

## EXPLORING EFL LEARNERS' AGENCY IN ONLINE ENGLISH LANGUAGE TEACHING DURING THE COVID 19 PANDEMIC

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**Abstract:** This qualitative descriptive study intends to investigate how student agency skills were affected by online EFL instruction during the COVID-19 epidemic, as well as how it would have affected future learning and teaching. The study focuses on pre-service student teachers in Indonesia, aiming to equip them with the necessary skills for academic success and the modern job market. The results show that learners' agency was essential to their adjustment to the online learning environment, especially when taking into account elements like choice, fairness, participation, interest, motivation, self-efficacy, teacher support, and peer support. Moreover, the study highlights the importance of fostering student agency in EFL teaching and learning activities, which not only provide content-based learning but also create collaborative language learning environments that empower learners to utilize a variety of online resources and tools. Overall, this study provides insights into the effective implementation of online language education during unprecedented times while emphasizing the importance of student agency for successful EFL learning and teaching.

**Keywords:** *agency; EFL; learners agency; online-EFL teaching and learning; technology-enhanced language learning.*

### INTRODUCTION

For students to succeed in the modern world, which is characterized by the Fourth Industrial Revolution and Society 5.0, it is crucial that they not only have the theoretical knowledge necessary, but also the skills that are in demand on the job market. Research shows a gap between the skills learned in higher education and those actually needed in the workforce (Lauder & Mayhew, 2020; Okolie, Nwosu, and Mlangi 2019; Malik, 2018). Recent scholarship emphasizes the importance of personal agency as a central aspect of professionalism (Bush *et al.*, 2017; Grainger *et al.*, 2019; Jääskelä *et al.*, 2017), with rising expectations for abilities like creativity, collaboration, critical thinking, and communication. (Ghafar, 2020; van Laar *et al.*, 2017). Moreover, agency is seen as a crucial

strategy for adapting to change and uncertainty in the professional realm, playing a significant role in ongoing learning (Su in Jääskelä *et al.*, 2017).

In the current era characterized by technological advancements and innovation, it is crucial for graduates to have both practical and theoretical knowledge to meet the demands of the modern job market. However, studies indicate that there is a significant disparity between the skills that higher education equips graduates with and those required by employers (Altbach & de Wit, 2017; Beerkens *et al.*, 2021; De Boer *et al.*, 2017). Therefore, there is an increasing need to cultivate as well as additional abilities like creativity, collaboration, critical thinking, and communication to bridge this gap (World Economic Forum, 2020).

Personal agency is one such skill that is crucial for graduates to succeed in the workforce (Jääskelä *et al.*, 2017; Su in Jääskelä *et al.*, 2017). Personal agency enables individuals to take control of their lives, set goals, and take responsibility for their actions. It also allows individuals to adapt to change and uncertainty in the professional realm, which is essential in today's rapidly evolving job market. Recent scholarship has highlighted the importance of personal agency as a central aspect of professionalism (Billett, 2019; Grainger *et al.*, 2019; Jääskelä *et al.*, 2017).

Higher education institutions must recognize the need for personal agency development and incorporate it into their curricula (Billett, 2019; Jääskelä *et al.*, 2017). This can be achieved through various methods, such as experiential learning, reflective practices, and self-directed learning (Billett, 2019; Harri-Augstein & Thomas, 2017; Moon, 2013). These methods help students to develop self-awareness, self-regulation, and self-efficacy, which are critical aspects of personal agency (Jääskelä *et al.*, 2017).

In late 2019, the world underwent significant transformations as the workforce becomes more technologically advanced. People from all across the world experienced dramatic lifestyle changes, uncertainty, and persistent fear. Offices, schools, and universities were forced to shut down (Ali, 2020; Patricia Aguilera-Hermida, 2020; Yavani *et al.*, 2022). For approximately two years, Indonesian students at all educational levels studied from home due to pandemic-related restrictions (Setiawan, 2020).

Within higher education, both faculty and students had to quickly adjust to these changes, including those in English departments (Rahayu & Yusuf, 2021). Face-to-face meetings were

replaced by online classes that heavily depended on the internet and digital technologies (Firmansyah *et al.*, 2020). Students accessed their coursework through Whatsapp groups, Google Classroom, Moodle, and other platforms (Wijayanti *et al.*, 2020). In this learning environment, lecturers provided learning resources and guidelines, while students were expected to take charge of their own education (Kuswanto *et al.*, 2020). They were encouraged to find additional learning resources, read assigned materials within a specific timeframe, and manage their own assignments. Online classes necessitated students to direct their own learning, which required a sense of 'agency' (Rahayu & Yusuf, 2021).

According to van Laar (2017), learner agency refers to the capacity to take action, which is influenced by various contextual factors such as social, interactional, cultural, and institutional factors. He also highlights three key aspects of learner agency: (a) the ability to take initiative and self-regulate, (b) a reliance on the context in which learning occurs, and (c) an awareness of one's responsibility for their actions within the environment in which learning takes place.

Jiang and Zhang (2019) and other researchers define learning agency as the capacity to act, which is influenced by sociocultural factors. From an educational perspective, learner agency involves external and internal factors that contribute to decision-making and taking responsibility for learning (Marín, de Benito Crosetti, & Darder in Martel and Garcías, 2022). In their systematic literature review, Marín *et al.* (2022) proposed a student agency as a paradigm when implementing technology-enhanced learning (TEL) in higher education, providing frameworks that relate student agency with TEL.

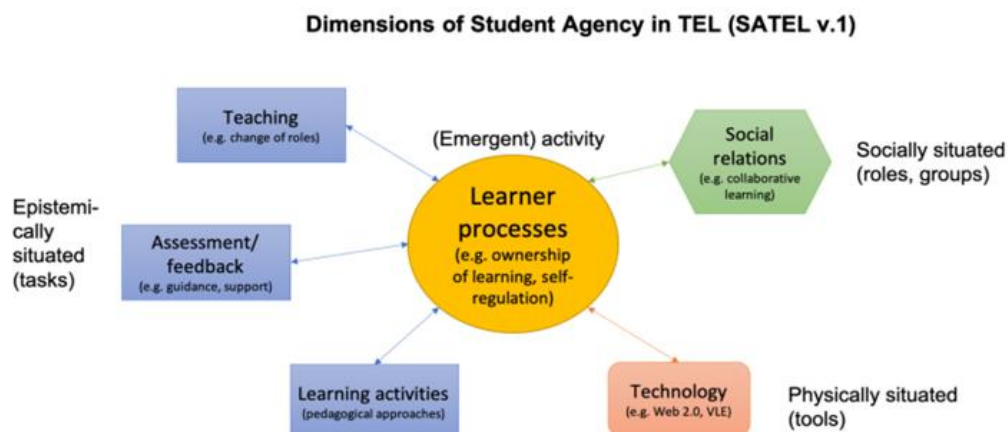


Figure 1. A model approach to the dimensions of student agency in TEL within higher education (Marín *et al.*, 2022)

The significance of student agency in technology-enhanced language learning (TELL) during the COVID-19 pandemic has been recently brought to light by research. For instance, a study by Wang *et al.* (2021) discovered that online TELL gave students the chance to be in charge of their education, make decisions, and collaborate with peers. Another study by Kukulska-Hulme *et al.* (2020) emphasized the need for learner autonomy and agency in TELL, especially during times of disruption like the pandemic.

