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TRACING SIGNATURE DYNAMICS OF EFL TEACHERS' AGENCY FOR SOCIAL JUSTICE IN TÜRKİYE: RETRODICTIVE QUALITATIVE MODELLING

BY

Ümmügül MUTLU KÖROĞLU

Supervisor-Head of Examining and Thesis Monitoring Committee:
Prof. Dr. Jülide İNÖZÜ
Member of Examining and Substitute Thesis Monitoring Committee:
Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Member of Examining Committee and Thesis Committee:
Dr. Senem ZAİMOĞLU
Member of Examining Committee and Thesis Committeee:
Prof. Dr. Cem CAN (Çukurova University)
Member of Examining Committee and Thesis Committee:
Assoc. Prof. Dr. Muzaffer Pınar BABANOĞLU (Mersin University)

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APPROVAL

REPUBLIC OF TÜRKİYE

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Univ. Inside Supervisor- Head of Examining Committee-Member of Examining and Thesis Monitoring Committee- Regular Mamber: Prof. Dr. Jülide İNÖZÜ

(The Original Copy Hold in Institute Directorate is Signed.)
Univ. Inside-Member of Examining and Thesis Monitoring Committee
Committee: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

(The Original Copy Hold in Institute Directorate is Signed.)
Univ. Inside- Substitute Member of Examining and Thesis Monitoring Committee
Committee- Regular Member: Dr. Senem ZAİMOĞLU

(The Original Copy Hold in Institute Directorate is Signed.
Univ. Outside-Member of Examining Committee- Regular Member:
Prof. Dr. Cem CAN (Çukurova University)

(The Original Copy Hold in Institute Directorate is Signed.)
Univ. Outside-Member of Examining Committee-Regular Member:
Assoc. Prof. Dr. Pınar BABANOĞLU (Mersin University)

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Name & Surname:	Ümmügül MUTLU KÖROĞLU
Number:	2020007002
Department:	English Language Education
Program:	PhD Thesis (X)
Thesis Title:	Tracing Signature Dynamics of EFL Teachers' Agency for Social Justice: Retrodictive Qualitative Modeling

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ABSTRACT

TRACING SIGNATURE DYNAMICS OF EFL TEACHERS' AGENCY FOR SOCIAL JUSTICE IN TÜRKİYE: RETRODICTIVE QUALITATIVE MODELLING

Ümmügül MUTLU KÖROĞLU

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Drawing upon CDST (Complexity Dynamic System Approach), this case study aims to explore how English language teachers in Türkiye exercise their agencies for social justice issues in classes with marginalized students and the factors affecting their agency enactments. Previous work in this field confirmed contextual and time-sensitive feature of individual teacher's agency (Leal & Crookes, 2018; Li & De Costa, 2019; Pena-Pincheria & De Costa, 2021), yet, there is no elaborate inquiry into early-career EFL teacher agency archetypes and their characteristics, teachers' developmental agency trajectories, and underlying factors influencing their agency. This study aimed to investigate early-career EFL teachers' agency development for social justice issues at schools including marginalized group of students. To fulfill this aim, a retrodictive qualitative modelling approach (Dörnyei, 2014) was employed. The initial phase of the approach, focused on identifying system outcomes, referred to early-career EFL teacher agency archetypes for social justice issues. The second phase aimed to pinpoint prototypical teachers that exemplify their archetypes well. The final phase sought to trace the developmental teacher agency trajectories of these prototypical teachers, aiming to uncover dynamic signatures that explain how the system reaches these outcomes (Chan, Dörnyei & Henry, 2015). Data were collected with a survey, semi-structured interviews, and written reflection forms. At the first phase of the study, 112 early-career EFL teachers completed the survey designed by Pantic (2017). Then, teachers' agency archetypes for social justice issues were defined by conducting hierarchical and k-means clustering analysis with SPSS. At the second phase, prototypical teachers were identified by the researcher and the school principal based on the participants' survey results. At the third phase, written reflection forms were collected form six prototypical teachers (two teachers for each archetype) and semi-

structured interviews were conducted with them. This study is significant in terms of providing a holistic understanding of dynamic, interacting, unpredictable nature of teachers' agency for social justice issues. Also, it might have important implications for teacher trainers, school administrators, and policy makers, highlighting the needs to prepare teachers pedagogically and emotionally to act for social justice issues in diverse teaching contexts.

Key Word: Social Justice, Teacher agency, Complex Dynamic Systems Theory

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN SOSYAL ADALET İÇİN EYLEMLİLİK DİNAMİKLERİNİN İNCELENMESİ: GERİYE DÖNÜK NİTEL MODELLEME

Ümmügül MUTLU KÖROĞLU

Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Karmaşık Dinamik Sistem Yaklaşımından yararlanan bu vaka çalışması, Türkiye'deki İngilizce öğretmenlerinin dışlanmış öğrenci gruplarının bulunduğu okullarda sosyal adalet konularında nasıl davrandıkları ve bu davranışlarını etkileyen faktörleri araştırmayı amaçlamaktadır. Bu alanda çeşitli çalışmalar olmasına rağmen (Leal & Crookes, 2018; Li & De Costa, 2019; Pena-Pincheria & De Costa, 2021), İngilizce öğretmenlerinin sosyal adalet konusundaki davranışlarına göre kategorize edildiği, karakterlerinin belirlendiği, bu konudaki davranışlarının zaman içerisinde nasıl ve hangi faktörlere bağlı olarak oluştuğunu araştıran ayrıntılı bir araştırma rastlanmamıştır. Bu araştırma boşluğu doldurmak için, bu çalışma, dışlanmış öğrenci grupların olduğu okullarda görev yapan ve kariyerinin başındaki İngilizce öğretmenlerinin sosyal adalet davranışlarının nasıl geliştiğini araştırmayı hedeflemektedir. Çalışmada geriye dönük nitel modelleme yaklaşımı (Dörnyei, 2014) kullanılmıştır. Bu yaklaşımın ilk aşaması, sosyal adalet sağlamak için İngilizce öğretmenlerinin nasıl gruplandıkları bulmayı amaçlamaktadır (Chan, Dörnyei & Henry, 2015). İkinci aşama, grupların özelliklerini en iyi yansıtan öğretmenlerin belirlenmesini hedeflemektedir. Son aşama, öğretmenlerin bu gruplara özgü davranışlarının oluşum süreci, ve bu davranışlara neden olan faktörleri ele almaktadır. Çalışmadaki veriler, yarı yapılandırılmış görüşmeler ve yazılı yansıma formları aracılığıyla toplanmıştır. Araştırmanın ilk aşamasında, Pantic (2017) tarafından tasarlanan anket 112 İngilizce öğretmeni tarafından doldurulduu. Sonrasında, SPSS'de kümeleme analizleri yapılarak öğretmenlerin sosyal adalet konularına yönelik gruplara ayrılması sağlandı. İkinci aşamada, anket sonuçlarına bağlı kalınarak, araştırmacı ve okul müdürü tarafından bulundukları grubu temsil ettiği düşünülen öğretmenler belirlendi. Üçüncü aşamada seçilen altı öğretmenden (her gruptan iki öğretmen) yazılı yansıtma formları toplandı ve aynı öğretmenlerle yarı yapılandırılmış görüşmeler yapıldı. Bu çalışma, öğretmenlerin sosyal adalet açısından davranışlarının dinamik, etkileşimli ve tahmin edilemez

doğasına ilişkin bütünsel bir anlayış sağlaması açısından önemlidir. Ayrıca, bu çalışma, eğitimciler, okul yöneticileri, ve eğitim politikalarını belirleyenler için, öğretmenlerin farklı öğretim ortamlarında ortaya çıkabilecek sosyal adalet sorunları için hem pedagojik hem de duygusal olarak harekete geçme ihtiyaçlarını vurgulayarak önemli çıkarımlar sağlayabilir.

Anahtar Kelimeler: Sosyal adalet, Öğretmen Eylemliliği, Karmaşık ve Dinamik Sistemler Teorisi

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ABBREVIATIONS

ELT : English Language Teaching

DST : Dynamic Systems Theory

CDST : Complex and Dynamic Systems Theory

SPSS : Statistical Package for the Social Sciences

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1. INTRODUCTION

This chapter is organized into two sections. The first section provides the background of the study, offering a comprehensive overview of the research problem, its significance, the research questions, and the study's limitations. The second section presents the theoretical framework and related studies and discusses the contributions of this current study.

1.1. Background of the Study

In today's world, there is a notable shift in the demographics of classrooms. Local events stemming from economic challenges, political, and cultural conflicts are significant drivers that largely influence this diversity. By causing immigration and internal migration, these factors play a pivotal role in reshaping the composition of classrooms worldwide. Additionally, educational policies, particularly those encompassing initiatives that focus on diversity have a significant impact. They encourage accessible education for all students regardless of their abilities, economic status, or ethnicity. Due to their collective influence, classrooms have begun to include a broad array of students from different backgrounds, cultures, religions, socio-economic statuses, sexual orientations, and abilities. These all show that ongoing efforts should be made to prepare students, teachers, parents, and administrators to contribute to social cohesion. In doing so, it is significant to raise awareness among all the stakeholders constituting the school environment to the exclusionary practices within the community and cultivate a mindset necessary to promote socially just educational environments.

To promote such socially just environments, schools have a crucial role in providing equal opportunity and outcomes for each member of society. In other words, schools should ensure that all student, regardless of their background, have fair access to high-quality education and receive support to reach their academic goals. However, the "pervasive nature of social inequality is woven throughout social institutions" (Bell, 1997, p.4), and each culture determines them depending on its unique context. In terms of the Turkish education context, 'classism' is one of the well-documented factors leading to marginalization and exclusion practices. One form of classism is the discrimination derived from students' social class and economic background. As Öztekin-Bayır & Tekel (2021)

found, financial problems influenced the students living in rural areas and caused academic discrepancies between their counterparts in urban areas. In a similar vein, Sallan Gül (2015) stated that students from lower backgrounds suffer from malnutrition, have inadequate living conditions, have no access to proper education, and experience exclusion practices during their education. Another group of vulnerable students reported by the researchers is refugee children. UN Refugee Agency Global Report (2019) has demonstrated that Türkiye has hosted 3.6 million refugees, about 1.300 000 of whom are school-age. As a part of MONE's agenda related to compulsory education, it is a legal requirement for these children to attend school and receive primary education. However, there are 'limited opportunities for refugee children to attend Turkish public schools' (Hoş & Çınarbaş, 2018, p.190), and there is intense segregation in schools based on their ethnicity and lack of parental involvement (Kardeş & Akman, 2022). Another group of marginalized students is those with special needs. Even though many regulations related to students with special education needs, there is still a gap between law and practice. Indeed, disabled children's strengths and weaknesses are annually assessed and reported to the schools by the Guidance and Research Center. However, schools still have difficulty in meeting these students' needs and providing them with a proper education. To this end, several scholars have drawn attention to the problems students with disabilities encounter at schools. They reported that these children took education in inadequately designed education environments, lacking planning, and inappropriate curriculum design (Pemik & Levent, 2019; Yazıcıoğlu, 2020).

It is obvious that these injustice practices not only make children susceptible to social isolation (Kardeş & Akman, 2022) but also impede their educational participation (Smits & Gündüz Hoşgör, 2006). As highlighted by Mercer and Gregersen (2023), students subjected to discrimination and exclusion in language learning classes may struggle to express their true identities due to societal pressures, leading to feelings of alienation and inferiority over time. Concurringly, Bademci, Karadayı & Vural (2016) emphasize that perceived social exclusion can be manifested in self-isolation, social anxiety, jealousy, and depression, ultimately hindering marginalized students' engagement in learning activities and can create an academic gap between these students and their counterparts. Given the significant impact of classism on learners' engagement in language learning (Block, 2014),

it is evident that teachers need to be more aware of the risks of Classism and be empowered to promote social justice in classes of marginalized groups of students.

When teachers' pivotal roles in schools are considered, the importance of agency for social justice cannot be overlooked. Teacher agency for social justice entails teachers' inclusive practices 'for contributing to greater educational equality by addressing risks of exclusion and underachievement of vulnerable students as well as to a larger transformation of educational structures and cultures that extends beyond classrooms and schools' (Pantic, 2015a, p.2). In this context, teachers are expected to adhere to several principles of social justice defined by the IFSW Code of Ethics, as reported in Nadir and Aktan (2015). One such principle involves challenging discrimination, which entails being aware of discriminatory practices that marginalize vulnerable individuals based on their abilities, ages, cultures, genders, socio-economic status, political opinions, skin color, or race. Another principle is recognition of diversity, which involves acknowledging and respecting ethnic and cultural diversity within societies while also taking into account individual, family, and community differences. Equitably distributing resources is another essential principle, ensuring that resources allocated fairly among individuals considering their needs. Additionally, challenging unjust policies and practices is crucial, requiring teachers to take responsibility for taking the attention of other societal agents (policymakers, politicians, and other employers at school) to the unfair practices in schools or inadequate distribution of resources. Finally, working in solidarity is essential; this highlights recognizing the situations that cause exclusion in their classes and working for an inclusive society.

Undoubtedly, teacher agency for social justice is a crucial dimension and one of the crucial components of teachers' professional development and identity (Biesta et al., 2015). Aligned with these insights, a small but growing body of research is conducted to investigate teacher agency for social justice issues in various educational contexts. This burgeoning interest has raised several questions on its theory: why some teachers are agentic, while, some others are non-agentic for social justice issues and what factors facilitate and hinder the enactments of language teacher agency. In light of the inquiries, this current study aims to delve into the characteristics of early-career language teachers and how they manifest their agency for social justice works at secondary schools in

Türkiye. Additionally, the study seeks to respond to Pena-Pincheria and De Costa's (2021) call, highlighting the necessity of investigating teacher agency within the social-material environments in which teachers operate.

1.2. Research Problem and Justification

Promoting social justice poses a significant aspect of the competence of early-career educators, especially for those who are responsible for teaching classes that include marginalized groups of students with diverse linguistic, racial, cultural, and socioeconomic backgrounds (Üzüm et al., 2022; Li & Ruppar, 2021). The prevalence of exclusionary policies and practices creates further challenges for these teachers, as they stem from unequal power dynamics across economic, political, social, and cultural realms, impacting individuals at various levels- from the individual to the global scale- (Popay et al., 2008, p. 2). Such exclusionary policies, both within society and educational institutions, often target marginalized groups based on factors such as race, ethnicity, socio-economic status, age, sexual orientation, disability, and identity. In various educational settings, it is evident that most early-career teachers are unaware of these practices and unprepared to deal with them.

Teachers' primary challenge is identifying excluded or marginalized individuals (Mercer & Gregersen, 2023). This difficulty may stem from the evolving nature of social justice practices across countries. In other words, there are no globally accepted criteria and measurements to be used. For instance, groups at high risks of exclusion may include the homeless, migrants, or refugees in specific contexts, while in another context, they may comprise LGBQT or disabilities. In terms of language classes, Mercer and Gregersen (2023) identified various categories of diversity that can lead to marginalization, oppression, and exclusion among students. One such category is linguicism or linguistic discrimination. Linguism often privileges native speakers' language ideals as standard, and views the 'standard' form of English as a desirable variety in educational settings (Huber, 2008) while marginalizing those who cannot perform like natives and labeling them as outsiders. Another category is sexual and gender identities. Warner (1993) has observed that sexual variation and diversity may not be a norm in some surroundings whereas even talking about sexual orientation can be a taboo in some other parts of the world. Classism

is also identified as another form of discrimination (Langhout et al., 2007), leading students coming from low economic backgrounds or different ethnic groups to be marginalized by their classmates, teachers, and staff frequently. These discriminatory acts stem from stereotypes or prejudices associated with certain social classes and result in ignoring, isolating, or marginalizing a group (Lott, 2002; Smith, 2010). Consequently, due to the complex nature of exclusion practices, it is difficult for early-career teachers to understand all forms of these discriminatory acts comprehensively.

Another challenge teachers face is being unprepared to deal with problems related to diversity or exclusion of marginalized groups (Çelik et al., 2022) despite being aware of these issues in their school contexts. Particularly, early-career teachers, as Nelson (2009) has pointed out, often felt uncertain about how to effectively remove the barriers of those students who are marginalized due to their ethnicity, ability, or economic backgrounds. Similarly, Milner (2017) has noted that early career and pre-service teachers exhibit low self-efficacy in promoting social justice across different school contexts. To address this challenge, teacher education programs are expected to prepare teachers for different array of contexts. This requires teacher educators to make conscious efforts and informed decisions on ‘how to prepare teachers for an array of contexts and demographic shifts' (Reyes et al., 2012, p.353) and how to embed social justice awareness activities across all courses in teacher training programs (Aronson et al., 2020). However, it is apparent that even teacher educators are unaware of the various teaching contexts where teacher candidates will work in the future (Akayoğlu et al., 2022). Apart from these problems, Considering all these facts, there is an urgent need to increase teachers’ and teacher trainers’ awareness of social, cultural, and economic conditions in their students’ lives and investigate the roles of teachers in preventing marginalization and social exclusion in their schools.

1.3. Purpose of the Study

This doctoral study aims to fill the research gap by exploring EFL teacher agency for social justice works in their early careers from a Complex Dynamic System Theory (CDST) perspective. Available literature witnessed a proliferation of studies highlighting the necessity of raising language teachers' awareness and integrating social justice issues

into teacher education curricula (Ploof & Hochritt, 2018; Pugach et al., 2019; Reyes et al., 2021). A small body of research has portrayed the roles of teachers in promoting social justice works in their schools and factors affecting their agentic actions (Leal & Crookes, 2018; Li & De Costa, 2019; Pena-Pincheria & De Costa, 2021). However, these single-case studies do not provide a comprehensive picture of the characteristics of early-career EFL teachers and how they enact their agency against exclusion and marginalization. Furthermore, previous studies do not capture the ever-changing and complex nature of teachers' agency and there is no study, to the best of our knowledge, investigating their developmental agency trajectories. Based on these arguments, this study is design to examine aforementioned under-theorized aspect of language teacher agency by addressing the research questions below:

RQ1: What are the emerging EFL teacher archetypes while exercising agency for social justice in their earlier careers?

-What are the characteristics of early-career EFL teachers in each archetype?

RQ2: How are the developmental trajectories of each archetype generating EFL teachers' agency for social issues?

-How do early-career EFL teachers manifest their agency for social justice across their trajectory in each archetype?

RQ3: What factors affect the manifestation of early-career EFL teachers' agency in each archetype?

1.4. Significance of the Study

This study aims to contribute to the literature by investigating the concept of language teacher agency for social justice in classes with marginalized groups of students. The present study is significant in several aspects. First, it will raise language teachers' and teacher trainers' awareness about the issues of exclusionary practices at schools and teachers' agentic actions to address them. Second, it will enhance our understanding of how to empower language teacher agencies for social justice works by examining prototypical teachers and their agentic actions against social justice issues in their workplaces. Third, it will reveal the topics related to social justice issues that need to be integrated into English Language Teacher education curriculums. Remarkably, the result is

essential for teacher educators, school principals, and education policymakers who play a crucial role in preparing early-career teachers for social justice issues in contexts where 'they are expected to be confident in their ability to address the underachievement of students, which are derived from potential effects of social disadvantages' (Scottish Government, 2011, p. 36).

This study is significant to gain a more detailed understanding of the literature by demonstrating how language teachers are classified according to their agentic actions in providing social justice in classes with marginalized groups of students, what the characteristics of these teachers have, how their agency develops over time, and what the influential factors are at play. Although there are a few scholars who have investigated language teacher agencies for social justice (Leal & Crookes, 2018; Li & De Costa, 2019; Pena-Pincheria & De Costa, 2021), the related studies were conducted as single case studies, neglecting the various acts of teachers in their teaching practices and underscoring the context-dependent and multi-dimensional nature of language teacher agency. Given that teachers' actions are dependent on interactions among people in a specific context, institutional barriers and the assumptions that exist in society about some groups (Vongalis-Macrow, 2007), it can be assumed that current understanding is narrow in two scopes: (1) Do EFL teachers enact their agency for social justice issues differently? (2) If yes, which factors are related to these differences?

Furthermore, this study is highly significant since it investigates language teacher agency through the lens of a Complex Dynamic Systems perspective. Unlike previous viewpoints, the CDST lens allows researchers to explore the dynamic interplay between agency and social structures (Sealey & Carter, 2004). This approach facilitates the examination of the non-linear progression of teacher agency by investigating how changes occur over time. Consequently, this doctoral thesis hopes to provide new insight into the field of language teacher education, as it is the first research investigating language teachers' agency for social justice from a complex perspective.

This multiple case study interprets language teachers' experiences by collecting data through retrodictive qualitative modeling (RQM), a study design that progresses backward. This approach is different from the traditional ones working forward. Firstly, it identifies the salient system outcomes or system behaviors, named archetypes. Secondly, it

determines the prototypical individuals representing a pattern belonging to the archetypes. Lastly, it traces the developmental trajectories of typical individuals to explore how the system comes to this end (Chan et al., 2015). The rationale behind using RQM is that this model is considered an ideal inquiry form to investigate complex phenomena. That is because, when traditional designs are employed, it is tough to predict the outcomes or identify the intricate interactions among various factors within complex systems (Haggis, 2008).

In light of all these, the results of this study will provide invaluable insights into language teacher agency in response to social justice works in the early phase of their teaching careers. Secondly, the results highlight social justice issues that needs to be addressed in Turkish education context. Lastly, they note the areas to be improved to provide comprehensive pre-service and in-service training programs that can empower teacher agency for social justice issues.

1.5. Conceptual Framework and Related Studies

This section provides a comprehensive understanding of the present research topic through relevant frameworks that shed light on language teacher agency for social justice. The study draws on Complex Dynamic Systems Theory (CDST) as a conceptual framework, and it explores EFL language teachers' agencies for social justice issues based on previous theories and empirical studies. This literature review concludes with a research gap and a rationale for developing our research design and adaption of CDST by presenting the strengths and weaknesses of the previous theories, models, and studies on language teacher agency for social justice.

1.5.1. Complex Dynamic System Theory (CDST)

Complex Dynamic System has been applied in linguistics since Larsen-Freeman's seminal article in 1997. This work proposed an alternative method for studying language and language pedagogy. It has also attracted the attention of researchers by offering an alternative framework for investigations, as evidenced by several scholars (de Bot et al., 2007; Ellis & Larsen-Freeman, 2006; Larsen-Freeman & Cameron, 2008). At these times, the Complex Dynamic System approach has become influential in shaping research and

forming a basis for discussions within the education field. The central claim of CDST researchers is that the complex dynamic system comprises interconnected components that influence each other and collectively ''give rise to the system's behavior while interacting with its environment simultaneously'' (Larsen-Freeman & Cameron, 2008, p.). According to these researchers, CDST change unfolds within the system over time depending on its core features (de Bot et al., 2007; van Geert, 2008): sensitive dependence on its initial condition, being non-linear, interrelated, co-adaptive, open, and having self-organization capacity. These are all the focus of this doctoral thesis.

The primary feature of CDST is its sensitive dependence on its initial state/condition, referring to the significant influence of individuals' initial psychological or physical states on subsequent actions **(**Verspoor, 2015). It is frequently observed that EFL teachers with negative initial teaching experiences in their practicum sessions, can feel stagnation in their earlier careers. Conversely, teachers with positive initial teaching experiences tend to be more confident in their subsequent teaching practices. In addition to these initial experiences, other factors -initial teaching training, attitudes towards being a teacher, sense of self-efficacy, and relationships with different agents in workplaces- can significantly contribute to their initial teaching practices. These factors can represents various domains that form agency, such as affective (their attitudes, beliefs, motivations, anxiety), cognitive (teacher's cognitions and difficulties they experienced), and social (the events that happened before their initial teaching experiences). Individuals have these states at the beginning of any process under investigation. They all form a set of initial conditions, defined as attractor basins (Abraham & Shaw, 1992), and they can propel a dynamic system into an attractor state.

Although these initial conditions can be considered reliable predictors for understanding how and where the system evolves over time (Nematizadeh, 2019), it should be borne in mind that systems with different initial states can undergo different developmental stages and lead to different endpoints (Larsen-Freeman, 2015). This phenomenon is often illustrated by the metaphor known as the 'butterfly effect' (see. Lorenz, 1963). Lorenz has suggested that when a butterfly flap its wings in one place, its wind can cause a tornado in another place. That is, even a slight change in an initial condition can result in divergent developmental paths and outcomes for the system. For example, individuals at the same

context may respond differently to the same critical events based on their initial conditions. It is also worthwhile to emphasize that despite having a determining impact on subsequent changes, initial states ‘are not the only point at which a system commences where it is sensitive to minor disturbance’ (Larsen-Freeman, 2015, p.15). Indeed, a disturbance can cause the system to go another part of the space at any point. This phenomenon, referred to as the 'tipping point,' is a critical threshold that the system reaches due to the accumulation of small changes and leads to an irreversible transformation.

‘In a dynamic system, seemingly insignificant alterations or perturbations in its states can have immense implications for future behaviors’ (Gregersen, 2020, p.73). Such perturbations can be a critical event that pushes the system out of equilibrium, potentially leading to a small or immense change within the system. As Hiver and Al-Hoorie (2016) contend, critical incidents can spark individuals’ actions, thoughts, or beliefs. Hence, the system can return its initial state following a perturbation. This turn depends on the strength of the perturbations, which can also be measured with their long-lasting effects. It depends on whether the perturbation is strong enough to bring the system to its tipping point. To illustrate this, a teacher exhibits agency to adopt a new classroom management technique in educational contexts and can temporarily change students’ misbehaviors. Nevertheless, these behaviors might revert to their initial state if the teacher does not sustain these techniques over a long period.

Generally, perturbations reside internally but can ‘be influenced by external relationships’ (Gregersen, 2020, p.74). Rostami and Yousefi (2020) cited that the collision of the teacher's self-beliefs with the principal’s is a possible disruption of this teacher’s agency enactments. It is evident in this study that when the principal undervalues teachers’ capacity, they underestimate their capacity in response. This indicates the probability of external perturbations that influence teachers’ agentic actions. The positioning is also reported as one of the most oft-cited external perturbations leading to agency enactments. As Le et al. (2021, p.216) express, educational policy and institutions "position teachers as mere policy implementers who need to follow mandates and instructions strictly transferred to them." On the other hand, Hiver and Whitehead (2018, p.77) have suggested that internally driven perturbations of teacher agency are found in their deliberate acts that stem from individual values, beliefs, and goals. The point to be emphasized here is that

perturbations can originate externally or internally, but in some cases, both are needed to bring the system to the tipping point.

The second feature of a dynamic system is being non-linear. In complex systems, outcomes are not proportional to the magnitude of the perturbations (Byrne, 1998). This idea suggests that a slight alteration in the developmental path can result in significant impacts, while an immense change can lead to a very insignificant impact. As noted by Larsen-Freeman (2015), this non-linear nature of dynamic systems makes it challenging to predict the exact timing and intensity of cause-and-effect relationships within a system. For example, even though 'affordances, challenges and uncertainties in a working environment' are accepted as catalysts for individual development, the capacity of these individuals in the same environment varies (White, 2018, p.197). Similarly, an individual can act in a way that is not anticipated, leading to unpredictable patterns. As Jenkins (2020) highlights, individuals act differently to deal with their environments' fluid nature of affordances and constraints. Therefore, we cannot predict how a person will act based on environmental factors or general trends in previous research.

Interestingly, this dynamism does not imply the absence of stabilities (Larsen-Freeman & Cameron, 2008; de Bot et al., 2007; MacIntyre & Legatto, 2011). The stabilities or attractor states represent a specific pattern that emerges at a specific time or around a period through its self-organization capacity (Hiver, 2015). They offer a degree of predictability about the phenomena under investigation by outlining potential conditions an individual experiences during any developmental process. This closely mirrors what we can observe in human development. For instance, during various developmental processes, individuals exhibit a sequence of attractor states representing predictable tendencies or common sequences. These states can be categorized into three types based on their stability and sensitivity to change: weak, shallow, and strong attractor states. A weak attractor state is characterized by high variability and sensitivity, where even minor perturbations can significantly alter the system's behavior (Verspoor, 2015). This state is highly dynamic and can change temporarily in response to small influences. On the other hand, a shallow attractor state exhibits moderate variability and sensitivity. While the system in this state is balanced, it can still adapt to changes more readily than in a weak attractor state. To Verspoor, this moderate sensitivity allows for a level of flexibility without being easily

disrupted. Finally, a strong attractor state is marked by a high degree of stability, where the system shows low sensitivity to perturbations. The system maintains its behavior in this state unless it is subjected to substantial external forces. These all confirm the assumption that 'attractors may vary in strength; thus, certain attractors are more likely than others to capture and maintain the dynamics of a person's functioning'(Nowak et al., 2005, p.356).

While we acknowledge that attractor states allow us to classify or categorize different system behaviors, it is significant to recognize that they describe what the system is doing right now and how it is currently acting (Hiver, 2015, p.25). The simplest way to define these system behaviors is by focusing on the fixed attractor states. These states are defined as a unique point of equilibrium (Haken, 2006) where individuals exhibit a certain and unique form of behavior. An example of this might be observed in teachers' non-agentic behaviors or passive agency enactments in the earlier phases of their careers. They might be unwilling to implement new regulations at school and resist changing their teaching practices. Another type is the periodic attractor, which states that it 'provides more possibilities for variations in system behaviors' (Hiver, 2015, p.26). As Abraham and Shaw (1992) pointed out, period attractor states occur when the system regularly moves back and forth among two or more attractor states. A case can be a teacher who starts with high enthusiasm at the beginning of every year, loses interest over time, and does not desire to change this situation by the end of the term.

The third feature of complex systems is their interrelatedness. Given that each individual is a complex system that comprises of multiple and interrelated cognitive, affective, motivational, and social factors (Mercer, 2013, p. 388), we can assume that any change within a system cannot be attributed to a single factor. Instead, it is 'linked with a host of continually fluctuated variables' (Gregersen, 2020, p. 70; Waninge et al., 2014). During the interaction among these variables, not only are individual behaviors shaped the variables, but individuals' behaviors are also be reshaped by these variables. For instance, we can consider an early-career teacher who experiences heightened uncertainty during her or his first months of teaching career. Her or his sense of uncertainty, when coupled with a lack of teaching competence and low self-efficacy, can lead to feelings of tension and passive agency. However, as the same teacher gains more experience and receives positive feedback from students over time, his or her self-efficacy increases, and his/her tension

decreases, which results in more agentic actions. Since these factors are ‘in a state of soft-assembly’ and ‘the components of the system can interact in various ways depending on various factors’ (Gregersen, 2020, p. 72), isolating one of the variables with the system interactions cannot provide a whole picture .

In addition to systems’ reliance on their internal resources through interactions, as mentioned earlier, they also depend on their external resources (de Bot & Larsen-Freeman, 2011). For instance, when the systems are considered 'the unit of analysis' comprising a collection of interacting components (Hiver & Al-Hoorie, 2016), and closely connected components are grouped to form subsystems (Rosmawati, 2014). These subsystems are a part of a more extensive system while incorporating other (sub)systems. Consider the system under investigation is ''teacher agency for social justice at a certain school.'' Teachers form a subsystem embedded in other subsystems, such as the classroom and the school they taught. These subsystems are a part of the national educational system. Therefore, it is important to examine the interactions among various components within a system, such as relationships between teachers and principals, teachers and students, and teachers and materials. Besides investigating the relationships, we should consider teachers' actions at both individual and collective levels.

Another central feature of DST is its self-organization capacity, representing changes resulting in novel outcomes within a system without external intervention (Banzhaf, 2009). To Hiver (2016, p.21), self-organizing capacity is a process akin to the growth of the body 'its structures (e.g., bones, organs, blood vessels), its systems (circulatory, digestive, neurological, etc.) and its cycles (e.g., sleep, hunger, menstrual, etc.). At the individual level, self-organization refers to the process shaped by personal intentions, motivations, actions, and interaction with contextual elements, leading to a coherent pattern without external influence. This process follows a sequence of stages defined by Hiver (2015) as triggering, linking, realignment, and stabilization. In the triggering stage, even a minor disturbance can cause a disturbance on the system's initial condition. Hiver (2015, p.216) resembles this process to the ‘ripples caused by a pebble thrown into still water.' Regarding the coupling stage, the system responds by employing coping strategies to adapt to the change and regain its stability (Manson, 2001). This adaptation involves exchanging information through continuous feedback loops (Hiver, 2015). In the realignment stage, as

the dynamic system adapts its internal structure, it reaches a point where the coupling produces enough coherence and structure (Thelen & Bates, 2003). Subsequently, the system begins to reconfigure itself through stability or attractor state, which is the last stage of self-organizing.

What is more, complex systems are inherently co-adaptive. As Nematizadeh (2019, p.18) explains, the ‘constant interactions among subsystems require them to continuously adapt to any new condition as a result of their previous conditions and the feedbacks they receive from their environment.’ This principle is crucial for understanding how agents can learn and modify their actions based on environmental feedback. To illustrate this, we can imagine an agent that desires to adapt to environmental conditions to increase the effectiveness of his/her teaching approach. He/She can receive either negative or positive feedback. Negative feedback received after these adaptations indicates that the agent’s behaviors are inappropriate for the current situation and reduces the likelihood of the same behaviors being exhibited in the future (Sampson, 2016) and prompting the agent to seek other alternatives. Conversely, to Sampson, positive feedback occurs when individuals receive a response signaling that their behaviors suit the current situation and encourage them to continue the behaviors they exhibit. These dynamics demonstrate that complex systems adapt to their environment by responding to feedback, suggesting that ‘a system never optimally adapted to the environment’ (Larsen-Freeman, 2015). The significant point to note here is that this process involves mutual adjustments between the environment and the agents, called co-adaptation. While agents’ behaviors alter their environments, the environment, in turn, influences the agents’ behaviors through feedback loops (Larsen-Freeman & Cameron, 2008).

Furthermore, a complex system is considered "open" because it can evolve and adapt through continuous interactions and energy exchanges with its surroundings. This openness enables the system to iteratively adjust its behaviors in response to external influences (Mercer, 2013). As Larsen-Freeman (2017, p.33) suggests, in this process, ‘a complex system produces its boundary, which does not have an obvious physical boundary’. In research, these arbitrary boundaries represent ‘the observer's point of view,' allowing the researcher to examine the phenomenon in an observable emergent unit’’(Urrestarazu, 2011, p.312). Within this observable unit, an agent’s behaviors are always a matter of

change, which makes them far from equilibrium. It is well-known that teachers' behaviors occur due to an adaptation process to their changing school environments and are often influenced by multiple interconnected factors within and beyond the school. Consequently, for a researcher aiming to examine a school as a complex system, it can be challenging to focus on all these factors. Therefore, researchers set boundaries that enable them to focus on 'the factors that play larger roles and have a bigger influence on the system as a whole' (Mercer, 2013, p.379). Interactions among colleagues, principals, students, and parents can be considered attractors in a system or the hubs that represent the core components of a complex school system.

The final feature of CDS is its emergence nature, often expressed as 'more than the sum of its parts' (Brunner & Klauninger, 2003, p.10). This concept highlights that the collective force of factors is at play within a system, and they can lead to alteration in one component of the system that may lead to further changes in other parts of it. Thus, understanding such a complex system require considering not only the intra-individual components but also the contextual factors that collectively give rise to certain behaviors within the system. Focusing on the issue of agency for social justice, we can recognize that agency is influenced by the cultural norms, values, and beliefs of the society they are embedded in. That is because individuals engage with the affordances in their surroundings and respond to them (van Lier, 2004). Accordingly, they adapt themselves to the changing conditions. However, it is significant to note that the relationship between learner and context is dynamically evolving and far from one-directional. As Ushioda (2015) stated, individuals 'are not simply located in a particular context, but inseparably constitute part of this context'. This insight indicates that to fully understand teachers' agency in educational contexts, we should focus on how the context shapes the teachers' agentic behaviors and how teachers' agentic behaviors shape the context. As Dörnyei (2009) suggests, a dynamic change occurs through the mutual adaptation of intra-individual components and contextual factors.

In a nutshell, a complex system can be viewed as an extensive network comprised of various components that give a rise to the outcomes without any central control or rules (Larsen-Freeman, 2012). Also, the features above highlight the complexity and interconnectedness of systems and underscore the importance of considering context in

understanding behaviors and phenomena. Therefore, it can be assumed that understanding such a complex system and how individuals adapt changing conditions requires examining the relationships among its components rather than analyzing them separately (Mitchell, 2009). Considering the recent body of research that conceives of teacher agency as being a dynamic, emergent, unpredictable, non-linear, complex, and interconnected notion (Pena-Pincheira & De Costa, 2021), Complex Dynamic Systems Theory is considered an appropriate framework for investigating teacher agency for social justice.

1.5.2. Understanding Agency

Human agency, commonly known as an individual's capacity and willingness to act, has recently received the tempting attention of scholars. Particularly after the social upheavals in Central and Eastern Europe in the late 1980s and early 1990s (Sztompka, 1991), the role of individuals in social transformation has garnered strong interest. In response to this interest, human agency was first theorized to address individual and social changes stemming from urgent global problems (Bandura, 2018; Biesta & Tedder, 2007; Emirbayer & Mische, 1998). Then, it has been examined across various disciplines and theoretical frameworks. However, there needs to be more consensus on its definition, leading to debates on whether agency is a variable, a capacity, or a phenomenon.

