Keywords: Teacher Agency, Flipped Learning, Differentiated Learning, English as a Foreign Language (EFL)

Abstrak

Tujuan dari penelitian ini adalah untuk menyajikan studi kasus kualitatif yang menyelidiki lembaga guru dalam konteks penerapan Flipped-Differentiated Learning (FDL) untuk pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini melibatkan dua peserta yang menggunakan pendekatan FDL, dan pengalaman mereka diselidiki untuk mengetahui bagaimana agensi mereka berubah selama proses tersebut. Sebelum implementasi, kedua guru khawatir tentang penerapan pendekatan baru ini. Temuan penelitian ini menunjukkan bahwa, meskipun ada keterbatasan pada tahap awal, guru mampu memperoleh rasa keagenan ketika mereka menerapkan FDL di kelas EFL mereka. Sepanjang penelitian, mereka menunjukkan peningkatan kepercayaan diri dalam penilaian pengajaran dan keterlibatan mereka dengan siswa. Lembaga baru ini memungkinkan para guru untuk menyesuaikan pendekatan pengajaran mereka agar lebih sesuai dengan kebutuhan dan gaya belajar siswa yang berbeda-beda, sehingga menghasilkan hasil pembelajaran yang lebih baik. Namun, penelitian ini juga menunjukkan adanya kesenjangan dalam bukti yang ada mengenai hubungan antara lembaga guru dan implementasi FDL. Meskipun penelitian ini memberikan wawasan yang berguna mengenai potensi transformatif FDL pada lembaga guru, diperlukan lebih banyak penelitian untuk memahami secara menyeluruh korelasi ini. Penelitian di masa depan harus fokus untuk mengisi kekosongan ini dan menggali lebih dalam mekanisme yang melaluinya FDL mempengaruhi lembaga guru, yang pada akhirnya berkontribusi pada penyempurnaan dan optimalisasi praktik pembelajaran yang dibedakan secara terbalik dalam konteks EFL.

Kata Kunci: Keagenan Guru, *Flipped Learning*, Pembelajaran Diferensiasi, Bahasa Inggris sebagai Bahasa Asing (EFL)

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INTRODUCTION

Innovative teaching approaches in the field of English as a Foreign Language (EFL) have received a lot of attention in recent years. The integration of Flipped and Differentiated Learning is one such strategy, which attempts to increase student engagement and create personalized learning experiences. Teachers' agency is extensively involved in the implementation, since they play a critical role in planning, facilitating, and adapting instructional strategies to meet the various requirements of EFL learners. This study investigates teacher agency in the context of Flipped-Differentiated Learning with EFL students. Teacher agency has emerged as a significant aspect in educational reform, defined as instructors' ability to make informed judgments and take intentional actions to influence student learning. Teacher agency becomes even more important in the setting of Flipped-Differentiated Learning as teachers traverse the challenging terrain of implementing technology, personalized education, and collaborative learning into their classrooms.

Agency is a complex and contested concept (Etelapelto et al., 2015; Hitlin & Elder, 2007). Though sometimes defined as the ability to act or make decisions (van Lier, 2010), agency is generally defined as that and/or something more: "Socioculturally mediated capacity to act" (Ahearn, 2001), action negotiated through the ecological affordances and constraints of context (Biesta & Tedder, 2007), or action enabled relationally through collective coordination (Campano et al., 2020; Devine & Irwin, 2005; Edwards, 2011). Agency has been defined using both freedom (Sen, 1985) and professional autonomy (Molla & Nolan, 2020).

Emirbayer and Mische (1998) presented a complex model of agency informed by past (iterative), present (practical-evaluative), and future (projective) components, with a focus on the temporal component. Iterational elements of agency refer to "the selective reactivation by actors of past patterns of thought and action" (p. 971). Projective elements of agency refer to "the imaginative generation by actors of possible future trajectories of action... creatively reconfigured in relation to actors' hopes, fears, and desires for the future." Agency is essential for early career teacher learning (Turnbull, 2006), ongoing professional development (Dover et al., 2016), teacher professionalism (Molla & Nolan, 2020), and teacher resistance and conflict (Achinstein & Ogawa, 2006; Paris & Lung, 2008), according to research in the field of education. It is depicted as something done rather than something had. Agency is generally regarded as a dynamic that emerges between a person and their environment rather than a capacity.