However, it is also important to consider the challenges and limitations of online TELL. For instance, some studies have noted that learners may experience a lack of motivation or engagement in online learning settings (Sun *et al.*, 2021; Yildirim *et al.*, 2021). Furthermore, issues of equity and access may arise, particularly for learners from disadvantaged backgrounds (Warschauer & Matuchniak, 2010).

To address these challenges, researchers have proposed various strategies for promoting learner agency in online TELL. These include the use of gamification and other motivational techniques (Kapp, 2012), the integration of social media and other collaborative tools (Kukulska-Hulme & Shield, 2018), and the development of learner-centered pedagogies (Tynan *et al.*, 2015).

Another study was carried out to look into the connection between student agency and technology-enhanced learning by Knight and Barbera (2018). They focused on learner's agency in Computer-Assisted Language Learning (CALL). Their research findings reveal the presence of agency, specifically "directional agency," which pertains to navigational actions during language learning tasks (Knight & Barbera, 2018).

According to Marn *et al.* (2020), a variety of social software solutions provide students more agency by encouraging autonomy and participation in online communities where knowledge is co-created by students as they take on active roles and where ideas are exchanged. A number of agency dimensions related to learning are also identified by them, including learner autonomy, ownership of learning, self-regulation, learner control, engagement, motivation, reflection on learning, self-directed learning, student participation, logistical choices (technology, place, and time), and others. Recent studies have also examined the value of technology-enhanced learning in fostering student agency and autonomy in a variety of educational

environments, including Al-Samarraie *et al.* (2021) and Nguyen *et al.* (2021).

Overall, current research highlights the importance of promoting learner agency in online TELL during the COVID-19 pandemic and beyond. While there are challenges and limitations to be addressed, there are also opportunities for innovation and pedagogical development in this area.

The current research focuses on the development of student agency in technology-enhanced language learning, particularly among English Department students who took online courses during the COVID-19 pandemic. The study aims to address the gap in the literature on this topic by answering two main questions: (1) How did online learning during the pandemic contribute to the promotion of EFL learners' agency? (2) What are the implications of the portrayal of EFL learners' agency in online learning during the COVID-19 pandemic for future learning practices?

## METHOD

The English Language Teaching Department of a state Islamic institute in Cirebon, Indonesia, used a qualitative research approach to examine the effects of online EFL learning and teaching during the COVID-19 epidemic on pre-service student teachers' understanding of student agency. Purposive sampling was used to identify study participants, and online surveys with 20 items covering possibilities for choice, equality of treatment, involvement, interest and motivation, self-efficacy, teacher support, and peer support were used to gather data. 40 students, comprising 8 men and 38 women, who were high, average, and low performers and had taken two years of online courses, were given the survey using Google form (Marn *et al.*, 2022). The gathered data were subjected to descriptive and visual analysis, and member checks were employed to guarantee the quality and reliability of the data. In keeping with the work of Creswell (2014) and other specialists in qualitative research, the study aimed to increase student empowerment or agency and to track its impact on future language learning and instruction.

With a focus on pre-service student teachers, the qualitative approach of the study allowed for a thorough comprehension of the complex phenomena of student agency in online EFL learning and teaching during the COVID-19 pandemic (Jiang & Zhang, 2019). However, based on data from students' language learning activities

in English language teaching for students preparing to become teachers, the study's restriction was focused on the topic of learner agency during the COVID-19 pandemic (Martel & Garcas, 2022). However, the study's findings underline the value of encouraging student agency in EFL teaching and learning activities, which is consistent with Van Lier's (2017) work and that of other academics who have emphasized the relevance of learner agency in the learning process.

## RESULTS AND DISCUSSION

In this study, the agency of students participating in online EFL classes during the pandemic was examined. It made an effort to address two key issues: how online learning during the COVID 19 pandemic aids in promoting EFL learners' agency and what implications the portrayal of EFL students' agency in pandemic-era online learning has for future EFL learning.

### Online learning during the covid 19 pandemic

#### *helps promote EFL learners' agency*

The survey's results are discussed in order to respond to the first research question. There are 20 statements in the survey, and they are divided into 7 agency factors. They include the ability to choose, fairness, engagement, interest, and motivation, as well as self-efficacy, teacher assistance, and peer support. The participants responded by selecting one of the four possible Likert-scale options (strongly disagree, disagree, agree, and strongly agree) from a range of 1-4. Following is a description of the findings for each factor.

#### *Opportunities to make choices in online EFL learning*

The questions about students' opportunities to make choices are represented in two questions. They include how students choose their learning resources and ways to learn learning materials in online learning during the pandemic. The results are shown in the following figures.

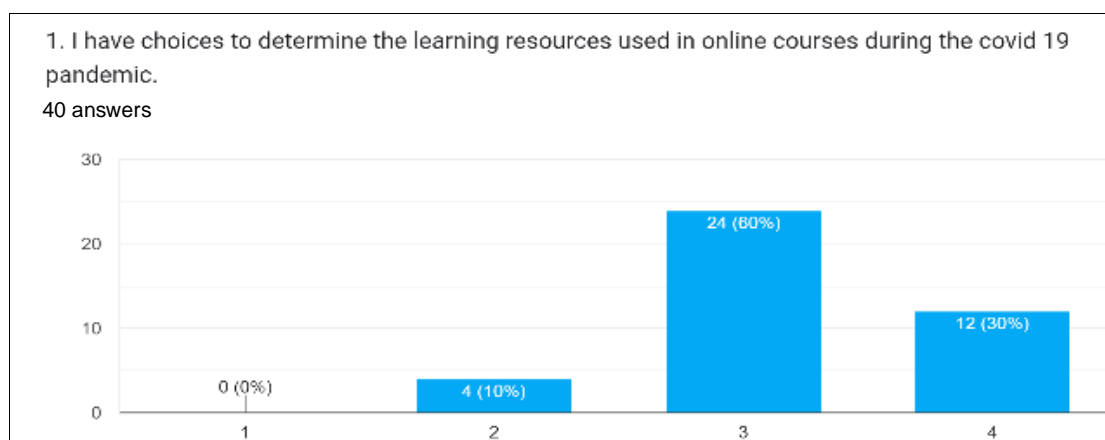


Figure 1. Students' choices to determine the online resources

In contrast, just a small percentage of students (10%) said they had no choice in the learning resources they used in their online courses during the Covid 19 pandemic, according to Figure 1. This feature is especially important for EFL students nowadays because of the abundance of free authentic and non-authentic English learning resources available to them thanks to technological advancements. Learning agencies enable EFL students to take full advantage of the wealth of available language learning resources to accelerate their language acquisition.

The results of this study are in line with earlier studies on the value of learner agency in language acquisition. Jiang and Zhang (2019), for instance, stressed the importance of learner agency in the growth of language competence since it

empowers students to take charge of their education and engage in self-directed learning. In a similar vein, Martel and Garcas (2022) discovered that increasing student instructors' technological pedagogical topic knowledge is crucial for fostering learner agency in distant learning since it gives students the freedom to use technology to support their studies.