One long-standing debate in agency history is known as the agency/structure debate. For some, agency is a *variable* influenced by structural and historical conditions (Popkewitz, 1984). To van Lier (2008, p.169), the agency is ‘a contextually enacted way of being in the world’. Such an assumption emphasizes the impact of society and external forces on individuals, viewing humans as shaped and molded within a broad network of socio-structural influence (Archer, 2000; Bandura, 2002, p.278). Gidden’s (1984) concept of *structuration* can exemplify this view, defining structures as the rules or resources set by individuals, which both constrain and facilitate the agency (Hewson, 2010). In contrast, others see the agency as an independent capacity of actors who use their competencies and will. These scholars assert that agency is individuals’ *capacity* to initiate intentional acts (Ahearn, 2001; Bandura, 2006; Lasky, 2005) and their willingness to purposefully and reflectively shape their responses to challenging situations (Biesta & Tedder, 2007; Rogers & Wetzel, 2013). From this perspective, individuals are seen as self-motivated, self-

directing, rational subjects capable of exercising their agency (Usher & Edwards, 1994), and possess a capacity for autonomous actions not constrained by social structure (Calhoun, 2002).

In these earlier times, the most valid criticism of the debate above was made by Ray (2009, p. 116), who asserted that ’human beings are neither independent agents nor they are shaped entirely by external influences.’ His argument highlighted the need to overcome the one-sidedness of existing theories and provide a more holistic view of agency conceptualization. To fill this gap, the sociocultural approach commonly conceptualizes agency as an 'individual's *socio-culturally mediated capacity* to act’ (Ahern, 2001; p.112, Lantorf & Thorne, 2006; Lasky, 2005; Priestley et al., 2012). During this period, the agency is seen as a ‘personal capacity that is mediated and co-constructed with negotiations between individuals and environmental constraints or affordances, using which individuals act’ (Priestley et al., 2015; p.23). More broadly, it is thought to include ‘individual’s physical, cognitive, affective, and motivational capacities to act’ (Mercer, 2012; p.42) and mediated by contextual, sociocultural, and interpersonal contexts and social relationships (van Lier, 2008; Mairitsch et al., 2023).

From the ecological perspective, agency is not just socially but also psychologically determined capacity of teachers through their responses to changes in their environments involving affordances or constraints (Mairitsch et al., 2023; Soini et al., 2015). Also, as Lantorf and Thorne (2006, p.238) have argued that the constraints and affordances, defined as environmental properties, can make ‘certain actions probable, others possible, and yet others impossible’ depending on how individuals ‘assign relevance and significance to these affordances and constraints.’ That is, the affordances act merely as initiators for individuals to act. Only when individuals recognize or assign importance to these affordances they can exercise their agency. Conversely, their agency can only be improved if they recognize these affordances or assign negative meaning to them. As Etalapelto et al. (2013, p.62) noted, agents act with their feelings and willingness by actively prioritizing, choosing, and considering 'what is important and worth aspiring in their life and future.’ Considering these insights, we can conclude that individuals are connected to contextual conditions, but they have the capability and capacity to alter these conditions (Etelapelto et

al., 2013; Lasky, 2005) by acting upon their beliefs, values, and attributes (Biesta & Tedder, 2007).

Yet, other voices and conceptualizations have also emerged. They advocate that agency is not ‘something that people can have- as a property, capacity or competence-but something people do’ (Biesta et al., 2015, p.626). Closely aligned with the ecological perspective, the scholars perceive agency as a relational *phenomenon* that is ’both positioned within an environment occupied by other individuals and marked by temporary’ (Vitanova, 2018; p.28). To this end, Bieste and Tedders (2007, p. 137) stated that individuals enact their agency as a result of the interconnectedness of individual efforts, the resources available to them, and various contextual and structural factors ‘as they come together in particular and, in a sense, always unique situations’. This statement indicates that agency is ’a dialogical process by and through which actors immersed in temporal passage engage with others within collectively organized contexts of action’ (Emirbayer & Mische, 1998, p. 974). It also shows that an individual's achievement of agency might change from one situation to another depending on the perceived gains, losses, and the individual's past experiences, emotions, and well-being (Biesta & Tedder, 2007). Therefore, it is significant to consider agency as an emergent phenomenon in an individual's life span and consider it within the complex interplay of cultural and institutional context (Lipponen & Kumpulainen, 2011).

Overall, some of these earlier ideas have been incorporated into recent agency research. However, they still need to offer a comprehensive understanding that captures human agency's intricate and dynamic nature. According to Larsen-Freeman and Cameron (2008), the agency is seen as emergent, dynamic, unpredictable, non-linear, and interconnected. Supporting this view, White (2018, p. 202) added that there is ‘a dynamic reciprocity between an agent and its environment. In this environment individual actions are influenced by how affordances in the environment are utilized. Simultaneously, these actions shape the environment. Therefore, recognizing these fresh insights into understanding agency, there arises a necessity for novel approaches to examine agency. To this end, a complex viewpoint can depict its interactive, constantly changing, and co-adaptive nature.

1.5.3. Understanding Language Teacher Agency

Teacher agency refers to the active efforts of teachers to engage in intentional, purposeful, and constructive actions aimed at improving educational outcomes through context-specific and situation-specific pedagogies (Pantic & Florian, 2015; Priestley et al., 2012; Wang et al., 2017). With these efforts, a teacher can foster a student-centered learning environment in his/her classes, enhance students' engagement, and facilitate the learning process. The available literature shows that some school contexts present challenging educational settings that require teachers to navigate even uncertain and fluid situations. In these settings, teachers need to exercise their agency by adapting their teaching practices to meet the diverse needs of students (Pantic, 2015 a & Florian, Pantic, 2015). In doing so, teachers should make choices among various forms of action by considering the alignment of these actions with their values, beliefs, goals, knowledge, and the demands of the complex teaching contexts in which they are situated (Hiver & Whitehead, 2018; Priestley et al., 2012). The existing studies contribute significantly to the literature by revealing the circumstances teachers exercise their agency during curriculum changes and the factors affecting their agency enactments (Ashton, 2021; Huang & Yip, 2021; Jenkins, 2020; Le et al., 2021; Robinson, 2012; Thumvichit, 2021; Wang, 2022). But, still, further explanation is needed to understand how teachers exercise agency in schools including marginalized group of students and the factors that facilitate or constraint their agency for social justice issues.

Several studies show that teachers exercise agency in various situations throughout their teaching career paths. Le et al. (2021) found that language teachers manifested their agency to modify mandated policy at schools in line with their beliefs and preferences despite regular supervision and inspection. These teachers went beyond the pre-determined curriculum, they know how to adopt materials and use various teaching techniques that they deem effective for the outcomes of the students. Expanding on this, Wang (2022) asserted that agentic language teachers are committed to enhancing their teaching competence to deliver enjoyable lessons and keep students engaged. In Wang’s study, teachers purposefully and skillfully manifested their agency to transform their teaching practices, aiming to create a more effective teaching environment for their students. Moreover, Thumvichit (2020) also reported that teachers sought more interactive ways to

communicate with their peers, promote autonomous learning, and utilize formative assessment approaches.

It is also evident that teachers demonstrated different modes of agency (Jenkins, 2020; Thumvichit, 2021; Wang, 2022). Wang explained that some teachers exercised *constrained agency* when they recognized inconsistencies between their beliefs and actions in their teaching practices. His study results showed that one of the teachers tried to implement some of the innovative techniques in her classes. However, she was unsuccessful due to the need to gain more practical knowledge and her difficulties interacting with unsupportive colleagues. Moreover, some language teachers enacted *transformative agency* when they experienced conflicts between public exam-oriented mindsets and the requirements of holistic education. In his study, one teacher (Xu) reported that due to China's competitive exam-based assessment system, it became challenging for him to provide key competencies in classes. Xu realized that he needed to improve his teaching practice to align with changing beliefs and pedagogies and balance test goals and holistic educational aims. This awareness increased his endeavor to use new pedagogical approaches such as ‘thinking maps’ in class and gave up grammar-translation methodology in his teaching practices. Wang further noted that some teachers exercised *progressive agency* in his study. One of the teachers (Zhang) spent considerable energy thinking about how to adapt curricular theories and new policies into his teaching practices, and he hoped that adopting innovative, flexible, and appropriate pedagogies in English lessons would enhance his students’ academic achievements. Consequently, these results suggest that different individuals can perceive the same contextual affordances or constraints in varied ways, referring to inter-individual differences in agency enactment.

Given that agency is not a fixed personal trait, we can imply that language teachers can manifest their agency differently throughout their lives; their agency can evolve through various stages, such as from compliance to negotiation and then to resistance (Robinson, 2012; Huang & Yip, 2021; Ashton, 2021). In line with these insights, Jenkins (2020) identified three ways individuals can manifest their agency over time: proactively, reactively, and passively. To Jenkins, *proactive agency* is exercised when teachers initiate changes based on their plans and choices. *Reactive agency* is practiced when teachers make changes mandated by their principals or other contextual directive factors. *Passive agency*

is manifested when teachers resist the required changes and show reluctance. Supporting Jenkins's (2020) claims, Huang and Yip (2021) reported that it is normal for teachers to experience proactive agency in one context and passive agency in another, as the mode of agency depends on various changing institutional factors. Similarly, Qi & Wang (2022, p.71) revealed a constant interplay between various factors that could have profound impacts on one's agency enactments over time.

> 'This interplay has a temporal quality in that certain subsystems played a more prominent role in certain contexts and periods of teacher agency development, with other subsystems receding to the background. Moreover, those subsystems in the background might assume a more central position with time and circumstances change.'

These results might imply that teachers' agency enactments are flexible and it demonstrates both intra-individual and inter-individual differences. Even when faced with the same contextual affordances and constraints, two teachers may interpret them differently. Moreover, depending on changing conditions, a teacher can manifest different agencies even in the same context. As such, teacher agency is dynamic, temporarily imbued, and contextually dependent (Ashton, 2021; Eteläpelto et al., 2015; Soini et al., 2015; Tao & Gao, 2017), and it is enacted in an individualized way.

1.5.4. Determinant Affecting Language Teacher Agency

Language teacher agency is socially constructed by teachers' conflicts, struggles, and dilemmas within professional pedagogical practices (Toom et al., 2015). It demonstrates variability depending on how teachers perceive and respond to the contextual affordances and constraints. In his literature review, Cong-Lem (2021) revealed that language teacher agency is affected by multiple factors, such as personal/psychological (internal determinants) and contextual ones (external determinants). These arguments also find theoretical support from CDST, which asserts that perturbations can originate externally or internally, but, in some cases, both are needed to bring the system to the tipping point.

To begin with internal determinants, the most oft-cited ones are psychological factors existing in teachers' decision-making processes, such as a sense of responsibility, autonomy, perseverance, and uncertainty. Ashton (2021) highlighted that a strong sense of responsibility and teachers' commitment to their work allowed them to exercise agency in multi-level classes. This sense of accountability for their students' learning encouraged those teachers to be more dedicated to their work and they were less reliant on traditional teaching methods. Yangın Ekşi et al., (2019) also identified responsibility as motivating teachers to pursue opportunities for professional growth and enhance the learning environment. In addition to a sense of responsibility, autonomy in teaching practices and in decision-making processes is reported to positively impact teachers' sense of belonging that led more agentic actions. Studies conducted by Eteläpelto et al. (2015) and Yangın Ekşi et al. (2019) suggested that when teachers have autonomy in selecting materials and implementing new ideas in their classroom practices, they tend to experience a heightened sense of agency. Another determinant is perseverance, which enables teachers not to give up in challenging situations (Yangın Ekşi et al., 2019). Etelapölto et al., (2015) reported that although some teachers recognized their own initial idealism, they did not give up their attempts. Instead, they renegotiated and modified their idealistic views, resulting in ultimately achieving good outcomes. The final determinant emerging from the literature is feeling uncertainty, which can be the teacher agency's primary constraint, leading to low self-confidence. It was evident that teachers often felt powerless when they were uncertain about how to support students' emotional well-being (Ashton, 2021; Eteläpelto et al., 2015) and how to handle discipline issues to achieve classroom management (Yangın Ekşi et al., 2019).

Consistent with the CDST perspective, we can suggest that language teacher agency internally resides, but it can 'be influenced by external relationships' (Gregersen, 2020, p.74). Available literature asserts that teachers enact their agency in response to contextual affordances or constraints, drawing on their beliefs, competencies, values, prior experience, professional autonomy, and identities. (Etalapelto, et al., 2015; Bieste & Tedder, 2007; Biesta et al., 2015; Kayi-Aydar, 2015; Lantolf & Thorne, 2006, Vähäsantanen et al., 2009). Ashton's (2021) study examining novice language teachers' agency in multi-level classes revealed various factors that could affect an individual's agency enactments. For example,

in his study, some teachers faced constraints such as difficulty in understanding curriculum requirements and limited time allocated to teaching development. Conversely, some teachers in the same school reported that they viewed the generic curriculum as a freedom to tailor and plan according to their students' needs. This discrepancy is assumed to be derived from individuals' negotiation of contextual demands that allow some of them to remain agentic (Hiver & Whitehead, 2018). Similar results were echoed by Tao and Goa's (2017) study, demonstrating how teachers enact their professional development agency when provided with limited resources. Their results showed that teacher enacted their agency in a highly individualized way, as mediated by their prior learning/working experiences and multiple identity commitments.

When it comes to external determinants affecting teacher agency enactments, the often-cited contextual factors in literature are related to teachers' immediate context and those extending beyond. Examining both groups of factors is significant, given that agency is highly contextual-specific (Bernlier, 2002). That is because, while the agency is shaped by constantly changing human interactions (Bernlier, 2002) in teachers' immediate context, other factors such as political, cultural, historical, socio-economic, institutional, and disciplinary conditions are also at play (Ecclestone, 2007). Several scholars conducted studies drawing on the transdisciplinary framework developed by the Douglas Fir Group (2016) and the ecological perspective. Their studies explored environmental factors on three levels. At the micro level, teachers enact their agency in the classroom context and are affected by local determinants. At the mezzo level, the school environment affects teachers' agency. At the third level, macro, agency is affected by language policies, ideologies, societal norms, and values.

Moreover, positive classroom atmospheres are reported as the most prominent factor in enhancing teachers' agency at the micro level. Such an atmosphere is described as an agency-conductive classroom, referring to being open for feedback from learners and having opportunities for teachers to be emotionally secure. As Yangın Ekşi et al. (2019) revealed, when teachers were viewed positively by students, they felt more confident and agentic in their teaching practices. On the other hand, dealing with pupils with socio-emotional problems was the most challenging part of being a novice teacher, which hinders their agency (Eteläpelto et al., 2015). These teachers stated that, in such conditions, instead

of exercising their agency, they preferred to report their needs for more supportive human resources such as a psychologist, a social worker, a nurse, and a school principal to achieve social management in their classes. Another determinants were critical events, defined as the 'motor of change.' As reported by several scholars, teachers exercised their agency to maximize the benefits during critical incidents (Ashton, 2022; Rostami & Yousefi, 2020). Notably, learning how to solve critical incidents had a role in beginning teachers' professionalism and identity formation (Rostami & Yousefi, 2020). The experiences gained after these critical events were a way of learning how to react to these kinds of events and how to prevent them from happening again.

At the mezzo level, the positionings by others and teachers' relationships with principals and their colleagues are considered the most influential factors affecting teachers' agency enactments (Ashton, 2021; Etelapelto et al., 2015; Yangın Ekşi et al., 2019). The study by Rostami and Yousefi (2020) investigated the construction of professional identity and agency among fifteen novice EFL teachers through relational and social factors. Its findings revealed that when the interlocutors positioned the teachers with high identity, they became agentic teachers. Conversely, when they were positioned with a lower identity, they became non-agentic individuals and were demotivated to act in their teaching practice. Such assertions found further support from Yangın Ekşi et al. (2019), emphasizing the importance of being accepted as a team member and involved in decision-making processes. Their data showed that teachers exercised their agency when their suggestions were valued. On the other hand, Etalapeltö et al. (2015) demonstrated that when teachers suggested new ideas that were not taken seriously by their colleagues or the principal, their sense of agency diminished. In addition to positionings, teachers' relationships with others are significant determinants affecting their agency enactments. The most influential determinant, the principal's leadership, seems to determine shared goals and visions in educational settings and enables building professional communities within schools (Flores, 2004; Gunter, 2012). These scholars further added that principals can enhance teachers' "sense of efficacy and self-worth by recognizing their accomplishments, providing opportunities for participation in decision-making and collaboration.'' The same result was also echoed by Kayi-Aydar (2015), who conducted a study on pre-service teachers' participation. It reports that teachers can have various,

sometimes conflicting positional identities depending on micro-politics within their teaching settings. For example, their principals' lack of responsiveness was reported as a factor limiting teacher's agency, creating a gap between desired identity and performed ones (Pillen et al., 2013). Regarding teachers' relations with their colleagues, Rostami and Yausefi (2020) unveiled that feedback from teachers' colleagues and English-educated principals was a reason for creating a similar gap. These results indicate the dual nature of language teacher agency, which is both individually and socially resourced.

A few studies have shown that teacher agency comes out as complex negotiations among multiple interrelated factors. As Hiver and Whitehead (2018, p.71) concluded, "teachers chose to act generally in accordance with their own values, beliefs, goals, and knowledge within the complex teaching contexts in which they are situated.'' This suggests the existence of various interacting subsystems that concurrently play a role. These factors are defined by Qi and Wang (2022) under several categories, such as value system, environment, self-identity, pedagogical competency, reflection, reactions to demands, and experiences throughout teachers' agency development trajectories. Beliefs and competencies are stressed among these subsystems as what a teacher possesses. Reflection, reaction, and action are what a teacher does. Institutional affordances, technical affordances, and collegial support are what the environment affords to the teachers. These findings resonate with other researchers' assertions of an interrelationship among teachers' personal characteristics, identity, and context (Kayi Aydar, 2015; Toom et al., 2015). They have reported that teachers exercise their agency by making choices based on their pedagogical practices, classroom management, turn-takings, and interactions depending on contextual factors. However, their choices are influenced by their identities, beliefs, values, content knowledge, pedagogic knowledge, values, and interactions with students.

Overall, previous studies investigating language teachers' agency show remarkable commonalities in that language teacher agency is a complex, dynamic, interrelated, and contextually dependent phenomenon that is resourced both individually and socially. Closely aligned with these insights, Hiver and Whitehead (2018) define agency as an emergent phenomenon that 'represents teachers' capacity and intentionality to act (physically, emotionally, relationally, pedagogically, and professionally) in accordance with their own values, beliefs, goals, and knowledge within the complex teaching contexts

in which they are situated'' (p.71). It is evident in these studies that teachers manifest different forms of agencies by showing inter and intra-differences due to the context-specific and situation-specific nature of agencies. For example, teachers can present a proactive agency in one context while reflecting a reactive or a passive agency in another. These results indicate that agentic actions do not emerge from external stimuli (Gibson, 1986). Instead, they emerge "from the interplay between an individual's psychology and their perception of the affordances in their environment" (Mairitsch et al., 2023; p.2). Despite the consensus on the dynamic and changing nature of language teacher agencies (Imants & Van der Wal, 2020; Mercer, 2011), there is a lack of explanation regarding the developmental paths of different agencies over time, and there is no clear indication on the features of agentic language teachers and the different ways they are manifesting their agencies depending on various factors.

1.5.5. Theoretical Models on Language Teacher Agency

Influenced by the aforementioned theories, applied linguistics has developed several frameworks for language teacher agency. Despite having different scopes, these frameworks go around the same boundaries. They exhibit some divergences in their theoretical perspectives, but, they emphasize the context-specific and time-bound nature of agency. Emirbayer and Mische' (1998) define agency through three dimensions: iterational (influenced by past experiences), projective (future goals), and practical-evaluative (present actions). This model demonstrates how agency temporally changes depending on past, present, and future interplay. Expanding on this, Priestley et al. (2015) offer a three-dimensional model that focuses on how teacher agency is enacted within their personal and professional histories, goals, and current contexts. They emphasize that teachers use past experiences to navigate challenges and shape future actions. Another model is Huang and Yip's (2021) TRFCAC, which describes the complex nature of language teacher agency with four core features: intentionality, forethought, self-activeness, and self-reflectiveness. These features enable teachers to plan, anticipate outcomes, regulate actions, and evaluate effectiveness. They also show how agency (proactive, reactive, passive) can change over time based on teachers' motivation and external pressure.

To begin with Emirbayer and Mische's (1998) 'chordal triad model' of agency, it emphasizes the interactions among three dimensions of agency: iterational, projective, and practical-evaluative. This model suggests that agency is temporal in its relational context, representing an interplay among past, future, and present time scales. According to their theory, the iterational dimension reflects the influence of individuals' professional or life histories. The projective dimension refers to the individual's long-term or short-term goals. In contrast, the practical-evaluative dimension involves engaging with the past and the possible future in the present moment.

Building on Emirbayer & Mische's (1998) model, Priestley et al.'s (2015) three-dimensional model offers new perspectives on language teacher agency. This model sheds light on how a teacher's agency is enacted in an individual's life history and shows the interplay among present structural, cultural, and material factors (Priestley et al., 2015). The first dimension is the international dimension, which consists of professional and personal histories and represents teachers' lived experiences, such as past actions, achievements, and understandings that inform the agency. This dimension includes personal capacity (skills and knowledge), beliefs (professional and personal), and values that are derived from their past experiences. Rather than acting out of habits, these past experiences enable individuals to 'maneuver among repertoires in dealing with present dilemmas' through selective reactivation (Priestley et al., 2015; p. 4). The projective dimension represents the individual's imaginative reconstructions of future action trajectories and work aspirations. This dimension includes ' long-term, short-term future goals, and values shaped by their ''hopes, fears, and desires for the future'' (Emirbayer & Mische, 1998; p.971). According to Priestley et al. (2015), these aspirations are primarily rooted in teachers' prior experiences. Priestley and his colleagues further added that setting goals and acting accordingly require drawing upon teachers' past experiences and determining moral and practical actions by considering contextual possible future constraints. The practical-evaluative dimension examines teachers' present actions that are affected by their past and future decisions. This dimension expresses the capacity of actors to evaluate emerging demands, dilemmas, and ambiguities that occur in the current context and their selection of one of the alternative probable actions (Emirbayer & Mische, 1998; p.971). It consists of structural, cultural, and material resources available to teachers.

Structural factors include pressures on teachers, such as school organizational set-ups or broader educational system structures. Cultural factors are values, discourses, relationships, power, and beliefs. Material factors are constraints and affordances present to the teacher, such as human resources or technological devices. However, it should be remembered that all these factors are subject to change depending on contexts and individual differences. Therefore, the agency in this model is temporal in nature (Mutlu, 2017).

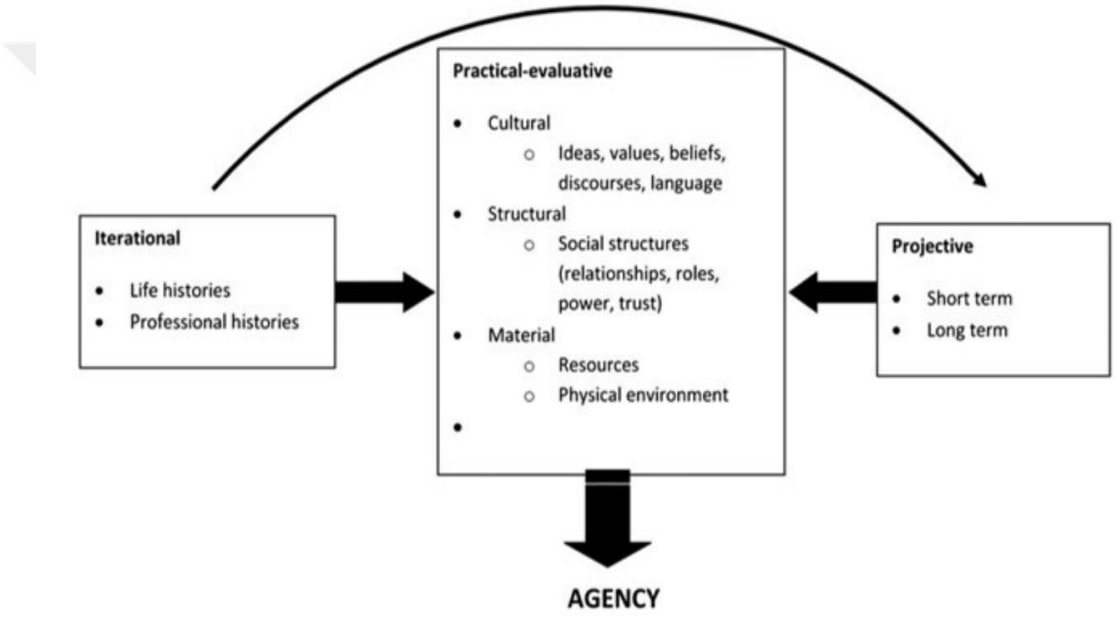

Figure 1. A model for understanding the achievement of agency

Note: Taken from ‘’A *Teacher Agency: An Ecological Approach*’’ (p.30) by Priestley, M., Biesta, G., & Robinson, S., 2015. Copyright 2015 by Bloomsbury.

Another significant framework is Huang and Yip's (2021) three-layered TRFCAC model, which explains language teacher agency's complex and multifaceted nature. Like Bandura's (2001) model, it suggests that intentionality, forethought, self-activeness, and self-reflectiveness are core features that shape human agency. The intentionality feature of agency comprises language teachers' self-organizing abilities, intentions for change, action plans, and strategies. The forethought dimension goes beyond teachers' future-directed

plans (Bandura, 2006). For example, while exercising forethought, teachers set goals and consider the potential outcomes of their actions and the ways to achieve the most desirable outcomes. In other words, they visualize the future and anticipate outcomes that could have a significant impact. Regarding the self-activeness property of language teachers, teachers act in this dimension as planners, forethinkers, and self-regulators who make choices and action plans before implementing the appropriate actions. In doing so, they aim to bridge the gap between their intentions, thoughts, and actions. The last property is self-reflectiveness, which involves teachers' self-examining or evaluations of the effectiveness of their thoughts, choices, and course of action. All these indicate that language teachers enact their agencies when they intend to shape events to achieve desired outcomes and to prevent undesired ones in their workplaces**.**

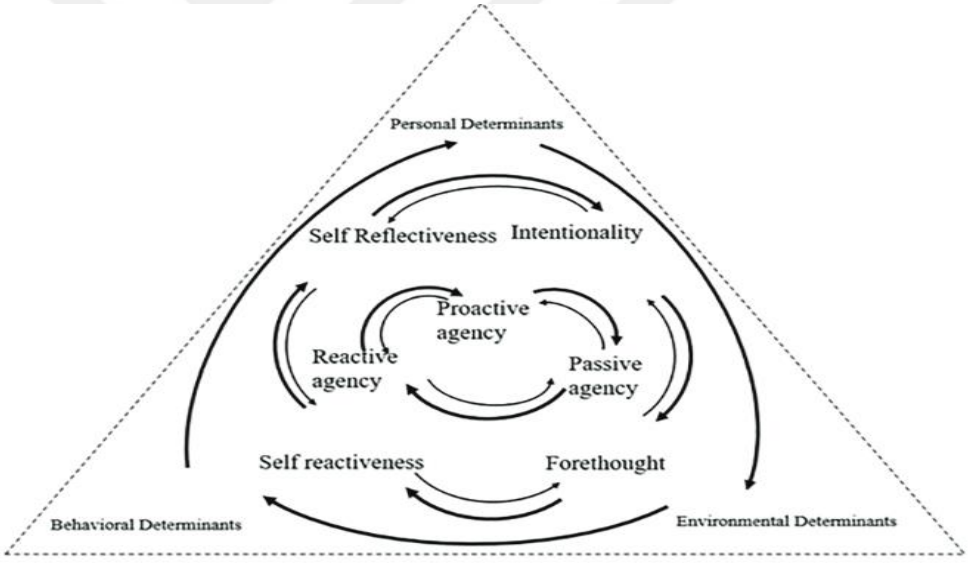

Figure 2. A proposed three-layered Triadic Reciprocity Framework Core Agency Concepts (TRFCAC) Model

Note: Taken from ‘’ Understanding ESL teachers agency in their early years of professional development: A three-layered triadic reciprocity framework.’’ by Huang & Yip, 2021, Frontiers in Psychology, (p.12).

Huang & Yips’ (2021) model also provides an understanding of how teachers can enact their agency in a highly dynamic way as a result of interactions between the core features

of their agency and environmental determinants. For example, teachers can exhibit proactive agency when their actions are shaped by their ‘’goal-directed, effortful, and proactive engagement’’ during their teaching practices (Goller, 2017, p.20) and when these actions are linked to high motivation. Reactive agency is manifested when teachers are compelled to implement educational changes due to governmental or institutional regulations. Passive agency occurs when teachers have low self-efficacy and little motivation to enact changes (Huang & Yip, 2021).

It is also significant to point out the interrelatedness of three critical subsystems impacting language teacher agency: personal factors, behavioral patterns, and environmental determinants. Personal determinants are expressed as teachers' beliefs, identities, personalities, attitudes, affective states, interests, and skills. In contrast, behavioral determinants are defined as teachers' actions and practices to change the process of adapting in a particular context. Environmental determinants are affordances and constraints in the historical and rapidly changing current contexts. The interconnectedness of various aspects within teaching systems suggests the need to examine how constraints and affordances influence teachers' actions in their teaching environments. It is essential to acknowledge that while teachers are influenced by their surroundings, they also play an active role in shaping them, as emphasized by Bandura (2000). Therefore, investigating the reciprocal relationship between the teaching context and teachers' agency is crucial for understanding the factors that impact teachers’ acts.

To conclude, these frameworks highlight teacher agency's context-specific, interrelatedness, and dynamic nature for professional development during curriculum reform. Additionally, they underscore the interplay among various contextual and personal factors. However, these frameworks may be inadequate in our research context for several reasons. First, they might need to be more abstract for practical application regarding teacher agency for social justice. For example, applying these models in everyday teaching practices and measuring teacher agency, especially in classrooms including marginalized groups of students, might be challenging. Secondly, despite emphasizing the interrelatedness of context and agency, they overlook contextual factors' ever-changing nature. Many scholars assert that language teacher agency arises from teachers' deliberate intentions and negotiations with various fluid stakeholders within a specific teaching

environment (Hiver & Whitehead, 2018; Miller & Gkonou, 2018; Kayi-Aydar, 2019). During this negotiation process, there is an interplay among teachers' identity, beliefs, emotions, and contextual constraints and affordances such as curricula, educational policy, and pedagogical and cultural knowledge (Yangın Ekşi et al., 2019). Given that the initial teaching phase is a transition phase for early-career teachers, this phase is often marked by rapid changes and adaptations that characterize changing teacher identities, emotions, and beliefs (Miller & Gkonou, 2018). Due to this fluid nature of contextual and personal factors, what works in one school context at a specific time might not be implemented in another. Thirdly, considering the qualitative nature of agency, it might be challenging to measure the dynamic nature of language teacher agency using these frameworks. Implementing them into measurement tools that appropriately capture the dynamic nature of agency is challenging. These insights imply a need to develop more comprehensive frameworks related to language teacher agencies.

1.5.6. Understanding Social Justice in Education

While social justice is commonly defined as a fair and equal distribution of economic, political, and social resources in a society (Rawls,1999), it has evolved to encompass broader issues over time. Expanding Rawls' foundational definition, scholars have integrated considerations of recognition and respect for marginalized groups or cultures into the concept. Young (1990) expands on this definition by advocating for eliminating institutionalized sovereignty and oppression. Further, in 2011, Young refined her definition to include all individuals' full and equal participation and inclusion in decision-making processes that directly or indirectly shape their lives. This shift underscores the significance of equitable outcomes and inclusive and democratic processes. Simply put, social justice concerns inequalities among individuals and groups and aims to build societies that adhere to principles of equity and inclusion.

Considering these insights, the field of educational science has adapted the notion of social justice to investigate the experiences of inequalities in educational settings. However, it is not an easy task for educational scholars to define who is excluded and what the sources of exclusion practices are at schools. Former investigations in the education field have focused primarily on marginalized groups of students who are thought to

experience exclusion practices at schools (Dantley & Tillman, 2010). These marginalized groups are typically defined as students with low-income backgrounds, those with disabilities, individuals with different gender identities, and members of different cultural or ethnic groups. They are mostly considered underrepresented, undereducated, or underserved in their societies (Dantley & Tillman, 2010). Nevertheless, there is no fixed and globally accepted definition of marginalized groups since 'each culture creates its injustices to be addressed' (Hall, 2016, p. 32) and ‘people tend to think a just or unjust action depends on the specific circumstances’ (Buckley, 2012, p.72). As reflected by Halai & Durrai (2018), the marginalized groups in several areas in Pakistan may include women supporting some political actions, while in some other areas, they might be men who are members of different ethical or religious groups. All these indicate that marginalization, which is rooted in people’s everyday realities, occurs in specific times and particular contexts. Consequently, the notion of marginalized groups can be understood differently by different individuals.

It is also apparent in the literature that exclusion practices are rooted in people's everyday experiences (Ortega, 2019) and have a contextually bounded nature (Richardson & Sauer, 2014). Aligning with this insight, Popay et al. (2008, p.2) explain that unjust practices are driven by unequal power relationships interacting across four main dimensions—economic, political, social, and cultural at different levels, including individual, household, group, community, country and global. These practices at societal levels lead to *oppression,* which is a state of asymmetric power relations characterized by domination, subordination, and resistance, where the dominating people or groups exercise their power by restricting access to material resources and by implanting in the subordinated certain people or groups fear or self-deprecating views about themselves (Prilleltensky & Gonick, 1996, p. 129-130). According to Young (2012), there are five types of oppression such as ‘exploitation, marginalization, powerlessness, cultural imperialism, or violence’ and they all have political and psychological consequences that affect individuals, groups, and societies.

According to Young (1990, p.53), the most dangerous form of oppression might be marginalization, characterized by expelling ‘a whole category of people from useful participation in social life.’ In educational contexts, such marginalization targets certain

groups and limits their access to a proper education. Taking systematic actions to address these disparities, the Salamanca Agreement (UNESCO, 1994) was first released. Since then, there has been a growing discussion on eliminating class separation in schools and providing equal access to education for every child. This agreement aims to advocate the rights of all students to get a proper education regardless of their languages, religions, races, and social backgrounds. Despite these, there are still many countries that express their increasing concerns about the limited access of marginalized groups to a proper education. As Khan and Seltzer (2023) mentioned, unjust practices between social groups are profound in some regions of Pakistan. In the past, there were attacks on schools, particularly those for girls, and many of these schools were burnt and bombed, causing harm to a large number of students and teachers. On the other hand, in India, justice's economic dimension comes to the forefront. According to Akhtar (2017), in India, inequalities are derived mainly from poverty, gender differences, and available resources between rural and urban schools. He claims that daughters coming from economically disadvantaged families often have to get married at an early age. Boys, on the other hand, can manage to take education, leading to discrimination or oppression related to gender. However, some of these students experience another type of discrimination due to taking education in rural areas where scarcity of infrastructure is a reality.

Overall, previous studies have revealed that there is an excellent diversity of injustice practices depending on situations and contexts, challenging a globally accepted definition of social justice. Also, there is an agreement that unjust policies emerging in societies inevitably influence schools with marginalized groups. These all show that teachers have significant roles in promoting social justice by creating an atmosphere where all individuals are physically and psychologically safe and secure, recognized, and treated with respect. Also, schools have a role to promote an environment where teachers are striving to create a world in which individuals have equitable access to resources, opportunities, and social power and are both able to develop their full capacities and capable of interacting democratically with others. These all increase international attention to reduce exclusionary practices in schools. However, empirical and theoretical studies exploring teachers' activism for reducing exclusion are strikingly absent. There are only a few exceptions that investigate teacher agency for social justice.

1.5.7. Language Teacher Agency for Social Justice

Until recently, the primary role of teachers in the classroom has been considered to be implementing the curriculum developed by authorities and transmitting their knowledge to the learners, who are expected to be passive listeners (Halai & Durrai, 2017). Furthermore, English language teachers' practices have been perceived as solely devoted to acquisition, technology, World English, and pedagogy for a long time (Norton & Toohey, 2004). With the recent demographic and social changes, teaching English can be recognized as having the potential to make a difference in individuals' lives, provide excluded groups a voice to be heard in their societies, and empower those individuals to attain better incomes. This significance has taken the interest of several scholars who aimed to investigate the classroom practices of ELT teachers in promoting social justice. In this body of research, the notion of teacher agency for social justice is defined as teachers 'inclusive practices for contributing to greater educational equality by addressing the risk of exclusion and underachievement of vulnerable students, as well as the more significant transformation of educational structures and cultures that extend beyond the classroom and schools'(Pantic, 2015 b, p.6).

The available literature includes a few theoretical frameworks covering language teacher agency for social justice. Fraser's (2001) 3Rs framework explains how teachers can act to provide social justice in their classes without emphasizing the components of teacher agency. On the other hand, Pantic's (2015 a) teacher agency for social justice model might partially cover the English teacher agency for social justice.