Priestley et al. (2015, p. 30) proposed an ecological model of understanding agency as a temporal-relational event with three dimensions: iterational, projective, and practical-evaluative, building on the preceding work of Emirbayer and Mische (1998). The iterational dimension refers to the activation of accumulated thought and action patterns from the past. Practical activities incorporate these patterns, allowing identities and institutions to be stable and sustained. The projective component includes both

short- and long-term prospective aspirations, allowing one to alter their behavior in response to probable future trajectories. The practical-evaluative dimension is concerned with the actor's ability to make intentional selections among options while dealing with social, structural, and material situations, which can be perceived as resources, constraints, or enablers.

The alternatives under evaluation are created from the iterational and projective dimensions, or, in other words, they reflect both the past and the projected future, allowing one to keep current behaviors while changing them. Priestley, Biesta, and Robinson (2015) used this paradigm to experimentally analyze teacher agency in an ethnographic study of three schools in Scotland. They arrived at some unexpected results, which we will discuss and expand on below.

Iterational Dimension. In their study, Priestley et al. (2015) found that the iterational dimension of agency was strongly present, highlighting the extensive professional knowledge and skill foundation for teachers' job. Despite challenges brought on by social, cultural, or material limitations, teachers were extremely effective in carrying out their duties in the classroom (practical-evaluative component). For researchers in teacher education, the availability of a broad professional knowledge and skill basis for teaching comes as no surprise. In contrast, it has been asserted that one of the primary sources of professionals' activities is their knowledge base (Gardner and Shulman, 2005; Simons and Ruijters, 2014). Since the 1980s, teacher knowledge and thinking have been a significant area of research in teacher education (Cochran-Smith, 2004). It has been influenced by Lee Shulman's works on teacher knowledge, which led to the recognition of teacher practical knowledge as an important aspect of their work (Clandinin and Connelly, 2000; Craig, 2007; Elbaz, 1983; Verloop et al., 2001). It has also become one of the key focuses of today's teacher education (Darling-Hammond et al. 2005; Jensen et al., 2018).

But what surprised researchers Priestley, Biesta, and Robinson in their study (Priestley et al., 2015) was how some teachers expressed structured professional discourse on teaching and education in general in a modest manner. The authors contend that because instructors are not allowed to engage in critical policy analysis, the lack of professional language would restrict their ability to construct curriculum. Examples of teachers expressing discomfort in relation to circumstances when they had the opportunity to be independent and essentially abdicated responsibility for some areas of their work served as illustrations for this. Additionally, a lack of access to other professional discourses might bind teachers to certain practices-wide beliefs and prevent them from comprehending them in the context of a broader viewpoint. This eventually limits the options and choices available to instructors, so reducing their agency.

It is crucial to remember, however, that although Priestley and colleagues were concerned about these findings, they also noted age and generation effects on teachers' discourses – the influence of having experienced very different contexts, practices, and ideas, for example, 'from their own education, their

teacher education, and the different policy "waves" that have influenced their practice over time'. (2015) Priestley et al.P.70). Teachers with more experience had access to discourses that appeared to let them view the situation more critically. These discussions offered them a different point of view and enabled them to behave differently. Less experienced teachers appeared to be more dependent on policy discourse, maybe in part because they had fewer opportunities to engage in professional discourse development due to fewer encounters with various policies and practice modifications. The latter was also noted in educators who had entered the field of education later in life and had less teaching experience. They had a more constrained discussion about education, which was probably more shaped by recent and current policies. These results suggest that comprehensive professional discourse development requires time.