Research on the advantages of employing authentic and non-authentic resources in language learning also lends support to the study's findings. Tomlinson (2012), for instance, made the case that using authentic materials increases learner motivation and engagement because it exposes students to language use in the actual world. Similar to this, Hafner and Miller (2011) emphasized the advantages of non-authentic

resources in fostering learner autonomy and self-directed learning, such as online games and quizzes.

In conclusion, this study's findings regarding the value of learner agency and choice in online EFL instruction during the COVID-19 pandemic

are consistent with earlier findings regarding the advantages of learner agency, the use of authentic and non-authentic materials in language learning, and the significance of technology in fostering learner autonomy.

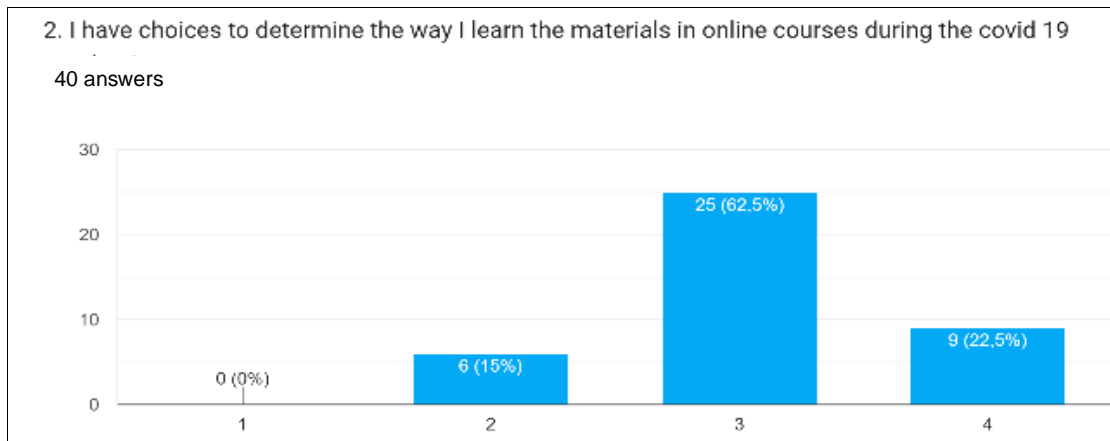


Figure 2. Students' choices to determine ways to learn the materials

Similar to the finding on students' choices to choose the learning resources, most of the students also agreed that they had choices to determine ways to learn language learning materials in online courses during the Covid 19 pandemic. In contrast, few students (15%) stated that they did not have choices to decide ways they used to learn the learning materials.

Allowing students to determine how they learn the materials could promote greater engagement and motivation. For EFL learners, this freedom can foster a more collaborative and supportive language learning environment. With the right guidance, collaboration increases opportunities for students to use English as much as they can when interacting with their peers. This freedom also allows students to use English learning tools that can support their language learning goals. Allowing students to determine

how they learn certainly helps EFL teaching and learning to stay current and relevant.

Online EFL learning during the pandemic gives students more freedom to choose the learning resources and ways to learn the materials. This is in line with Lebenicnik, *et al.* (as cited in Arapova, 2020) who argue that varied learning resources that are available online enable students to make the most suitable educational setting for their personalized learning and choices.

#### Equal treatment in online EFL learning

In the survey, there is only one question representing the treatment students get in online EFL learning during the pandemic which is about the equal treatment that students get from their lecturers. The result can be seen as follows.

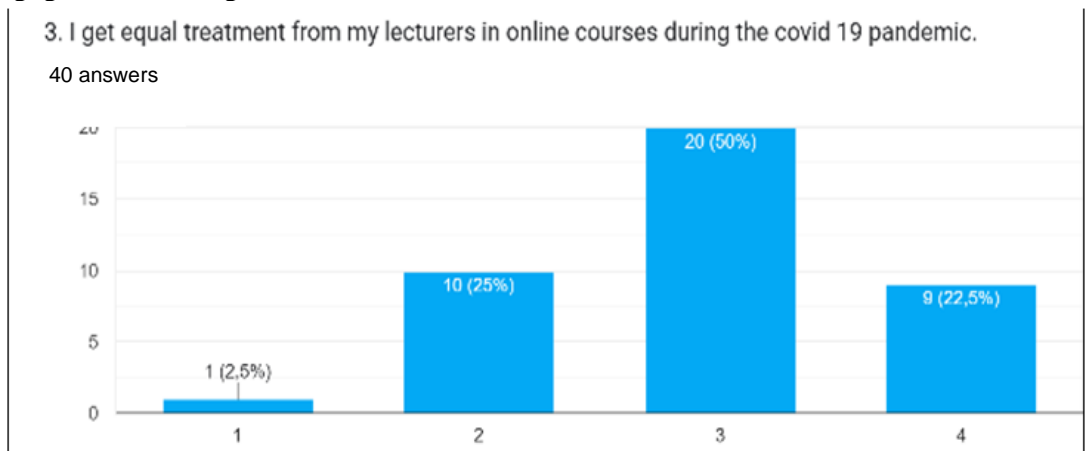


Figure 3. Lecturers' equal treatment to students

Figure 3 indicates that most of the students (50%) shared the same idea that their lecturers treated students equally in online learning during the pandemic. However, there were few students stated that they were not treated equally by their lecturers. An example of how power relations mediate students' learning experience can be seen from the students that are not treated equally by their teachers due to teacher expectation effects (Denessen, *et al.*, 2020).

*Participation in online EFL learning*

Four questions were formulated to know students' participation in online learning during the pandemic. Participation covers students' chance to ask questions, give opinions, take responsibility by being active participants, have the willingness to participate, and have the courage to express different views.

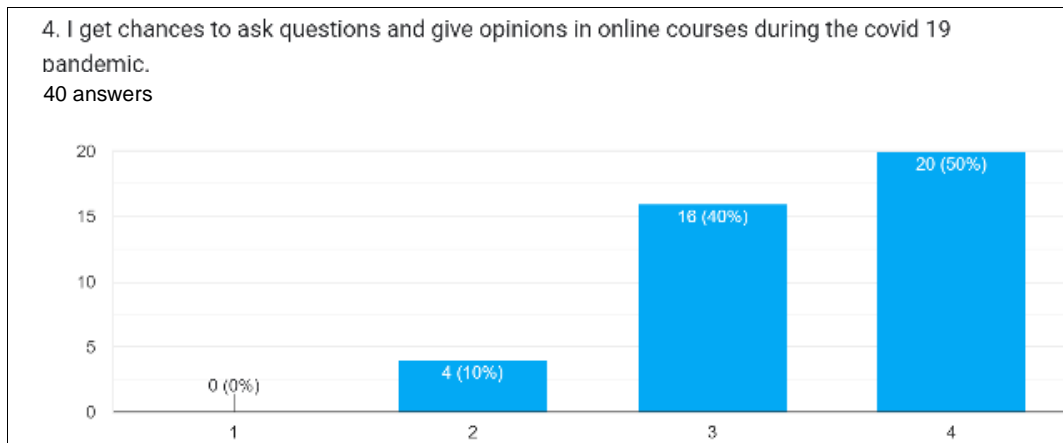


Figure 4. *Students' chances to ask questions*

Based on the data above, it can be seen most students (50%) fully agreed with the statement that they had chances to ask questions and give

opinions in online courses during the Covid 19 pandemic. Only very few students (10%) disagreed with the statement.