To begin with, Fraser's (2001) 3Rs model, which incorporates dimensions of social justice in educational settings, is a significant framework for understanding language teachers' actions for social justice. The recognition dimension of this model emphasizes sociocultural respect for all forms of human diversity and equitable relationships in educational settings (Fraser, 2001; Fraser & Honneth, 2006). As Loden and Rosener (1990) stressed, human diversity includes differences such as ethnicity, sexual orientation, gender, race, age, and physical abilities, which shape the core of personal identity. Given that these identities are pivotal in comprehending social disparities (Castles & Miller, 1998), it is imperative for educators to provide an education by taking these identities into account in a fair way. At that point, it is significant to stress that this understanding does not require

recognition of group-specific identity; instead, it requires an awareness of ‘’the status of individual group members as full partners in social interaction (Fraser, 2000, p.4).’’

In *the redistribution* dimension, the main focus is addressing inequalities among students in accessing economic opportunity and resources. This involves providing proper education to the entire population, ensuring fair access to all higher education institutions, and offering free education that includes free textbooks or material distribution for all students (Karakoç & Sakız, 2021). According to Hastings & Jacobs (2016, p.48), teachers can achieve this goal by serving multicultural content to learners or appropriate materials that cater to the needs of a diverse student population. In doing so, teachers need to enhance their knowledge and competencies in inclusive education and their recognition of children with special needs. As Akhtar (2017) stated, teachers need to be aware of the different affordances and constraints among rural, urban, and private schools, which can perturbate inequalities.

The final dimension of social justice in Fraser 3R’s model is *representation*, which entails fostering the participation of students in decision-making processes that affect their own lives within their social and educational environments (Fraser, 2009). To Karakoç & Sakız (2021), this dimension emphasizes democracy. However, Uluçınar and Aypay (2018) argue that the representation dimension is not solely focused on teaching principles of complex and dynamic political systems. Instead, it places great importance on acquiring democratic attitudes and behaviors for teachers and students. In doing so, teachers should act their agency to nurture each student’s talents, create a secure atmosphere for students to share their experiences, exercise their free wills, and foster self-development for all individuals (Speight & Vera, 2004).

In addition to Fraser’s (2001) 3R’s social justice model, Pantic’s (2015 a) model emphasizing teacher agency for social justice adds depth to the understanding of this notion. Pantic states that teachers have proactive roles in fostering inclusivity and addressing educational disparities. She further added that teachers possess the power to transform the available resources to create learning opportunities for those who are excluded and underachievement. Drawing on these ideas, Pantic (2015 a, p. 339) introduced her framework, incorporating elements like ‘a sense of purpose, autonomy, competence, and reflexivity.’

The *sense of purpose* dimension relates to ‘teacher’s underlying beliefs about their professional roles and understanding of social justice (Pantic, 2017, p.220)’. This dimension addresses questions such as ‘do teachers see agency for social justice as part of their professional role? If so, what is their understanding of social justice?’ (Pantic, 2015a, p.767). The first question is closely tied to teachers’ commitments and motivations, which include their perceptions about themselves, professional roles, moral values, and sense of identity (Pantic, 2015a; Pantic & Florian, 2015, p.344). Concerning teachers’ perceived teaching roles, it is common for some teachers to commit to social justice works and have a desire to teach for a better society where each individual has equal opportunities and is safe enough to represent their ideas. As Archer (2000) reflects, teachers are required to have a good reason to engage in such practices. For example, if teachers believe that transforming the educational environment is inherent to their professions, they are more likely to exercise agency for social justice. Fullan (1993) also explains that this situation is closely linked with teachers’ desire to make a difference in others' lives, which serves as a motivational drive for choosing the teaching profession. However, some teachers who view their professional roles merely as implementing curriculums, procedures, and school rules may be less inclined to take action. In addition to teachers' views towards their teaching profession, another significant point to consider -that is related to the second question- is teachers’ understanding of the ‘contextual nature of social justice and underlying principles’ (Pantic, 2017, p.220) including recognition, representation, and redistribution (see. Fraser, 2001). These principles may lead to varying implications in different contexts depending on the structures at schools and their environment. For example, teachers working with students in economically disadvantaged areas may prioritize the redistribution principle. In contrast, teachers teaching students with various cultural backgrounds might focus on the recognition dimension of social justice (Keddie, 2012).

Competence refers to ‘knowing how to influence a desired outcome in practice’ (Pantic, 2017, p.220). This dimension comprises teachers' knowledge and engagement/involvement, addressing the exclusion and underachievement of some students. According to Pantic (2015 a), it is one's ability that necessitates awareness about how exclusion comes out and how to connect the rules and strategies for changing the exclusive cultures, which may be in a context different from their own. For example,

teachers' competence for social justice involves understanding the effects of students' backgrounds, home situations, teacher's won practices, and broader social and (micro) political forces on students' academic achievements. Furthermore, the competence dimension of Pantic's model involves teachers' engagement in school and system development (Fullan, 2005). These indicate teachers' capacity to change their schools by finding allies (Bondy & Ross, 1992; Slee, 2010). According to Pantic (2017), teachers should have practical knowledge about which social services to address when the risk of exclusion is experienced and know how to use available supportive resources efficiently for these vulnerable/disadvantaged students. In short, competence includes seeking 'creative ways of working with and through others' (Pantic & Florian, 2015, p344).

The *autonomy* dimension of teacher agency for social justice includes the teacher's 'power to make a difference within given structural environments' (Pantic, 2017, p.220). Such power necessitates the involvement and engagement of individuals in decision-making processes and their level of control at their institutions (Nemerzitski et al., 2013). However, agents are neither autonomous nor just conveyers of contextual influences (Bandura, 1989). They can have control over their actions, but these actions are not independent of contextual conditions. For example, the study by Etelapelto et al. (2015) showed that novice teachers' motivations to act enhanced when they were taken seriously in decision-making processes and accepted as team members by their colleagues and principals. In this respect, they perceived themselves as having enough power to align their educational context with their purposes. On the other hand, their motivation to achieve the same goal decreased when their suggestions were not valued (Yangın Ekşi et al., 2019).

'A competent agent commitment to social justice will act differently in different contexts and at different times depending on how he or she perceives the locus of power or collective efficacy' (Pantic, 2015a, p.768). Such an understanding underscores the importance of teachers' perceptions of self-efficacy, collective efficacy, and resilience'' (Üzüm et al., 2022) to work purposefully and flexibly with others to promote equity in their institutions (Edwards, 2010; Li & Ruppar, 2021; Buchanan, 2015). When novice teachers start their careers, constructing a supportive ecology and building a trustworthy school environment are crucial factors that affect their self-efficacy beliefs, collective efficacy beliefs, resilience capacity, and, in turn, agency. In this sense, efficacy means the

capacity to have an effect, shaped to extend to which we believe we can do something a worthy outcome'' (Pantic, 2015a, p.768). High efficacy beliefs are most likely to occur in blame-free school culture environments and where members have mutual trust, characterized by horizontal relationships. Such environments motivate teachers to collaborate for social justice by providing mutual support and developing joint strategies for higher levels of resilience. Conversely, formal and vertical relationships are less supportive and constrain the development of self-efficacy by comparing them to horizontal and reciprocal relationships (Priestly et al., 2012).

Understanding the autonomy dimension of agency in-depth also requires considering teachers' interpersonal interactions and relationships they build to promote social justice, such as collaboration with colleagues and support from peers, principals, and other professionals (Etelapelto et al., 2015; Toom et al., 2015). Related to principal leadership, they have a crucial role in setting shared goals and vision, building a trustworthy professional community, and enhancing teachers' self-efficacy and self-worth. They can accomplish these by recognizing teachers' achievements at school, giving equal opportunities for each member to participate in decision-making processes, and encouraging collaboration (Flores, 2004; Gunter, 2012). According to Pantic (2015a), positive principal leadership can constitute a supportive ecology, leading to collective efficacy in school. In this respect, Eraut (2001) provides a coherent understanding by suggesting several actions for developing social relationships and contributing to this ecology: demonstrating group efforts to learn from positive or negative experiences, encouraging learning and reflecting about practices, providing complete individual and group access to the materials, using all relevant knowledge, and enhancing capacities /knowledge in individual and group levels. Based on his insights, several scholars asserted that developing such strong relationships can enhance teachers' self-efficacy, contribute their trust to others, and enable the sharing of norms/values among teachers, students, and parents (Belfi et al., 2015; Muijs et al., 2004). All these demonstrate that teachers with high autonomy typically exhibit strong confidence and self-efficacy, maintain a positive outlook on contextual factors, collaborate effectively with others, and establish trustworthy relationships

The reflexivity dimension of teacher agency for social justice illustrates teachers' capacity to monitor and evaluate their practices and institutional settings (Pantic, 2017). It consists of teachers' constant reflections and monitoring, necessitating regulating their prospective actions (Li & Ruppar, 2021) and envisioning alternatives to transform the cultures and structures by evaluating the affordances and constraints in a social context (Archer, 2000). According to Thompson and Pascal (2011), by reflecting on their actions, teachers can critically think about a range of possibilities for their teaching practices, abandon their previously routinized ineffective practices, step back to evaluate the current situation, and act constructively to change it. Based on these, it can be concluded that reflexive teachers have a high capacity 'to articulate practical professional knowledge and justify their actions (Frost, 2006) and have the ability to reflect on their actions, assumptions, and exploration of alternatives with an open and critical manner by making sense of structures in their institutions (Lysaker & Furuness, 2011; Luttenberg & Bergen, 2008; Mezirow, 2000).

To sum up, these aforementioned frameworks offered by Pantic (2015a) and Fraser (2011) are thought to contribute to the literature on teacher agency for social justice in different aspects. Even though Fraser's framework provides a clear understanding of teachers' actions for promoting social justice in educational settings, it is partially relevant to our research questions and the scope of the study. Therefore, in the current thesis, an attempt is made to use Pantic's model as a unit of analysis since her framework is widely accepted in studies related to teacher agency for social justice, which can increase the credibility of our results. Another underlying reason is that this framework is thought to define and measure the relevant components by offering a more systematic investigation of language teacher agency for social justice.

1.5.8. Relevant Studies that Examine Teacher Agency for Social Justice

It is an undeniable fact that teacher agency plays a significant role in improving the quality of education in schools. Mainly, in classes with marginalized groups of students, their agency for social justice is crucial in creating a more supportive atmosphere for learning and meeting students' needs. Agentic teachers in these classes can transform contextual affordances and overcome hindrances by considering the unique needs of each

student. They can inspire all school agents to act collectively against exclusion practices through enthusiasm and engagement. Despite this significance, there are only a few empirically grounded theoretical works on teacher agency for social justice, and attention has mainly been given to in-service teachers. In this body of work, there is an agreement upon a dynamic nature of agency manifested ‘’differently in different contexts and at different times’’ (Pantic, 2015 a, p.768), indicating that teacher agency developed through locally situated practices (Cnagara-jah, 2012), reflecting. However, there is a lack of knowledge on why some early-career EFL teachers are agentic conversely to others, and there is limited information on how language teachers manifest their agency (Leal & Crookes, 2018).

As one of the most influential works, Pantic (2017) aimed to validate Pantic's (2015 a) model by examining 14 primary school teachers' sense of agency in their beliefs and context-embedded practices in Scotland. In her exploratory case study, Pantic utilized a mixed-method approach of interviews, questionnaires, and observations. The results showed that teachers exercised their agency to support students' well-being and meet their learning needs (sense of purpose). Also, teachers identified building relationships with students as the most effective way of exercising agency (autonomy). Furthermore, the study highlighted that teachers’ level of participation in decision-making processes and their collaborative practices with families, colleagues, and other professionals delimited their agency depending on how teachers perceive the nature of these practices (competence). However, while this study provides a comprehensive understanding of teacher agency's multifaceted and contextual dependence, the findings are specific to primary teachers in a particular context. Given that agency for social justice involves varying degrees of efforts to transform the ‘school cultures and broader education system set up’ (Pantic, 2015 a, p.767) between novice and experienced teachers (Pilen et al., 2013), the results of this study may be limited in terms of their potential transferability and overall applicability in early-career EFL language teacher agency.

Two studies validating Pantic's (2015a) and The Douglas Fir Group’s (2016) models stand out in studies related to EFL teacher agency for social justice. These interview-based case studies are prominent for confirming the interrelatedness of teacher agency and the context. They yielded consistent results representing the interrelated relationship between

different components of teacher agency for social justice and the significant roles the context plays. In one of these studies, Leal and Crookes (2018) aimed to investigate how an individual teacher perceives the conditions and exercises her agency. The researchers adopted Pantic's (2015a) model and collaborated with an LGBTQ in-service English teacher in South Korea. They deduced that Jackson's sense of purpose altered over time depending on the context in which she worked. Her awareness of contradictions between her sense of purpose and educational structure (competence) served as a driving force that led her to contemplate opportunities to change (reflexivity), and she took action to modify the program materials and her previous teaching role as a 'sole holder of knowledge' accordingly (autonomy). Favorable conditions perceived in the workplace, such as a supportive department, a conducive curriculum, good student-teacher rapport, and the timing of an instructional module, enabled Jackson to engage in pedagogical flexibility (competence). Another prominent study was conducted by Pena-Pincheria and De Costa (2021), featuring the participation of a focal English language teacher from Chile. This study focused on Camilia's lifelong experiences of becoming a teacher rather than evaluating how she acts as an agent of change in her real teaching practices in her current context. These studies are prominent in that they both highlighted the interactions among components of teacher agency -a sense of purpose, competence, autonomy, reflexivity- and four layers of the ecological environment with teachers' agency: micro- (i.e., classroom), meso- (i.e., institution; school), exo- (i.e., family), and macro-layer (i.e., socio-cultural).

Another case study was conducted by Li and De Costa (2019), and the researchers paired Priestley et al.'s (2015) and The Douglas Fir Group's (2016) ecological-oriented models to answer the call to examine micro, mezzo-and macro-level factors. This study aimed to confirm the time-bound and context-sensitive nature of teacher agency by tracing the teaching practices of an English teacher in a mainland province of China. The results obtained from classroom observations, interviews, and writing blogs revealed that teacher agency emerged as a result of teachers' negotiations with contextual constraints, and it was manifested in two ways. First, Mr. Ding viewed himself as a 'rule-breaker' who could handle and transform China's institutional structures by teaching his approach, which parents and students received well. The second role he actively advocated was using

reading skills that were thought to develop learners' autonomy and encourage students to become strategic readers in a globalized society.

In conclusion, the aforementioned studies confirm the assumption that teacher agency for social justice is a complex, time-bound, and contextual-bound phenomenon shaped by combining teacher agency for social justice components and micro-, meso-, and macro-level factors**.** However, these single case studies focused solely on agentic teachers, limiting their ability to offer insights into how agency manifests. Also, they need to provide the developmental process of teacher agency for social justice issues and demonstrate the interactions among the components of teacher agency for social justice and relational structures that can change in various contexts over time.

1.5.9. Contribution of This Current Study

Drawing on the insights in the literature review, the current study aims to determine the characteristics and actions of early-career EFL teachers for social justice works and the factors affecting their agency developments within a specific context. The results are hoped to provide an in-depth understanding to teacher trainers on empowering pre-service teachers and enhancing school principals' awareness of proper working conditions for acting as agents of change. Likewise, prospective teachers can gain insights into how to respond to challenging situations and the significance of acting as agents of change in educational settings.

The current doctoral thesis diverges from existing interview-based case studies, employing a longitudinal study design. Given that longitudinal design can offer more persuasive results with repeated measures to elaborate one's actions over a period of time without applying any external determinants (Caruana et al., 2015), they can be thought of as efficient methodologies for investigating variabilities and stabilities of phenomenon within Dynamic system approach (Mercer, 2011). Instead of taking a snapshot of individuals at a particular point in time (Kempf-Leonard, 2005), they allow for examining the dynamic and complex nature of teacher agency as it unfolds. Thus, they facilitate the evaluation of the relationship between contextual structures and the development of teacher agency for social justice. These explanations give us a rationale to employ Retrodictive Qualitative modeling (RQM), a type of longitudinal study designed to examine someone's

past experiences over a period of time (Caruana et al., 2015), which is highly compatible with the CDST perspective. RQM ‘’aims to explore how cognitive, affective, or behavioral patterns that are complex and attractor-governed appear in the dynamic, self-organized developmental process’' (Gu, 2023, p.1) and therefore, it is thought as a useful research template for case studies conducted in the field of SLA’’ (Byrne, 2013).

It is evident from the available literature that previous studies have predominantly utilized a single-case methodology, which is well-known for providing in-depth information about an individual (Gustafsson, 2017). However, this approach is limited in its capability to illustrate variabilities among different teacher agency prototypes for social justice issues and the development of teacher agency. As Larsen-Freeman (2019) noted, the development of agency poses a challenge to the stability of the system, resulting in dynamic, unpredictable patterns sensitive to agents' initial conditions, contextual variables, and time. Additionally, as emphasized by Gustafsson (2017), case studies do not offer opportunities for convincing theories due to the fact that they are often less grounded in extensive empirical evidence. These limitations gave us a rationale for investigating early-career EFL teacher agency prototypes and their developmental processes through a multi-case study approach. This is believed to enable researchers to identify different cases to identify emerging teacher agency prototypes. In this way, it is hoped to contribute to the literature with a significant influence from the contrast and similarities (Vannoni, 2014).

It is essential to highlight that in addition to Pantic’s (2015a) model, DST is an appropriate framework to address the research gap mentioned above for several reasons. Firstly, the systems under investigation involve early-career EFL teachers’ exercising agency for social justice works. This system comprises many subsystems, defined by Pantic's (2015a) model, such as teachers' autonomy, a sense of purpose, reflexivity, and competence while nested with other systems like the Turkish national educational system. Utilizing DST as a framework enables researchers to uncover the multiple, interconnected, and accumulative dynamic interactions among these various components (Haggis, 2008) in the system, leading to emergent outcomes such as agentic and non-agentic behaviors of teachers. Secondly, teacher agency is influenced by the interplay among immediate contextual conditions, individual past experiences, and future-oriented goals. Thus, DST helps retrospectively investigate the developmental trajectories of teachers' agencies by

introducing attractor and repeller states. Finally, as the collective behaviors of agents contribute to emergent outcomes, Dynamic Systems Theory (DST) serves as a valuable tool for examining the dynamic and reciprocal interactions between agents and their environments. It aids in understanding how these behaviors manifest and evolve in the trajectories of individual agency, influenced by shifts in environmental constraints and opportunities.

1.6. Summary

This chapter has explored various theoretical discussions surrounding teacher agency for social justice, drawing on different perspectives and relevant knowledge to establish a foundational background. It also offers a comprehensive review of literature from a diverse array of educational sources.

The literature review confirmed an empirical and theoretical consensus involving a complex and multi-layered interaction of psychological and social processes. They commonly occur in extraordinarily complex, politically and culturally shaped contexts with unique and shared characteristics (Imants & Van der Wal, 2020; Mercer, 2011; Pantic, 2015a). Apart from Pantic's (2015a) model, theoretical models are limited in illustrating teacher agency's complex and dynamic characteristics for social justice. In addition to theoretical models, previous studies have predominantly adopted the ecological perspective of teacher agency for social justice by examining in-service teachers, underestimating the dynamic and complex nature of the notion with a lack of explanation regarding teacher agency developmental paths over time and the different ways they manifest their agencies. Considering these insights, the current study aimed at defining the emerging archetypes of early career EFL teachers, examining the developmental trajectories of each archetype, and determining the factors influencing individual agency developments by adopting Complex and Dynamic System Theory and employing Pantic's (2015a) model as a unit of analysis.

2. METHODOLOGY

This chapter thoroughly explains the methodological approach followed in this current doctoral thesis. This section includes the rationale for using retrodictive qualitative modeling and the multi-case approach in the present study. It also elaborates on the participant's sampling processes, the rationale for selecting the research context, and the instrumentation. Next, it introduces the pilot studies conducted to provide reliability and validity of data collection instruments, procedures, and data analysis. Finally, it addresses ethical considerations and the trustworthiness of data.

2.1. Retrodictive Qualitative Modeling

This study explored teacher agency for social justice issues, focusing on early-career EFL teachers working at secondary schools, including marginalized students in Türkiye. It aims to explore early-career EFL teacher agency archetypes for social justice issues, the characteristics of teachers in each archetype, their developmental agency trajectories, and factors affecting these trajectories.

Considering that teacher agency is acknowledged as a complex, dynamic, interconnected, and context-dependent phenomenon, supported both individually and socially (Priestley et al., 2015), investigating it through traditional methods can lead to an oversimplification and reduction of its complexities. Therefore, this current study adopts retrodictive qualitative modeling (RQM), which Dörnyei (2014) proposed as an innovative approach in the SLA field. RQM aligns well with the aims of our study, which considers teacher agency as a complex construct. As Larsen-Freeman and Cameron (2008, p. 75) explain, "the behavior of a complex system is not completely random, but neither is it wholly predictable." Consequently, predicting the prospective behaviors of these systems, their end-points, and the probable interactions leading to them is challenging when using traditional research designs (Haggis, 2008). To fix these backdrops, ‘’RQM reverses the traditional research method. It first examines end states and then traces back the developmental trajectories leading to these end states’’ (Chan et al., 2015, p.238). In this way, this approach enables researchers to look backward at the dynamic and complex emergent patterns, and it facilitates investigating the dynamic and context-dependent

procedures that gained or lost their stability and contributed to the emergence of these outcomes (Byrne, 2011; Gu, 2023).

From CDST perspective, the development teacher agency for social justice is non-linear process full of diversity, characterized by multiple embeddedness (Larsen-Freeman, 2016, p.384). Given that ‘’it is not practically possible to attend to every component and every interaction’’ within a certain system (Nitta & Nakata, 2021, p.176), we need to select the strongest causal mechanisms that serve underlying reasons for the system changes and diversities (Gu, 2023). According to Hiver and Whitehead (2018, p.2), the agency is a complex and interrelated system of components that emerge from the interplay of individual capacities and contextual factors. This mutual influence and causality indicate a system's effects on another one connected to it (Larsen Freeman & Cameron, 2008). Since these components and their interactions can change, non-linear patterns can occur throughout an individual's agency trajectories. Thus, it is essential to adapt a method that can display the non-linear developmental trajectories of individuals and the multicausality/interrelatedness of the factors affecting these trajectories. In this respect, an exploratory case study is an effective methodology for addressing this issue by enabling the researcher to 'create a model by going beyond identifying and listing the important classroom factors' (Dörnyei, 2014, p.88)' and display temporal changes in individual developmental agency trajectories.

RQM focused on the ‘self-organizing’ process, leading to "complex systems to display a few well-recognizable outcomes of behavioral patterns rather than the unlimited variation that could be" (Dörnyei, 2017, p. 84-85). As Chan and his friends explained, self-organizing capacity of a system makes research results more predictable:

> 'Even if we visit a classroom in a very different learning context from the one we are used to, we will soon start to recognize familiar learner behaviors and attitudes. These recurring patterns are related to systems' tendency to self-organize components into a few preferred modes of behavior or functionally useful units' (Chan et al., 2015, p.239).

According to Mearman (2006), examining a phenomenon through a retrodiction manner

requires employing a combination of qualitative and quantitative approaches. Based on this insight, we utilized the Dörnyei (2014) three-phase template, which is widely accepted in the SLA field among other qualitative-based templates. This template is briefly explained in Figure 3 below. The first phase of his template identifies the salient system outcomes or end-points (outcome) with generic behavior (Chan et al., 2015). In our current study, these salient end-points (outcome) are teacher archetypes, defined by Senge (1990) as a free-standing way of categorizing structures that form generic patterns of behavior emerging over time. These outcomes are equivalent to attractor states in complex systems. Several qualitative and quantitative methods can identify these archetypes, including focus groups (see Chan et al., 2015; Shirvan & Talebzadeh, 2020), Q methodology, and cluster analysis (see Hiver, 2017). In this phase, we followed the hierarchical and k-means cluster analysis approach. Before the analysis, we requested 160 EFL early-career teachers working at secondary schools, including marginalized students, to fill out the questionnaire designed by Pantic (2017). After the surveys were collected back from 112 teachers, we analyzed the results by running hierarchical and k-means cluster analysis in SPSS to define salient teacher archetypes and teachers' characteristics comprising each archetype. As a second phase of the study, we nominated the prototypical teachers based on the statistically distinct grouping, which was determined by the clustering analysis. We selected two

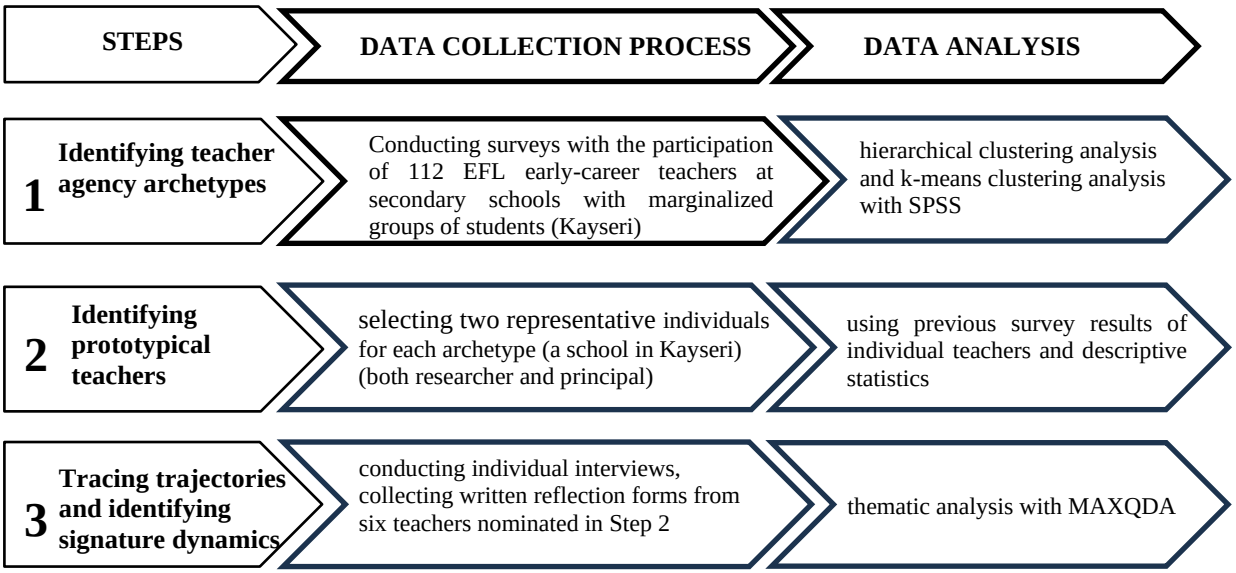

Figure 3. Design of the Current Study Based on Retrodictive Qualitative Modeling

teachers for each archetype, who are considered as ‘adequately representative’ members of their archetypes (Gu, 2023, p.3) and confirmed as best fit for the characteristics of their archetypes by their school principals. Following this nominalization process, in the third phase, to trace teachers’ agency trajectories and determine the underlying mechanism affecting these trajectories, we conducted individual semi-structured interviews and requested each teacher to fill out a series of written reflection forms. Then, the data gathered from these tools were analyzed with a thematic analysis in an inductive approach.

The next section provides detailed information about the methodology that the researcher followed in each phase of RQM and explains research questions, participants, data collection instruments, and data analysis procedures, respectively.

2.2. Phase One: Identifying Teacher Agency Archetypes

The first phase of RQM aims to discover and analyze generic patterns that emerged in data, named early-career EFL teachers’ agency archetypes for social justice. At this phase of the study, it is significant to focus on the self-organization capacity of individuals, which is a central notion in RQM. As Dörnyei (2014) suggested, researchers can benefit from self-organizing capacity since it allows them to observe the orderly nature of a system that may initially exhibit inconsistent and non-linear patterns. In other words, teachers can display certain predictable patterns in their teaching practices over time. Demonstrating recurring teaching patterns in different classes for an extended period results from the self-organizing aspect of a system into a preferred state (Chan, Dörnyei & Henri, 2015). These certain patterns and behaviors of teachers (attractor states - archetypes) can be predicted or tracked.

2.2.1. Phase One: Research Questions

The research question guiding this phase of RQM is as follows:

RQ1: What are the emerging EFL teacher archetypes while exercising agency for social justice in their earlier careers?

-What are the characteristics of early-career EFL teachers in each archetype?

2.2.2. Phase One: Settings

Examining teacher agency for social justice necessitates understanding two important issues related to the context in which teachers are embedded in: the educational system implemented in secondary schools in Turkey and the role of language teaching in the relevant context. To begin with the first issue, the Turkish educational system has undergone a series of reforms and regulations to improve the quality of Education and increase access to a proper education for all children. With the latest changes in 1997 and 2012, compulsory 12-year education was legitimated for all children (4 years primary, four years elementary, and four years secondary Education). In accordance with these regulations, developing inclusion in schools became a primary objective of the Turkish Ministry of National Education MoNE. In response to the increasingly diverse needs of students, the latest legislative aimed to increase the full participation of all children with diverse backgrounds in school life. In this perspective, students coming from low economic backgrounds, students with various ethical backgrounds, and with various disabilities are seen as marginalized groups of students who face educational exclusion (UNESCO, 2009). When these students complete their primary Education, they are expected to enroll to the mainstream schools in their neighborhood based on the address-based school registration system in Türkiye.

Regarding the role of language education in such mainstream schools, it is significant to note that the medium of instruction in public elementary schools is Turkish. All children are required to study a foreign language, including English, Arabic, French, or German. However, English is the most preferred option among parents and students due to its prevalent global use as a foreign language. It is also believed that proficiency in English opens up opportunities to get a well-paid job and helps find a voice in different countries. Indeed, the objective of foreign language education in Türkiye is to provide comprehensive Education to students based on their current level of language proficiency and enhance their four basic language skills: reading, writing, speaking, and listening (İnceçay, 2012). A secondary aim is to equip students to stay abreast of the latest technological advancements and effectively communicate using these technologies with individuals from diverse backgrounds worldwide. In order to meet these objectives, MoNE has revised its foreign language educational policy, implementing two hours of English per week for fourth and

fifth graders and four hours of English per week for upper graders. Another significant development is the inclusion of English proficiency testing sections in the national exams that all students are expected to attend at the end of secondary school.

This study was conducted during the 2022-2023 academic year in secondary schools located in Kayseri. Kayseri was selected due to its higher-than-average presence of marginalized communities compared to other cities (except for Istanbul) in Türkiye and its position among the top nineteen cities with dense refugee populations TUIK (2024). Schools were identified with the assistance of an expert from the Kayseri branch of the Turkish Ministry of National Education and through analysis of relevant reports from the institution. Based on this criteria, 48 rural elementary schools were purposefully selected from a pool of 360 mainstream schools including imam-hatip and standard secondary schools, prioritizing those with immigrant populations exceeding 50% of the total student body.

2.2.3. Phase One: Participants

The participants were recruited through purposeful sampling, a method allowing for selecting information-rich cases for observation (Patton, 2002) and aiming to gather ‘’the broadest range of information on the subject of the study’’ (Kuzel, 1992, p.37). In order to identify teacher archetypes (system outcomes), a survey was considered an appropriate method for collecting data from a well-suited sample size and facilitating cluster sampling. Nevertheless, reaching the whole target teacher population is challenging for the researcher, particularly when studying early-career EFL teachers working at rural schools with marginalized groups of students in Türkiye. Purposeful sampling is well-suited for our context as it allows for selecting representative samples in a geographically dispersed area with a large population, where working with the whole population may not be feasible (Nederifar et al., (2017). Kumar (2011, p. 186) suggests that 'when sampling is done in a manner that genuinely represents the study population, a fairly true reflection of sampling population can be gained'.

According to the MoNe report in 2021, there are up to 11245 secondary schools in Kayseri with approximately 1650 EFL teachers. Among these schools, 48 are located in rural areas, and they include a high number of marginalized students. One hundred twelve

early-career EFL teachers working in rural areas in Kayseri participated voluntarily out of 160. These participants, aged between 23 and 29, were predominantly women, with 90 women and 22 men. They came from diverse academic backgrounds, with 56 having studied in ELT programs and 56 in ELL departments, holding various degrees (21 with MA degrees and 91 with Bachelor's degrees). This sample is considered highly representative in terms of gender, age, and educational background, reflecting the diversity of EFL teachers in other regions of Turkey. Ponto (2015) suggests that an ideal sample should encompass individuals who reflect all population characteristics regarding sex and socioeconomic profiles. As a result, the data collected will be anticipated to offer a range of reliable and valid perspectives on early-career EFL teacher agency (Petty et al., 2012).

2.2.4. Phase One: Data Collection Procedures and Instruments

Data was collected through a survey that considered the target population of our study and research objectives. As (Holton & Burnett, 2009, pp. 30-33) suggested, surveys are 'strong at studying large groups of people and effective to discover characteristics of subjects that suggest a new theory.'

Content validity of a questionnaire seeks to assess the alignment between the content of the relevant measurement tool and the researcher's intended scope of measurement, which is considered as ‘the minimum requirement for acceptable research’ (Holton & Burnett, 2009, p.36). Content validity also aims to determine if each item in the instrument corresponds to the research purpose. Given the importance of ensuring consistent and unbiased assessment (Sürücü & Maslakçı, 2020), one experienced English teacher out of the study group, and one PhD holder specializing in the topic of teacher agency were invited to evaluate the content validity of our draft questionnaire. Additionally, the same staff assessed the face validity of the scale by considering several questions: (1) ‘Is the purpose of each statement appropriate for the measuring instrument? (2) Are the statements in the scale clearly understood by the participant? (3) Are all statements in the measuring instrument readable? (4) Is the Questionnaire attractive? (5) Is the difficulty of each item appropriate for the level of participants?’ (Sürücü & Maslakçı, 2020, p.2706). Before piloting, some questions' wordings were revised based on experts' feedback.

The latest version of the survey has two main parts. Part one consists of demographics requiring teachers to denominate their age, gender, and educational background (see Appendix D). The second part of the questionnaire has a scale of 67 seven-point Likert Scale items. Pantic (2017) designed and validated this scale in conformity with Pantic's (2015a) teacher agency for social justice model. The questionnaire was formulated in four model components and divided into four subscales: sense of purpose, competence, autonomy, and reflexivity. The sense of purpose subscale measures teachers' perceptions of their professional roles and moral values, sense of identity, motivations as agents of social justice, and their own understanding of social justice (Pantic, 2015; Pantic & Florian, 2015). The competence subscale is related to teachers' awareness of the influence of external factors on students' achievement and teachers' engagement in working with others to dela with social justice issues (Pantic, 2017). The autonomy subscale measures teachers 'power to make a difference within given structural environments' by examining their resilience, individual and collective efficacy (Pantic, 2017, p.220). Finally, reflexivity underlies teachers' capacity to monitor and evaluate their practices and institutional settings (Pantic, 2017). These components were chosen as cluster variables since they were parallel with background literature that provides a more theoretically grounded classification of teacher agency archetypes. Since closed-ended questionnaires provide limited information (Habib et al., 2014), open-ended questions were added at the end of the questionnaire. This approach is thought to allow respondents to articulate their thoughts in ways that may differ from the existing items in the scale.

Having completed the official requirements and obtained ethical approval from both Çağ University (see Appendix O-Appendix P) and the Turkish Ministry of Education (see Appendix R), the initial version of the survey was administered to 25 early-career EFL teachers as a part of the piloting study. The aim was to test the feasibility of all questions for the participants, to check the implementation process of the survey, and the utility of k-means cluster analysis. The researcher contacted five of these teachers who worked in schools with marginalized groups of students, where the researcher had also worked before. None of these teachers were involved in the study group. In face-to-face meetings, the teachers in the piloting group were asked to rate items in the questionnaire while verbalizing their thoughts. This approach aimed to identify the questions that did not make

sense to the participants or the items that could lead to biased answers. The researcher observed the teachers during this process to see where they hesitated to answer. Following the piloting study, data were collected to assess the instrument's reliability, which refers to 'the consistency of a measuring instrument' (Heale & Twycross, 2015). Reliability enables researchers to determine if individual ratings on a construct, such as agency, yield consistent results when applied at different times. One widely used method to assess reliability is internal consistency, which measures the correlation of each item in the measuring instrument (Sürücü & Maslakçı, 2020). The survey's internal consistency was determined using Cronbach's alpha value, calculated with SPSS software. The results indicated a high level of internal consistency ($\alpha = 0.812$), which is considered satisfactory by several scholars (Clarke & Braun, 2017; Sürücü & Maslakçı, 2020).

Regarding the major study, the final questionnaire was administered in paper format on previously scheduled dates immediately after the researcher took the necessary permission from the principal of each school. All ethical practices were applied in line with the suggestions of Cohen et al. (2018). Firstly, to increase its response rate, the questionnaire was administered in a silent room after they were asked to fill out the consent forms (see Appendix B). Then, teachers were informed briefly about the questionnaire, the study's goal, and confidentiality procedures. Distributing the questionnaire personally led the researcher to answer the participants' questions on what to do in each step. If respondents leave some parts unanswered, lunchtime is the best time since it allows participants to complete the consent forms and questionnaire in a relaxed atmosphere. This approach allocated teachers for at least an hour to respond to the survey items; in turn, it enabled the researcher to gather responses from a high number of teachers. However, all these schools were geographically dispersed, for this reason, data collection took nearly two months.