Projective Dimension. Priestley, Biesta, and Robinson (Priestley et al., 2015) observed that teachers' past thought and behavior patterns were frequently driven by short-term goals that centered on fostering students' interest and engagement in routine learning activities and ensuring a safe and supportive environment through effective classroom management. On the other hand, they also observed that instructors' work was less frequently influenced by concerns about the long-term goal and significance of education; instead, it appeared to center on the regular classroom activities, which were largely influenced by prior experiences.

According to Priestley and colleagues, teachers' professional discourses, particularly among less experienced teachers, may contain ambiguously understood and even conflicting policy concepts. This makes it challenging to envision opportunities and map the route to get there. The obligation to learn was one of these examples from Priestley and colleagues' research. Biesta (2009) has previously criticized current educational research and practice for the 'learnification' of education, which overemphasizes the term 'process' learning while ignoring the relational elements of education and the questions of what and why students learn it. For addressing these issues, Biesta's approach for outlining educational goals may be helpful. He talked about the three overarching goals of education: competence, socialization, and subjectification. Instead of prescribing specific goals, Biesta urged teachers to consider them and consider how closely the goals they had selected aligned with their chosen teaching strategies.

Priestley and colleagues (Biesta et al.) emphasized the importance of long-term, normative goals of education from the perspective of learners; however, they did not elaborate on the importance of teachers' personal, long-term goals, which may be one of the most important prerequisites for a satisfying life, as argued by Frankl and Damon and many of their followers (Bronk, 2014; Damon et al., 2003). Damon and colleagues developed the concept of purpose based on Frankl's (1985) basic assumptions that people's most important drive in life is finding meaning: 'Purpose is a stable and generalized intention to accomplish something that is both meaningful to the self and of consequence to the world beyond the self' (Damon et al., 2003, p. 121). Damon's colleague Bronk (2014), to be more explicit, differentiates three

characteristics in the vast majority of definitions of purpose: commitment, goal-directedness, and personal meaningfulness. Purpose cannot be formed without time, resources, and mental energy commitment, and its long-term nature helps people in developing short-term personally meaningful goals (Bronk, 2014).

On the other hand, Bronk recognized a fourth aspect of aim in reading Frankl's work. Specifically, purpose is something that is not only meaningful to oneself, but also focuses on having an impact on the world beyond oneself. Tirri et al. (2016) emphasized how crucial it is for teachers to find purpose in their daily work, drawing on the work of Damon et al. (2003). This is necessary for teachers to be able to help their students in establishing their own purpose on the one hand, and to carry out purposeful teaching that focuses on students building meaning relating to various things offered in the curriculum on the other. As a result, in addition to a professional long-term goal, we advise that a personal long-term goal be researched and expressed. A person-centered approach is also consistent with recent developments in teacher identity research (Beijaard et al., 2004; Leijen and Kullasepp, 2013), which emphasize the importance of creating adequate space for integrating professional and personal aspirations in order to become confident and content with one's work. Teachers can be encouraged to analyze the relationship and fit between the purposes, and as a result, each teacher can synthesize one's unique professional purpose. These professional goals (both long-term and short-term) are used while evaluating alternatives, making decisions, and acting in a specific professional circumstance, which we will investigate.

Practical-evaluative Dimension. The practical-evaluative dimension of the ecological model of agency is where a specific temporary situation is perceived and interpreted based on the professional competence described in the iterational dimension and professional purpose described in the projective dimension of agency (see Priestley et al., 2015). Emirbayer and Mische (1998) describe cultural and structural conditions as a collaboratively organized social milieu in which actors are immersed. Priestley et al. (2015) added the material context to this, which outlines the physical resources and limits that must be considered when evaluating a situation. In other words, cultural, structural, and material contexts can either nurture or hinder the potential to act in this dimension, as they might serve as enablers, resources, or restraints.

For example, the performance-oriented culture, which was obvious in Priestley and colleagues' empirical findings, featured 'low levels of trust, regular surveillance, and pressure to perform' and illuminated instructors' approaches to curriculum development. The authors outlined the management responsibilities and mechanisms used to monitor and oversee educational practices at the structural level. Such buildings could be either external or interior to the school. The organization of two identical high schools yielded some extremely surprising results. The framework clearly promoted teacher agency in

one school but not in the other. The difference was in the quality and breadth of interactions among school personnel.