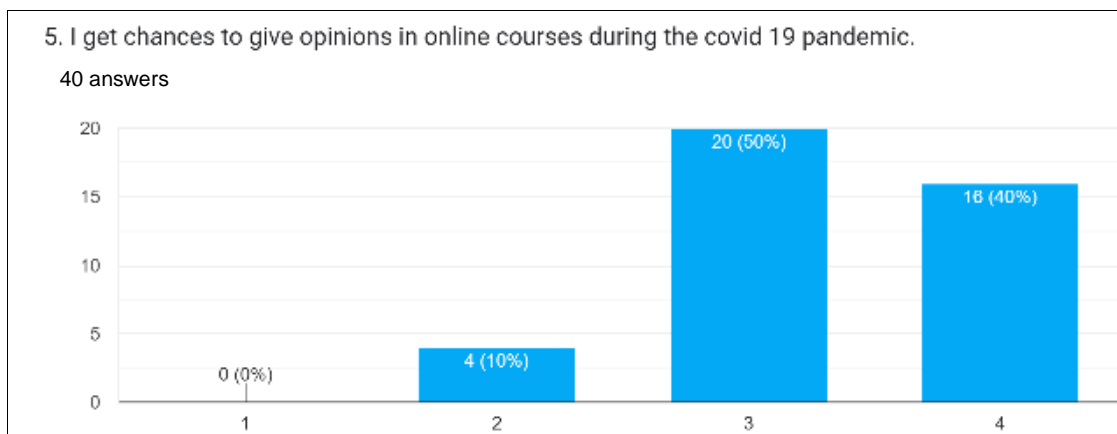


Figure 5. *Students' chances to give opinions*

Similar to the responses in the previous statement, the students agreed that they got more chances to share their opinions in online courses during the Covid 19 pandemic. Encouraging EFL learners to ask questions and express their opinions could be helpful to improve their language skills. Asking and expressing opinions

require learners to use more nuanced language to explain their ideas and justify their point of views. This could eventually help learners to expand their vocabulary and improve their grammar to express their ideas in various contexts.

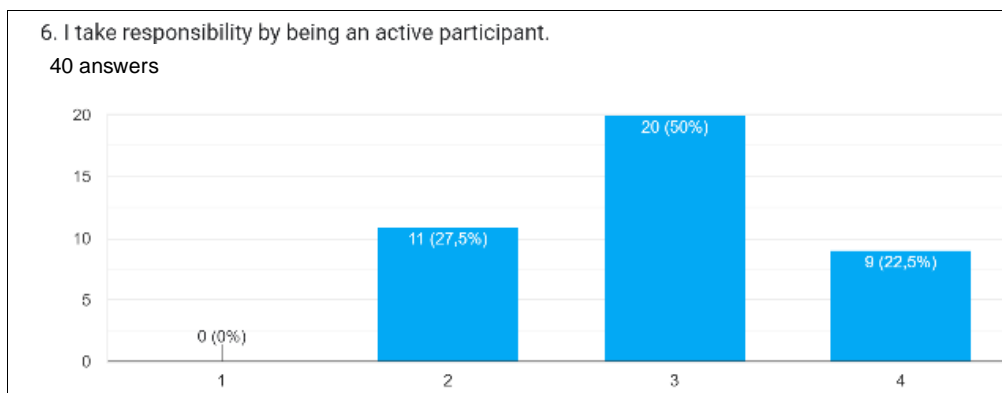


Figure 6. *Students' responsibility to be active participants*

Figure 5 indicates that the majority of the students (50%) approved that they took responsibility by being active participants in online learning. On the contrary, a few students (27.5) argued that they did not take responsibility to be active participants.

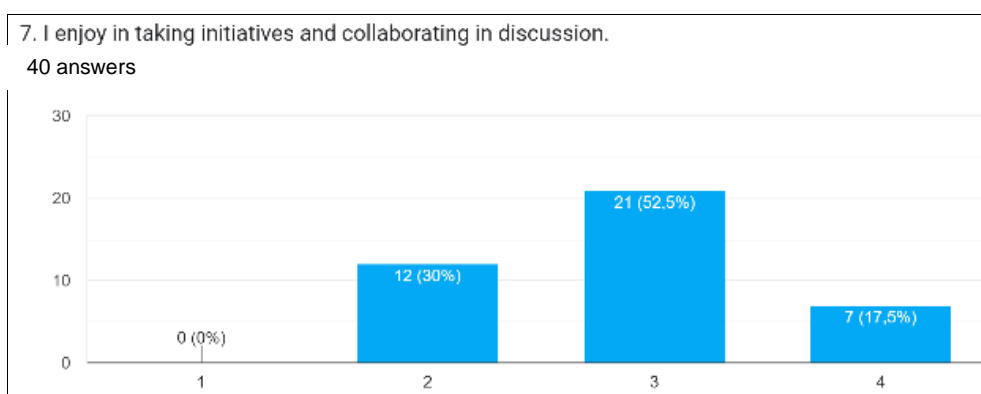


Figure 7. *Students' pleasure in taking initiative and collaborating in discussion*

The data presented in the figure aligns with the existing literature on the benefits of collaborative learning environments in EFL education. Many studies have emphasized that when students are encouraged to collaborate with their peers, they are more likely to engage in discussions and develop their language proficiency and confidence in utilizing the language. For example, Li (2018) argued that collaborative learning can provide EFL students with opportunities to communicate with peers, express their opinions, and negotiate meaning, which ultimately leads to improved language proficiency. Moreover, collaborating with peers from diverse cultural and linguistic backgrounds can enhance students' intercultural communication skills, as noted by Chen and Chen (2018). They highlighted that by working with peers from different backgrounds, students learn to recognize cultural differences, adapt their communication style, and develop cultural sensitivity.

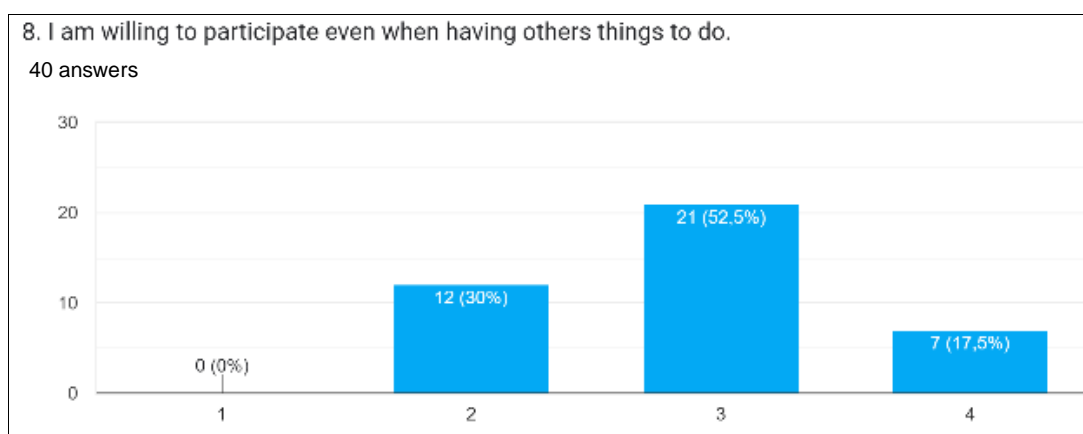


Figure 8. *Students' participation while having other obligations*



Figure 8 demonstrates that the majority of students (52.5%) were willing to participate despite having other obligations. A few of them gave the opposite opinion that when they had other things to do, they were not willing to participate.