2.2.5. Phase One: Data Analysis Procedures

To answer the first question 'What are the emerging EFL teacher archetypes while exercising agency for social justice in their earlier careers? -What are the characteristics of early-career EFL teachers in each archetype?' we retracted three groups through a two-step procedure. First, the data obtained from the responses of 112 EFL teachers to 75 items (8 items for demographics, 67 items for four dimensions of agency) was imported into SPSS

software. Positive items in the questionnaire's second part were recorded with numeric codes such as 1=strongly agree and 7=strongly disagree, while negative items were revised. Secondly, outliers and missing values were checked in the data set. Preliminary assumption checking by a boxplot suggested four outliers. The researcher decided to remove outliers due to their potential impact on the analysis. Next, the four cluster variables -sense of purpose, autonomy, competence, and reflexivity- were screened for normality of distribution using the Kolmogorov-Smirnov test, as it is an effective method for testing $n \geq 50$ (Mishra et al., 2019).

After that, the continuous independent variables were standardized by default. For the first analysis step, a hierarchical cluster analysis was employed with agglomeration schedules, which suggested a three-cluster solution. We used a dendrogram to visualize the relationships among potential clusters. Although various methods exist, this study applied the centroid clustering method with squared Euclidean distance, as it is one of the most popular methods in the literature. The results suggested three distinct types of teacher agency.

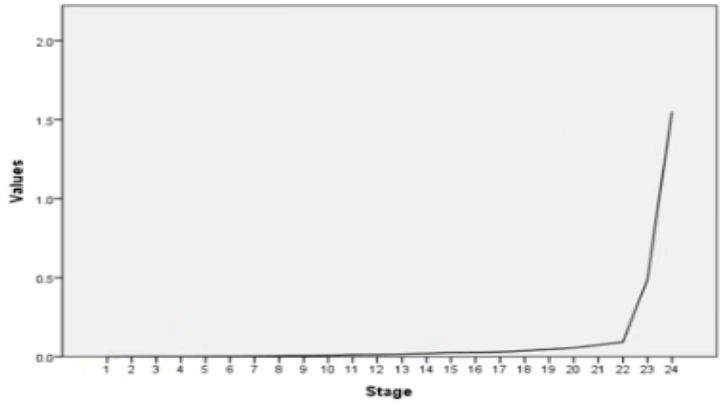

Figure 4. Agglomeration Schedule of the Hierarchical Cluster Analysis

Based on the results of the first step of the analysis, teachers were sorted into three clusters by considering the shortest distance to the mean (see Huang 1998). K-means analysis proved to be the perfect method, not only because it is more accurate compared to other clustering methods but also because it is more effective in classifying large data sets into a number of clusters (Huang, 1998; Koonsanit et al., 2012; Tan et al., 2006). Using k-

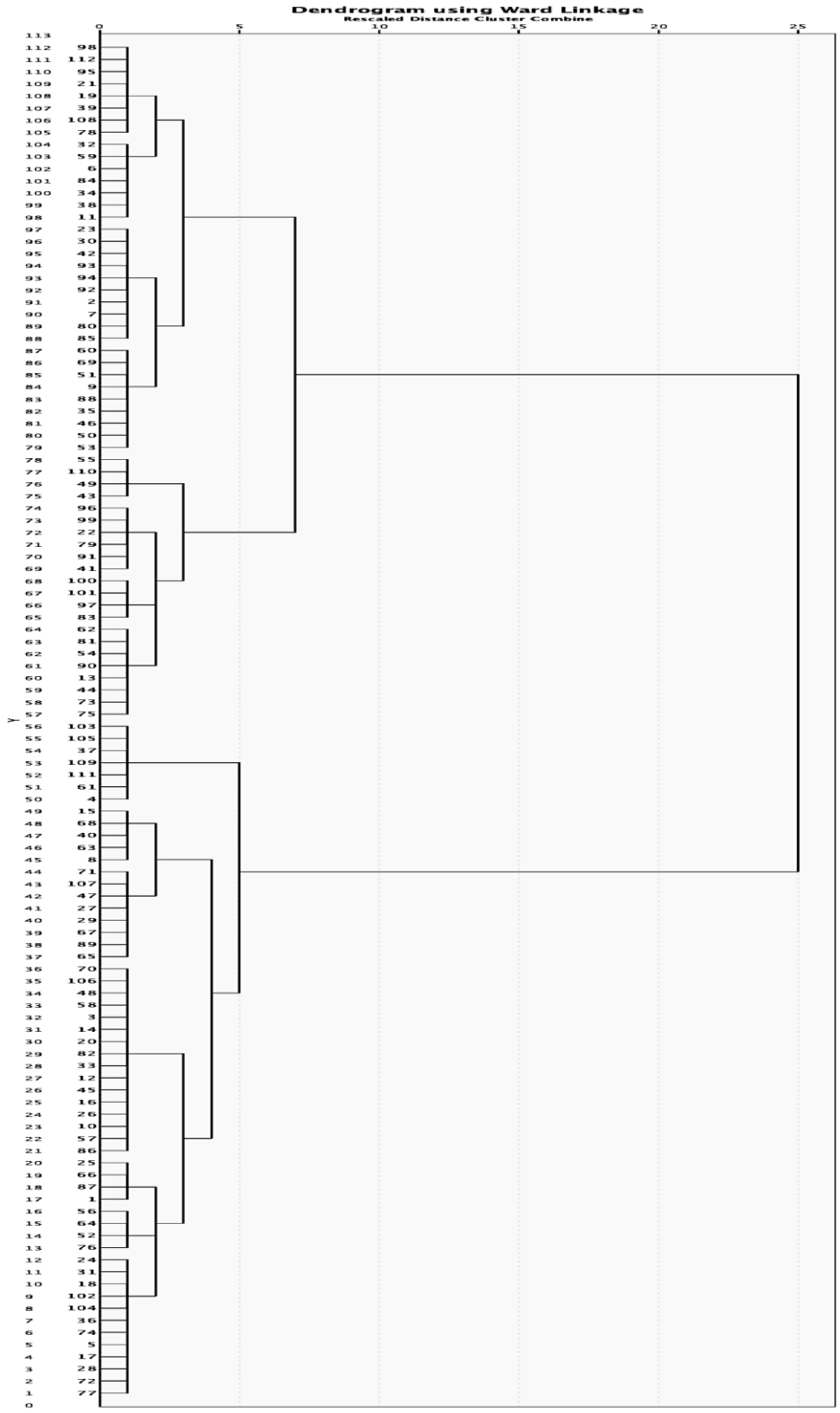

Figure 5. Cluster Dendrogram Based on Hierarchical Clustering Analysis

means analysis, early-career EFL teachers were grouped into teacher agency archetypes, and then, the characteristics of each archetype were determined. Cluster validity is utilized to conduct a k-means analysis. (Backer & Jain, 1981). To achieve this aim, researchers initially examined two cluster solutions and incrementally increased the number in each iteration by 1 until the k-value provided a good fit. As determining the appropriate number of clusters is challenging and requires expertizing (Koehly et al., 2001), researchers considered several criteria, as follows. When the cluster membership of any cluster is too large, indicating the dominance of one cluster, the analysis is rerun by adding one more cluster. Conversely, when the cluster membership is too small, consisting of 10 or fewer members, the k-means analysis is rerun by reducing the number of clusters. Finally, the elbow method, a commonly used method for cluster validation (Koonsanit et al., 2012; Kodinariya & Makwana, 2013), also confirmed three cluster solutions.

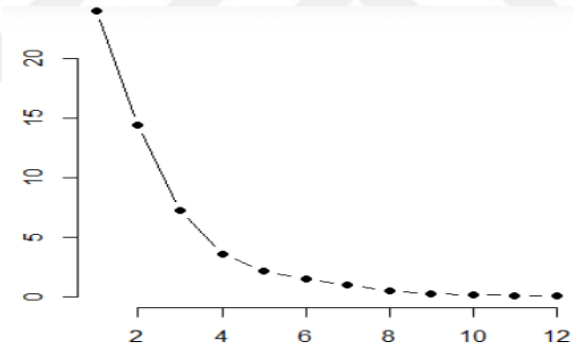

Figure 6. Optimal Number of Clusters Based on Elbow Plot in K-means Analysis

Following the elbow plot in Figure 6, it is apparent that k=1 and 2 are both valid options for an ideal number of clusters. However, k=3 is the strongest possibility since it indicates a stabilization point where the convergence is reached (Monterio & Duarte, 2018). In addition to the cluster validation method, the Bayesian Inference Criterion (BIC) was also considered. The enhanced Vegetation Index (EVI) model was selected, showing three reasonable options and outcomes, illustrated by utilizing WEKA cluster parameters and final cluster centers in Figure 8.

Iteration History[a]

Iteration	Change in Cluster Centers 1	2	3
1	1,583	1,798	1,859
2	,302	,530	,171
3	,120	,393	,037
4	,000	,000	,000

Figure 7. Iteration History of K-means Cluster Analysis

In assessing the validity of the final cluster solution, one-way multivariate analysis of variance (ANOVA) was used to explore the univariate main effects. Subsequently, Tukey's HSD (Honestly Significant Difference) post-hoc test was performed for pair-wise comparisons. The dependent variables included a sense of purpose, competence, autonomy, and reflexivity, while the independent variables comprised Cluster 1, Cluster 2,

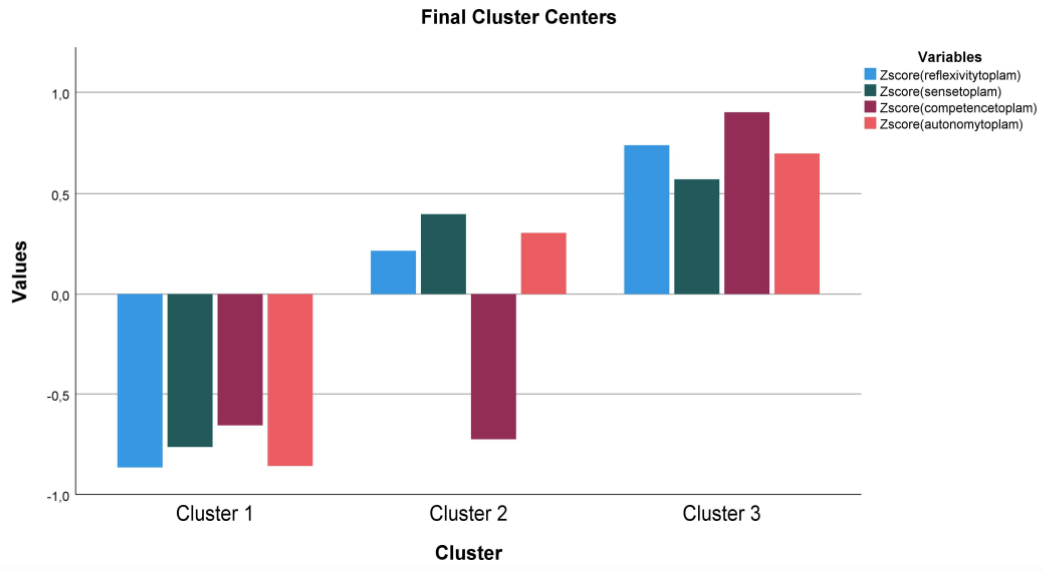

Figure 8. Final Cluster Centers Based on K-means Clustering Analysis

and Cluster 3. The results yielded a significant multivariate main effect for all four independent variables, which indicates a significant contribution of these variables to the formation of clusters (see Table 1). Preliminary assumption testing, such as linearity and

homogeneity of variance-covariance matrices, were carried out, and no serious violation was observed. Overall, the results demonstrated a significant difference between the groups on the combined dependent variables F (3,428) =3.57, P=0.01; Wilks' Lambda=0.98; partial eta squared=,02.

Table 1. *ANOVA Results*

	Mean Square	df	Error mean square	df	F	Sig.
A sense of purpose	3,92	2	541	109	5.21	0,01
Competence	4,39	2	399	109	7.88	0,01
Autonomy	4,57	2	428	109	7.65	0,01
Reflexivity	4,15	2	448	109	6.64	0,01

When the results of dependent variables were interpreted separately, as seen in Table 1, a Bonferroni adjusted alpha level of 0.17 of two factors indicated a high statistical significance. The top two factors showing the highest level of contribution were competence (F (2,428) =7,88, P=0.01; Wilks' Lambda=0.97; partial eta squared=,02) and a sense of purpose (F (2,541) =5.21, P=0.01; Wilks' Lambda=0.98; partial eta squared=,02). On the other hand, the contributions of factors such as autonomy and reflexivity were found to be slightly significant when considering a significance level of 5% (Kumar, 2011).

2.3. Phase Two: Identifying Prototypical Teachers for Each Archetype

Phase two aims to identify prototypical teachers and investigate their trajectories in detail. For this aim, teachers at a public rural elementary school were purposefully chosen to conduct the present research, given that the marginalized group of students (482) outnumbered the Turkish students (253) in these schools, and the administrators were very welcome to the researcher, The school is located in a rural area that far from the city center and is close to an industrial region that offers working opportunities and affordable

accommodation for immigrants and families with low income. Most families there did not know Turkish or any other common language with teachers since they prefered living within their communities without communicating with others. Most of them were under-educated and had low economic backgrounds. Furthermore, the number of students with special needs and students coming from families with low income were high. For these reasons, the school was a subject of investigation for various projects such as PIKTES that aimed to support the Turkish National Education policy on enhancing the access rate of children under temporary protection to Education and supporting them for social cohesion. Also, during this current study, the school was one of the partners of the 'English together' project funded by the European Union, aimed at teaching English based on the local educational needs of secondary school students.

Regarding the demographics of this school, there were 43 teachers from different fields, including eight early-career English teachers with a maximum of 5 years of experience. Also, there were three administrators and two guidance teachers. The classes had an average of 37 students, offering eight hours of teaching daily. In the past, the school had ‘support classes’ for students with low proficiency levels in Turkish and disabled students with special needs. However, the school administrators and teachers perceived this approach as potentially leading to social isolation among the students. Consequently, at the time of this study, there were no support classes or private curriculums for these students, and marginalized students were required to receive education in the same manner as their peers.

In order to pinpoint teachers who align well with the archetypes that were identified in the initial stage of RQM, the researcher first set inclusion criteria. The main one was demonstrating alignment with the characteristics of teachers in archetypes. Among the eight teachers at the school, two teachers were identified as not possessing specific characteristics associated with these archetypes. Consequently, six teachers were selected based on the descriptive statistics in their individual survey findings (see Table 2).

Reaching a saturation point is important in qualitative studies. In this respect, Kumar (2011, p. 194) states:

Table 2**.** *Prototypical Teachers' Profiles in Each Archetype*

Archetypes	Prototype (Pseudonym)	A sense of purpose	Competence	Autonomy	Reflexivity
Failure in Achievement of Agency	Tuğba	2.5	1.9	2.8	2.8
	Gülşah	2.1	1.7	2.1	2.9
Unsteady Agency	Mustafa	4.0	2.1	3.6	3.5
	Saadet	4.6	2.9	3.9	3.5
Gradual Growth of Agency	Ayşegül	6.1	6.5	6.3	6.5
	Esra	7.5	7.3	6.8	7

> "Saturation is a subjective matter, and how soon you reach the saturation point depends upon how diverse the situation or phenomenon that you are studying is. The greater the diversity, the greater the number of people from whom you need to collect the information to reach the saturation point.''

Considering all these insights, working at the same institution was determined as the second criterion for sampling to reduce the diversity and complexity of phenomena under investigation and reach a saturation point. Another criterion was convenience for the researcher. As Dörnyei (2007, p.98) states, 'a significant criterion is the convenience of the researcher whether they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility or willingness to communicate.'

Finally, to ensure that these selected teachers can offer pertinent information regarding our research questions and objectives, school principals were also asked to provide additional details about the teachers' experiences and characteristics.

2.4. Phase Three: Mapping Agency Trajectories and Identifying Signature Dynamics

This phase aimed to trace prototypical teachers' developmental agency trajectories for social justice issues in detail and define the underlying mechanism that influenced them. Semi-structured interviews and written reflection forms were utilized in this phase.

2.4.1. Phase Three: Research Questions

In-line with research questions related to this phase of the study are as follows:

RQ2: How are the developmental trajectories for each archetype generating EFL teachers' agency for social issues?

--How do early-career EFL teachers manifest their agency for social justice across their trajectory in each archetype?

RQ3: What factors affect the manifestation of early-career EFL teachers' agency in each archetype?

2.4.2. Phase Three: Settings

As stated in phase two, our research was conducted at a school comprising a marginalized group of students who outnumbered the locals. This selection was made considering the school's engagement in various projects. These projects were reported as aiming to enhance educational accessibility for children under temporary protection and increase teachers' skills in adapting the English curriculum to facilitate the integration of these students into the educational system.

2.4.3. Phase Three: Participants

Six early-career EFL teachers from the school out of eight were chosen for phase two. Five participants are full-time teachers at the school, while one works part-time. At the time of the research, their ages ranged from 23 to 31. Five of them reported teaching an average of 28 lessons per week, which is above the typical workload. A teacher expressed working only 10 hours per week. A brief introduction about these six participants is presented below.

At the time of the study, Tuğba (pseudonym) was 25 years old and had been in the teaching profession for two years. She grew up in a city center and attended schools where students had homogeneous socioeconomic backgrounds. Her neighborhood and school environments did not provide opportunities to interact with marginalized groups or experience exclusion practices. After graduating from an Anatolian high school, Tuğba completed her undergraduate studies in the English Language and Literature department. She reported that the primary focus in this department was more on passing classes rather than developing students' teaching capabilities. She graduated without achieving adequate English proficiency, partly due to overcrowded classes. With many relatives who were teachers in various subjects, Tuğba felt pressured to become a teacher herself. She obtained a pedagogical formation certificate while still a university student, but this did not provide her with experience in teaching techniques or understanding learner psychology. Three years ago, Tuğba was assigned as an EFL teacher at an urban public school, where she encountered children from low-economic backgrounds for the first time. As Tuğba stated, she never experienced any form of discrimination at the schools where she worked. Despite the heavy burden of her school program, she completed a two-semester MA program in Education to further develop her knowledge. She has been teaching at her current school for two and a half years but reported concerns about teaching English to classes with marginalized students.

Gülşah (pseudonym) was in her 29 at the time of the study. She grew up in a city center among children from affluent families, but severe illnesses during her childhood made her feel isolated. She majored in English Language and Literature at a university and did not initially want to become an English teacher in public schools. However, as required by the Ministry of National Education (MoNE), she obtained a teaching certificate for teaching in public and private schools. During her practicum, she realized that the young learners were a concern for her. Having negative attitudes towards being a teacher and feeling incapable of handling young children, she went to the UK to improve her English and seek other job opportunities. Gülşah did not teach for two years until she married and began working part-time as an English teacher in Kayseri a year ago. After a long break from teaching, she started her career at a private language institution, where she taught adult learners for two

months. Due to economic conditions at the institution, she quit her job and worked part-time at an urban public school in her hometown for one year.

Saadet (pseudonym) was born abroad. She came from an immigrant family background and lived in neighborhoods labeled as slums, where other immigrant families also resided. Despite the challenges of being an immigrant, she recalled a strong sense of community and solidarity among immigrant families supporting one another. She frequently faced criticism and cultural oppression from locals, which made her feel isolated and led her to interact only with other children from immigrant families who shared similar experiences. She completed high school at Anatolian, where her interest in English started. She impressed one of the teachers she met during high school, and she started to learn English independently. This event affected her choice to select a language department. Then, she met her role model as an English teacher there, and she never imagined doing another job after that. However, during her practicum, she was surprised to observe an English class in a disadvantaged area where teachers lacked fundamental English skills and effective classroom management abilities. Although these prior negative experiences familiarized her with challenging working conditions, she did not receive sufficient training on how to handle these issues effectively. Upon completing her university education at the ELT department, she was appointed as an English teacher at public high schools the same year. In this school, she was the youngest in the school. She said that neither teachers nor students respected her as a teacher. The school she was working in was strikingly different from the previous schools she studied in. She encountered various classroom management problems.

Mustafa (pseudonym) was 26 and had three years of experience in teaching. He grew up in a crowded family and spent his childhood helping his father, who ran a small market in the city center. Mustafa noted that the experiences he gained as a marketer provided him with certain opportunities. However, since the market was located in a neighborhood with a homogenous population, these experiences did not enhance his awareness of diversity and marginalized groups in society. He stated that he learned English through video games. Since most of her relatives lived abroad, he was generally interested in languages. He could speak French and German in addition to English. Regarding his educational background, Mustafa received his Education at reputable schools that offered a high-

quality learning experience. When he entered the relevant major at university, he found the teaching programs insufficient. In his final year, as part of the teaching program, he was required to complete a two-semester practicum. During this practicum, he trained only at a reputable high school in the central district of Kayseri, where he took on a few responsibilities under the supervision of the mentor teacher. The demographics of these schools were very similar to those he attended as a student. He reflected many times that his attitude toward the teaching profession changed over time, even though he aspired to a different career path.

Esra (pseudonym) was the most experienced teacher in this group. She grew up in a crowded family with five children. She had four years of working experience. Esra's passion for being an English teacher was evident in her expressions, and she firmly believed that she was not just an ordinary educator. Esra's interest in English started at elementary school when she met an English teacher who became her role model. She highlighted that her English teacher played a crucial role in recognizing her skills and abilities in learning English. She regarded the opportunity to learn English as a privilege and harbored a strong desire to pursue a career as an English teacher. During her time in the ELT department, Esra was an enthusiastic and accomplished student, driven by her perception of the university lecturers as highly experienced and knowledgeable. In her third year, she participated in Erasmus+ projects, further fueling her enthusiasm. At this juncture, she embodied the qualities of an idealistic prospective teacher, characterized by high motivation and a distinct vision for her future in Education. However, Esra realized that teaching was difficult during her teaching practicum, requiring strong communication skills with students, parents, and administrators. This experience led her to understand that teacher training programs at universities often differ from classroom realities. Beginning her career at an urban secondary school, Esra encountered many marginalized students. She had many difficulties in classroom management, good communication with young learners, and effective teaching productive skills. Therefore, she applied for an in-service teaching program in the UK in her 1st year of teaching and 3rd year, another program organized with the partnership of the British Council and MEB in Spain. During this current study, she was a teacher trainer for the 'Bridge the Gap Together' project for two years.

Ayşegül (pseudonym) was the other participant with three years of work experience. She grew up in an extended family where the traditional belief was that girls did not need to pursue Education beyond the compulsory level. However, her illiterate mother held a robust opposing view. Ayşegül's family environment, values, and norms differed from the broader society around her. This diverse upbringing made her aware of various perspectives and beliefs, allowing her to form friendships across different spectrums. This environment significantly shaped her understanding of diversity and broadened her familiarity with the lives of marginalized groups. Another factor contributing to her inclusive mindset was her challenge with her vision during high school. Despite the frustration and shame caused by her vision problems, Ayşegül demonstrated significant perseverance in keeping up with her studies. These experiences enabled her to empathize and take proactive steps to create an inclusive learning environment for all her students. Ayşegül's decision to become an English teacher, despite graduating from the English Language and Literature department, was influenced by her positive attitude towards teaching. In her 2nd year of teaching at a rural school, she had the chance to take an in-service teaching training course in Spain that changed her career. She took methodology classes for teaching English in multicultural classes and learned techniques on how to deal with diversity and marginalized groups in her classes. This project helps her to reshape and reinforce her attitudes toward language teaching. Although she perceived it as extremely tiring, she was a teacher trainer for the 'bridge the gap together' project at the time of the study.

2.4.4. Phase Three: Data Collection Procedures and Instruments

Data collection tools employed in this present study included semi-structured interviews and written reflection forms. In addition, field notes were scrutinized to gain a deeper insight into teachers' agency development, although they were not considered in data analysis.

Semi-structured Interviews

Interviews are commonly used as data collection instruments in qualitative research (Dörnyei, 2007) due to their potential advantages. They provide in-depth information and

offer opportunities to delve into details during conversations (Carter, 2018; Schostak, 2006) and allow participants to express their opinions in a relaxing way (Berg, 2007; Alshenqeeti, 2014). Given the complex nature of agency, semi-structured interviews are considered excellent tools for gathering detailed data about participants' experiences and their 'truths, beliefs, attitudes regarding their teaching practices and all other interrelated factors influencing their agentic actions' (Talmy, 2010, p.131). As Seidman (2013, p.9) noted, interviews are vital for obtaining in-depth information about 'personal lived experiences and the meaning they make of that experience'. They are valuable tools for understanding the stories behind these lived experiences, as they allow researchers to elicit participants' perspectives and exchange information (Brinkmann, 2013; Kvale, 1996). Semi-structured interviews are particularly suitable for the aims of this current study, which seek to determine individual agency trajectories and identify the causal mechanism leading to a specific outcome (teacher archetype).

To structure the semi-structured interview questions of this doctoral thesis (see Appendix F), the researcher reviewed the emergent issues of language teacher agency for social justice in literature and adapted the interview questions in several studies (Çınarbaş, 2022; Hiver, 2017). As Patton (2002) suggested, validity and reliability are two essential criteria for designing high-quality studies. Unlike quantitative research, reliability in qualitative research refers to thoroughness, carefulness, and honesty during a qualitative research process (Robson, 2002). It is commonly related to the wording of interview questions, the rapport established with respondents, and the power relationship between the researcher and informant (Breakwell, 2000; Cohen et al., 2007). Conversely, validity pertains to whether questions measure what they are supposed to measure (Golasfhani, 2003). Considering all these, the interview questions underwent expert judgment after being formulated by the researcher. Recognizing the significance of experts' feedback for ensuring a consistent and unbiased assessment (Sürücü & Maslakçı, 2020), a PhD holder studying the same topic (teacher agency) was invited to assess the wording and content of the interview questions. Subsequently, some research questions were rewritten, while ten repetitive ones were deleted.

One early-career EFL teacher employed the piloting study to ensure the feasibility of all interview questions for the participants. The researcher contacted a teacher working in

conditions similar to those of the teachers in the study group. The piloting study was completed over two weeks, during which the teacher was requested to give feedback and suggestions about questions after each interview. This process identified and reworded questions that were too lengthy or confusing and did not make sense to the participants.

After the piloting study, interviews in the main study were conducted over one month. Following an interview timeline prepared collaboratively by the researcher and the participants, semi-structured interviews with six participants were employed every week (see Appendix C). These interviews were organized with the guidance of pre-determined aims for each interview. Each participant was asked the same list of questions, divided into eight sessions. However, the follow-up questions in cases varied slightly to elaborate on respondents' answers. Recognizing the potential effects of social context on the validity and reliability of qualitative research (Brink, 1993), interviews were conducted individually in a convenient location for the participants. The participants' mother tongue was used during these interviews to create a friendly atmosphere and minimize response deviation. Approximately each interview lasted 30-35 minutes long.

At the beginning of the interviews, participants were informed about the aim of the study, confidentiality, anonymity, and their rights to withdraw at any time. Since recording is very significant for interviews to reflect what respondents says faithfully (Fraenkel & Wallen, 2006), the interviews were recorded with the consent of the participants in audio format. The data were meticulously analyzed and transcribed verbatim after each interview to identify emergent issues. The researcher also took notes and memos during transcription, which were used to pose additional questions in subsequent interviews. Given that this data collection technique includes face-to-face interaction with the interviewer, it is acknowledged that non-verbal signs might shape the participants' responses, and they might say what the interviewer wants to hear (Carter, 2018). Therefore, to mitigate the interviewer effect, the researcher refrained from indicating approval or disapproval of participants' answers. To enhance the validity of the data collected from interviews, the researcher kept detailed notes whenever she encountered 'any variation in responses throughout the time,' asked similar questions periodically, and compared the data from other sources (Brink, 1993, p.36). Furthermore, the researcher paid attention to the

informants' moods and rescheduled any interview upon realizing that the informants were fatigued, anxious, or bored.

The researcher continued to interview the participants until data saturation was reached. Several similar questions were asked in subsequent interviews to ensure data saturation until consistent responses were obtained. The last interview was organized as a member checklist. In doing so, the researcher expected to increase the possibility of ruling out the misunderstandings between participants' expressions and the researcher's interpretation (Maxwell, 2013, p.126). Accordingly, the researcher shared her notes with the participants and asked for their feedback about the accuracy of the content. During the final interviews, participants and researchers discussed teachers' agency trajectories and teacher agency development graphs derived from written reflection forms and previous interviews.

Written Reflection Forms

According to Golasfshani (2003, p. 603-604), 'there are multiple realities that people have in their minds,' necessitating diversity in participant data gathered. The researcher employed multiple methods in this study to elaborate on these diverse realities in participants' minds. As Pei et al. (2013) stated, gathering information from multiple sources is the 'foundation of the validity of the assessment process' (p. 328). This is the rationale for using written reflection forms in addition to interviews, which can provide triangulation for data analysis. Written reflections were selected as a suitable triangulation tool due to their advantages, such as engaging participants in a deeper dialogue with themselves (Qi & Wang, 2022) and allowing respondents time to think deeply. The reflection forms designed by Pantic (2021) were utilized in this current study (see Appendix E). These forms consist of open-ended and closed-ended questions and ask respondents to reflect on the critical events as follows: 'Think of and describe an example of when you tried to make a change; achieve a specific purpose; or solve an issue in your school?', 'What difference did you make?' These open-ended questions were used to gain an in-depth understanding of teachers' agency developments over a semester.

The main aim of written reflections was collecting teachers' reflections on critical events related to social justice issues at their schools. In doing so, they were free to tell about what they did, how they felt, and how they viewed themselves during these events. These reports

intended to understand the motor of change in their trajectories and highlight the causal mechanism affecting their agency trajectories. At the end of the interview sessions, the reflection forms were administered to the participants, and they were asked to complete these forms in two weeks. Since there could be recall bias or recall inaccuracy in written reflections (Qi & Wang, 2022), the researcher encouraged the participants to look at the field notes or written reports about significant critical events reported to the administrator, ask the people they interacted at that time or the social media groups that they used for getting the support.

2.4.5. Phase Three: Data Analysis Procedures

Due to the iterative nature of the stages (Peel, 2020), thematic analysis was chosen. This analysis helped the researcher to scrutinize a dynamic phenomenon (teachers' agency for social justice) and gain a comprehensive understanding of the dynamic nature of teacher agency development for social justice issues and scrutinize interrelated causal mechanism affecting them. The data from semi-structured interviews and written reflection forms were continuously analyzed by coding and comparing (Strauss & Corbin, 1998). These processes were significant due to the complex nature of teacher agency, which requires researchers to compare the gathered data with existing literature constantly. With the help of this process, the researcher could track emerging outcomes, reconsider the follow-up interview questions based on previously collected data, and get a deeper understanding of the subject matter. Analyzing interview data weekly enabled the researcher to consistently compare categories within the newly gathered data with previously established categories and theories to ascertain their alignment (Cohen et al., 2007, p.492). Considering the exploratory nature of this study, thematic analysis was employed using an inductive approach. This approach involves transitioning from the semantic content of data to uncovering latent explanations based on what participants state (Braun & Clarke, 2006).

We integrated within-case and cross-case analytic strategies to analyze the data, respectively (Merriam, 2009). Thus, in line with a suggestion by Colaizzi (1978), the researcher first made sense of each case by utilizing within-case analysis. Then, she compared cases to identify common themes for all participants by using a cross-case analysis. The analysis process began with within-case analysis, which requires treating

each case 'as a comprehensive case in/of itself' (Merriam, 2009, p.204). Initially, the researcher analyzed each case separately, considering the emergent codes, categories, and themes from the extracts (Braun & Clarke, 2006). Following the within-case analysis, a cross-case analysis was conducted. As (Khan & VanWynsberghe, 2008, p.34) suggest, ‘cross-case comparison can support the creation of clusters or families of phenomena. Sets of cases are categorized into clusters of groups that share certain patterns or configurations.’ Sometimes the clusters can be ordered or sorted along several dimensions. In another effort, the pathway to the outcome is inspected and compared among a set of cases. The stages of all these processes, as outlined by Braun & Clarke (2006) and Creswell (2013), are as follow:

(1) Engage with the data: As the first step of thematic analysis, the researcher transcribed the interviews verbatim and inserted her notes into the same file. Then, she imported all relevant data into MAXQDA for initial data reading to familiarize herself with the data and follow-up analysis. ‘To immerse herself in the data more, the researcher reread the interviews and get her data to a consistent and organized form' (Castleberry & Nolen, 2018, p.808). Next, she reflected on the relations between the data gathered from various data collection tools and research questions. To do so, she scanned transcribed data extracts and added memos into the same file since ‘coding and memo writing are concurrent qualitative data analytic activities’ (Saldaña, 2013, p.41).

(2) Code the extracts from the data (open coding): According to Clarke and Braun (2017) codes are the building blocks for giving meaning to a data set. Unlike pre-existing templates of codes derived from a theory or a framework, this inductive method allows researchers to discover answers whose results are not known beforehand. This stage of thematic analysis requires generating initial codes and labels from the data. After iterative reading sessions, significant statements from each participant were identified based on their potential interest and relevance to the research questions. Words, phrases, and paragraphs carrying these aspects were transformed into initial codes (Creswell, 2012). While doing so, the researcher ensured that the code labels had actual meaning and attached comprehensive definitions. Each description

began with teachers' agentic actions and factors affecting these actions. For example, the codes labeled 'good rapports with students' were defined as 'teachers' explaining their intentions/actions while dealing with social justice works. When the researcher identified an extract as potentially representing more than one code, she re-read the definitions to ensure that the correct code was assigned**.** The definitions allowed the researcher to check whether already established codes match newly emergent ones easily. Due to the tentative nature of these initial codes (Creswell, 2013), the researchers expanded and refined some of the initial codes for future coding consistency (Peel, 2020). After the initial coding of all the transcripts and reflection forms was completed, a progressively generated code list including 250 codes was established with their descriptions.

(3) Generate the categories from the sub-codes and codes (axial coding cycle): The next stage includes categorical aggregation (Creswell, 2013), which requires the researcher to reduce the codes and generate categories by identifying the characteristics of each category, which are 'collections of similar data sorted into same place' (Morse, 2008, p.727). Based on Peel's (2020) suggestions, she reread the extensive code list, the definitions, and coded extracts to determine the emergent patterns and correlations. For instance, the sub-categories labeled 'building a positive relationship with the students' and 'building a positive relationship with parents' were defined as 'to increase their participation in decision-making processes.' Then, the researcher generated codes for these sub-codes, such as early-career EFL teacher autonomy for social justice. The other codes are EFL teacher sense of purpose for social justice, EFL teacher competence for social justice, and EFL teacher reflexivity for social justice, contextual factors, and internal factors. As a result of this process, two core categories emerged: EFL teachers' agentic manifestations for social justice issues and interrelated factors influencing these agency manifestations. (see Appendix H- Appendix M)

(4) Conceptualize the themes from the categories (selective coding): This step aims to reduce the data and search for themes and meaningful data that can be

linked to existing literature and research questions. Based on Peel's (2019) suggestions, the researcher used literature to create a framework to guide the thematic analysis in this step. She identified salient evidence in data and how this evidence is interconnected with significant constructs that emerged in teacher agency for social justice research (see Pantic & Florian, p.344) and the CDST perspective. To do so, categories were combined to generate themes that laid the foundation of an early-career EFL teacher agency model for social justice. The generated themes were in align with the research questions and CDST perspective, highlighting the attractor states for each participant. (see Appendix H- Appendix M)

(5) Contextualize and represent the findings: This step aims to present a detailed picture that informs the findings and interpretations (Peel, 2020). First, a tentative scheme was developed from a case's generated codes, categories, and themes. This scheme was then applied to remaining cases (within-case analysis) to ’reflect how the data fitted together about the issue of investigation, research questions, the data collection and the data analysis’ (Peel, 2020, p.11).

(6) Comparing and looking for redundancies (Kızılet, 2023): To conduct a cross-case analysis, the generated themes were compared to identify the potential redundancies among participants. This analysis provides opportunities to draw a holistic picture of the phenomenon under investigation. For Hiver (2017), cross-case analysis is significant in exploring similarities and differences across cases with a comprehensive investigation. Cross-case comparative analysis includes four dimensions (Rihoux & Ragin, 2008). (a) identifying critical events in individual accounts, (b) exploring commonalities and uniqueness of these events, (c) investigating similarities and differences among participants' manifestations of these events, (d) exploring similarities and differences across individuals regarding their perceptions towards the reasons for these events, (e) finding out convergence and divergence across individuals in terms of the consequences of these events.

After the final review of transcripts, the researcher discussed the match between codes and relevant statements with a colleague who holds a PhD in a similar subject. They

simultaneously coded the same representative examples of data for the same categories. Both employed open coding and axial coding independently by using the same software. Pearson product-moment correlation coefficients were then calculated to establish the interrater reliability between the coders, and the results revealed high interrater reliability, r=0.921 (see Castleberry & Nolen, 2018). Furthermore, since the agency is context-specific and situationally time-bound, trustworthiness in this study aims to ensure transparency through an audit trial rather than duplicating the studies' results (Merriam, 2009). To increase the trustworthiness of the results in this current study, the researcher provided the chain of evidence during the data collection and analysis, which includes detailed descriptions of research settings, the participants, data collection, and analysis processes. As Stake (1995, p. 39) suggested, thick descriptions enable readers to 'enter the research context, making the transferability of elaborations and theories possible.' Additionally, participants' quotations from the interviews, and excerpts from the written reflection in the findings section of this study. To reinforce the strengths of the findings and ensure conformity, the researcher provided an extensive literature review and aligned her study design with theoretically and methodologically informed decisions. In doing so, the researcher aimed to serve an understanding that aligns with the philosophical assumptions of the research (Peel, 2020).