The direction and symmetry of the links, for example, were different; the agency supporting school had horizontal, reciprocal, and symmetric ties among personnel, which promoted a convivial and collaborative atmosphere at school. The other school's employees had more hierarchical and unbalanced relationships, which hampered agency. The organizing of teachers' work into timetables and the structuring of groups of instructors into departments or curriculum divisions are two more examples of structural elements that influence teacher agency.

This model describes how competence develops as a continuum by (1) seeing specific occurrences in an instructional setting, (2) interpreting the perceived actions in the classroom, and (3) making decisions. We contend that in complicated scenarios, instructors must first recognize the facilitators, limitations, and resources relevant to a temporal situation, and then interpret them while keeping professional competencies and both long-term and short-term professional goals in mind. In basic instances, perception and interpretation may be completed virtually simultaneously; nonetheless, if the goal is to truly understand the construction of teacher agency, this distinction may be useful. The length of the interpretation phase might vary depending on the number and complexity of choices that must be examined in the decision-making process. This means that teachers with diverse experiences and goals may see and interpret the facilitators, restrictions, and resources in a scenario differently.

As previously stated, teacher agency is related to the teaching learning process, and the achievement of the teaching learning process is dependent on how teacher agency operates, particularly in the learning environment. The learning environment, such as the model or methods utilized in class, or the overall conditions, might have an impact on teacher agency.

In terms of English as a foreign language (EFL), today's learning environments are fashioned as active learning strategies that outperform teacher-centered ones. The flipped classroom is one of several active learning approaches that have emerged in response to the search for a strategy that meets the changing demands of the modern period, and it is widely accepted by academics and educators. Many EFL teachers have studied various facets of English language proficiency, including listening (Etemadfar, Soozandehfar, and Namaziandost, 2020; Namaziandost, Neisi, and Momtaz, 2019), speaking (Sudarmaji, Anwar, Mulyana, 2021; Li and Suwanthep, 2017), reading (Fahmi, Friatin, & Iriant, 2020; Hashemifardnia, Namaziandost & Shafiee, 2018) and writing (Güvenç, 2018; Arifani, 2019), collocation knowledge: lexical and grammatical (Suranakkharin, 2017).

As initially defined by Bergmann and Sams (2012), conducting homework in a traditional class entirely in class and shifting what is traditionally done in class to home. Tucker (2012) pioneered the concept of the "flipped classroom," which substitutes interactive lessons and teacher-made films for

traditional classroom teaching. The classroom has been transformed into a space for concept development, problem solving, and collaborative learning. Flipped learning, a modern educational innovation, has the potential to enrich and make regular classes more exciting and appealing, according to Hsieh, Wu, and Marek (2017). Flipped learning, also known as inverted learning, reverses the order of instruction by assigning homework before class. As a result, there will be more time in the classroom for engaging learning activities and in-depth subject discussions. Tasks that were formerly completed in the classroom are now completed outside of it through flipped learning (Adnan, 2017).

Individualized learning or differentiated education, on the other hand, meets the needs of children quite well. Teachers can effectively address their students' needs by providing them with appropriate learning techniques and materials. They must also plan their lessons to fit each student's unique needs (Idrus, Asri, & Baharom, 2021). Differentiated education has been pushed to accommodate for the variability of students' learning styles. This instructional design aims to assist teachers in actively fostering meaningful learning in a classroom with a diverse set of student characteristics, learning profiles, and prior knowledge (Alavinia and Viyani, 2018; Ortega, Cabrera, and Benalcázar, 2018). The purpose of diverse instruction is to provide a learning process that allows students to study in the way that they prefer, allowing them to attain good learning outcomes since diverse instruction provides a supportive environment (Tomlinson & Imbeau, 2010). Students would be able to actively interact and participate in their learning since they would be in charge of their learning responsibility (Güvenç, 2021; Malacapay, 2019). It is also highlighted that a broad education allows teachers to reflect on their instruction on a regular basis and grow professionally.