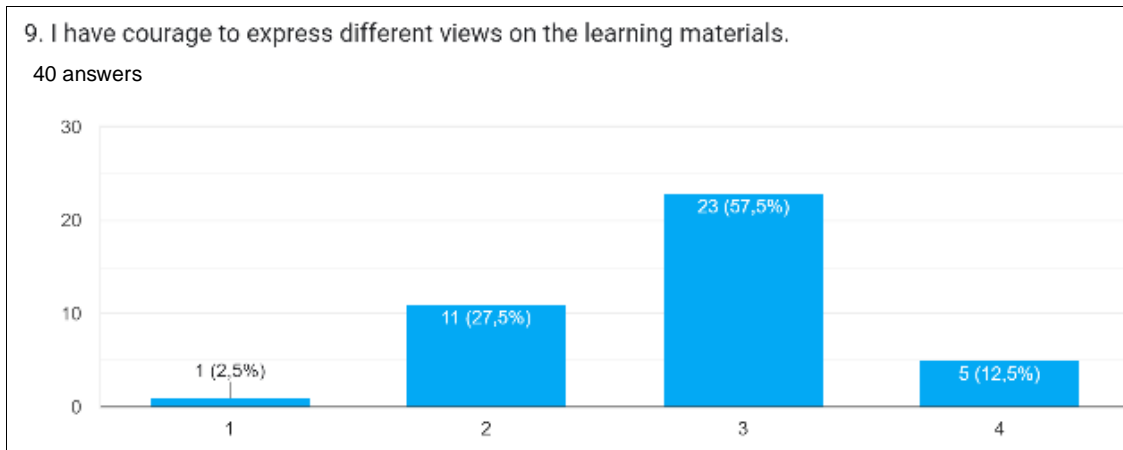


Figure 9. *Students' courage to express different views on the learning materials*

The figure above reflects that most of the students (57.5%) are brave to share different opinions on the learning materials. Nevertheless, a few of the students (27.5%) stated that they have no courage to share different opinions on the learning materials.

The results of the survey on the participation factor indicate that online learning during the pandemic has made it possible for students to get more chances to express their ideas and to contribute more to class discussions. Greeno (as cited in Jääskelä, *et al.*, 2017) points out that students' changing involvement patterns are thought to affect how they regard themselves as

learners, which influences how they take their learning 'initiative and responsibility'. Despite more chances available, a few students still found it difficult to commit to being active participants, to prioritize the courses, and to contest the learning materials.

*Interest and motivation*

Five significant factors are covered under the interest and motivation component. They consist of the students' motivation for learning, views on the course subject, desire to do well in the class, desire to learn the information, and persistence in learning.

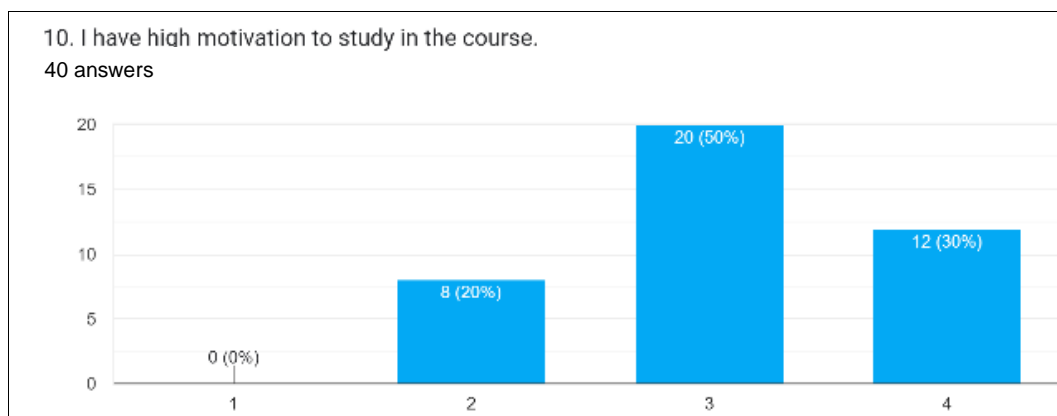


Figure 10. *Students' motivation to study in the course*

Figure 10 indicates that the majority of students (50%) found that they were highly motivated to learn online learning during the

pandemic. Only 20% of the students responded that they did not have high motivation to study in the course.



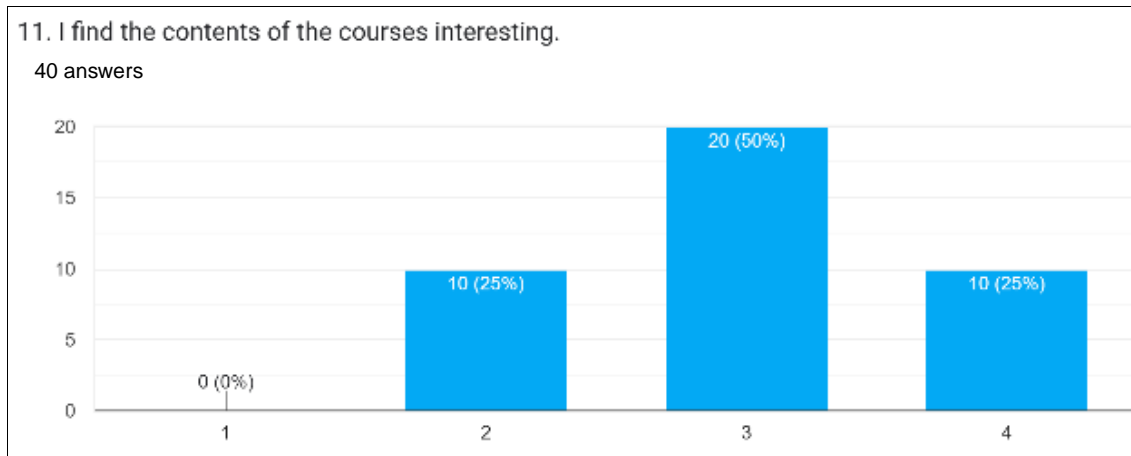


Figure 11. *Students' opinions on the course contents*

Regarding students' opinions on the course contents, most of the participants agreed that the contents of the courses were interesting. A few of them, on the other hand, found that the contents of the courses were not interesting for them.