3. FINDINGS

This chapter aims to present answers to the research questions based on the results of k-means clustering analysis, semi-structured interviews, and written reflection forms. The chapter is organized into three sections. The first section, related to the first research question, introduces the emerging archetypes of early-career EFL teachers and their characteristics. The second section presents the details about the identification of prototypical teachers. The final section, related to the second and third research questions, illustrates teachers' developmental agency trajectories for social justice issues, system components, and underlying mechanisms.

3.1. Phase One: Identifying Teacher Archetypes

The study's first phase aimed to identify the system outcomes, specifically the emerging early career EFL teacher agency archetypes for social justice issues, in light of the first research question: ''What are the emerging EFL teacher archetypes while exercising agency for social justice in their earlier careers? What are the characteristics of early-career EFL teachers in each archetype?'

112 out of 116 teachers working in rural schools in Kayseri participated voluntarily in a survey. As the first data collection process, teachers were asked to complete a questionnaire of 67 seven-point Likert scale items. The data obtained from the survey were analyzed by running hierarchical and k-means cluster analysis. Both analyses generated three teacher agency clusters (k=3) whose composition and profiles are shown in Tables 3 and 4, respectively. The researcher labeled these clusters as failures in the achievement of agency archetype (Cluster 1), unsteady agency archetype (Cluster 2), and gradual growth of agency archetype (Cluster 3). The descriptions of the three teacher archetypes generated by cluster analysis are as follows.

(1) **Failure in Agency Achievement Archetype: Cluster 1** accounted for approximately half of the sample early career EFL teachers (n= 48) (see Table 3). The majority of teachers in Cluster 1 had been working in the profession for 3 years or more (n=42) at the time of this study. However, 6 EFL teachers had only 1 or 2 years of experience. This may indicate that teachers developed this agency type in

their first two years and remained this way. Looking at Table 3, we can also see that teachers in this archetype had little or no familiarity with marginalized groups of students. Only a small number of teachers (n=8) were familiar with marginalization and exclusion practices at school. It seems possible that having no prior familiarity with marginalized groups might negatively affect their agency. Notably, the number of teachers who graduated from English Literature departments and those with MA degrees in this cluster was higher than in the other two clusters. Although it is difficult to say for sure, this may indicate that the teachers in this cluster did not initially aim to become English teachers or were planning a different career path at the beginning of their teaching careers.

Table 3. *Composition of Clusters for the Final Cluster Solution*

	Failure in Achievement of Agency n = 48	**Unsteady Agency n = 45**	**Gradual Growth of Agency n = 19**	**Sum N= 112**
Gender				
Female	38	35	17	90
Male	10	10	2	22
Educational background				
Bachelor degree	35	42	14	91
MA	13	3	5	21
PhD	0	0	0	0
Department				
English Language Teaching	21	24	11	56
English Language and Literature	27	21	8	56
Year of experience				
1 year	3	12	1	16
2 years	3	13	2	18
3 years	7	9	3	19
4 years	14	5	5	24
5 years	21	6	8	35
Familiarity with marginalized groups				
Yes	8	10	5	23
No	40	35	14	89

Based on the statistics in Table 4, the Failure in Achievement cluster could be portrayed as consisting of EFL teachers with a strikingly low sense of purpose (M=2.3) and competence (M=2.1). This indicates that the teachers in this cluster might have negative perceptions towards marginalized groups and might not accept being an agent of change as a part of their role. This situation most likely arises from their low competence and lack of knowledge about the existence of exclusion practices in schools and limited practical knowledge on how to address the exclusion and underachievement of some students. The autonomy level of teachers was low (M=2,7). It is possible to say that these teachers showed limited engagement in acting on social justice issues within their institutions, probably due to their limited control in decision-making processes and lack of confidence. Similarly, their low reflexivity level (M=2.8) indicates that these teachers might rarely, if ever, engage in evaluation practices concerning their actions to promote socially just education.

Table 4**.** *Cluster Profiles of Three Agency Archetypes of Early-career EFL Teacher Validated with Hierarchical and k-means Clustering Analyses*

	Gradual Growth of Agency n = 48		Unsteady Agency n = 45,		Gradual Growth of Agency n = 19		Combined n =112
	M	SD	M	SD	M	SD	M
A sense of purpose	2.3	1.63	4,4	0.94	6.3	1.24	4,3
Competence	2.1	0.63	2,9	1.06	6.8	1.78	3.9
Autonomy	2.7	0.33	3,8	0.12	6,3	0.12	4,2
Reflexivity	2.8	0.67	3.6	0.20	6.5	1.67	4,3

(2) **Unsteady Agency Archetype: Teachers in Cluster 2** comprise of the nearly half of EFL teachers (n= 45) which accounted for 42% of the sample group. Table 3 illustrates that the contested agency archetype is represented mainly by teachers who are in the first two years of their experience (n=25). This result proves that teachers in the first two years of their profession are likely to search for a way and

experience more trouble, which they learn how to compensate for over the years. Also, Table 3 shows that more than half percent of early-career EFL teachers in this cluster graduated from the English Language teaching department (n=24). In parallel with teachers who graduated from English literature departments, teachers who graduated from ELT departments also struggle with diversity in their classes due to a lack of competence. This result is interesting since teaching how to deal with diversity in classes is accepted as the responsibility of ELT departments.

It is notable from the results in Table 4 that teachers in this cluster have a strikingly low level of competence (M=2.9). It indicates that these teachers lack knowledge or have limited awareness about exclusionary practices at their institutions, and they are unsure how to deal with the underachievement of marginalized groups in their classes. They do not fully understand the effects of broader or micro forces on exclusion practices at school and might lack the capacity to change these practices. They are also unaware of the efficient use of available supportive sources to benefit vulnerable students. Another significant finding is that the teachers in the Unsteady agency archetype have a moderate level of sense of purpose (M=4.4). This suggests that these teachers have some negative perceptions about being a teacher or teaching for social justice in general. They might have a low sense of professional identity and might not desire to act to change existing circumstances. Table further demonstrates that teachers in the unsteady agency archetype have a moderate level of autonomy (M=3.8), somewhat similar to their level of reflexivity (M=3.6). The moderate level of autonomy may indicate that these teachers feel powerless in decision-making processes in their schools, but they may still endeavor to make some efforts.

Additionally, having moderate individual and collective efficacy beliefs may refer to a decrease in the probability of acting purposefully and flexibly with others on social justice issues. The moderate level of reflexivity may show that these teachers occasionally evaluate their practices and reflect on their responsibilities regarding social justice issues. These findings suggest that teachers in Cluster 2

struggle with social justice issues due to a lack of experience. However, unlike the teachers in Cluster 1, they exercise their agency despite these challenges.

(3) **Gradual Growth Archetype: Cluster 3** accounted for nearly 20% of the sample EFL teachers. Table 3 shows that teachers with 4-5 (n=13) years of experience outnumbered those with 1-3 (n=6) years of experience. Even in their first two years, their high sense of purpose may indicate that they entered the profession enthusiastically and developed a rapidly growing agency. Although it cannot be stated for sure, given that EFL teachers who graduated from the ELT department (n=11) outnumbered those who graduated from the ELL department (n=8), their educational background may be one of the contributing factors. Table 3 shows that neither the distribution of teachers' gender nor their familiarity with marginalized groups differ among the clusters. Therefore, they may not have any effect on the formation of clusters.

Table 4 illustrates that the teachers in the gradual growth agency cluster have a tremendously positive sense of purpose (M=6.3) and high competence in teaching and social justice practices (M=6.8). These might reveal that teachers in this cluster have positive perceptions about their professional identity and teaching profession. These teachers might be highly motivated to be the agents of change in their institutions and firmly commit to teaching for a better society where everyone has equal opportunities and is safe enough to represent their ideas. High competence is also an indicator of their knowledgeability, awareness, and rationalization of social justice issues. These teachers are likely to have practical knowledge about which social services to address when the risk of exclusion is experienced and know how to use available supportive resources efficiently for vulnerable or disadvantaged students. Unsurprisingly, Table 4 illustrates that teachers in Cluster 3 have a high level of autonomy (M=6.3) and reflexivity (M=6.5). This may indicate that they perceive themselves as having enough power to make a difference and do not hesitate to be involved in any decision-making processes at their institutions. They might also have high efficacy beliefs and show various efforts to learn from others.

3.2. Phase Two: Identifying Prototypical Teachers for Each Archetype

After identifying the teacher archetypes, the researcher focused on identifying prototypical teachers. The researcher first purposefully selected a public rural secondary school with a marginalized group of students that outnumbered the locals. This school was chosen due to its involvement in projects aimed at increasing educational accessibility for children under temporary protection and training teachers on how to tailor the English curriculum to integrate those students into the educational system. During this phase, the researcher reviewed the representative teachers in these schools for each archetype among the others with the school principals and discussed the suitability of these candidates considering the survey results of these teachers. Two teachers were selected for each archetype. To this end, we selected Gülşah and Tuğba for failure in the achievement of agency, Mustafa and Saadet for the unsteady agency, and Esra and Ayşegül for the gradual growth of agency archetypes. During the prototypical teachers nominating process conducted with the participation of school principals, we observed that similar teacher agency archetypes emerged in individuals' minds.

3. 3. Phase Three: Mapping Agency Trajectories and Identifying Signature Dynamics

The final phase of the study aimed at defining developmental agency trajectories in each archetype and determining the signature dynamics that influence these trajectories, such as system components underlying mechanisms in the light of research questions below:

RQ2: How are the developmental trajectories for each archetype generating EFL teachers' agency for social issues?

- How do early-career EFL teachers manifest their agency for social justice across their trajectory in each archetype?

RQ3: What factors affect the manifestation of early-career EFL teachers' agency in each archetype?

This section initially presents portraits of the teachers in each archetype and their social and educational backgrounds. Then, it describes teachers' agency trajectories for social

justice issues from their first encounters with marginalized students in their classes. Following that, it identifies the signature dynamics of their agency system for social justice issues.

3.3.1. Failure in Achievement of Agency

Portraits of teachers

Tuğba grew up in a city center and attended schools, including homogenous students in terms of their socio-economic backgrounds. As she reported, her neighborhood and her school contexts did not enable her to interact with marginalized groups. She expressed that she 'did not experience any exclusion practices throughout her childhood and educational life'. Regarding her teaching career, Tuğba stated that she lived long in a small community that perceived teaching as an ideal profession for a woman. To them, '*being a teacher is an appropriate job for girls. Being a teacher has always been thought of as an easy job to do and provides enough time for women for other responsibilities*. In addition to these insights, Tuğba's father and both her sisters' insistence led her to pursue a career as an English teacher. She added that *'being an English teacher was not my only option. I could be a teacher, a translator, or an academician at the university. Indeed, 'being a teacher is something encouraged in my family*. However, she felt unpleasant for being a student in the English Language and Literature department since she *'did not have the opportunity to delve into field-specific pedagogical knowledge as well as teaching competence to teach students coming from diverse backgrounds during her undergraduate studies*.' She also said that by enrolling in the certificate courses at the same university, she could attend only one semester-long practicum at a high school in the central district of Kayseri.

Another teacher embodying the 'failure in the achievement of agency' archetype is Gülşah. Growing up in an affluent family environment as an only child, Gülşah felt her social interactions were confined to a closed society due to her parents' strict rules. *'I could not socialize with my peers since my parents did not let me go out*,' she said. Despite this sheltered upbringing, her early schooling experiences did little to broaden her understanding of social injustice. Reflecting on her past, she admitted: '*I do not think I encountered acts of discrimination in my school and neighborhood environment, or maybe I just did not notice.'* This oversight reveals her limited awareness of marginalized groups

and their struggles. Regarding her teaching career, her only motive for choosing a language department at high school was being incapable of solving math problems. Gülşah often reflected on her education experiences, acknowledging its overall satisfaction. However, occasionally, she expressed negative sentiments toward becoming an English teacher, primarily influenced by her former teachers' harsh and strict attitudes in the classroom. Recounting her past, she noted, '*My teachers always had harsh and strict attitudes in the classroom, which left a bad impression on me and my teaching career.'* Like Tuğba's experiences, Gülşah also reported feeling unprepared for the realities of teaching English due to holding a Bachelor's degree in English Language and Literature. To her, *'the program equipped her neither with a comprehensive field-specific pedagogy nor with practical classroom experience well; particularly, it failed to equip teacher candidates to support diverse students, including disabled ones effectively.'* Consequently, she thought she did not gain real classroom experience or receive sufficient teacher training. Similarly, during teaching practicum training, she was not navigated by her mentor teacher about the complex and multifaceted nature of language teaching. These experiences left Gülşah feeling deeply apprehensive, struggling with self-doubt about her teaching abilities, which resulted in developing a negative teacher self-image to be an agent of change. In this respect, she said*: 'I did not know how to teach it. I never grasped the logic behind teaching English with different in-class activities.'*

Agency trajectory for social justice issues

The data gathered from the interview and written reflection forms not only revealed teacher agency trajectories but also illustrated the interplay between various components in their agency system. The results suggested that teachers' agency trajectories changed over time. Consistent with the complexity perspective framework, teachers' experiences and interactions during this period made teacher trajectories unique.

To begin with, Tuğba's agency trajectory for social justice issues is characterized by non-linear patterns that undergo two noticeable phases (see Figure 9). Even though her agency seems to remain low in the initial phase, it slightly increases during the second period. However, interestingly, after a slight increase in their agency, there is a long period of monotony and regression. Upon closer examination of the data, it becomes clear that the

agency level and its underlying mechanism fluctuated throughout their initial teaching period, showing intra-individual variability.

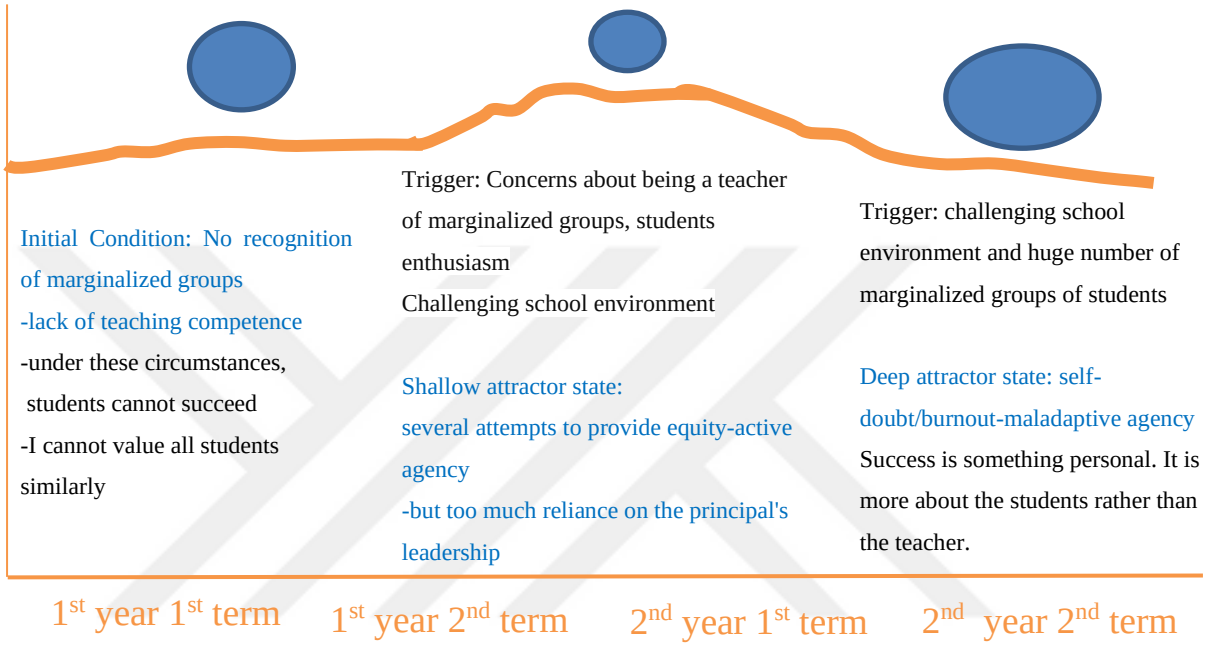

Figure 9. Tuğba's Developmental Agency Trajectory for Social Justice Issues

Tuğba started her teaching career at a rural primary school, where she encountered a marginalized group of students for the first time. Having spent her entire life in the central district of Kayseri, she was unfamiliar with the lives of marginalized students and found it challenging to adapt to this teaching environment.

> *When I was assigned to the primary school in Bitlis, I was shocked since the school was located in a geographically distinct area. I hesitate to say that people were different, but their lives were undoubtedly different. In my classes, some students had never seen the province they lived in. Their lives vastly differed from those of children in the city, and they were truly disadvantaged. Some children were coming to school without their coats or cardigans. Many were wearing them to school with plastic shoes. Initially, I struggled to adapt to living and working in a village, which was a completely new experience for me. (Interview 1)*

With a limited understanding of how to effectively address the language barrier among students, Tuğba faced a complex situation in her first year of teaching. She struggled to create an inclusive environment to deal with linguistic discrimination experienced by students. She taught a marginalized group of students who lacked proficiency in Turkish, thereby impeding seamless communication.

> *The students could not speak Turkish and only communicated in their local language during classes. After meeting with the parents, I realized that they were unwilling to speak Turkish. I understood that under these circumstances, the students could not get any success. I felt lost and uncertain about what to do and how to act. (Interview 1)*

As Tuğba further expressed, her agency level increased slightly in the second term. Despite the constraints of her school environment, Tuğba managed to create rooms for maneuver and exercised her agency for social justice issues. Her initial positive teaching experiences and endeavors with the students led to a noticeable shift in her social justice teacher identity, coupled with evolving insights into social justice issues. During this period, she attempted to create a more inclusive environment for all students and demonstrated a limited commitment to promoting fairness and equity in her classes.

> *I realized this while working in the east part of Turkey. To address your students' problems, you need to consider all the alternatives and be open to new experiences. You must understand the students' expectations and reasons for learning English. It is crucial to assess how well the current content of the lesson aligns with the student's interests. Moreover, you have to be aware of what might cause a child to remain silent in class and analyze whether it is due to their disinterest or not feeling accepted by their peers (Interview 3).*

However, Tuğba's transition to a rural secondary school in Kayseri created considerable difficulty since she felt unprepared to address the needs of such a diverse learner population**.** Struggling to familiarize herself with the new students and redesigning her in-class activities to accommodate their needs, Tuğba experienced a period of doubt regarding her teaching self-efficacy and resilience. Her agency level dropped dramatically from this time onward, leading to a prolonged period of stagnation. Consequently, Tuğba found

herself merely fulfilling the school's requirements over the last two years due to the perceived effects of the elements in a larger social context.

> *Nearly 90% of our students were coming from economically disadvantaged families. This situation significantly restricted their educations, as these students often had to work or help with household chores. (Interview 2)*

> *Factors such as students from economically disadvantaged families can significantly influence a student's success in language learning. For example, some students can purchase extra resources and attend language courses outside school. Some can use online resources from their tablets and can improve their English by playing games. However, in this school, the majority of students do not even have access to a dictionary. They arrive with no prior knowledge of English and leave without acquiring any language skills. (Written Reflection 2)*

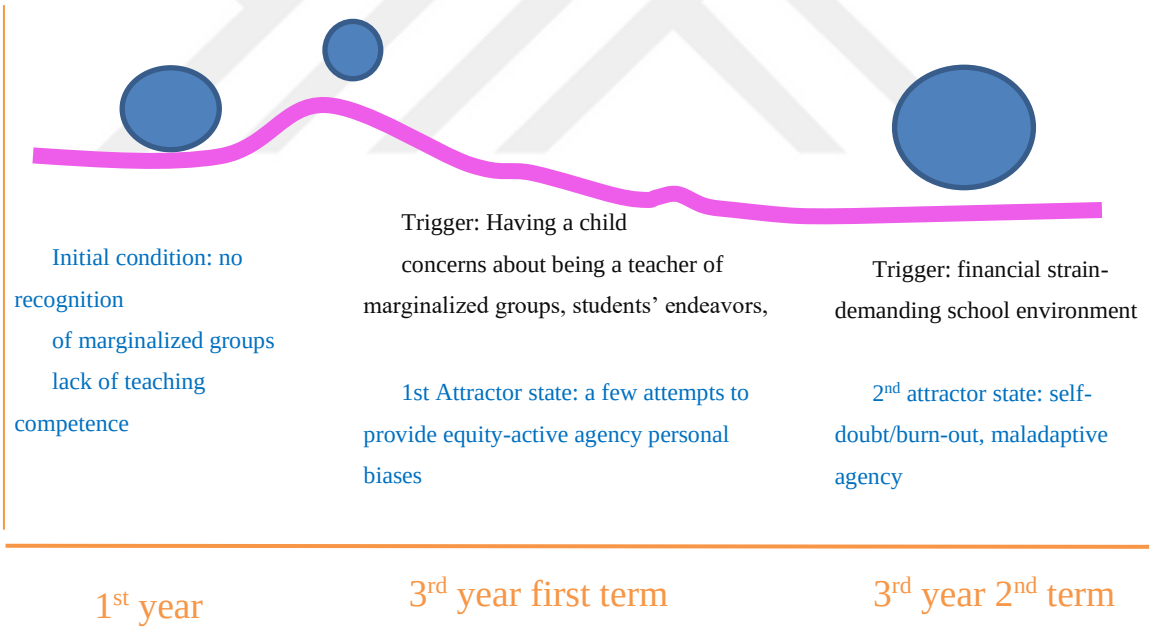

Figure 10. Gülşah's Developmental Agency Trajectory for Social Justice Issues

Scrutinizing data closely, we confirmed that the agency level and underlying mechanism can fluctuate noticeably over time and exhibit inter-individual variability. Even though Gülşah's agency trajectory undertakes two noticeable phases with non-linear fashions (see Figure 10), it shows a general plateauing pattern. Initially, her agency level is

low, similar to Tuğba's trajectory. However, Gülşah's trajectory presents a more extended period of stagnation during the same period, with her agency enactment limited to only two weeks. Subsequently, in the last phase, she experienced a prolonged period of monotony followed by a breaking point where she lost her willingness to act for social justice and showed no effort.

Gülşah mentioned that she entered the teaching profession quite late after several unsuccessful attempts to find alternative employment. Despite lacking a passion for teaching English, financial difficulties from her marriage forced her to work as a part-time teacher at a public school during weekdays and a private language course on weekends in Darıca. The school where she started her teaching career included marginalized students with diverse economic and cultural backgrounds. Gülşah was initially unaware of the challenges her students faced and felt disempowered to actively address the needs and interests of this group of students. At the end of the first term, Gülşah quit teaching after having a child.

> *I wanted to avoid becoming a teacher, especially at public schools, as they were not ideal. After graduation, I only took the personnel selection examination for five years. Therefore, working as a part-time teacher was the only way for me, which made me ignore the students' needs. (Written Reflection 2)*

However, taking responsibility for a child is a turning point in her teaching career. Through her experiences she gained while raising her child, her perspectives of teaching changed. These experiences made her more aware of younger students' emotional and cognitive development and increased her capacity for empathy. Her awareness mainly increased on certain facts as she explained:

> *I must confess that I disliked being a teacher until I had a baby. Having a baby and financial problems compelled me to become a teacher at public schools. Then I started to realize that children can become bored easily when they do not have an opportunity to play and explore; engaging in the same activities repeatedly can make them bored, and children have short attention spans and lose their interest quickly. (Interview 1)*

These understandings probably increased her agency for social justice issues when she began working as a part-time teacher at a nearby public school two years later.

> *Yes, I am more aware. I understood they were children and needed some joy during class hours. Sometimes we play games with them. However, frankly, I do not like using games as a learning activity. I think when they learn English with games, they become too absorbed in the game and do not fully engage with the content. They do not see it as a lesson, and they do not learn anything. (Written Reflection 1)*

She also reported encountering challenges related to discrimination within the school and linguistic differences that caused miscommunication in class. At the beginning of the second term, her teaching responsibilities underwent changes. Despite remaining at the same school, her teaching hours were unexpectedly reduced, resulting in financial strain. Additionally, she mentioned taking the responsibility of teaching the most challenging classes, which comprised a substantial number of marginalized students characterized by differences in language, ability, and socio-economic status. She also reported to struggle to familiarize herself with so many kinds of marginalized groups and overlooked the needs of all students. Consequently, she started feeling burned out and developed low resilience to cope with any challenges. As she expressed, her agency level significantly declined during this time, leading to a long period of stagnation. Like Tuğba, in this period, she reported merely adhering to the school's requirements until the end of the term.

> *It was challenging. Teaching is hard, and it is not for me. There were many students with different needs. In the same classroom, there were some students who lacked Turkish proficiency, some were disabled, some had severe psychological problems, and some had to work due to their family's economic background. I struggled to adopt any methodology that fit all their needs. I realized that it was not my job and beyond my responsibility. (Written Reflection 3)*

System Components and Signature Dynamics

After tracing the trajectories of teacher agency for social justice, we shifted our focus to system dynamics. Following the RQM approach, we aimed to uncover the critical underlying mechanism-signature dynamics leading to typical system outcomes (Dörnyei,

2014). To illuminate the dynamics of two teachers in 'failure in the achievement of agency archetype,' we began by delving into initial conditions.

Initial conditions

Initial conditions refer to the configuration of the variables and the states in which sub-systems are measured at the beginning of research (Verspoor, 2014). Constituting a fundamental principle of dynamic system (CDS) theory, they play a crucial role in understanding how the system evolves and how behavior is shaped over time. Initial conditions can include affective state (the mood they are in and their beliefs), cognitive state (the level of difficulty they experience while teaching), social state (what happened in their educational institutions), and agency level at the very beginning of a period under investigation. As highlighted in the literature review parts of this current thesis, the individual behaviors are unique and characterized by varying initial conditions. However, our findings revealed that teachers who fail to achieve agency share several common trends regarding their initial conditions.

First, both Gülşah and Tuğba's agencies appeared to be underlined by strong beliefs regarding fulfilling the responsibilities outlined for a teacher by authorities. These responsibilities included implementing the educational policy, rules, procedures, and curriculum as an English teacher. Focusing on the implementor roles of a teacher, they highlighted their dedication to executing teaching duties in accordance with previously established guidelines and standards. They viewed all these requirements as necessary to prevent disruptive behaviors in classes.

> *Discipline ensures security and enables a peaceful learning environment for students from different ethnic, cultural, and socio-economic backgrounds. I initially aimed to address discipline in my classes, and then I considered other matters. My primary concern was saving the day. (Tuğba - Interview 2)*

> *The content of English textbooks was highly dense and included concepts that were hard for my students to grasp and use. However, teachers did not have any right to criticize the content and the material due to the existence of high-stakes exams. (Tuğba-Written Reflection 1)*

> *I learned that discretion is the key as a teacher. You should definitely avoid making jokes or smiling. I may have refrained from laughing in classes as a defense mechanism because whenever I smiled or attempted to pay attention to any student, they started making fun of me. (Gülşah - Interview 1)*

Both teachers consistently expressed their concerns about students' behavior when discussing the significance of enforcing school rules. These utterances were always accompanied by statements indicating their need for comprehension regarding the importance of fostering inclusive classrooms and promoting the social-emotional growth of all students. As seen in the excerpts below, they could only reflect two aspects of social justice in their speeches: equitable distribution of resources and opportunities to address inequalities in educational settings.

> *As a teacher, I never adopted a friendly attitude. I swear, if they had realized that I cared about them, they would have started to come late to the lessons, or they would have talked during the lesson. (Gülşah-Interview 1)*

> *As a teacher, I never allowed them to laugh in class. Classes are not a place to have fun. When they have fun, they cannot learn anything. They are too young to understand their boundaries, and as a teacher, it is not my job to teach them boundaries. (Gülşah-Written Reflection 1)*

> *Equality in educational settings means ensuring that every child receives education without exclusion. However, as a teacher, I cannot provide the same opportunity to all my students. It was expected since I cannot like, respect, or appreciate every student equally. It is the same for your children. I have two sisters, but I am closer to one of them… I do not give the same value to men and women. I mean, women and men have never been equal. Even in educational settings, I think girls have more potential to be successful. I do not know …my perception of equality does not work like this. (Tuğba-interview 3)*

It also seems that Gülşah was not fully aware of the effects of broader forces on the achievements of students at the very beginning of her teaching career. Closely linked with a lack of awareness, she experienced various concerns about teaching to marginalized groups. The data also revealed that intersectional understanding of ability and difference among students was absent in Gülşah's discourses. Her utterances sound like she may value

a classroom environment where students are eager to learn more knowledge. To her, all students are responsible for engaging with the material and expressing their curiosity for learning. She believes that a teacher can create a stimulating learning environment only when 'all' students take the initiative. Her use of 'all students' implies failing to recognize that students' engagement and enthusiasm are shaped by multiple factors such as individual interests, socio-economic backgrounds, learning styles, and classroom dynamics.

> *All students in a class should be hungry for knowledge. Students should have a desire to learn more. If I had encountered such classes, I would do my best. Unfortunately, I have never encountered such students. (Written Reflection 1)*

Unlike Gülşah, Tuğba firmly believes these circumstances significantly impact the student's academic achievements. Her prevailing convictions regarding the detrimental influence of socio-economic conditions on children's educational attainment are evident throughout her interviews**,** stressing the effects of the linguistic barriers experienced by the students and their socio-economic status. In this context, she met students who only encountered Turkish at school, leading her to believe that she needed to adapt novel teaching methods to accommodate their diverse needs. However, it became apparent from the following excerpt that neither her education nor practicum practices adequately prepared her for these tasks, leaving her feeling ill-equipped to handle the challenges that arose. For her, lack of training in dealing with linguistic discrimination and catering to the needs of diverse students created dilemmas in transferring prerequisite pedagogies for social justice issues.

> *Apart from coming from low socio-economic backgrounds, these children faced linguistic challenges in terms of using Turkish. Many children in this area encountered the Turkish language for the first time when they started formal education at a primary school. During primary school, they struggled with the Turkish language and used their mother tongue among their peers. In this context, what should we prioritize there? Should we expect academic success from them? (Written Reflection 2)*

> *The certificate program I enrolled in taught us basic pedagogic knowledge, but they did not provide any opportunities to practice this knowledge in a real school environment. During the*

> *practicum, I taught at a high school. Therefore, I lacked experience and knowledge about how to work with this age group of students when I was first assigned to a primary school. My first concern was what could be done with this age group. You know, working with children is quite different from working with adults. Frankly, since I did not know what to do with this age group of children, I was not interested in excluding students from my classes. (Interview 2)*

Another issue that needs to be highlighted is the directors' micromanagement. As she reported, the director's continuous monitoring and control made Tuğba feel she had no agency and control over her teaching practice, hindering her ability to develop as a teacher. During individual interviews, Tuğba often conveyed her feelings of being undermined in her role as a teacher and could not voice her opinions about vulnerable students at the staff meetings. This situation constrained her intentions to act for social justice.

> *According to my school's principal, classroom management is a teacher's most significant skill. Since most students in my classes are relatives, they reflect their family issues in their learning environment. Solving these problems is necessary for me to deal with other problems. (Written Reflection form 1)*

> *As a novice teacher, I had to fit the standards mandated by my principal, such as being a strict teacher, completing the curricula on time, and applying school policy requirements. We cannot act to change anything without his permission. (Interview 2)*

Specifically, Tuğba mentioned experiencing exclusionary practices in her classes. She added that she immediately had to report the situation to the guidance service or the director rather than take independent action. To her, this approach was a kind of top-down leadership style that limited her teacher agency for social justice issues, thereby impacting her ability to reflect on and respond to classroom dynamics effectively.

> *After experiencing any exclusion practices in our classes, both principles warned us to contact the guidance service directly and not to act on our own. They organized meetings with the vulnerable students' parents, and we never attended these meetings (Written Reflection 2).*

On the other hand, the director's top-down leadership seems to create a safe zone for Gülşah, which suggests the complex nature of teacher agency. She expected the principal

to address and solve any issues she faced in the classroom. As a novice teacher, Gülşah felt secure in assuming that the principal would handle any challenges. Interestingly, the word ‘sarcastic’ in her statements indicates that Gülşah reflected on her actions but did not justify them and did not act constructively upon them.

> *I know it is **sarcastic**, but I expect the principal to solve any problem I encounter in class. As a novice teacher, it brought me a safe zone, and I never questioned my practices (Written reflection form 1).*

Interestingly, despite being aware of their student's lack of engagement and low academic levels, both teachers persisted in teaching English in a didactic way. This indicates their unwillingness to tailor lessons to accommodate all students' diverse needs and interests and their reluctance to promote inclusion and social justice in her classes by creating conditions for everybody’s meaningful learning. In this sense, Tuğba expressed that she felt a strong sense of responsibility to prepare students for upcoming exams, and her commitment to exam preparation left her unable to create a caring classroom environment. Unlikely, Gülşah's responses demonstrate that even though she identified what did not work well and what needed to be improved, she did not possess enough pedagogic knowledge on how to differentiate instructions depending on students' needs.

> *I often realized that I failed to explain the topic comprehensively to most students. However, as a teacher, you should follow the curricula mandated by the Ministry of National Education and teach the students some techniques for upcoming high-stakes exams. I never considered making curriculum adjustments for any reason for students because I had to prepare them for the exams and use the coursebook as a guide and primary source…Since, as a teacher, I had to prepare students for upcoming exams, I could not do anything beyond that. (Tuğba- Interview 2)*

> When I first started teaching, my students hated my lessons. I didn't know how to use simple language, speak clearly, and adjust my language to their level. (Gülşah-Written Reflection 2)

As Verspoor (2014) suggests, initial conditions can determine a system's future development at any time. Considering this, we looked for evidence of events or conditions experienced years ago that continued influencing participants' agentic actions. To this end,

the following excerpts suggest the importance of early training in the present agentic actions for social justice issues. In Gülşah's case, her adherence to these rules and policies seems rooted in her desire to create a structured and ordered learning environment for all students. She might have used discipline as a coping strategy to prevent perceived threats to her self-image and her initial teaching traumas from reappearing.

> *In practicum, I was shaking in front of the children when I realized I could not teach them anything. It was normal for them to understand the teacher's feelings. Since they knew that I was young and new in the profession, they made fun of me. These events may have affected me, and I used being strict as a coping mechanism. (Gülşah-Written Reflection 1)*

In Tuğba's case, in the third year of her teaching career, she mentioned insufficient teaching training as a significant factor influencing her agency. In this respect, Tuğba expressed her lack of formal education in differentiating tasks for students with disabilities, and she articulated her feelings of being uncertain about how to address their needs. It indicates that while the agency system is fluctuating, the initial conditions continue to have a determining effect.

> *I did not take any formal education on how to differentiate tasks for disabilities. I did not know what to do. I admit that I ignored some students because they had different needs. The only thing I could do for these students was to go to the principal and ask not to include more than two students with disability in my classrooms. As their numbers increased, it was much harder for the teacher. I could not deal with these students among 40 other students.* (Written Reflection 2)

Underlying Mechanism: Fixed attractor states

In developing systems, variability is something expected. However, it is well-known that 'when the different sub-systems have stabilized and coordinated, a new stage has been reached' (Verspoor, 2014, p.43). Verspoor further pointed out that at this stage, the sub-systems constituting teacher agency are expected to reach a 'maturity,' termed as attractor states, and show less or no variability. Considering these insights, we identified the recurring attractor states in two teachers' trajectories to understand the nature of early-career EFL teacher agency for social justice. In doing so, first, we identified the commemoration point of sub-systems- components of teacher agency for social justice- in

the graphs drawn by participants. Then, we examined teacher agency sub-systems, their interactions as they adapted to the environment, and how they manifested themselves. Lastly, we confirmed the results by comparing the data gathered with interviews.