Gender has minimal influence on whether differentiated instruction improves reading comprehension results for grade 11 students overall, according to Magableh and Abdullah (2022). The study also found that DI had a distinct effect on reading comprehension skill levels, with above-average readers suffering the most repercussions. According to Saleh (2021), a variety of reading activities can effectively inspire children to read. The purposeful use of a variety of instructional tactics and activities had clearly been successful in engaging practically every child to engage in the reading process. Students were better able to comprehend the reading content and react to questions using this strategy. They felt at ease throughout the method's many phases and while answering the reading comprehension questions, and they steadily improved. According to Heacox (2018), a previous researcher, diverse instruction provides a number of approaches for help and monitoring when students are still adjusting to their instructional options. In contrast to one-size-fits-all education, differentiated instruction, according to Bondie, Dahnke, and Zusho (2019), provides students with several approaches to absorb, acquire, and apply knowledge. It also allows teachers to carefully design classes to meet the needs of each student regardless of where they are. Teachers must change their instruction in the areas of topic, technique,

product, and learning environment based on students' readiness, interests, and learning profiles (Said and Ehsan, 2019).

The study on flipped-differentiated learning is currently restricted in terms of teacher agency. There are only a few studies that focus on integration, but they are generally separated. Regarding the instance, the research was carried out using the following question research: *Do the teachers develop their agency after implementing flipped-differentiated learning in the context of EFL learners?*

METHOD

Research Design and Setting

Due to the need to explore more about the development of the two English teacher's agency through the implementation of flipped-differentiated when working with EFL students, a qualitative case study approach was used. They are teachers at a certain Senior High School in Samarinda who oversaw the integration for one semester.

Research Participants

The second participant, Ms. Martha (a fictitious name), is 40 years old, a permanent teacher, a mother of three, actively involved in teaching pupils who participate in contests, and she has several professional development certificates.

The first participant was Ms. Maria (a pseudonym), a 23-year-old inexperienced teacher who had only been in the classroom for 10 months. She has a few credentials in teaching learning using digital media and is eager to learn new things, especially in the field of education.

.Data Collection and Analysis

The data was gathered over the course of six months using in-depth interviews to probe participants' implementation experiences as well as open-ended questionnaire questions to understand more about their teaching and learning processes. Since the reliability of qualitative research is sometimes questioned, this study's credibility was checked utilizing the member checking technique (Denzin & Lincoln, 1998). The participant was requested to review those rough versions of writings and notes during the member verification of the data, and they suggested choices for what could need to be updated or modified.

Thematic analysis may be a useful data analysis technique depending on the focus of the investigation. According to Braun and Clarke (2006), thematic analysis is a method of data analysis that aims to detect themes or patterns in the data that researchers have gathered. In order to uncover linked patterns in a phenomenon and describe the degree to which a phenomenon happens through the eyes of

researchers, this strategy is quite useful (Fereday & Muir-Cochrane, 2006). It allows researchers to study in detail the qualitative data they have.

This theme analysis is the ground or foundation for the purposes of analyzing in qualitative research, according to Holloway & Todres (2003) statement. Thematic analysis is one of many approaches that may be used in qualitative research, and it is crucial to understand it because it is regarded as a core skill or fundamental knowledge for performing analysis in this type of study. Even further, according to Holloway and Todres (2003), one of the generic abilities for the majority of qualitative analysis approaches is the ability to recognize the themes that define thematic analysis. A flexible and user-friendly qualitative approach for finding patterns and themes in data is thematic analysis. It requires carefully identifying and classifying data themes pertinent to the research question.

To conduct a theme analysis, transcribe the information from the interviews, observations, and any other sources. Then you must read the information frequently to become acquainted with the subject. Using code to discover themes and patterns in data. To accomplish this, the data must be divided into smaller bits, coded, and then grouped into themes based on shared qualities.