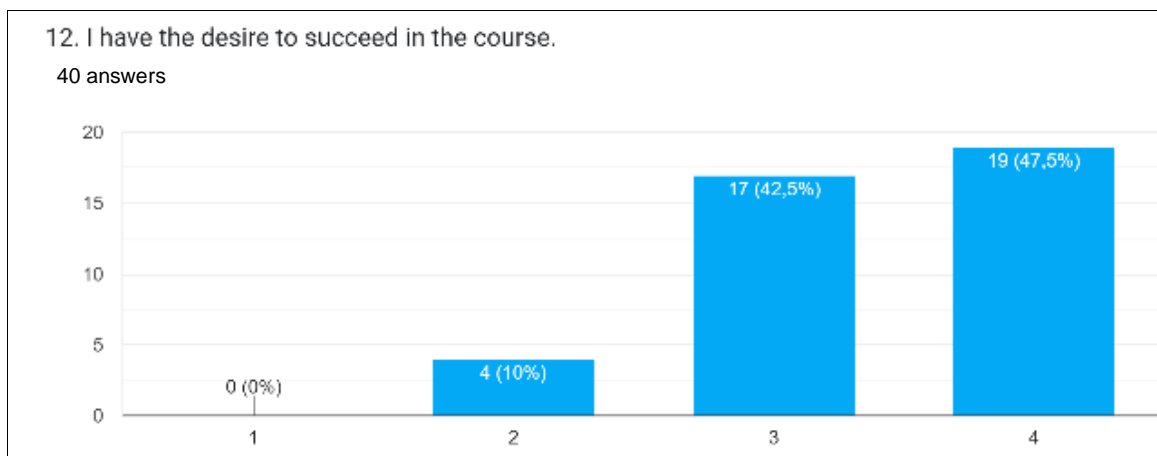


Figure 12. *Students' desire to succeed in the course*

Figure 12 indicates that most of the students have the want to be successful in the course. 47.5% of the participants expressed their strong agreement to the statement and 42.5% of the participants justified it by giving their agreement on the same statement.

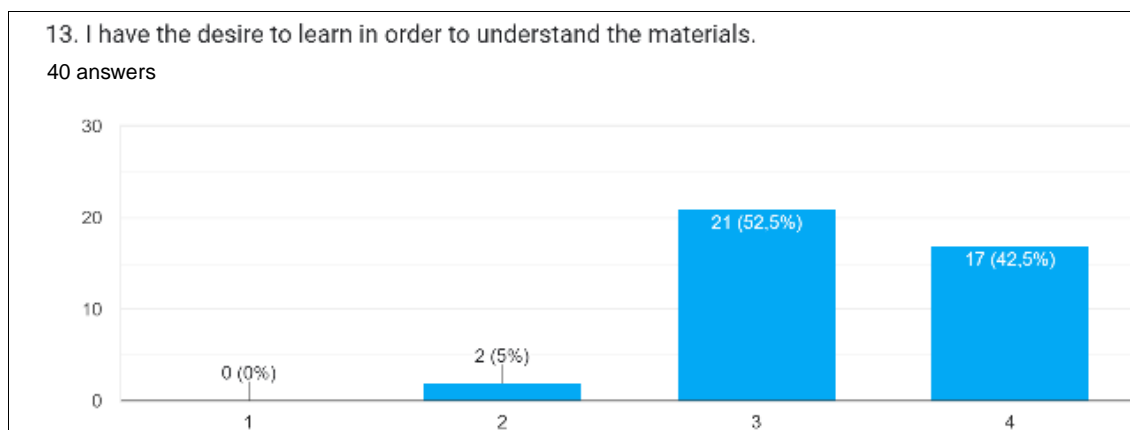


Figure 13. *Students' desire to learn in order to understand the materials*

In line with the previous statement, students' participants agreed that they had the desire to want to study in order to understand the materials learn in order to understand the materials better. can be seen in Figure 13 above. Most of the

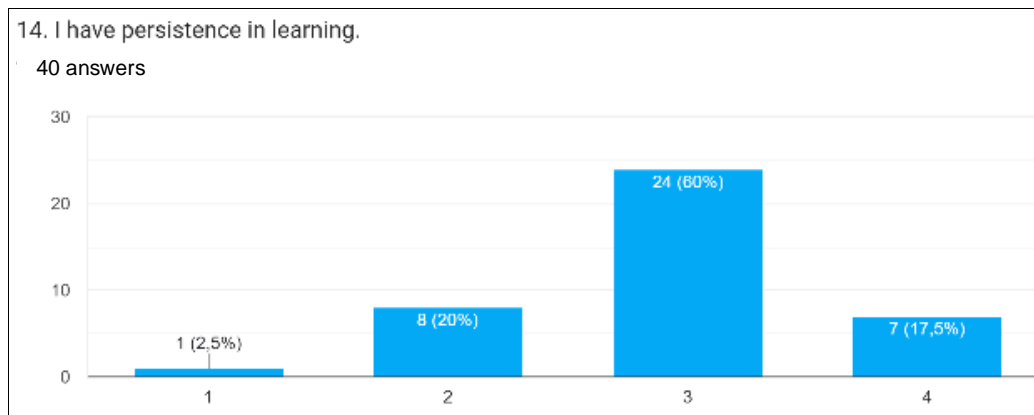


Figure 14. *Students' persistence in learning*

Figure 14 demonstrates students' persistence in learning. Most of the students (60%) agreed that they had persistence in online learning during the pandemic.

Online learning during the pandemic can be said to successfully improve students' interest and motivation in learning. This will lead to their positive views on the learning materials, learning desire, and persistence in learning. A similar idea was stated by Waryanto (as cited in Fajri *et al.*,

2021) that one of the benefits of online learning is it can increase students' motivation and interest to learn.

*Self-efficacy*

The factor related to students' self-efficacy is addressed in two statements. They are students' belief in their competences to succeed in the courses and to complete challenging tasks in the courses.

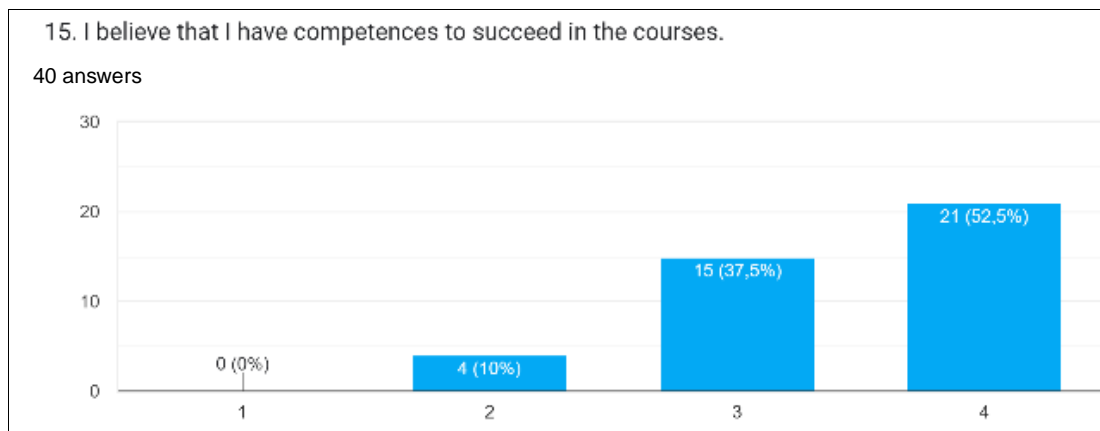


Figure 15. *Students' belief in their competences to succeed in the courses*

Figure 15 demonstrates that the majority of students (52.5%) strongly agreed that they believed they could use their competences to

succeed in the courses. Only few students (10%) stating their disagreement on the statement.