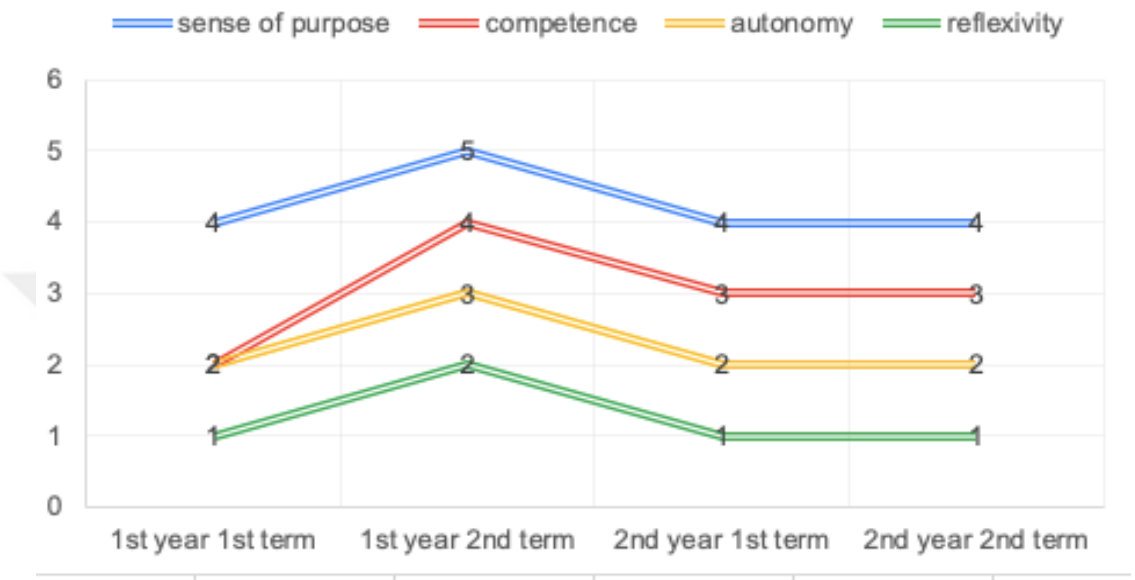

Figure 11. Components that Constitute Tuğba's Agency for Social Justice

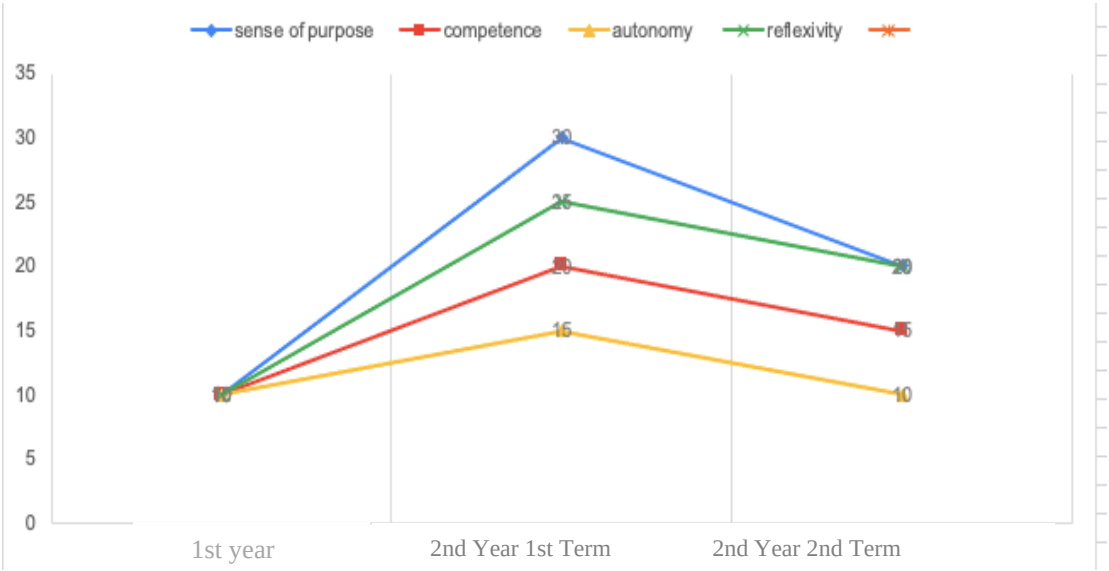

Figure 12.Components that constitute Gülşah's Agency for Social Justice

We identified two attractor states in both teachers' trajectories: (1) concerns about being a teacher of marginalized groups of students and active agency, and (2) self-doubt/burn-out

and maladaptive agency for social justice. In Tuğba's case, the first attractor state emerged in the first year of her career, lasting through an academic term. In Gülşah's case, the first attractor emerged in the second year and lasted only three weeks. Their second attractor states occurred in both participants' second year.

(1) Movement to a new attractor state: concerns about being a teacher of marginalized groups of students and active agency

A change in both participants' agency enactments for social justice was evident in their second term of the first year. The challenging school environment with a notably diverse student population, the deep concerns they carried about being a teacher of marginalized groups, and the student's enthusiasm together had a perturbing effect that pushed their agency system into their first shallow attractor states (active agency). Despite the constraints of their school environment mentioned in the previous section, Tuğba, and Gülşah were able to create some room for maneuver and exercised their agency for social justice issues. Scrutinizing the data closely, we revealed that from this point onwards, new behaviors began to emerge: changing beliefs on the roles of teacher, the understanding of social justice, and their teaching practices.

In this period, with increasing concerns, both teachers experienced an alteration in their teaching identity. They started to see themselves as a teacher who had both an implementor and a caretaker for the well-being of all children. They began to develop a strong emotional attachment to teaching marginalized groups of students. This transformation in her teaching identity went beyond merely fulfilling the role of an implementor. In addition to a teacher role as an implementor, they also embraced a teacher role as a well-being supporter of all children, which can be accomplished by providing an engaging and safe learning environment for all students. The excerpt below demonstrates their changing beliefs on empathy and sensitivity to students' circumstances and needs.

> *It is important for a teacher to work for the well-being of the students. I realized this while working in the east part of Turkey. To solve your students' problems, you need to consider all the alternatives and be open to new experiences. The child needs to identify problems such as being*

disinterested and not being accepted by their peers, and you need to scrutinize the underlying reasons. (Tuğba- Interview 2).

Social justice means treating every student the same way. As a teacher, I do not prioritize my Turkish students during class time and treat them equally. (Gülşah- Interview 3)

An alteration in teachers' identity seems to couple with changing insights into social justice issues. Tuğba expressed a commitment to addressing the diverse needs of students in this period, particularly those from perceived marginalized groups, such as students with socio-economically disadvantaged backgrounds. Her remarks below show how her beliefs revolved around the re-distribution principle of social justice, indicating some students' lack of access to resources.

Due to their economic conditions, I never asked my students to purchase commercially published resources that can enhance their testing skills for high-stakes exams. I knew that their other school peers had access to these resources. Instead, I bought some books for diligent students and gave them as a gift. For other resources, multiplying the materials is vital to reinforce their learning, even though it needed much effort on my part. That is because, unlike their peers, most of my students did not have the opportunity to utilize internet resources that could foster independent learning outside the school. (Tuğba-Interview 3).

It is also evident that when Tuğba got more acquainted with marginalized groups, her confidence as a teacher increased. Recognizing the importance of catering to the diverse needs of her students, she actively sought out better ways to support the well-being of her students. This was evident in her efforts to reorganize her teaching methods and strategies for classes, including those of primary school students who lack proficiency in Turkish. Her statements below demonstrate how she exercised her agency to create an inclusive environment where every student felt valued and supported in their language journey.

Since the majority of my students lacked Turkish proficiency, I had to use English as a medium of instruction. To increase their participation and understanding, I brought real objects from home and sometimes prepared a real breakfast. (Interview 1)

Similarly, some statements in Gülşah's reflections express her increasing recognition of the influence of social context and home situations on students' achievement. These statements demonstrate her understanding of students' unique challenges and the perceived causes of these challenges.

> *The first thing I realized in this school was that there was no feeling of love or appreciation in their families, and they did not have any role models. All these might affect their success in school. When I met with some family members of vulnerable and academically low students, I said the child was average considering the conditions she/he was growing up in. (Interview 2)*

> *In this school, the parents are highly indifferent. Parental figures, particularly fathers, influence children's behavior and attitudes. This is especially true for boys. If a father exhibits extreme behavior, such as violence, his children will likely behave similarly. Conversely, if a father demonstrates moderation, his children will likely act similarly. (Interview 3)*

> *On the other hand, I have some students who do not reflect on their situations at home in order not to experience bullying or exclusion at school. They live in slums between the blocks in a house with no sunlight; even in their houses, there is no parquet on the floors. However, I was surprised that they seemed happy and pretended everything was fine. (Written reflection 1)*

With this growing awareness, both teachers embraced the belief that positive communication is vital to the teaching and learning process. They emphasized the importance of building positive relationships with students and acknowledged the role of positive communication in promoting success. One educator, Gülşah, shared her practice of motivating students, particularly those with disadvantaged backgrounds and enthusiasm for learning, through positive communication. Tuğba further expressed the significance of positive communication in maintaining harmony among students and creating a positive classroom atmosphere.

> *I appreciate my students' achievements; when I realize the success of a student with disadvantaged family background, I approach them and express my appreciation. Talking with them motivates and makes them feel good; I say, 'If I were in your situation, I could not achieve what you did. (Gülşah-Interview 2)*

> *Undoubtedly, communication in the teaching and learning process is highly significant. Positive Communication promotes positive attitudes and leads to success. It increases the child's harmony with her peers and ensures a positive atmosphere in class. Most importantly, communication is a priority in educational contexts since it can be considered a part of discipline. Based on my teaching experiences, I can say that students' behaviors can change depending on whether they are taught by different teachers. They can demonstrate problematic behaviors in one class but not in another (Tuğba-Interview 4).*

Aligned with her beliefs, Tuğba actively sought to integrate more interactive and engaging activities into their teaching practices. Her ongoing experimentation with various techniques reflects her commitment to fostering a dynamic and stimulating learning environment tailored to students' interests.

> *After these trainings, I implemented several techniques that I learned there. Yes, I am more aware. I understood they were children and needed some joy during class hours. Sometimes we play games with them. (Tuğba Interview 2)*

Furthermore, both teachers' reflections underscore the complexities educators face in balancing their desire to establish positive relationships with students while maintaining discipline and professionalism. Gülşah expressed her persistent concerns about being perceived as approachable while grappling with personal biases. Consequently, she maintained strict discipline and exhibited assertive behaviors to uphold high standards. Tuğba echoed similar sentiments, acknowledging her commitment to positive communication but facing challenges in transferring these beliefs into actual teaching practices. She mentioned the challenges in balancing engagement with academic rigor in classroom activities and voiced hesitancy in utilizing certain techniques.

> *If they believed that I was an approachable teacher, they would do whatever they wanted to in my classes. So, I limited myself a lot. (Gülşah-Written Reflection 2)*

> *However, frankly, I would not say I like using games as a kind of learning activity. Moreover, when they learn English through games, they become too absorbed in the game and do not fully engage with the content. They do not see it as a lesson, and they do not learn anything (Tuğba-Interview 2)*

In the same period, Tuğba also reported being eager to collaborate and exchange her pedagogical ideas for social justice issues only with the principal. She attributed this preference to her reliance on the principal's experiences and practices. This approach suggests she felt more comfortable deferring all responsibilities to others. Tuğba may have viewed this reliance as something positive. However, certain phrases in her statements, such as doing any act without telling the principal and 'creating a safe zone,' indicate that she may have had low control and confidence to be an agent of change for social justice issues. In other words, this excessive reliance on the principal's guidance and leadership style diminished her agency, particularly regarding initiatives related to social justice issues.

> *Since I was a novice teacher, I only took action after informing the head teacher. Doing so created a safe zone for me, and it was easy as well. He knew the best course of action: organizing meetings to raise awareness among certain groups in society, contacting counselor services, and informing parents about problematic issues (Written reflection 2).*

Finally, while Gülşah and Tuğba commented on the effectiveness of their classes, they reflected a desire to improve their knowledge and skills in instructional techniques and methods. However, despite acknowledging the need for improvement, they did not make any effort to improve their teaching skills to accommodate all learners with special needs and did not participate in in-service teaching training.

> *Some of my students sat at the back of the class and slept throughout the lesson. Since I knew their academic potential, I wondered from time to time how to increase their interest. Sometimes, I wondered if there was anything to be done, such as giving students more opportunities to explore their strengths. (Tuğba-Written Reflection 1)*

> *I realized I needed various teaching methods to increase my students' engagement. Sometimes, I got bored during the lesson; the 40 minutes seemed to drag on. If I had a chance to go back in time, I would like to prioritize learning more about teaching techniques and methods. (Gülşah- Written Reflection 2)*

> *There are marginalized groups in my classes, but am I doing anything for them? Actually, particularly in terms of differentiating class activities. At schools like ours, education does not mean*

anything to these children. First, we teach them how to align with the society they live in and how to adapt to Turkish culture. (Gülşah Interview 4)

(2) The emergence of another attractor state: self-doubt/burn-out and maladaptive agency for social justice

A phase shift occurred after two teachers, Tuğba and Gülşah, encountered more demanding educational environments and challenges derived from the school context and broader social forces. Tuğba identifies her transition to a rural secondary school in Kayseri as a significant event that influenced her agency. This school had a more challenging environment with a high number of marginalized students from diverse backgrounds, including ethnicity, language, socio-economic status, and disabilities. Gülşah sounded another event related to a challenging environment that similarly influenced her agency. At the beginning of the second term, Gülşah's teaching responsibilities underwent changes. Despite remaining at the same school, her teaching hours were unexpectedly reduced, resulting in financial strain. Additionally, she was responsible for teaching the most challenging classes, which comprised a substantial number of marginalized students characterized by differences in language, ability, and socio-economic status. Consequently, she struggled to familiarize herself with various kinds of marginalized groups and overlooked the needs of all students. These events led to both teachers feeling burned out and having low resilience to cope with any challenges. Their agency level significantly declined during these times, leading to a long period of stagnation. It caused a significant shift in her complex system by pushing her into a deep attractor state (maladaptive agency). A new behavior emerged as a response to a variety of cognitive and affective experiences related to these challenging environments: merely fulfilling the school's requirements. The teachers manifested the emergent behavior in various agentic actions such as not viewing themselves as agents of change, being reluctant to build positive relationships with any agents to promote equity, not attending the decision-making processes related to marginalized groups, and not demonstrating a willingness to challenge broader social forces.

Initially facing numerous challenges, both teachers began to question the extent of teachers' roles in addressing social justice issues, particularly in the context of broader

societal forces that substantially influence schooling. Tuğba stated that teachers alone could not minimize the discrepancies among children from different socio-economic backgrounds. She felt that meeting the required standards or norms in education was not solely about the capacity of individual teachers. On the other hand, Gülşah believed that it was not teachers' responsibility to shape students' behavior and moral values. Instead, to her, this duty primarily falls on families. These perspectives suggest that they do not view themselves as agents of change.

> *When I consider the children at this school, unfortunately, I see a huge discrepancy in how they live compared to other children. Most of the students in my classes have to work, and some of the children have to get married at an early age. I agree that it is unpleasant and that there should be some acts to change the situation, but it is not a teacher's job. Teachers can only define the problem in schools. (Tuğba-Interview 2)*

> *A school like ours primarily aims not to teach them core academic subjects. Instead, we need to teach them how to respect each other and how to work together during class. However, schools are not the ideal place to learn these values. Teaching these values is the primary responsibility of their families. I have to implement all standards determined beforehand. I cannot do more than that with this income. (Gülşah-Interview 5)*

Our data further revealed that both teachers were reluctant to see themselves as influential in addressing inequalities and ensuring equal participation of students in educational settings. Tuğba, unlike Gülşah, expressed a sense of incapability in adjusting her teaching techniques to promote equality in her classes; this reluctance might have stemmed from a perceived lack of self-efficacy that could change the educational system, leading to a decrease in her confidence and competence. On the other hand, Gülşah felt that her low salary affected her efforts and motivation to do more for her students.

> *Ten students are successful in the same classroom, but six or seven children do not know how to use the Latin alphabet. There are one or two students who exhibit serious behavior problems. Additionally, there are two or three students with different disabilities. As a teacher, I am struggling a lot in teaching at the same time. (Tuğba-Interview 4)*

> *Even if a teacher does her best to provide equal participation in class activities, their peers' negative attitudes suppress her or his endeavors. Many times, I cannot deal with these misbehaves. As a coping strategy, I do not ask these students to make a presentation in front of their classmates. Otherwise, their peers would make fun of these vulnerable students (Tuğba-Written Reflection 2).*

> *That is what I can do with this inadequate salary. (Gülşah-Interview 6)*

As mentioned earlier, the students in the classes had highly diverse profiles and were marginalized. This complexity presented challenges for both in understanding the impact of broader social forces on each marginalized group of students. Both exhibited just a partial awareness of students' economic conditions and potential effects on academic success and a limited understanding of the effects of broader social forces on students' achievement.

> *There is a conflict between ethnic groups in the school, and this conflict continues in their neighborhood. We know many reasons for these conflicts that are discussed among them. However, we, as school staff, do not hear or see directly. Sometimes, the conflicts between two ethnic groups in their neighborhood are reflected in the school and continue in classes. (Tuğba-Written Reflection 2)*

> *In my classes, there are often conflicts stemming from the diverse ethnic backgrounds of the students. Some Turkish families use certain expressions that carry prejudiced meanings against marginalized groups, and these beliefs are brought to school by the students. However, I need to find out the underlying reasons. (Gülşah-Interview 2)*

As understood from their statements below, both teachers perceived the difficulties that students experienced as inherent problems within them rather than viewing them as opportunities for advocating a systemic change.

> *Even if every child were given the same opportunities, she/he would not be successful. No way. At that point, many other factors exist, such as the child's potential, attitudes, and motivations…You know, students can be good at one subject but can struggle in another. The same teacher teaches in the same class, but you know one student can get 90 grades while another gets 10 on the same exam. (Tuğba-Written Reflection 2)*

> *I perceive success as something personal. It is more about the students rather than the teacher. As a teacher, ignoring some students is normal since their parents do not take a close interest in their children. (Gülşah-Written Reflection 3) 'How can a teacher change the perspective of a child who makes no effort? Yes, we can provide equal participation in the classroom. However, the achievement of these students depends on their effort and desire for knowledge. Then, the teacher can treat each student fairly. (Gülşah-Interview 1)*

According to these teachers, the primary factors leading to their students' underachievement are the children's perceived intellectual capacity and family circumstances. One of the teachers believes that students from low-income families face more challenges in accessing resources or participating in extracurricular activities than their peers from affluent backgrounds. These beliefs might have affected their agency, leading to lower expectations for those students, seeing them as less academically capable and motivated.

> *Nearly 90% of our students come from economically disadvantaged families. This situation significantly hinders their education, as these students often have to work. (Tuğba-Interview 2)*

> *Factors such as students coming from economically disadvantaged families can determine whether a student will succeed in language learning. For example, some students can purchase extra resources and attend language courses outside school. Some can use online resources from their tablets and can improve their English by playing games. (Tuğba-Written Reflection 2)*

In Tuğba's perspective, assisting students appears to exceed her capability, as she sees addressing students' needs as primarily the responsibility of others. Therefore, her encouraging peer support in class might indicate a tendency to give away her teacher's responsibility to the students rather than collaborating with others to promote equity. Additionally, Tuğba tends to shift responsibility to parents, emphasizing their role in actively participating in their child's education. She highlights various opportunities for parental engagement within the school, such as attending meetings and communicating with teachers. However, her actions suggest hesitancy in adopting a collaborative approach, particularly with families of vulnerable students.

> *I encourage all students in my classes to treat others with respect and emphasize the importance of treating others as they would like to be treated. During break times, I request their classmates to engage with disadvantaged students. Occasionally, I address students in class about their actions, reminding them that their peers are just like them. When some students are absent from school, I take a moment to speak with other students individually, asking if they may have unintentionally hurt their absent friends. However, I do not hold private meetings with students. (Interview 3)*

> *Parental involvement is crucial for students' academic success and can influence their attitudes toward teachers. However, I must admit that I never reach out to parents of marginalized students to discuss matters privately. If parents show even a slight concern about their students' success, they come to school seeking information about their children. Some parents are eager to learn about their students' daily progress and make an effort to speak with me, even if it is just for a moment at the end of the school day. (Interview 4)*

Notably, both teachers frequently mentioned the challenging educational environment, which appeared to create considerable stress. To Tuğba, the meetings with certain parents were sites of tensions, struggles, and negotiations over the roles of teachers. To Gülşah, parents of marginalized groups were highly indifferent to their kids, leading them to exhibit misbehaviors and a tendency toward violence. These factors collectively seem to hinder teachers' collaborations with students and parents. Ultimately, these all might have caused a reluctance to build positive relationships with parents and students.

> *The students there do not deserve anything. In the previous term, I warned one of my students in an attempt to remind her of her responsibilities. However, she misinterpreted my words and shared our entire conversation with her father. Then, her father came to school carrying a knife in his hand to threaten me. After that, I started feeling stressed and tense about seeing some parents. (Tuğba-Interview 5)*

> *Parents have no expectations from teachers. Even when we call them to inform them about a critical situation at school, they are surprised and reluctant to engage in conversation. It is scarce for a parent to inquire about their child's activities at school (Gülşah-Interview 6)*

These negative experiences with some marginalized students and their parents might have contributed to an increasingly pessimistic outlook toward these groups. This is evident in both teachers' statements, indicating a reluctance to challenge with a broader

social context to promote equity. Both expressed that achieving equity was beyond their capacity, and they felt powerless to change students' familial and personal circumstances. This sense of helplessness may have led them to disengage from the efforts to address inequalities and to focus on fulfilling immediate teaching responsibilities.

> *Due to their economic conditions, teachers cannot design any extracurricular activities. So, there is nothing that I can do with these students. (Gülşah-Interview 6)*

> *The students do not pursue any personal interest, and they do not have any desire to expand their knowledge for anything beyond the school. What can I do for them? Nothing. According to students, those who study earn money in ways similar to those who do not study. For them, the amount of money their fathers' earn is too much, even if they earn minimum wage. They are not concerned about being in the same status as their family members. So, as a teacher, you cannot do anything. (Tuğba- Written reflection 2)*

Interestingly, despite feeling helpless, both were reluctant to seek professional development workshops on how to promote equity by considering time constraints and workload. To Tuğba, instead of making a significant time commitment to complete a course, it is safer for her to get help from an expert.

> *I did not actively seek out any training to raise my awareness of marginalized groups of students. There were a couple of in-service training sessions at the beginning of this month. Nevertheless, due to the heavy workload at my school, I did not attend them. Instead of investing in additional training, I find it easier to get help from the principal or school counselor for marginalized groups of students. They are well-equipped to handle such situations. (Tuğba-Interview 3)*

> *Frankly, I do not make much effort in this regard. Generally, counselors and principals inform teachers that counselors inform teachers. Alternatively, some parents address their child's problems privately, or sometimes their neighbors communicate with the teacher. (Gülşah-Interview 3)*

Furthermore, Tuğba mentioned that she did not actively engage in proposing alternatives or challenging decisions made by the principal, even though these decisions do not align with professional standards in the field or with principles of equality. Gülşah also

expressed an unwillingness to participate in decision-making processes regarding issues in educational settings since she does not view addressing such matters as part of a teacher's role. These situations might reflect the interplay between their beliefs and agency.

> *At the meeting yesterday, the head teacher instructed me to assign a higher performance grade to one of the disadvantaged students. His rationale was that the student was working and could not attend any lessons throughout the term. Now, is this a form of providing equality? What will happen to those actively participating in all my classes but not marginalized students? (Tuğba- Interview 5)*

> *I have concerns about some marginalized groups of students who are older than others. Our principal always mandates that we pass these students and not deal with their misbehavior. In other words, they want us to let them go. Do they deserve this? No. I think, as teachers, we should adopt a more idealistic approach. (Gülşah-Written Reflection 2)*

The final significant point is Tuğba's evolving perspective of governmental low expectations in her teaching career. It appears that her growing expertise in teaching led her to comprehend educational policies better, allowing her to assess them critically. Over time, a misalignment occurred between his dreams and reality in teaching. Despite caring about her work, she observed that many actions in educational settings were done for the sake of compliance rather than meaningful impact. She also acknowledged a shift from idealism to acceptance in the later years of her teaching profession. All these might have led her to reflect on and justify her actions, yet it seemed that she struggled to take constructive actions.

> *Dreams and reality are not the same. As a teacher, you care about your work, but how can I say it at the end of the day? After I started teaching, I realized that most things were done merely for the sake of being done. Frankly, as years pass the teaching profession, acceptance begins, and the idealism disappears. (Interview 6)*

> *Sometimes, I realized that most of the class could not grasp the information. However, you know the language of the Ministry of Education. Do I cover all the topics in the curriculum? Yes, so it is enough for authorities. (Written Reflection 2)*

Overall, this section overviewed the agency development of teachers encompassing the 'failure in the achievement of agency' archetype, highlighting their evolution in addressing social justice issues and navigating challenges within different teaching contexts. Our results showed that teachers' agency trajectories demonstrated a changing pattern over time. Aligned with the framework of the CDST perspective, these non-linear experiences of teachers and interactions seemed to make individual teacher trajectories unique. Looking more closely at the data gathered from interview and reflection forms, it became clear that the level of agency and underlying mechanism fluctuated throughout their initial teaching period and showed intra-individual and inter-individual variability. Furthermore, the result indicated that unique behaviors resulted from individuals having different initial conditions. However, in our cases, they had several common trends, such as a lack of familiarity with the marginalized groups and insufficient teaching training, which suggests the importance of early training in the present agentic actions for social justice issues. Regarding the manifestation of teacher agency, we identified two attractor states in both teachers' trajectories: (1) concerns about being a teacher of a marginalized group of students and active agency, (2) self-doubt/burnout, and maladaptive agency for social justice. For the first attractor states, the challenging school environment with a notably diverse student population, students' enthusiasm, and the deep concerns teachers carried about being teachers of marginalized groups together have a perturbing effect that pushed their agency system into their first shallow attractor states (active agency). Scrutinizing the data closely, we revealed that new behaviors - changing teacher roles, understanding social justice, and teaching techniques - began to emerge from this point onwards. For the second attractor state, a phase shift occurred after two teachers, Tuğba and Gülşah, encountered a more demanding educational environment and challenges derived from encountered school context and broader social forces. A new behavior emerged as a response to various cognitive and affective negative experiences related to these challenging environments, such as merely fulfilling the school's requirements. The teachers manifested this emergent behavior in various ways, such as not viewing themselves as agents of change, being reluctant to build positive relationships with any agents to promote equity, not attending to the decision-making processes related to marginalized groups, and not challenging broader social forces.

3.3.2. ‘Unsteady Agency Archetype’- Cluster 2

Portraits of teachers

Saadet had an immigrant family background. She lived in neighborhoods labeled as slums, where other immigrant families tended to gather. Despite the problems she faced as an immigrant, she recalled a sense of community and solidarity among immigrant families. She expressed, *'There were immigrant families gathered, and we usually lived close to them. When a crisis occurred, we could always support each other.'* Facing criticism from locals for being an immigrant, she reflected on her feelings of cultural oppression experienced frequently during her childhood. ‘*Occasionally, locals criticized us for having different cultural norms, '* she said. Therefore, she only interacted with children from immigrant families who shared similar experiences. Saadet reported that her desire to become an English teacher was ignited when she met a teacher in secondary school. This teacher inspired her with his dedication to teaching. *‘Our teacher at that time was very devoted and caring for his students. I think this teacher greatly affected my decision to become an English teacher.'* However, during her practicum period, Saadet was surprised by her observation of an English class in a disadvantaged area where the teachers lacked fundamental English skills and effective classroom management abilities*: ‘Even though he was in the teaching profession for a long time, he could not engage the students. There were some children in the back rows of the class. They were using some drugs and lying half-unconscious.’* Moreover, she was upset when she heard the teacher's remarks, *'Our responsibility as teachers is only preventing these children from causing harm to others.'* She encountered another chaotic classroom atmosphere during her second practicum. She reported her observations: *'The teacher was in the class while some students were wandering around the school. She did not even use the whole class hour to deal with the students. She lined up ten students and ordered them to stand during the lesson, which was a class management technique for her.’* Even though these prior negative experiences made her familiar with the challenging working conditions, as Saadet said, she did not receive sufficient training on dealing with all these issues.

Another teacher representing the unsteady agency teacher archetype is Mustafa. He spent his entire childhood helping his father, who ran a small market in the city center. As he remarked, the experiences he gained as a marketer gave him some opportunities: *‘I think*

it brings me lots of opportunity to know different people. I had to learn how to communicate with them.' Given that running this market in their neighborhood consists of people with homogenous backgrounds, these experiences increased his awareness of diversity and marginalized groups in society. Regarding his educational background, Mustafa received all his education in reputable schools, providing him with high-quality learning experiences. However, upon entering the related major at the university, he found the teaching training modules needed to be revised: *'Additional to pedagogical knowledge, I did not learn anything about the diverse student population and how to deal with their needs. I do not know how to assess the students with special needs.'* During their last year at the university, he was required to fulfill a two-semester-long practicum as a part of the teaching program. During this practicum, he only trained in a reputable high school in the central district of Kayseri and carried out a few responsibilities under the supervision of a mentor teacher. These schools' demographics were similar to those she attended as a student. '*The students there are the same as the schools where I completed my education. My mentor generally chose the classes where she had no classroom management problem*.' he said.

Agency trajectory for social justice issues

The data collected from interviews and written reflection forms reveal that teacher agency trajectories varied over time due to evolving relationships among the components of the systems making up teacher agency for social justice. In line with the complexity perspective framework, this section presents excerpts highlighting the interactions among system components and the fluctuations in the agency trajectories of two teachers, Saadet and Mustafa. Figures 11 and 12 indicate that teachers' agency levels experienced several rises and falls over time.

To begin with Saadet, Figure 13 depicts her agency for social justice issues over two years. In her first year of teaching, a slight increase was attributed to her agency for social justice. However, this upward trend lasted only one semester, followed by various fluctuations over the next year. Upon a closer examination of the data, we can infer that the level of her agency and underlying mechanism showed variations throughout this period.

Initially, describing the school where Saadet was first appointed is significant. She described the school as follows: ‘’It was a newly established school located in the suburbs. It had a small but significant number of students from several certain marginalized groups in Turkey. Conflicts among these groups were not so rare.’’ However, what deeply concerned her was a certain marginalized group of students identified as LQGBT. As she expressed: ‘’They not only served as role models for others but also engaged in self-harm acts. The majority of them were involved in drug abuse and instilled fear within the school.’’ Feeling deeply concerned about being a teacher of these marginalized groups, she reported beginning each term with a high level of agency and expectancy to change the situations. However, during the term, she lost her desire to be an agent of change after encountering various contextual challenges and feeling unsupported in dealing with social justice issues. This situation led her to develop a sense of lacking teacher autonomy, resulting in periodically exercising passive agency at the end of each term.

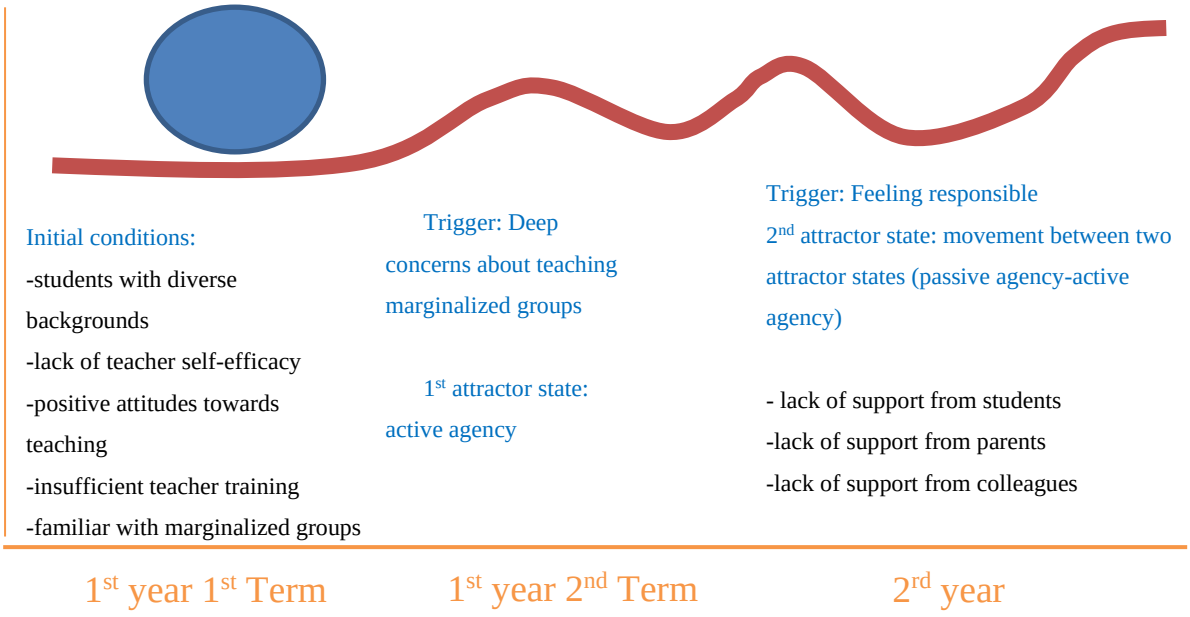

Figure 13. Saadet’s Developmental Agency Trajectory for Social Justice

At the beginning of her teaching career, Saadet became aware of social injustices in educational settings. After learning about students' challenges, she aimed to adapt new

teaching techniques and pedagogic approaches to create inclusive language learning environments for all her students. However, as she highlighted, integrating different perspectives, challenging stereotypes, and ensuring a safe environment for all students were challenging tasks for her. She struggled to effectively conduct classes that included members of a certain excluded group who objected to Turkish culture and the requirements of compulsory education. She experienced difficulty in managing these student's behavior. As she stressed, it became challenging for her to meet the needs of students, particularly those who require additional assistance and support. These experiences and the lack of student support created conflict and hindered her acts, as expressed in the following excerpt.

> *I recall facing challenges in conducting classes during my first year. There was a diverse student population in that classroom, but the majority belonged to a certain marginalized group that was excluded by the others. They demonstrated various misbehaviors and interrupted my lessons. While dealing with this group, I could not meet the needs of students who required additional support and guidance.' (Written Reflection 2)*

In her second year, Saadet's agency fluctuated due to feelings of uncertainty. During this period, she expressed how harshly she was criticized for her actions and how unsupported she felt in her efforts to create an equitable educational environment for all. This lack of support contributed to her negative feelings, leading to doubt and hesitancy in proactively addressing social injustices.

> *I noticed that some marginalized students were very successful and managed to learn both English and Turkish at an impressive level within a year. Despite their achievement, one of the teachers assigned them deficient grades. When I asked him to reconsider his decision, he scolded me, asking how I could dare to ask such a thing and why I wanted to help them. (Written reflection 2)*

When she asked her principal for support in dealing with problematic students in her second year, she was greatly surprised by the director's attitude towards this group of students. The principal compelled her to lower those students' grades as much as possible in order to force these students to leave the school. To her, this approach of the principal

aimed to take adequate measures to address the underlying problems and promote positive outcomes for other students. In addition to the principal's negative attitudes, she noted a sense of resentment among some teachers, who viewed these students as threats to their children's future education opportunities. Since Saadet did not want to enter a collision with them, she exercised passive agency.

> *I went directly to the director for help because there were many students causing lots of problems. I was shocked when I heard his orders. He compelled me to lower their grades and told me we had to do everything necessary to remove them from the school and protect the others. (Written reflection 1)*

> *Unfortunately, the teachers exhibited similar hostile attitudes towards these marginalized students. Teachers at that school perceived marginalized groups of students as potential threats to Türkiye. I heard that they questioned why the government did not allow their children to attend university without an entrance exam like refugee children. (Interview 4)*

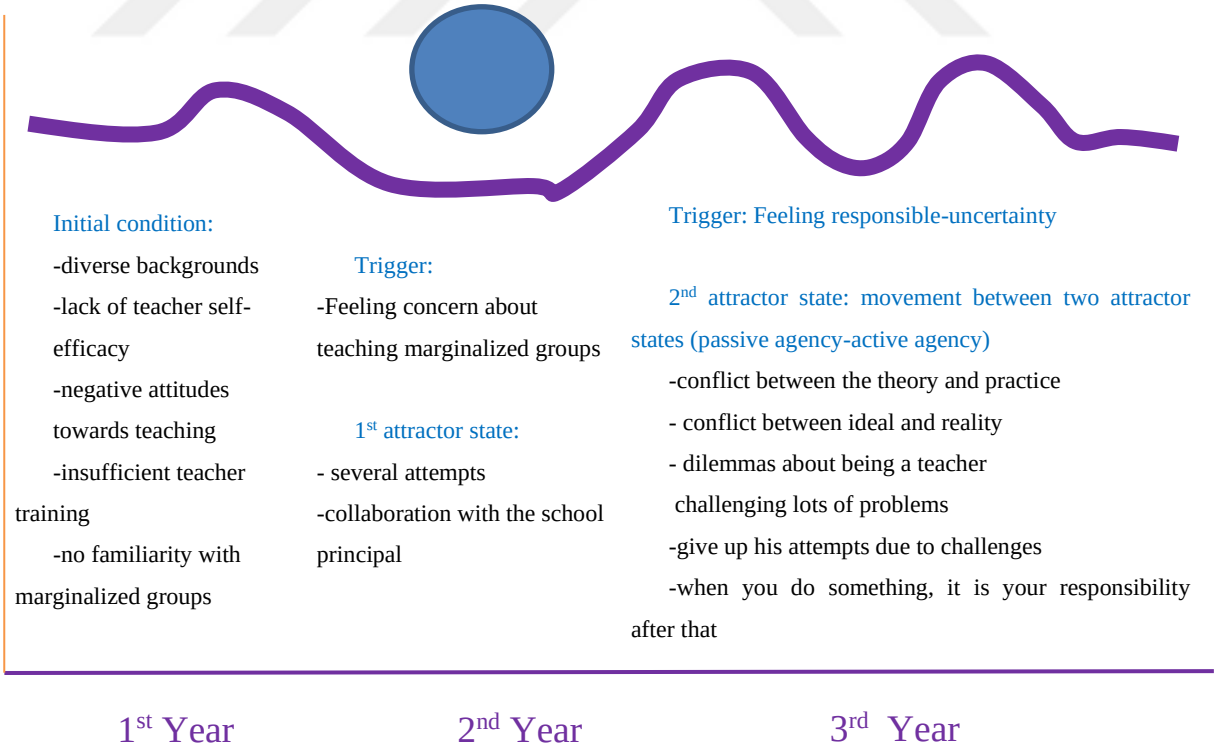

Figure 14. Mustafa's Developmental Agency Trajectory for Social Justice

Another teacher representing the features of the unsteady agency archetype is Mustafa. Figure 14 shows his developmental teacher agency trajectory for social justice issues over three years. Even though his agency trajectory has an overall downward trend, it reflects variations characterized by several ups and downs over time. Considering the data gathered from various sources, we can infer that the level of his teacher's agency for social justice issues and the underlying mechanism that influenced his agency showed variations throughout her initial teaching period.