In order to address the study issue, the data were coded and categorized, and the themes were then examined and analyzed. Transparency and rigor can be maintained in analysis by keeping detailed records of the coding technique and decision-making throughout the study. Thematic analysis is a versatile and adaptable approach for analyzing a wide range of qualitative data sources and producing relevant results about the research issue.

RESULTS AND DISCUSSION

The researcher obtained information on how the teachers experienced in terms of conducting the integration in the setting of EFL learners after delivering a questionnaire with open-ended questions and conducting an in-depth interview with the two English teachers.

Teachers' experience before conducting flipped-differentiated learning

There were some points experienced by the two teachers at the beginning of the integration through questionnaire with open ended questions. Ms.Martha shared some crucial cases at the start as follows.

First feeling I got was full of doubts because I never did the integration during my life or position as a teacher. There were some thoughts came up in my mind, such as how if the students had some unpredictable questions, they have much time to ask based on their needs and condition. I have to be ready to answer the questions. What should I do if they don't watch my video, or they don't like the video? I was really upset with all kinds of questions at the first time.

Ms.Maria shared her experience when starting the integration generally related to her feeling of anxiety.

I felt anxious when I started to think that I would be wrong in making video, not effective for students to develop their critical thinking, and the students didn't like the approaches I made. I

was thinking that my students would be offended when I made a differentiated worksheet and they would be ashamed because of their level in class. Those were feelings happened to me.

In-depth interview session, Ms. Martha told more about her struggle in making video.

My weakness was not competent to make and create good video. I didn't know how to start or what tools I used for the work. I asked my friend to help me, but it's still my main problem to fix all things. I was not really confident to myself so it made me in doubt sending my video to my students.

Ms. Maria had the same experience beside what she shared in questionnaire.

Making video was my tight effort because I did not use to deal with video. I faced such great building, no way to pass the obstacle. I was in terrible. I consulted and needed a help from my junior at campus. I was ashamed, but I had no other choice.

Teachers' experience during conducting flipped-differentiated learning

Some facts found during the implementation. Both were in strong efforts to overcome some obstacles they discovered.

Ms. Martha, through open-ended question, shared what she experienced with her students.

There were some experiences during the implementation. I was challenged when some of my students didn't watch the videos that I had sent to them before class. They did not have time to watch because they had another activities. I motivated them to allocate their time for learning independently by watching videos. Then they finally had a progress to prepare before coming to class.

Ms. Maria got a different experience related to class activities.

I had three students who were hate of English. I advised and assisted them based on their needs and level of competence. I allowed them to ask many things and made them enjoy the class. I was so happy because they got good score on summative assessment.

To get deeper experience, in-depth interview conducted. They had some points to be the most valuable experience during the implementation.

Ms. Martha underlined her learning environment which was conducive for her students.

At the first learning I got doubt about applying this new methods, but my students had certain meaningful experience during the learning. They were motivated and encouraged because I guided them from their level. They said to me that they were not pressed to learn hard or learn materials which were not suitable with their level. I was more enthusiastic to guide them to find their way of learning.

Ms. Maria had a wonderful situation when she was with her students.

I was really happy that my students were really active and more creative, they didn't hesitate to ask what materials that were difficult. I am lucky to have a part in implementing these methods.

Teachers' experience after implementing Flipped-Differentiated learning

Ms. Martha and Ms. Maria were in-depth interview to explore more their experience after conducting flipped-differentiated learning. In general, they were satisfied when they implemented the methods because of the progress of their students and their personal development that make them more confident and have power in class.

Ms. Martha elaborated her whole journey with her students.

I felt doubt at the beginning of this implementation because it is the new approach in education. A few of my students did not have enthusiastic in learning English made me have a little hope they could prepare the materials well. During the process, I guided them personally based on their needs. Something that I found that they had prepared well before class, so they had known and comprehended the materials with some resources by searching additional materials beside the videos. It made them more confident to come and discussed with their friends, even they had some unpredictable questions to me. I was so happy that finally they were active in class.