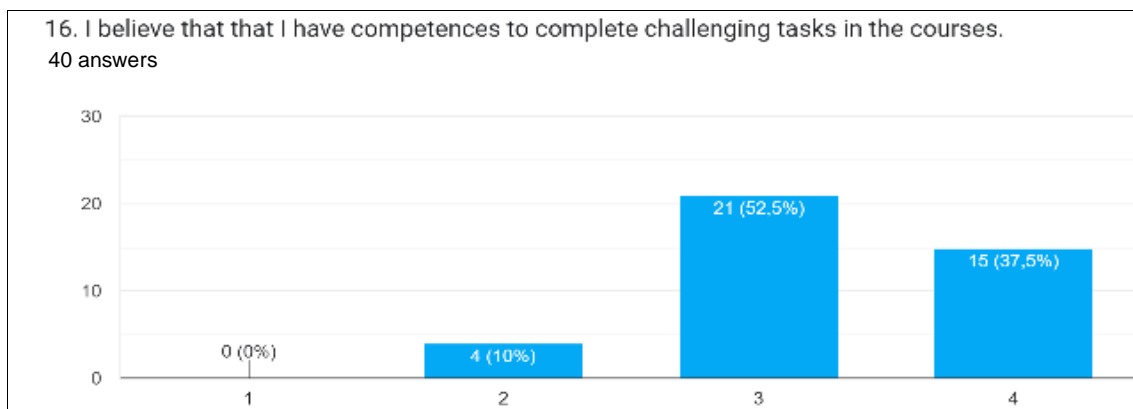


Figure 16. *Students' belief in their competences to complete challenging tasks in the courses*

Related to the previous statement, students' beliefs on their competences to complete challenging tasks were also included. The results indicate that most of the students 52.5% believed they could use their competences to complete challenging tasks in the courses.

In addition, if seen from the responses to the two statements regarding students' self-efficacy, the number of students who disagreed with the statement was the same. It can be implied that those students giving their disagreements are the same. Thus, students' belief in their competence to succeed in the courses will reflect their efforts

in using the competences to complete challenging tasks in the courses. Students' strong self-efficacy can promote well-being, motivation, and effort devotion. Students with high self-efficacy tend to be happy, motivated, and dedicated to their work (Jääskelä, *et al.*, 2017).

#### Teacher support

The teacher support factor is represented in two statements regarding lecturers' positive attitudes to the students and students' experience of being forced by their teachers. The result can be seen in the following figures.

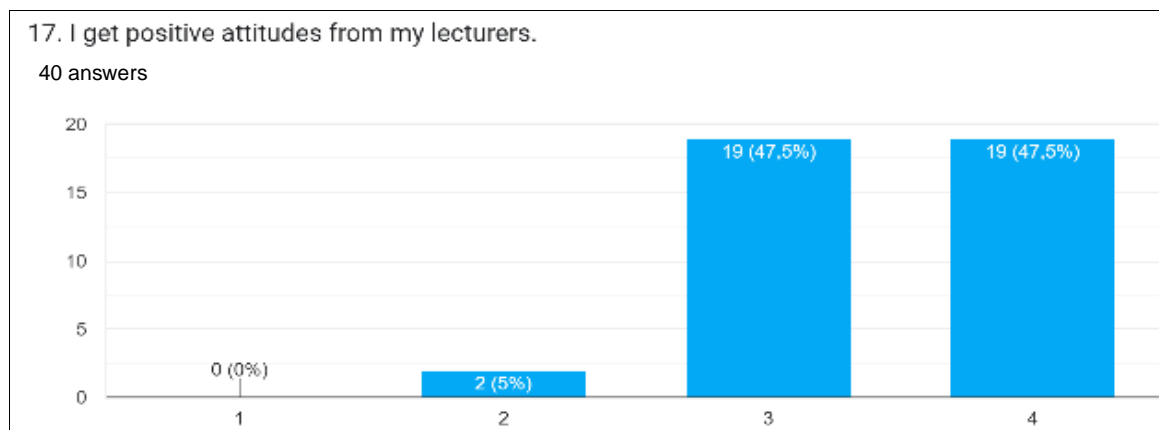


Figure 17. Lecturers' positive attitudes to the students

Figure 17 represents lecturers' positive attitudes toward the students. Most of the students show positive responses to the statement. The

same percentage of the students (47.5%) strongly agreed and agreed with the statement that they got positive attitudes from their lecturers.

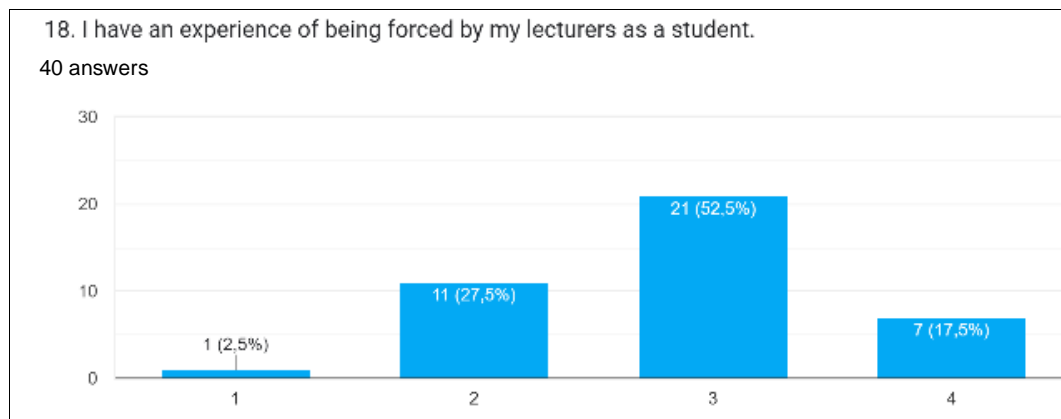


Figure 18. Students' experience of being forced by their teachers

Despite the responses that students got positive attitudes from their lecturers, the responses on students' experience of being forced by their lecturers indicate that the majority of the students (52.5%) experienced force from their lecturers.

Despite the positive support that students got from the lecturers, the majority of students claimed that they had experiences of being forced by their lecturers. This indicates that students' learning motivation has not been maintained well.

A similar idea is given by (Ryan, R. M., & Deci, 2000) Ryan & Deci (2019) stating that individuals' 'intrinsic motivation' is sustained when they have the freedom to voluntarily act on something without any outside pressure.