Mustafa was initially assigned to a school known for a combination of students with high crime and poverty rates. He described the school as follows: *''It was dominated by immigrant students struggling with language proficiency in their native language and Turkish. There was a high number of children whose family members were in prison for crimes like murder or theft. Majority of the students lacked adequate care and attention due to their low socio-economic status.''* He expressed that despite gaining an awareness of the complexities of these circumstances through experience, Mustafa began to feel deep concerns about teaching this marginalized group of students. To him, the feeling of concern and challenging school context together increased his agency at the beginning of his teaching career. Following the upward trend, his behaviors started to repeat at regular intervals. As our data suggested, Mustafa began each term with a high level of agency and high expectancy from his students. Nevertheless, he lost his endeavor to act for social justice issues throughout the term. As he reported, all his attempts were hindered by his feeling incompetent for social justice issues, which resulted in periodically exercising passive agency at the end of each term.

As it was seen in Figure 14, at the beginning of the second year, Mustafa's agency level for social justice issues increased. He gave details about this period:*''I noticed an increase in the prevalence of injustice practices, particularly in the current context where a large proportion of students are influenced. I also witnessed exclusion practices based on economic status and ethnicity.''* Concerned about teaching marginalized groups of students, he attempted to adapt his teaching techniques to meet marginalized groups' needs. Sadly, he admitted that due to having limited teaching competence and insufficient teaching training, he failed to find appropriate teaching methods and implement a more holistic approach that addresses the needs of all students.

> *I had high expectations from my students without taking into account the conditions they were living in. I employed various teaching techniques to improve their English proficiency. However, I overlooked their potential and their background knowledge. (Interview 1)*

In his second year, with the same feelings, Mustafa decided to deepen his understanding of injustices in educational settings. While seeking comprehensive in-service training, he was invited to participate in a project to instill positive values in students. This project was an important initiative of the Turkish Ministry of Education and focused on teaching students moral values. He allocated a small portion of his class time to fulfill the project's requirements. Nevertheless, over time, he struggled to meet all the requirements due to needing more teaching competence, which resulted in classroom management problems.

> *With this project, we could focus on several themes, such as respect, virtues, or being fair. However, expectations and reality were different. I could not continue the project since students created many problems during the activities. I needed time for the lesson and could not complete the English curriculum requirements, so I quit the project. (Written Reflection 2)*

In his third year, the school principal assigned Mustafa and his colleagues to revise the English curriculum to serve students with special needs better and adjust examination arrangements accordingly. Although this assignment appeared to be an opportunity for Mustafa to enhance his skills, he handled the entire workload alone. This negative experience can be attributed to the low agency level at the end of his trajectory.

> *I thought the assignment from the school principal would greatly enhance our teaching. However, you know what the school atmosphere is like. When you take the initiative to start something, it often becomes your responsibility alone. You will need someone to help you. This is what happened to me. (Interview 4)*

System Components and Signature Dynamics

After tracing the trajectories of teacher agency for social justice, we focus on system dynamics. Following the RQM approach, we uncover the critical underlying mechanism-signature dynamics, leading to typical system outcomes (Dörnyei, 2014). Illuminating the

dynamics of two teachers in the 'unsteady agency archetype,' we first delve into their initial conditions.

Initial conditions

Considering the crucial role initial conditions play in understanding how the system evolved and the behaviors shaped over time, we examined both participants' states at the very beginning of her teaching: affective (the mood they are in and their beliefs), cognitive (the level of difficulty they experience while teaching), social states (what happened in their educational institutions) and their initial agency level. Cnsistent with the findings in the literature review part of this current thesis, we have found that individual behaviors were unique and were shaped by varying initial conditions. Our data also revealed that teachers comprising unsteady archetypes differed in many aspects despite sharing a few aspects in common.

Mustafa's perspectives on being an English teacher seem to be negative due to his past experiences at school. He asserted that he could only imagine himself as an English teacher once he realized teaching English was a promising career path.

> *The English teachers in my schools demonstrated a value only to academic success and overlooked the importance of fostering their students' intellectual curiosity. They taught all their lessons in a didactic and repetitive way. (Mustafa-Interview 1)*

Unlike Mustafa, Saadet reflected a deeply emotional connection to the teaching profession. During her secondary school years, as she expressed, one of her teachers sparked a strong desire within her to pursue teaching as a career. The phrase 'literally fell in love with the profession' in her reflections suggests her intense affection for teaching.

> *I had wanted to be a teacher since secondary school when I first learned English there, and I truly fell in love with the profession. I used to tell my friends that I would become an English teacher one day. (Saadet-Interview 1)*

While Saadet described her vision of the ideal teacher, her statements indicated a positive teacher identity. In her view, the ideal teacher is a person who strives to promote

social justice in the classroom. She sees herself as a teacher who knows each student individually and ensures no student is left behind. Additionally, she recognizes the diverse needs of students and adjusts her approach accordingly.

> *I always aimed to be an ideal teacher who includes every student in my classes. The ideal teacher should not leave even one student behind. In this sense, I strive to create harmonious classrooms where no student feels alone, humiliated, or excluded. Respecting everyone is essential. This is what a teacher should strive for. A teacher can learn about her students' diverse needs and interests and adapt her teaching based on various situations, individuals, environments, and times. (Interview 1)*

Aligned with Saadet's insights, Mustafa tapped the importance of educators in shaping not only academic learning and students' social and emotional well-being within the classroom. When discussing an ideal classroom environment, he described it as one characterized by transparent communication among students, free from any form of peer bullying and discrimination. To him, the teacher plays a crucial role in creating such an environment by guiding and facilitating student collaboration while maintaining a supportive and inclusive environment.

> *Communication among students should be transparent, with no grouping, so students perceive themselves as part of a team. In a class free from peer bullying, students are likely to experience a high level of well-being. The teachers must ensure full acceptance in their classes, regardless of students' gender, race, or language. The teacher should also be seen as the leader of this team. (Mustafa- Interview 2)*

Despite having a positive attitude toward promoting equity, Mustafa acknowledges his need for more understanding about the influence of home situations on students' achievement. He recalled instances when he made significant errors in judgment about some students. Both statements below highlight the consequence of making assumptions without fully understanding the context. They also imply that Mustafa was not fully aware of the effects of broader forces on students' achievements at the beginning of his teaching career. Closely linked with his lack of awareness, he expressed struggling to adapt to the diverse needs of students from different backgrounds.

> *That day, I judged a student wearing a weird costume and shouted at her in front of others. The students were engaging in self-harm by using razors in class. I was confused about what to do. Then, her mum came to school and picked her up, and she was hospitalized. Moreover, imagine she was not the only one doing this. After a while, I learned that these costumes belonged to his father, who died two days ago. That day, I realized that teaching was not what I thought. Additionally, I recognized that I did not know anything about the challenges these students faced. (Mustafa- Written reflection 2)*

> *When I encountered marginalized groups of students with different socio-economic backgrounds, ethnic origins, and special needs, I could not grasp the circumstances they were living in. Indeed, I learned many new things related to the lives of marginalized groups during that time. I felt like a fish out of water. (Mustafa- Written reflection 1)*

Furthermore, the data showed that both teachers lacked opportunities to broaden their perspectives on the realities of teaching in various educational contexts during the teaching practicums. In Mustafa's case, the phrase 'I never thought that I might encounter a diverse group of students' suggests a lack of teaching awareness in diverse educational settings. In Saadet's case, even though she encountered diverse groups of students in her teaching practicum, the mentor teachers that she observed lacked the skills to deal with these issues. Therefore, they asserted that their practicum experiences were not representative and sufficient to understand their future teaching experiences comprehensively. As a result, they reported feeling surprised and unprepared when faced with such diverse educational settings.

> *Throughout practicums, we were accustomed to attending reputable and high-ranking schools where the students were already proficient in English and followed the teacher's instructions. I never thought that I might encounter diverse groups of students. We were not exposed to various school environments, and the idea of working in these schools never crossed my mind. (Mustafa- Interview 1)*

During individual interviews, Mustafa frequently mentioned a top-down leadership style that limited his teacher agency for social justice issues. This, in turn, impacted his ability to reflect on and respond to classroom dynamics effectively. Mustafa conveyed his feelings of being undermined in his role as a teacher and unable to voice his opinions about vulnerable

students at the staff meetings. This situation made him feel constrained in his intentions to act for social justice. He also noted experiencing exclusionary practices in his classes, which he had to report to the guidance service or the director rather than taking independent action.

> *Our staff meetings were generally procedural. They mainly focused on several items identified by the head teacher, and there was no extra time to discuss the items raised by others. We rarely talked about vulnerable students and exclusionary practices at school, and teachers were only partially involved in decisions about vulnerable students (Mustafa—Interview 2).*

> *As a novice teacher, they suggested that I direct any students I identified as problematic to the head teacher rather than act on my own. (Mustafa- Interview 3)*

Underlying Mechanism: movement between attractor states

To uncover the attractor states in the trajectories of two teachers, we attempted to understand their agency concerning social justice issues. First, we identified the convergence points of subsystems- components of teacher agency for social justice- in the graphs drawn by participants. Then, we examined teacher agency subsystems, their interactions as they adapt to the environment, and how they manifested their agencies.

Figure 15. Components that Constitute Saadet's Agency for Social Justice

Lastly, we confirmed the results by comparing the data gathered from interviews. Two attractor states emerged in both teachers' trajectories: (1) feeling concerns about teaching marginalized groups of students and active agency, (2) feeling uncertainty to be agents of change for social justice, back-and-fort movement between active and passive agency.

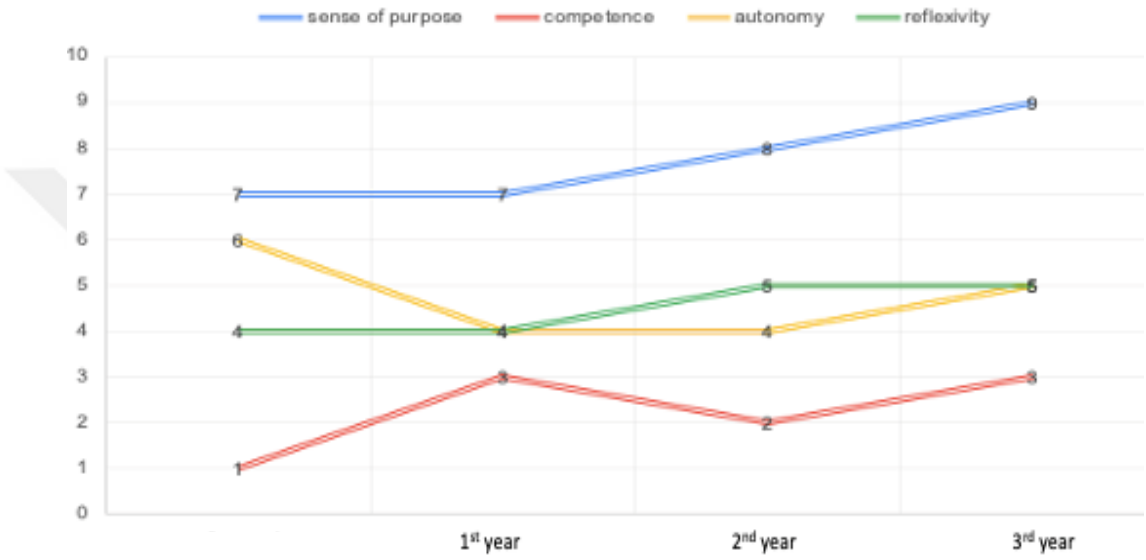

Figure 16. Components that Constitute Mustafa's Agency for Social Justice

The figures show that these teachers' agency emerged through a combination of their growing competence, reflexivity, autonomy, and sense of purpose (see Figure 13 and Figure 14). These figures show that Mustafa and Saadets' agencies fluctuate and sometimes show marked behaviors. That is, a pattern seems to emerge as a result of the system's movement among particular attractor states, reflecting the notion of 'cyclical attractors,'

(1) The movement to a new attractor state: Concerns about being a teacher of a marginalized group of students and active agency

A change in both participants' agency for social justice is observable at the beginning of their first year of teaching. Our data suggests that a challenging school environment with a diverse student population coupled with concerns about teaching marginalized groups and they had a perturbing effect that pushed their agency system into their first deep attractor states (active agency). Upon closer examination of the data, we also revealed that both

teachers exhibited high proactivity regarding social justice issues in this period. During this period, they manifested their agency in several ways: changing the understanding of teacher roles and social justice, building positive relationships with all parties in the school context, and reflecting on their teaching practices.

Prevalent misbehaviors, such as stealing and exhibiting a tendency to violence among excluded children, seem to lead Mustafa to realize that his responsibilities as a teacher have expanded beyond traditional teacher roles. Influenced by these insights, he expressed that he initially prioritized creating positive and inclusive environments for children as a crucial aspect of his role as a teacher. By fostering such inclusive environments, he aimed to promote desirable behaviors and instill important values among his students. This perspective reflects his commitment to providing adequate academic instruction and ensuring his students' holistic well-being and development.

> *I gradually understood that it was challenging for those students to succeed under these circumstances. Unfortunately, I realized that academic success was always a secondary priority for them, and they perceived that learning English was entirely unnecessary for their future career plans. (Mustafa-Written Reflection 1)*

Mustafa also believes that the social dynamics of their environment greatly influence children, who often adopt the norms and behaviors exhibited by the majority within that environment. Based on his observations, he assumed that children naturally tended to integrate into their surroundings. Closely linked with this assumption, he suggested that teachers change these children's attitudes by changing their school environment. To him, this can be accomplished by reinforcing positive values and promoting inclusive attitudes among students.

> *Every child tends to mirror the norms and behaviors of people around them, regardless of race and background. I have observed that newcomers in a classroom typically adapt to the prevailing attitudes and behaviors of the majority over time. It is a natural tendency observed among children while trying to integrate into their surroundings. In this respect, schools and teachers have a significant role to play. We can teach them positive values and how to promote equity. (Mustafa-Interview 2)*

In addition to Mustafa's insights, Saadet's perspective on the role of a teacher also emphasizes the significance of inclusivity and the teacher's responsibility to ensure that no child is left behind. Her statements throughout the interviews reflect a deep understanding of the impact of educators on students' lives, which can be accomplished with teachers' capacity and their inspiration.

> *In my opinion, the ideal teacher should definitely not leave a single student behind and should try to get to know each student. Over time, a student grouping scheme will form in his/her mind. A teacher will know which group of students needs what. Being a teacher is a noble profession and a role model for society. Therefore, an ideal teacher should have the capacity to guide their students. He/She should always go ahead of his students and be open to innovations. He/She should know how to change and shape his/her understanding of teaching depending on various situations, classes, student populations, environments, and time. (Interview 3)*

Aligned with these beliefs, both teachers seemed to be determined to transform the adverse conditions they encountered in their school contexts into positive ones. In Mustafa's case, he expressed a commitment to gaining a deeper understanding of students' social and emotional challenges. As he said, he attempted to build positive relationships with marginalized students in his classes. He also aimed to support students in developing goals for their future while instilling positive values that might be lacking in students' home environments.

> *At this school, we teach students the behaviors they do not receive in their families. Then, we can talk about academic instruction. In schools like ours, academic success is somewhat secondary. We tried various techniques to change their behaviors, such as guiding education. We consistently emphasized the importance of having dreams and goals. I often ask students about their dreams and share my aspirations, hoping to inspire them. (Interview 2)*

Like Mustafa, Saadet recognized the importance of a mutually respectful relationship between teacher and students over time. She acknowledged that creating an inclusive and supportive environment for all students is closely linked to the dynamics of class relationships, the student's engagement level, and the efforts demonstrated by both students and teachers.

> *The relationship is mutual, and the teacher and the students determine it. If the students are not eager to do anything and show no commitment, it is normal for a teacher to have an attitude accordingly. (Interview 6)*

Some of Mustafa's reflections reveal a sharp contrast between his initial aspirations and the reality of his teaching experiences. He expressed frustration with a particular class requiring more student engagement and effort. To him, the students in that class showed no observable enthusiasm for learning, effort, or ambition. He further stressed that this situation compelled Mustafa to question his role as a teacher and created dilemmas about the purpose and impact of teaching in a classroom context characterized by the disengagement of both parties.

> *In certain classes, there is no reaction; it is awful. No effort, no goals; what can I teach these students? Even I ponder questions such as should I teach English or complete the program to accomplish my teacher responsibility? (Mustafa- Interview 2)*

> *These negative experiences taught me that a disciplined classroom environment not only fosters better learning for all students. Providing the same level of care and attention to all students becomes easier with discipline. (Mustafa- Written Reflection 2)*

Other reflections from the Mustafa's expressions further indicated that he failed to consider appropriate teaching methods and adopt a more holistic approach that considers the socio-economic and cultural factors affecting students' learning experiences. Due to his high expectations for the student's academic success, Mustafa chose to prioritize the implementation of the curriculum and previously agreed on language teaching standards. Over time, Mustafa recognized the inadequacy of his initial teaching approach in meeting the needs of all students. This realization led to a period filled with anxiety and self-doubt, causing him to question his teaching competence. From time to time, Mustafa even blamed himself for the poor performance of his students, which resulted in deep concerns about teaching marginalized groups.

> *I remember having high expectations from the students regarding their academic levels. I never considered the conditions in which the students were living and how these conditions affected their*

success. (Mustafa- Interview 1)

The first month was a disaster. The school was the one that successful students did not prefer. The majority of English teachers were working there part-time. Therefore, there was no experienced teacher to whom I could get help. Many times, I felt anxious and thought I could not teach efficiently. I often blamed myself for the poor performance of my students. (Mustafa- Interview 2)

While discussing his early teaching experiences, Mustafa recounted an anecdote that had a significant emotional impact and raised moral dilemmas. He expressed regret and emphasized that, if given the chance, he would handle the situation differently, possibly by taking measures to prevent the student from leaving the school. His acknowledgment of the need for change and willingness to learn from past mistakes show a proactive stance to promoting social justice and ensuring all students' success. Additionally, his recognition of shortcomings and consideration of alternative methods reflect his dedication to continuous improvement and his desire to create a more inclusive and equitable learning environment.

The student who caused conflicts in the classroom was a member of a marginalized group at the school and significantly influenced his peers. By getting help from his parents and the school administration, we compelled him to leave the school. However, a few months later, I encountered him in an industrial area where he worked. Looking back, I believe I would handle the situation differently, perhaps preventing him from leaving the school. (Written Reflection 1)

With similar experiences, Saadet critically reflected on her initial teaching practices. Saadet reported that her challenges went beyond language teaching and extended to the complex dynamics within the classroom environment. This insight shows how she questioned her teaching approaches that stemmed from past educational experiences and triggered feelings of anxiety and self-doubt. In other words, she endeavored to create a supportive and empowering learning environment for all students but could not act accordingly. That is because the challenges and limitations encountered in her teaching practices seem to hinder her capability, which was attributed to her having had insufficient teaching training.

> *I was unfortunate because I could not speak English with students. I thought that the only responsibility of teachers would be entering the classroom and practicing with students. I laugh now whenever I remember such a thing, but I did what I had experienced as a student. (Interview 2)*

> *I was unaware of how to teach marginalized students and how to meet their different needs. I tried to teach English by using the grammar-translation method. Many students lacked Turkish language competence in my classes, and I could not adapt my teaching technique. (Interview 2)*

The last significant point is that, as both teachers stated, there was no clear decision-making process concerning marginalized groups at school. There were only limited opportunities to raise these issues in gatherings. Therefore, they had low confidence in their ability to challenge any oppression from their colleagues to promote social justice and avoided involving themselves in the decision-making process.

> *In our school, there was no clear decision-making process concerning marginalized groups of students.(Mustafa- Interview 5)*

> Personally, I tended to avoid getting involved in a few decisions that the principal mandated. As a novice teacher, I felt like I did not have enough authority in such matters. Even if I had expressed my thoughts, I would have doubted my ideas. They might not have taken me seriously, or they might have opposed my ideas. (Saadet- Interview 6)

(2) The emergence of a new periodic attractor states: back and forth movement between active agency and passive agency- feeling responsible and feeling uncertainty

The data revealed that both teachers had ongoing desires to take active roles in addressing social justice issues, driven by their sense of responsibility. This commitment seemed to have a perturbing effect on the system's equilibrium. Subsequently, due to critical events closely linked to feelings of uncertainty, the system oscillated between two attractor states (moving between active and passive agency). Aligned with the CDST perspective, these findings suggest that the system under investigation underwent repetitive back-and-froth movement between two attractor states, following several phase shifts. These phase shifts, triggered by perturbations, led to new movement patterns across the

state space (Chan et al., p.254). Illustrating these phases, we identified critical periods in teacher narratives.

In Saadet’s case, she identified two critical periods that highlight the impact of organizational culture and interpersonal dynamics on her feeling of uncertainty. In her second year, she recalled her school principal's negative attitudes towards marginalized groups of students. These attitudes influenced Saadet's sense of agency in addressing social justice issues within the school environment by creating uncertainty. The second period was marked by Saadet's experience of feeling unsupported by her colleagues in her efforts to advocate for marginalized students. This lack of support contributed to her negative feelings, leading to doubt and hesitancy in taking action to address social injustices. Similarly, Mustafa mentioned three critical periods in his trajectory, reflecting his uncertainty stemming from the challenges of navigating a professional environment while advocating for social justice issues. The first occurred in his second year when he attempted to establish a trustworthy relationship with his parents. Experiencing resistance in building rapport and collaboration with parents resulted in uncertainty about his ability to engage with them effectively. Another critical period was linked to his involvement in a local project to teach students moral values. Encountering challenges such as time constraints and disruptive student behavior during the activities resulted in uncertainty about his role as a teacher. Despite being assigned by the principal, he encountered resistance and a lack of cooperation from his colleagues, leading to uncertainty about collective agency for social justice issues.

As understood from the extract below, Saadet’s perspectives for promoting social justice and insights on teachers’ roles in providing equity remained stable over two years. She consistently advocated that the most important aspect of the educational environment is students' feeling supported and respected. To her, the teachers are responsible for dedicating themselves to the students' well-being. Mustafa, on the other hand, highlighted the teacher's role in ensuring all students' well-being, but with a slightly different perspective. Viewing the teacher as the head of a team, he reinforced the idea of being a leader in a collective responsibility to maintain a collaborative and inclusive classroom culture. This understanding of responsibility functioned as a spark for both teachers while

supporting the well-being of marginalized students and addressing the unjust practices influencing them.

> *I love harmonious classrooms, and I believe this is largely the teacher's role. When students can work together effectively, the class can achieve anything. Therefore, there should be no cliques within the class. Not a single child should feel alone, humiliated, or excluded. No child should feel shy about approaching their teacher. Students should know that if there is a problem, the teacher will resolve it. Everyone should respect each other. (Saadet- Interview 5)*

> *Communication between students should be transparent, and there should be no grouping; students should see themselves as part of a team. The teacher should also be perceived as the head of this team. (Written Reflection 2)*

As Saadet explained further, her level of agency fluctuated in the second half of the first year due to conflicts between her sense of responsibility and feelings of uncertainty. She said that during this period, she sought professional help to increase her knowledge about inclusive practices. A turning point came, however, when she asked the school principal for help. Instead of providing information about alternative ways to deal with the misbehaviors of some marginalized groups, the school principal compelled her to lower those students' grades as much as possible in order to force these students to leave the school. According to Saadet, this was an approach that their school principal believed to be effective in addressing underlying problems and promoting positive outcomes for other students.

> *I directly asked the director for assistance because many students were causing numerous problems. I was shocked when I heard his orders. He compelled me to lower their grades. He told me we should do everything to encourage them to leave the school and protect the other students from them. (Written reflection 1)*

Saadet perceived the principal's approach as a systematic failure to address the diverse needs of students and suggested a tendency to exclude these children, which deeply concerned her about the well-being of all other marginalized students. However, feeling inexperienced and needing more power to challenge the principal's decisions on social

justice issues, she expressed feeling uncertainty on how to oppose his top-down mandated policy from that point onward.

> *Our director's approach to these children seemed to me like an exclusive practice rather than an inclusive one. However, as a novice teacher, I had no right to object to his decisions. Sadly, I encountered some cases involving marginalized groups. When a student from a certain marginalized group is enrolled at our school, the administration and the teachers identify the student as having the potential to cause problems. This approach made me feel stuck while striving to include these children. As a novice teacher, I had to seek approval from the principal for any acts and decisions I made. (Written reflection 1)*

Saadet recounted another turning point when she attempted to advocate for a successful student belonging to this marginalized group. She expressed how harsh criticism she faced and how unsupported she felt in her efforts to provide an equitable educational environment for all. This experience showed that not only did the school principal label marginalized groups as problematic, but also some teachers had prejudice against these students.

> *Last month, I spoke to one of my colleagues about a student who belonged to a certain marginalized group in terms of her ethnicity. I recognized that she was very successful. But, the teacher assigned her very low grades. When I asked him to reconsider his decision, he scolded me, asking how I could dare to ask such a thing and why I wanted to help this girl. Unfortunately, I witnessed that the teacher even excluded him due to her ethnic origin. (Written reflection 2)*

When faced with unsupported colleagues, Saadet reflected on feelings of frustration and uncertainty regarding how to address social justice issues at her school. Although she asserted in her written reflection that she was not affected by the attitudes of other teachers towards these groups of students, the reality proved different results. Indeed, her reflections highlighted a discrepancy between her stated feelings and the actual impact of her colleagues' attitudes. In one of her interviews, when she mentioned this uncertainty period, she was reluctant to confront her colleagues directly to promote equity.

> *What other teachers thought and how they acted did not directly affect my thoughts and behavior. I just felt sad and frustrated. (Written Reflection 3)*

> *Due to my personality, I did not want to conflict with my colleagues over any issue. Additionally, I was not sure what to do about these issues. (Interview 5)*

In Mustafa's case, gaining more experience might have led him to recognize that success in education was not solely dependent on factors within the school environment. To him, external factors, such as exclusion practices or neglect within students' families, have a potential impact on their success. Understanding the significance of these challenges, Mustafa expressed his commitment to collaborating with parents to gain insight into the home situations of his students. As Mustafa said, he aimed to support his students more effectively and address any obstacles they may face outside the classroom by fostering open communication and collaboration with parents.

> *Educational settings and interactions at school are not the only factors that can affect a student's success. The child's behavior often mirrors what they experience at home. For example, some students are excluded also from their parents, which inevitably impacts their behaviors and academic success at school. Since their family does not expect from them, the children have no self-confidence, resulting in isolation and exclusion from others at school. (Written Reflection 3)*

> *Due to limited communication with them and their families, we lacked insights into their backgrounds. At first glance, I perceived them as a closed box and hesitated to approach them, considering the probability of having past traumas. (Interview 5)*

> *This group of students and their parents generally had objections to everything, particularly against compulsory formal education. Moreover, since teachers were perceived as representatives of Turkish culture and the Turkish Ministry of Education, they had negative and hostile attitudes towards teachers. As a result, many children had little engagement during lessons. (Interview 4)*

Upon facing deeply ingrained family dynamics and cultural practices, Mustafa acknowledged the complexity of these issues and the limitations of their interventions. He also reported his feeling of frustration when he encountered parents who could not grasp his intentions and efforts. As he stated in the excerpts below, these negative experiences led to uncertainty about maintaining communication with parents and lowered his will to enter collision with parents to provide equity.

> *Their parents sometimes misunderstood my intentions, so I am a little distant from them. (Interview 5)*

> *During the family visit, we were shocked to discover that the child had been raised in this manner from a young age. Furthermore, a group of female students, approximately 9-19 of whom were forced to get married at a young age, viewed marriage as a means of escaping from their family problems. These were different from the problems we could even intervene in as teachers. (Interview 5)*

Another critical period he mentioned was when he was teaching classes that were considered undesirable by the majority of teachers at the school. For these classes, he acknowledged the need to adapt his teaching style to suit the students' perceived lack of interest and his inability to implement changes in teaching materials and methods effectively. In such a context, as he expressed, several marginalized students showed enthusiasm, leading him to seek professional development workshops that help create a more inclusive learning environment.

> *There was a class that no teacher wanted to attend. In that class, I taught the subject more slowly and covered fewer topics, as English would not be of much use to them. When two students out of forty engaged with the class, I considered that enough. It took time to implement a slight change in that class. (Mustafa-Interview 5)*

Reaching out to other teachers who shared an interest in professional development in his school region, Mustafa found an opportunity to collaborate to support his students' learning. He reported participating in several in-service sessions as a partner in a project with these teachers and felt empowered with the knowledge and skills needed to create more inclusive learning environments for all students. As he pointed out, he integrated the project's content into his English language lessons by collaborating closely with his colleagues and sharing responsibilities. He allocated a proportion of his lessons to this initiative. However, after a while, he encountered challenges such as time constraints and disruptive student behavior during the activities, in which he expressed frustration and a sense of uncertainty and felt unable to fulfill his teaching duties effectively.

> *We attended several in-service trainings focusing on how to differentiate instruction for all students, become culturally responsive teachers, and recognize biases. (Written Reflection 2)*

> *With this project, we focused on a specific theme each month, such as respect, virtues, or being fair. We encouraged children to create and present projects related to these themes in their classes. At the end of the term, we planned to set up a stand in a big hall dedicated to this project. However, I could not complete the curriculum requirements due to time constraints. I even said to the principal -I cannot do it; I cannot teach like this-. The students also started to interrupt my lessons a lot during these activities. (Interview 5)*

Finally, as he mentioned several times throughout the interviews, dealing with unsupported colleagues was the most influential factor leading him into a period of uncertainty. He emphasized the insufficiency of individual efforts without support from the broader school community. He further stressed the need for collaboration and shared responsibility among all stakeholders to effectively address solutions to mitigate the adverse effects of exclusion practices.

> *Everybody should contribute to the well-being of the students. All staff in this school must share the same joint aim and vision to mitigate the adverse effects of exclusion practices. Even the most dedicated teacher cannot achieve anything without getting support from others. (Written reflection 2)*

Overall, this section summarizes the development of teachers' agency, encompassing the unsteady agency archetype. The data showed that teachers' agency trajectories demonstrated a non-linear and dynamic pattern over time. It further revealed that teacher agency and its underlying mechanism fluctuated throughout their trajectories, leading to both intra-individual and inter-individual variability. A close examination of the data revealed that a lack of teaching competence and a sense of responsibility to act on social justice issues- both initial conditions- had significant roles in shaping subsequent enactments of teacher agency. In terms of the manifestation of teacher agency, we identified two attractor states in both teachers' trajectories: (1) concerns about teaching marginalized groups of students and active agency, and (2) feeling responsible and uncertain to be agents of change for social justice. In terms of the first attractor state, we

suggested new emerging behaviors such as changing the understanding of teacher roles and social justice, attempting to adapt their teaching techniques, and building positive relationships with all parties in the school context. Regarding the second attractor state, we found out that both teachers had a high level of desire to take active roles in addressing social justice issues due to their sense of responsibility. However, due to critical events closely linked to uncertainty, the system moved back and forth between two attractor states (active and passive agency), following several phase shifts. The main factors leading to uncertainty were as follows: feeling unable to efficiently fulfill teaching duties, dealing with unsupported colleagues and parents, lack of power to challenge top-down school management and time constraints. To conclude, teachers embodying the 'unsteady agency' archetype demonstrated ebbs and flows while seeking to adjust their approaches to the immediate needs or problems they encounter in their educational environments. Rather than acting with any prospective aim or goal, they addressed social justice issues as they arose. In doing so, they needed support and empowerment in their professional roles. This need stemed from a lack of autonomy or competence, which also caused uncertainty in their ability to be agents of change.

3.3.3. Gradual Growth of Agency Archetype- Cluster 3

Portraits of teachers

Esra's upbringing was marked by struggles due to being raised by a widowed mother with three children. *'We faced economic struggles and had to live in suburban areas to find cheaper housing', she said.* She had the opportunity to grow up in a multicultural environment, which provided her with exposure to people from diverse socioeconomic backgrounds, cultures, and ethnic groups. This environment enriched her understanding of diversity and broadened her perspective of marginalized groups in society. Despite her family's economic challenges, she was determined to pursue her education. In secondary school, one of her English teachers, who also became her role model, recognized her dedication and aptitude for learning English. This was a turning point that intensified her interest in learning English*: 'She was an exceptional and exemplary teacher. She recognized my ability to grasp language. She was very supportive and knew how to nurture her students' talents and interests.'* Her passion for becoming an English teacher grew

even stronger at the university. She expressed her satisfaction with the quality of education she received and the breadth of knowledge she gained, saying, *'I gained comprehensive knowledge about material development, classroom management techniques, and various methodologies utilized in real classroom settings.'* Furthermore, at the university, she became part of friend groups that were ethnically and culturally diverse. Even though she witnessed disagreements arising due to different sensitivities among the group members, she consistently made an effort to respect these differences. She stated: '*I would pay attention to their sensitivities and respect their views. Most of the time, I respect their choices and acts except for those prone to violence.'* These experiences equipped her with problem-solving skills in the face of ethical or cultural conflicts, which influenced her approach to diversity as a teacher, mainly when working with marginalized groups.

Another teacher involved in the 'gradual growth of agency archetype' is Ayşegül. She was a member of an extended family. Within the framework of her family tradition, there was an understanding that girls did not need to pursue education beyond the compulsory ones. However, her illiterate mother held firm beliefs to the contrary. *'My mum always pushed me to research rather than listen to others,' she said.* Ayşegül's family environment, values, and norms differed from the society she lived in. Growing up in such a diverse environment made her aware of different societal perspectives and beliefs. She had the opportunity to find friendships across various spectrums. She said, *'I think this diversity taught me to look at all events objectively. I had lots of narrow-minded friends and relatives. Yet, at the same time, I had some LGQTB. Being among them enabled me to look at the world from their perspectives.'* All these indicate that living in such a diverse environment significantly shaped her complex system by enriching her understanding of diversity and broadening her familiarity with marginalized groups' lives in society. Another factor contributing to her inclusive mindset was the challenge she faced with her vision during her high school years. Ayşegül showed significant perseverance in trying to keep up with her studies despite her vision problem and feeling frustrated and ashamed about the situation. She said: *'Despite enduring this challenge, my English teacher, who had my class for three years at that time, consistently disregarded my condition.'* These experiences enabled her to demonstrate empathy and take proactive steps to create an inclusive learning environment for all her students. Ayşegül's decision to become an

English teacher, despite graduating from the English Language and Literature department, was influenced by various motives. The primary motivation behind her choice was her positive attitude towards teaching. According to Ayşegül: *'Teaching is not merely a job but a vocation that demands innate human qualities such as having empathy, compassion, and deep understanding of diversity.'*

Agency trajectory for social justice issues

Data gathered from the interview and written reflection unveiled teacher agency trajectories for social justice issues and the interactions among the components of the teacher agency system. As can be seen in Figure 17 and Figure 18 below, teachers' agency trajectories presented changing and non-linear patterns over time. Considering the patterns illustrated in trajectories and teachers' experiences reflected in interviews, we can infer that individual teacher trajectories are unique.

To start with Esra's case, Figure 17 depicts her agency for social justice issues over four years in her teaching profession. Initially, there was a gradual increase in her agency, which was particularly evident towards the end of the first year. This rise was attributed to her growing empathy and concern for the future of marginalized students. The upward trend continued throughout the second and third years, with another notable increase occurring in the fourth year after she enrolled in a teaching training course on differentiated language education for all students. Upon a closer examination of the data, we determined that the level of her agency and its underlying mechanism showed variations throughout her initial teaching period.

In terms of Esra's initial teaching experiences, she started the profession at a public school where she faced quite a challenging environment. The school had 94 teaching staff and 2500 ethnically diverse students. Even though working in a school with such a diverse and large student population required much proactivity to fight exclusion and discrimination, she felt no hesitancy to address these issues. She felt unaccepted as a teacher by the students due to being a member of a certain group in society. Some students displayed disrespectful behaviors and even threw stones at her. One of the students entered the class with a knife in order to intimidate her. These experiences played a role in her

initial teacher identity formation and for subsequent agency enactments by creating the feeling of being excluded even as a teacher and feeling empathy for those groups.