Moreover, Ms. Martha emphasized the benefit of the integration of flipped and differentiated learning places on how those methods complete each other where flipped learning is as active preparation before class, while differentiated learning as the approach in class based on students needs.

I have a witness that how powerful this integration because those methods can complete each other. My students got more confident because they had prepared by watching the videos before class. They were more encouraged in class to be active and collaborative because I guided them with their level, not pressing them to jump to another level. It made them more convenient and enjoyable while learning. I think this integration is very recommended to be applied in education field especially EFL learners context.

When asking about her impact to her personal development, Ms. Martha said as follows.

By implementing this integration, I got much lesson, prominently I have to learn much about the materials and ready to be asked by the students. I am more confident in class because I have much knowledge by this process and I have well-prepared before class. This integration made me feel as an educator, and I can take my power properly as a teacher while handling the class. It's different with before implementing the integration, I used to not confident with myself.

Ms. Maria shared her experience how she struggled during the process and finally she got much in terms of being a teacher.

I was anxious at the start of this new approach. How to make video? Would my students like my videos or would they watch the videos? Many things happened to me which made me not confident to handle my class. After dealing with some efforts I felt more brave to handle class and had more enthusiastic to teach my students.

Related to this integration, Ms. Maria delivered her opinion as follows.

I think this integration is really good to make myself more challenged to prepare the materials before class, how to be creative and make interesting videos that can meet students needs. Students have much time to prepare themselves which motivate them learn independently and they have their own pace in learning. In class, they can explore themselves from their level of competence, assisted by teacher differently, can make students comfortable to study and get a good score. As a teacher, I have more strength to teach and more brave and confident to guide my students, because by this process I got many experiences that teach me much lesson how to be a good teacher.

Ms. Maria added her hope for the education, especially in context of teaching English.

Because of the benefits, either for students or for teachers, I suggest this implementation should be applied because students can have their time to explore their knowledge and they can grow up with their own condition, and for teachers, they can build up their self confidence, take their position effectively to handle the students without doubts and anxious because they have prepared themselves responsibly.

Those results have some points that are really important to be discussed in terms of how teacher agency exists in the process and output of the integration.

Discussion

The purpose of the study is to explore the development of teacher agency after implementing flipped-differentiated learning in the context of EFL learners. To concern about this case, exploring three stages needed. The first stage that needs to be underlined is the teacher agency before conducting the integration. The teachers mostly felt not confident and in doubts to set up their students follow their instruction because it was the first time they implemented the integration. Feeling of doubts and anxious had influenced themselves at the beginning of the program. According to Priestley and colleagues, the iterational dimension also includes personal life experiences in addition to professional knowledge, attitudes, and values. The first represents the collective corpus of professional knowledge, and the second the more distinctive personal histories of individual teachers. According to Priestley and colleagues' research (Priestley et al., 2015), these personal histories were frequently the most significant sources for creating compelling educational visions. To support teachers in exploring the connections and fit between their professional and personal knowledge, beliefs, and values is a crucial goal of teacher education (Anspal et al., 2019). It emphasizes that personal lives of the teachers influences their agency as a teacher on the way how to conduct the class.

Ms. Martha had an initial reaction was one of skepticism since she had never experienced the integration in her life. Some notions came to mind, such as how if the students had some unexpected queries, they would have plenty of time to ask them based on their needs and condition. She had to be prepared to answer the inquiries. What should she do if the students don't watch the video or if they dislike it? She was irritated by all of the questions the first time. Those kinds of disposition indicated that her teacher agency was down since it effects to her role as a teacher that should believe on her self if she does program related to teaching learning process. It is similar to Ms. Maria that felt anxious when she started the program. She didn't believe on herself when she made video, worrying about the acceptance of the students to her videos, and over thinking about students' reaction when differentiated learning applied in her class. Similar to Ms. Martha, they had mostly the same condition where they were not confident to themselves. Meanwhile in-depth interview, both told their weakness in making video. As a teacher, they felt ashamed since they did not have capability to make videos and it made their power to show their competence declining.