#### Peer support

Besides peer support, one of the factors in agency also addresses how students support each other's learning. The statements related to peer support

involve students' learning support from their assistance in dealing with learning difficulties. peer's experience and students' reciprocal

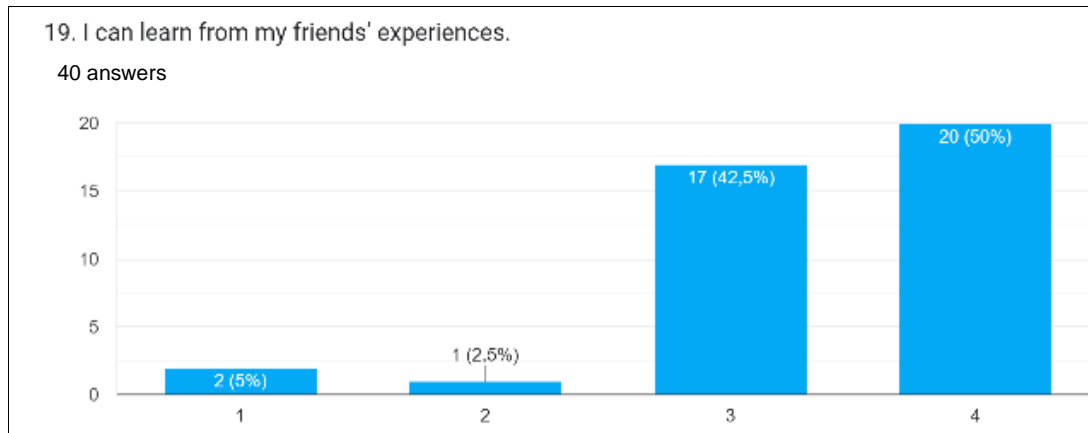


Figure 19. Students' learning support from their peers' experiences

Figure 19 shows that the majority of students friends' experiences. Only very few students (50%) approved that they could learn from their showed their disagreement to the statement.

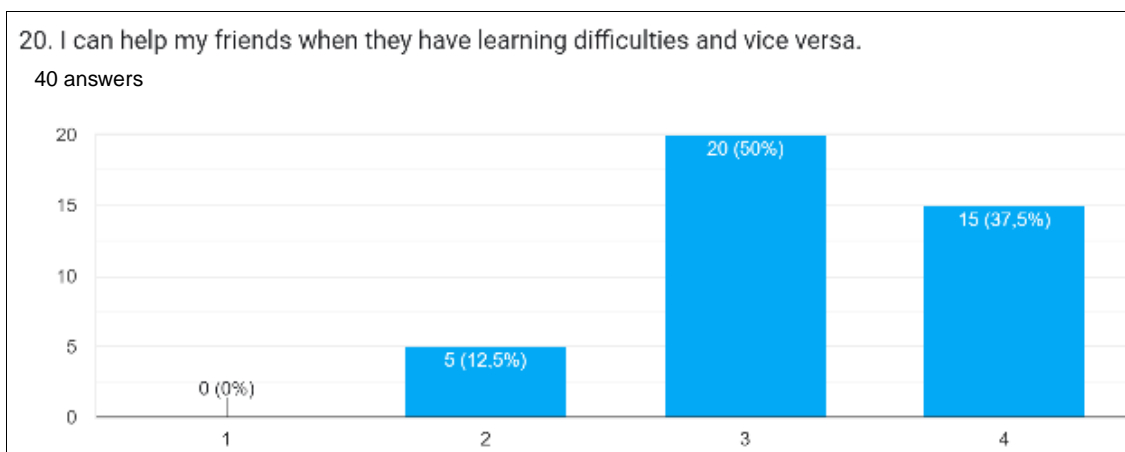


Figure 20. Students' reciprocal assistance in dealing with learning difficulties

The data in Figure 20 show that most of the students (50%) agreed that they gave reciprocal assistance in dealing with each other's learning difficulties. It implies that in online learning where students cannot involve in face-to-face interaction, they can still help each other's learning difficulties. To practice agency, teacher-students' and students-students' mutual relationships and students' ability to collaborate are the key components (Greeno; Lipponen and Kumpulainen; Edward as cited in Jääskelä, *et al.* 2017).

In conclusion, online learning during the pandemic has given students more authority to develop their agency. The survey results indicate that most of the students gave positive responses to the statements regarding agency factors. In addition, the results also show that there are interrelated relationships between one factor of agency and another. For example, the students who feel that they are given more opportunities to

make choices and teacher support in the learning process will be more motivated to learn and more confident to make use of their competences to take the initiative and participate in EFL teaching and learning. However, to achieve a fruitful result, thorough development of agency domains by accommodating all related factors should be done. The survey results show that even if the lecturers already have provided more choices for students in learning when students still feel they are oppressed in the learning process it shows that the students have not fully developed their agency and their motivation may not be maintained well. In short, the potential of people to take purposeful, individuals-defined, useful, and self-directed action that is limited by power dynamics and structural, contextual elements is highlighted by these concepts of agency (Jääskelä, *et al.*, 2017). Online learning during the pandemic which creates a learning environment for students that enable them to

express their preferences and actions to deal with their own learning problems and goals can promote students' agency.

#### *Implications of EFL learners' agency during Covid-19 for future EFL education.*

The portrayal of EFL learners' agency in online learning during the pandemic provides several insights for future learning, as explained below. Students can achieve success if they cultivate their agency, which allows them to identify learning challenges, competencies, goals, and develop self-regulated learning strategies to accomplish their objectives. Higher education curricula are increasingly focusing on empowering students to create their own learning environments and build their capacity for self-regulation, goal-setting, and responsibility acceptance (Lebeničnik *et al.*, 2015).

EFL training shouldn't just focus on mastering subject matter knowledge in order to promote agency. Teachers must also give kids chances to develop and explore their agency. Students can better develop their identities as learners and potential professionals in a learning environment that promotes involvement, influence, and acknowledgement of individual abilities, preferences, aspirations, and resources (Marin *et al.*, 2020).

Moreover, relational agency, one aspect of agency, addresses the power dynamics between teachers and students. These dynamics encompass not only teacher-student relationships but also student-to-student interactions. Providing students with more choices is insufficient; educators must minimize pressure on students by nurturing their agency. By assisting students in developing their agency, they will be more willing to engage in the teaching and learning process, and oppressive elements can be eradicated. Educators should establish learning environments that foster students' agency development. Lipponen & Kumpulainen (2011) argue that teachers require relational agency, which relates to their ability to collaborate and offer mutual support.

Finally, as the study participants were teacher candidates, it is crucial to develop their agency to serve as role models for their future students and share their experiences in agency development. The initial stage of teacher education should prioritize cultivating teacher candidates' agency (Marin *et al.*, 2020). Agentic teachers play a vital role in educational changes, as agency is concerned with how individuals respond to

challenging situations (Toivola *et al.*, 2022).

Overall, current research highlights the importance of promoting learner agency in online TELL during the COVID-19 pandemic and beyond. While there are challenges and limitations to be addressed, there are also opportunities for innovation and pedagogical development in this area.

#### **CONCLUSION**

The self-reported questionnaire results suggest that the online EFL learning and teaching relying heavily on the Internet and digital technologies during the Covid 19 pandemic encouraged students to develop a sense of agency. Most pre-service teacher students perceived that they were given choices to determine ways of learning the language and which learning resources they wanted to use.

By having agency, students have the sense on how they can utilize the abundant English learning materials they can access for free as well as to use English learning tools to achieve their language learning goals. This is an important indicator of learners' agency because at the heart of agency is the ability to make choices. The research results also suggest that online courses provided chances for students to receive equal treatment and participate in collaborative learning. Collaborative learning activities are essential for EFL learners as they allow them to practice using the learned language in authentic contexts.

Finally, for online courses to effectively foster the agency of EFL learners, they must encourage students to assume responsibility for their own language learning, to set language learning objectives, to identify their own learning preferences and strengths, and to forge their identities as learners and potential EFL professionals. These agency ' traits can hopefully be transferred to their students in these pre-service teacher students' ELT professional career.

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