The complexity of their feelings at the beginning conducting the program influenced their agency as a teacher, they did not have confidence to apply since of their doubts, anxiety, and weakness. It is consistent with Emirbayer's and Mische's (1998) assertion that agency does not emerge from nowhere but builds on previous accomplishments, understandings, and patterns of behavior. Furthermore, they

elaborated that this is expressed in the iterational element of agency, which has to do with the selective reactivation by actors of past patterns of thought and action, routinely incorporated in practical activity, thereby providing stability and order to social universes and assisting in the long-term sustainability of identities, interactions, and institutions.

On the learning process, Ms. Martha and Ms. Maria had precious experiences with their students how the students changed themselves to like and active in learning process, although they were not active to watch videos before class process, but after giving motivation and assistance they had changed into the diligent ones. Beside that by giving assistance differently based on their needs, they more enjoyed the class without any pressure from their teachers. It shows how the approaches have created new nuance of learning with autonomy, active, creative, responsible, enjoyable, and meaningful.

The circumstances that created shaped the teachers more enthusiastic as a teacher. In ecological model perspective, it connects to practical-evaluative dimension which says agency is concerned with the past and the future, however, it can only be 'acted out' in the present, as expressed in the practical-evaluative dimension, which entails 'the capacity of actors to make practical and normative judgements among alternative possible trajectories of action, in response to the emerging demands, dilemmas, and ambiguities of presently evolving situations'. Judgements are both practical - affected by the affordances and restrictions of the setting - and evaluative - for example, risk judgments in each given circumstance or judgments about what is educationally desirable (Priestley, et.al, 2015). The experience of the teachers in handling class, the students change and acceptance support agency of the teacher which strengthens themselves of being a professional teacher.

Moving to their experience after completing the integration, in general, they were satisfied when they implemented the integration because of the progress of their students and their personal development that make them more confident and have power in class. There was a point related to their agency, such as they got more confident to handle the students because they witnessed their students have much progress by this integration. It was emphasized by Ms. Martha that she had more confident to handle the class because she had proven that by implementing this integration, her students got success in learning English, although she was doubts at the beginning of the instruction. It is similar to Ms. Maria who had proven that this integration had brought her students like English and she had more confident and power to handle the class.

By implementing this combination, they learned a lot, most notably that they needed to learn a lot about the contents and be prepared to answer questions from the students. They were more confident in class because they have gained a lot of knowledge through this process and have prepared thoroughly before class. This integration made them feel like an educator, and it allowed them to effectively assert their authority as a teacher, more brave and enthusiastic while managing the class. It is in line with what

Priestley, et.al (2015) stated that a teacher gains agency when she or he is able to assess alternatives and determine which option is most appropriate in light of her/his larger professional purpose.

CONCLUSION

The development of teacher agency through applying Flipped-Differentiated Learning in the setting of EFL learners has been demonstrated perfectly in this study, with participants finally feeling more confident, less apprehensive, and less doubtful after spending time with students. Despite feeling uneasy at the start of the implementation, by engaging with students and making every effort to ensure that students learn at their own pace and have the freedom to express themselves starting from their own level, the participants have a much better understanding of their agency as teachers.

Limitation and Recommendation

This study has a data restriction, specifically research on teacher agency, which is related to flipped-differentiated learning. This limitation leads to less elaboration and less confirmation of some research findings.

In terms of integration, they have shown how beneficial it is in the context of EFL learners because the strategies complement each other. Their students developed confidence as a result of their preparation, which included seeing the films before class. They were encouraged to be more active and collaborative in class since they were led by their level rather than pushed to move up. It made learning more enjoyable and convenient. Meanwhile, as teachers, they learned a lot about being more creative in generating films and faced new challenges in carrying out the implementation with limited resources. This integration is highly recommended for usage in education, particularly with EFL students.

Because of the benefits, either for students or teachers, they believe its implementation should be applied. Students can have time to explore their knowledge and grow up with their own situation, and teachers can improve their self-confidence and efficiently handle the students without doubts or fear because they have prepared themselves appropriately.

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