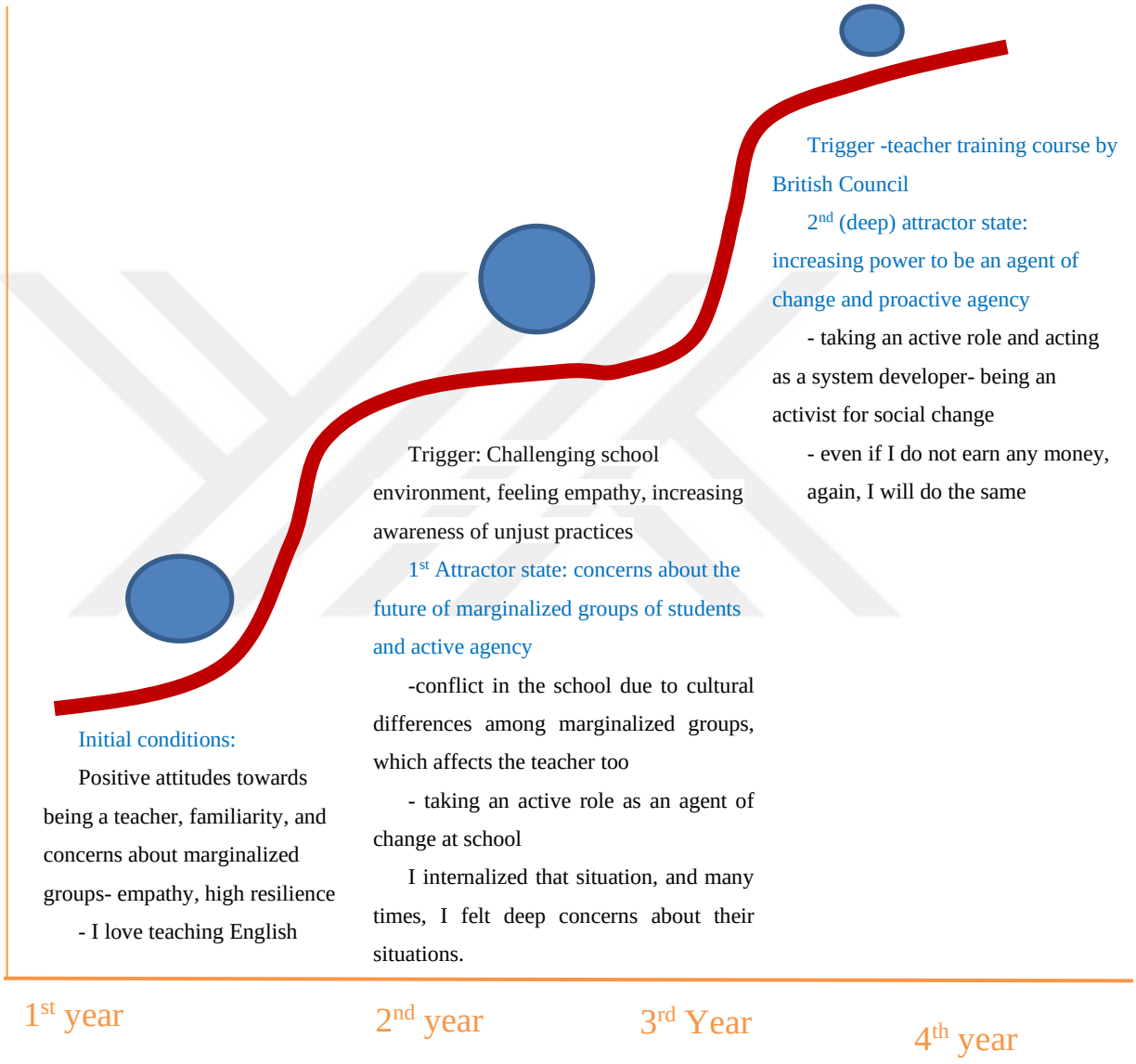

Figure 17. Esra's Developmental Agency Trajectory for Social Justice

> *In my first year of teaching, the students from certain marginalized groups targeted me because of my ethnicity, and they even threw stones at me. Although they knew that I was a teacher, such behavior suggested that they did not accept me as a teacher. I was deeply hurt. How could this happen to a teacher? They were just fifth graders. What was the rationale behind this? In another class, one of my students entered the classroom with a nightstick to threaten me. Over time, I began understanding the problem and empathizing with those groups. I made an effort to reach out. To me,*

> *the effort is visible, and they saw my efforts. They recognized that I was different from the other teachers who held prejudice against them, and this affected their behavior positively. (Interview 1)*

In the second term, she was assigned to her current school, where the majority of students are disadvantaged for several reasons. Many students were apparently living below the poverty line. Due to financial constraints, boys had to work to earn money and learn how to balance school and work. On the other side, the girls often have to work alongside their mothers or marry at an early age. Besides economic strains, many students had family members in prison and grew up in challenging environments, potentially leading to criminal tendencies. Some students came from broken families or live with their relatives. In such a diverse school context, Esra became aware of the prevalence of these circumstances. This awareness increased her commitment to professional development aimed at deepening her knowledge, skills, and comprehension of how to promote equity in English classes. During this period, she exhibited a high level of proactivity in addressing social justice issues at the school level, particularly after recognizing systematic constraints.

> *These classrooms often include international students who lack proficiency in Turkish, as well as students with various disabilities, all in the same overcrowded classrooms. This is the most apparent challenge. Some students only attend some classes since they have to work. The students' ethnicity, language background, economic background, English proficiency, and abilities are different, making it challenging for teachers and students. (Written Reflection 2)*

In her fourth year, she joined a project that was conducted to address the local challenges associated with diverse student populations. The project offered teachers intensive training, including various sessions on finding localized solutions to common issues in English teaching. After undergoing rigorous expert assessments, she was selected to receive in-person training in Scotland. Upon completing a one-month-long intensive program, she received her certificate and began working as a teacher trainer. Her responsibilities included organizing gatherings for teachers in her school region in Kayseri and discussing effective solutions for the region-specific needs of mainstream schools. Each month, she met twice with EFL teachers in her region. She delved into different

topics, such as classroom management in multicultural classes and strategies to teach English to immigrant students and students with special needs. She also provided training on differentiating materials and customizing them for all students' needs and interests.

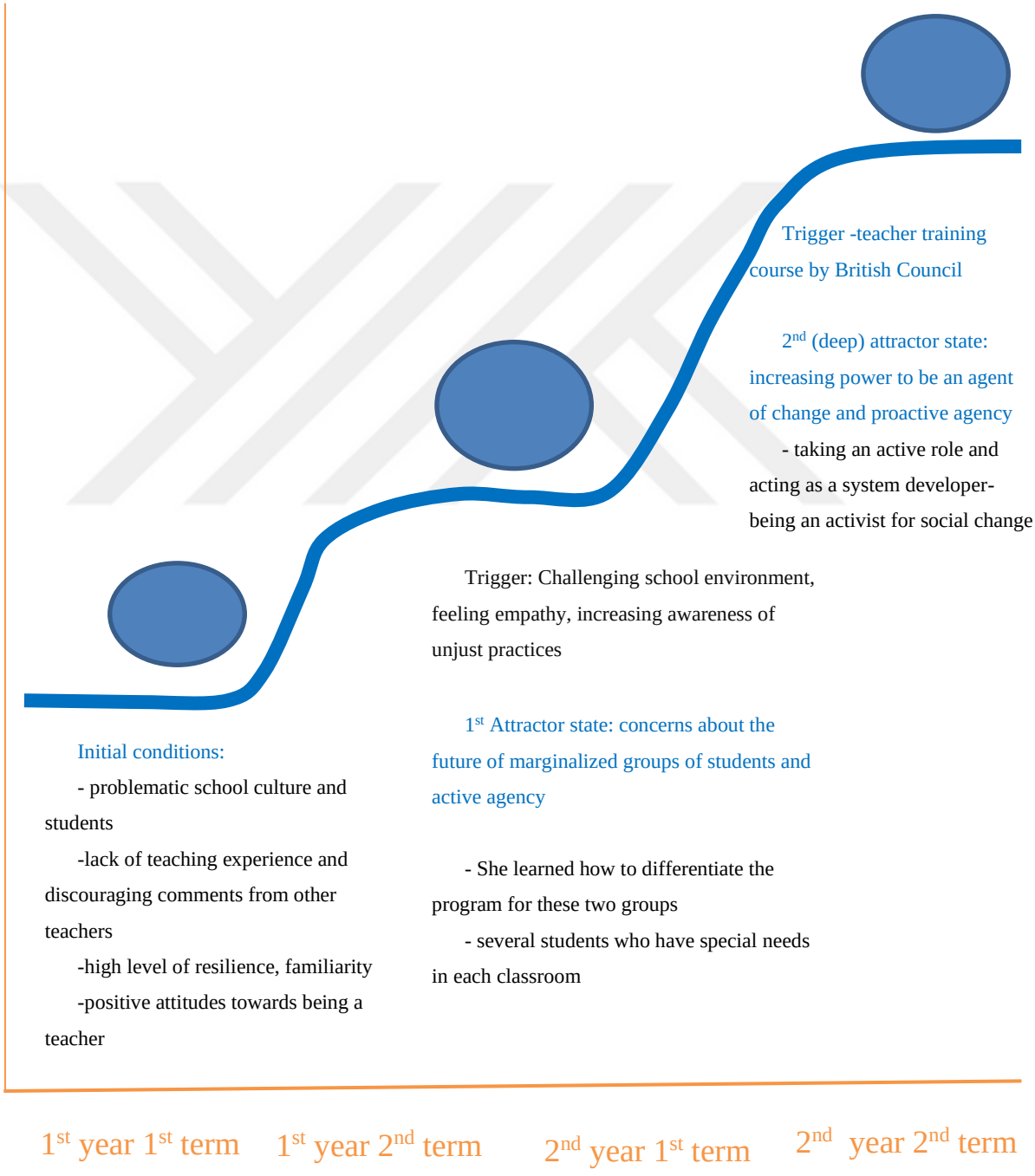

Figure 18. Ayşegül's Developmental Agency Trajectory for Social Justice

> *I believe that being a mentor teacher provides a valuable opportunity to educate teachers on becoming agents of change serving diverse populations. My responsibility is training 50 EFL teachers in schools with marginalized groups of students. During these sessions, we discuss the local challenges stemming from class diversity and their impact on English teaching. We also explore strategies to meet the varied needs of students and evaluate the effectiveness of different methodologies. (Interview 6)*

Another participant comprising the 'gradual growth of agency archetype' is Ayşegül. Consistent with the previous findings in our study, Ayşegül's agency trajectory also shows intra-individual differences. Figure 18 illustrates her agency for social justice issues over two years. Initially, there was a modest increase in her agency, which was noticeable towards the end of the first year. This growth might have stemmed from her increasing awareness and concern for the future of marginalized students. The upward trend continued throughout the second year, following a significant increase after she realized the prevalence of these issues among her colleagues. Upon a closer examination of the data gathered from interview and reflection forms, we identified variations in the level of her agency for social justice and underlying mechanisms.

At the beginning of her teaching career, Ayşegül planned to work at a language school in İstanbul. However, she felt discomfort due to management's attitudes, which did not align with her values and beliefs about teaching. There was a considerable discrepancy between her ideals and the institution's expectations, which reinforced her to search for another workplace that prioritizes education and values her contributions as an educator.

> *The principal's attitude and the fact that nothing was discussed about education made me uncomfortable. In other words, it bothered me that they generally interacted with me as if I were working in a commercial institution rather than an educational one. That day, I realized I could not work in these schools. (Interview 1)*

In the second term, Ayşegül was assigned to a secondary public school where she taught English to students from various socioeconomic backgrounds. Many of these students experienced mental health issues, presenting challenges even for the majority of experienced teachers at the school. In addition to students' diverse backgrounds, Ayşegül

felt concerns about teaching marginalized groups due to her limited teaching competence and discouraging comments from others.

> *They warned me not to make any effort to teach English to the students at this school. They mentioned that the students could not even count in mathematics. They said that the students seemed to listen but definitely did not. Moreover, they added that whatever they had taught them, students forgot them in five seconds. Unfortunately, by the second week, I realized that they were right. I explained an easy topic thoroughly, but no one understood it in class, which made me feel bad. But, as a teacher, I know I should do my best. (Interview 2)*

Ayşegül mentioned that she was responsible for teaching classes that included a high number of disabled students, in addition to the students with diverse backgrounds. Some of her classes had several inclusive students with different disabilities, including students who suffered from mental inadequacy, visual impairments, or muscular weakness. Indeed, as she expressed, understanding the distinct needs of these students presented a significant challenge for the teachers working at this school. However, despite the constraints of her school environment, her growing awareness, empathy, and the students' efforts motivated her to find ways to advocate for equal opportunities. She diligently attended numerous in-service training sessions to enhance her teaching competence and deepen her understanding of diverse teaching contexts. Following these sessions, her agency related to social justice issues notably increased, driven by her heightened awareness.

> *Three months ago, Esra and I attended a training to improve EFL teachers' capability to solve local problems while teaching English. In this training, we learned how to tailor classroom tasks to meet the diverse needs of students in our classes. These trainings increased my awareness and competence in supporting students with disabilities. (Interview 6)*

At the beginning of the second year, Ayşegül encountered resistance from one of their colleagues who expressed his lack of competence in handling two students with disabilities in the same classroom. Recognizing both students' efforts and success, Ayşegül intervened and took responsibility for these children. As she said, this critical incident led Ayşegül to recognize the prevalence of prejudice and the lack of competence among teachers. This realization made her more sensitive and inspired her to become an agent of change,

working to foster inclusivity and advocate for equality. During this period, societal prejudice against individuals with disabilities, colleagial and principals support were reported as contributing factors that influenced her decision to be an agent of change for social justice issues.

> *At the beginning of the term, a colleague approached me, complaining about teaching two disabled students in the same classroom. She also stated that she was incapable of handling these two students. She went to the principal and wanted to change their classes. Given my previous acquaintance with these two students and recognizing their above-average success in English, I took all responsibilities for these two children. This event motivated me to be more sensitive to those with disabilities and to challenge prejudice in her current school culture actively. (Interview 6)*

System Components and Signature Dynamics

After tracing the trajectories of teacher agency for social justice, we focused on the system dynamics. Following the RQM approach, we uncovered the critical underlying mechanism-signature dynamics- leading to typical system outcomes (Dörnyei, 2014). Illuminating the dynamics of two teachers in ‘gradual growth of agency,' we first delve into their initial conditions.

Initial conditions

Considering the crucial role initial conditions play in understanding how the system evolved and the behaviors shaped over time, we examined both participants’ states at the very beginning of their teaching career: affective state (the mood they are in and their beliefs), cognitive state (the level of difficulty they experience while teaching) and social state (what happened in their educational institutions) and initial agency level. As mentioned in the literature review part of this thesis, even though the individual behaviors are unique and characterized by varying initial conditions, our data suggested that teachers with the gradual growth of agency archetype share much in common despite differences in a few aspects.

Starting with Ayşegül and Esra's perspectives on being English teachers, it became apparent that both had positive attitudes toward their professions. Esra seemed content and

proud of her career choice. Likewise, Ayşegül's positive self-image as an exceptional English teacher and her commitment to her students implied that she possessed a positive teacher identity.

> *All my close friends told me I could have chosen a different job and lived in a different environment. However, am I unhappy? No, never. Because I do not see myself as an ordinary English teacher. I mean, they might criticize me for anything, but nobody criticizes my teaching. (Ayşegül- Interview 1)*

> *I never feel myself demotivated. Because I like being a teacher. (Esra-Interview 2)*

Regarding their teacher identity, both Ayşegül and Esra demonstrated an understanding that fostering the well-being of all students is a crucial aspect of the teachers' role. Throughout the interviews, they emphasized the importance of creating a positive, nurturing, and safe learning environment where students feel motivated to learn. They also believed that it is the responsibility of teachers to reduce prejudice in educational settings by rejecting any form of violence that might negatively impact a child's well-being.

> *Working with young children is very different. They might not initially feel the need to learn a language or have motivation. As a teacher, you must make them love English and you. When I started teaching, I had a mixed group of students from diverse background in my classes. However, I was aware of the need to plan my lessons accordingly. At the very least, they can gain a positive perception of learning a language. (Ayşegül- Interview 1)*

> *I have never been a teacher who discriminates. I grew up in a multicultural environment. I told the children in my classes that I do not consider any one of them superior to another. I said that every child in this class and this school was the same for me, and they were all valuable. I knew it was difficult for them to understand this fully, but I wanted to clarify my stance. (Esra- Written Reflection 1)*

> *It is the teachers' responsibility to provide equity. These children do not have any role models except their teachers. We should guide them and not tolerate violence in schools, as it will undoubtedly harm the children's psychology and their prospective academic life. (Esra- Interview 1)*

These beliefs might be shaped by their previous familiarity with a marginalized group of students and their deep understanding of the influence of social context and home situations on schooling. As Esra mentioned in her personal history, she grew up among these groups. Similarly, Ayşegül shared her own experiences of being a marginalized individual. They further stated that despite the efforts within the educational system to promote equality at the school level, challenges in their social environment, such as poverty and domestic violence, continue to persist. These challenges might hinder the student's ability to fully benefit from education and limit their capacity to learn. Nevertheless, Esra's phrase *'not impossible'* reflects her understanding that these difficulties are not a complete handicap to success.

> *Under these conditions, it is not impossible for them to be successful, but it is not easy. (Esra-Interview 2)*

> *The issue of inequality in education extends beyond the classroom, encompassing broader economic disparities that affect children's well-being. (Esra-Interview 3)*

> *Yes, we strive for equality in education, but these children lack access to basic needs like food and safety in their home environment. Of course, this socioeconomic disparity and domestic violence impact their ability to engage in education fully. (Ayşegül-Written Reflection 2)*

Indeed, challenging interactions with students might be emotionally demanding for early-career teachers and could lead to burnout. The unexpected behaviors of students did not adversely affect Esra's emotions. On the contrary, Esra remained positive towards students from marginalized groups and managed her emotions effectively as a teacher. She managed to foster a mutual understanding and trust, which might indicate her high resilience to be an agent of change.

> *After these events, I taught the same classes again and had to teach the students with whom I had previously had trouble. This experience taught me how to control my emotions and deal with these students. I learned that mutual understanding and trust were the critical components of communication. Over time, they realized that I was one of only three teachers out of 94 who respected them, chatted with them, and reached out to them without prejudice. (Interview 2)*

Apart from possessing high resilience, Esra demonstrated a high level of self-reflection. She recognized that the adverse events she experienced with marginalized groups were not about her personality but rather a complex interplay of cultural dynamics. It can be implied from the data that instead of blaming herself or all the students belonging to a certain group, she critically examined her actions, others' actions, and the broader context in which she was working. This allowed her to seek alternative responses actively. The statement 'I will solve that case' reflects her commitment to addressing future considerations and indicates her dedication to continuous improvement for social justice issues. Similarly, Ayşegül reflected on her concerns and feelings of uncertainty at the beginning of her teaching career and how she acted to deal with these negative emotions.

> *Even though I felt deep concern, I told myself there was nothing to regret. I decided that I would solve that case. I knew this was not about me, my personality, or my teaching method. This definitely stemmed from cultural differences and was related to an individual student, not a particular group. As a teacher, I had to solve the problem with this student by establishing positive links and gaining a better understanding of the circumstances he was in. (Esra-Interview 2)*

Finally, data revealed that neither teacher received pre-service or in-service training to meet these groups' needs. They experienced a trial-and-error period to promote an inclusive classroom environment. They described several unsuccessful trials during their pre-service training and explained how they eventually managed to discover several techniques that enabled every student to participate actively in the learning process.

> *I mainly focus on starting lessons with group activities that can create a supportive environment. I start with activities that appeal to every all student's interest. My lessons should always be as interactive as possible. I develop various activities for all my lessons, as every student should learn something. (Esra- Interview 2)*

> *I had students who came from broken families and had to live with their relatives. Therefore, I paid extra attention to the activities that included family figures. Also, I had another group of students with different ethnic groups. I showed the same sensitivity to them during the class activities. I always wondered if I could do something different from my current practices and my role as a teacher. But, I had some concerns about causing misunderstandings. They were teenagers, and taking all responsibilities was very risky for a teacher. (Ayşegül-Written Reflection 2)*

Having had a different experience from Esra, Ayşegül mentioned that their first days in the school were marked by apprehension due to receiving discouraging comments from colleagues. Her colleagues talked about the challenges of engaging students with diverse backgrounds in the school. They stressed their exhaustion and frustration from experiencing the same cycle of effort every year, with a perceived lack of progress among the students. As a result of these negative comments, she initially felt a sense of self-doubt, which she could manage over time.

> They warned me to refrain from making any effort to teach English to the students in this school, as they could not achieve any success for years. They all expressed feeling exhausted and demotivated about teaching at that school. (Interview 2)

Considering Verspoor's (2014) suggestions on determining initial conditions' influence on a system's future development, we discovered that some conditions identified years ago continued influencing participants' agentic actions in their recent teaching practices. In Ayşegül's case, she highlighted her inclusive efforts and the challenges she encountered while trying to provide an inclusive environment for every student in her classes. During these challenging times in her first year in her profession, she persevered in overcoming the challenges and addressing issues to maintain fairness and classroom order. This persistence reflects a high level of resilience and aligns with her personality, as evident from the reported initial conditions.

> Once, one of my students approached me and asked if the students with disabilities would take the same exam with them. I quickly analyzed the situation and understood that the rest of the class was not comfortable entering the exam with disabled students. Since these children often need help and different timing, it might disturb the other's concentration during the exam. I confirmed that these students would enter the exam in different settings than the rest of the students. Another challenge arose when some students with intellectual disabilities got bored easily and demonstrated disruptive behaviors, which resulted in adverse reactions from their classmates. When I realized such acts, I immediately organized group work and provided focused attention to those students. (Interview 6)

In Esra's case, her intrinsic motivation, love for learning, and patience in facing challenges suggest a deep passion for teaching. This passion likely drives her to persist and thrive despite obstacles in her profession. As Esra mentioned, the rewarding moments when students expressed gratitude for her efforts reaffirmed the value of her work. Therefore, her agentic actions aligned with her developed philosophy of education and her passion for teaching.

> *Being a teacher is directly proportional to the value you can add to the others. You are indeed a teacher to the extent that you can change someone else's life. It is incredibly rewarding when my students show their gratitude for my efforts to change their lives. Even a slight improvement or change in their success means a lot to me. That is why I did not quit teaching despite the difficulties I encountered. (Written Reflection 1)*

> *It is not about earning money. Even if they did not pay me, I would still be a teacher. I always ask myself how to improve myself and my students. (Interview 1)*

> *I can work under any circumstances as a teacher; I love being an English teacher. Over time, of course, I lost my idealism. For example, it was 100% at the very beginning of my teaching career, and it is 95% now. (Esra-Written Reflection 1)*

Considering all these, we can imply that teacher resilience and passion for teaching at the beginning of their careers significantly affected teachers' subsequent agentic actions for social justice issues. This might suggest the importance of developing teacher candidates' resilience skills and perseverance mindsets in challenging environments.

Underlying Mechanism: fixed attractor states

Considering these insights, we unveiled the attractor states in the trajectories of two teachers to understand their agency for social justice issues. First, we identified the commemoration point of subsystems—components of teacher agency for social justice—in the graphs drawn by participants. Then, we examined teacher agency subsystems, the interactions among these subsystems as they adapt to the environment, and how they manifest themselves.

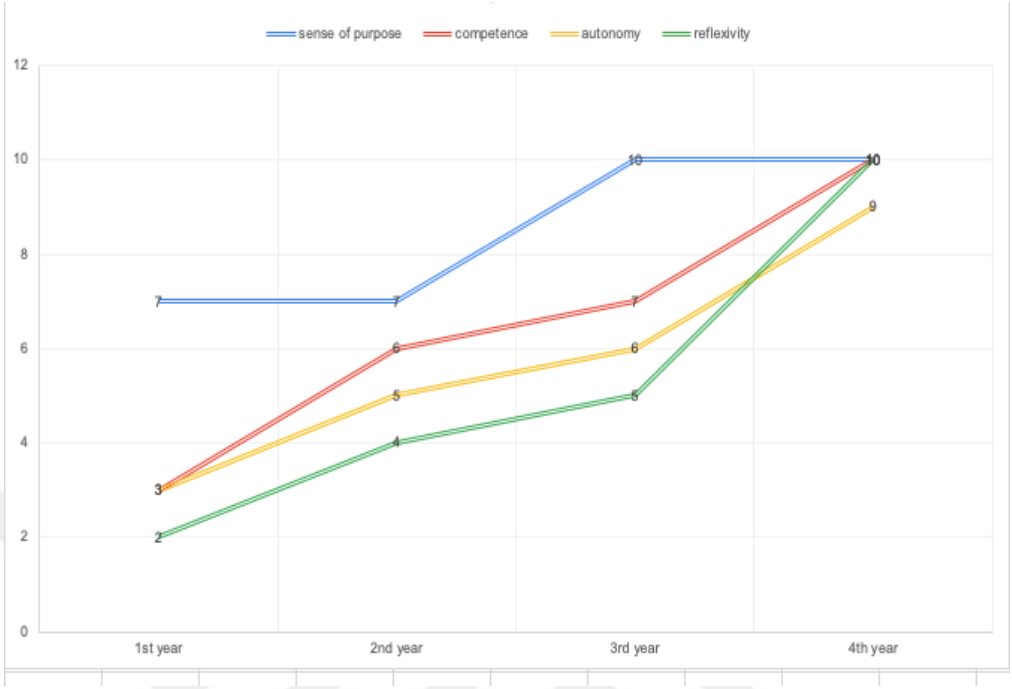

Figure 19. Components that Constitute Esra's Agency for Social Justice

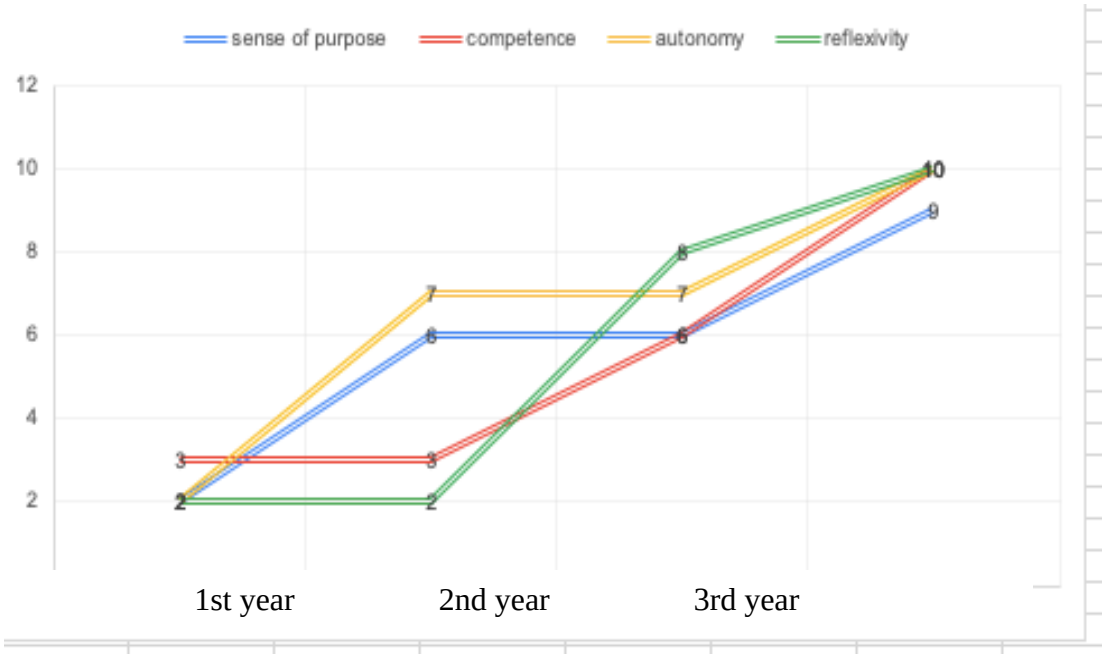

Figure 20. Components that constitute Ayşegül's Agency for Social Justice

Two attractor states emerged in both teachers' trajectories: (1) concerns about the future of marginalized students and active agency and (2) increasing power to be agents of change for social justice. In Esra's case, the first attractor emerged in the second year. In Ayşegül's case, the first attractor emerged in the first year. (see Figure 19 and Figure 20). In terms of Ayşegül and Esras' second attractors, they occurred in the third and fourth years, respectively. The figures show that teachers' agencies emerged through a combination of their growing competence, reflexivity, autonomy, and a sense of purpose starting at the beginning of their teaching career and continuing over a long period.

(1) Movement to a new attractor state: concerns about the future of marginalized groups of students and active agency

A noticeable shift in both participants' agency for social justice is evident. Factors such as the school environment with a notably diverse student population, feeling deep concerns about the future of marginalized groups and their societal impact, feeling empathy, and increasing awareness of unjust practices in educational settings together had a perturbing effect that pushed their agency system into their first deep attractor states (active agency). A close examination of the data revealed that during this period, both teachers exhibited a high level of proactivity for social justice issues following their recognition of systematic constraints. Also, we identified the new behaviors or the ways teachers manifested their agency in their teaching practices, such as changing the understanding of teacher roles and social justice, searching for professional training to adapt their teaching techniques, building positive relationships with all parties in the school context, challenging social justice issues with others.

Both Esra and Ayşegül initially reflected a high recognition of systematic constraints and an increased awareness of broader social forces impacting schooling. Esra reported gaining a deep awareness of the challenges of working in mixed classrooms, particularly in contexts where foreign and inclusion students are integrated. Similarly, Ayşegül recognized how educational policies pose significant obstacles for teachers in considering students' voices in material selection and shaping educational priorities. Her phrase 'but these are utopic in our context' reflects her recognition of these issues.

> *At the micro level, numerous constraints exist. The primary issue is that the fundamental needs of these students still need to be met. The concept of inclusive education needs to be critically examined there. There cannot be effective inclusive education with 35 students in each class. Firstly, the time allocated for English lessons must be increased to personalize education in such crowded classes. Secondly, even if I wanted to increase their exposure to English in their leisure time, they could not access these sources due to their economic conditions. (Esra-Interview 2)*

> *We all know these students will take an exam at the end of the year. So, I need to prioritize this reality for the majority of my students over their individual needs, decisions, or interests. (Ayşegül-Interview 2)*

According to Esra, the individual effort for social justice issues is essential, yet it is insufficient at a macro level. The excerpts below showed her doubts about the feasibility of these individual efforts and achieving the desired outcomes for social justice issues in a broader context. However, these doubts did not seem to deter her from advocating socially just education. Our data suggested that deep concerns for the children's future and potential societal impact motivated teachers to take an active role in effecting social change.

> *In our context, achieving an equal educational setting requires individual micro-level effort. However, individual effort alone may be insufficient at the macro level. Therefore, individuals must set goals and deeply consider how to impact system change at the macro level. As a teacher, my aim is indeed to achieve this goal. (Interview 2)*

With the new insights and increased awareness, both teachers demonstrated an evolving perspective on their roles, viewing themselves as social justice providers. They noted that teachers should be strongly committed to ensuring every student's full participation and that no student should be left behind. Aligning with these beliefs, both stressed that promoting inclusive educational environments is the moral responsibility of teachers.

> *My main concern as a teacher is ensuring the full participation of every student in my classes. It is essential not to exclude any student from classroom activities. While it is a challenging duty, it is also a moral imperative for teachers to take action to prevent exclusion practices. (Esra-Interview 2)*

> *I think teachers are responsible for promoting social justice under any circumstances, at least at a certain level. This can be accomplished by addressing individual student needs, intervening in instances of peer bullying, and adjusting lesson plans to accommodate the diverse needs of students. (Esra-Written Reflection 2)*

> *The disparity in opportunities provided by different schools is a reality and an undeniable fact. Therefore, teachers should prioritize improving their skills and knowledge of social justice issues. They should seek additional training. By doing this, teachers can create a safer and more positive learning environment for their students. Every teacher must strive for the best outcomes, considering their own school and class contexts. (Written reflection 1)*

Another shift occurred in their understanding of social justice, which reflects their beliefs about representation and recognition dimensions of social justice. With this new understanding, Esra mentioned that she began advocating for the active and equal participation of everyone in decision-making processes within educational settings. This includes having the right to select their teaching materials, deciding their lesson topics based on their interests, and criticizing teachers to balance the power dynamics in the classroom. Unlike Esra, Ayşegül deeply understood social justice's recognition aspect in educational settings. She demonstrated a keen awareness of the individual differences arising from race, ethnicity, economic conditions, disability, and gender.

> *When we view each individual solely through their human label, we overlook other attributes. The most important approach is to evaluate every student as a human being. Factors such as religion and ethnicity are secondary and should not overshadow this fundamental consideration (Esra-Interview 1)*

> *I would like every decision in the classroom to be made together with the students. For example, I wish children could democratically decide the books they will engage in. They should focus on the topics that interest them so we can discuss whatever they want. Students should also be able to critique the teacher, which should be encouraged in such environments. As a teacher, it is important to be open to criticism, as it allows students to understand themselves better and recognize the areas where the teacher, as an educator, can improve. (Ayşegül-Written Reflection 2)*

The main factor influencing their beliefs mentioned above might be their sense of

empathy towards some marginalized students who face challenges similar to theirs. As Esra stated, this empathy has helped her connect with and support these children more effectively, though it has also weighed heavily on her emotionally. Moreover, Ayşegül reported that despite her efforts to change a situation that resulted in feeling powerless, she did not give up.

> *If I knew that a student had problems similar to mine, I internalized that situation and often felt deep concerns about their situation. (Esra-Interview 2)*

> *I had some students who were using antidepressants at an early age due to having a broken family. For these students, I could not change their situation a lot. As a teacher, I was very powerless. (Ayşegül-Interview 1)*

In this period, different from Esra, Ayşegül was responsible for teaching classes that included a high number of disabled students, in addition to students with diverse backgrounds. Some of her classes included students with various disabilities, such as some students suffered from mental inadequacy, visual impairments, or muscular weakness. She reported that these increased Ayşegül's awareness of the abilities and differences within inclusive pedagogy and led to a change in her beliefs on the potential of every child. Despite other teachers' doubts about the success of disabled students, Ayşegül demonstrated perseverance in overcoming significant challenges. The success of these students and their endeavors motivated her to address the challenges faced by other students with special needs and to ensure their well-being.

> *I think every student can learn. There are many educational methods available. If a child is given enough time, she/he can succeed. The key is that teachers should understand individual differences among the students and tailor their approach accordingly. (Interview 5)*

> *Initially, my principal thought it would be impossible for these students to continue their education. However, we began working with them after school hours and succeeded. Their success and efforts motivated me to do my best for other students with special needs at the school. (Interview 6)*

Despite having different student populations, both teachers expressed their commitment to creating an inclusive classroom environment by employing various techniques. Both stressed the power of positive relationships to support students' well-being. Ayşegül acknowledged that imparting knowledge to the children was impossible without a sense of affection and good rapport with the teacher. To her, engaging in open conversations with children and listening to their thoughts, feelings, and concerns are the most important techniques. Similarly, Esra finds interactions with students who exhibit problematic behaviors as the most effective approach. She pointed out that despite initial reluctance from the students, these conversations eventually provided fruitful outcomes by fostering mutual communication and understanding.

> *First, I learned that children can only learn effectively if they have a strong connection with you. Even if you are the best professor in the world, you can only teach them as much as you want if you enter their world and connect with their hearts. Sincerity is crucial, especially for marginalized students in this age group. (Ayşegül- Interview 1)*

> *Through establishing open conversations, I often learned about their beliefs, thoughts, and concerns. (Ayşegül- Written Reflection 1)*

> *I immediately pulled the student aside. Of course, she blamed me and criticized my actions. I asked her if I was happy about the situation, stressing my deep concern and sadness about these events. We sat on the stairs and talked for nearly two hours. Then, I realized that these children were somehow isolated from society. No one could talk to them. (Esra-Written Reflection 1)*

Another way of manifesting their agency was by adapting their teaching methods and differentiating tasks depending on the diverse needs of students. They described their efforts and experiences in accommodating students with various special needs. After a brief trial and error, both teachers reported that they recognized how the effectiveness of a technique can vary among students and classes.

> *I have worked with students who have visual impairments and muscular weaknesses. Through trial and error, I gained experience meeting their needs. For visually impaired students, I allowed the use of text-to-speech apps and sometimes converted texts into audio files. In this way, they could listen to the text while their peers read it. Additionally, I enlarged text font sizes and prepared a*

personalized dictionary printed with the Braille Alphabet for another visually impaired student who learned English by listening. (Ayşegül- Written reflection 1)

In some classes, I had several students with intellectual disabilities. It took several days to teach them even one word. For these students, I used pictures and flashcards. Sometimes, I simplified the grammar topics and posed easier questions to foster their sense of accomplishment. (Esra-Interview 2)

In addition to their commitment to creating an inclusive environment within the classroom, the data revealed that they were also dedicated to expanding inclusive practices beyond the classroom by creating extra-curricular space for building students' strengths. Ayşegül reported spending two months trying to find a suitable teaching method for one of her visually impaired students. As she reported, she analyzed the effectiveness of various strategies and tools with the students during this time. Unlike Ayşegül, Esra created extracurricular space for those who were unsocial and vulnerable to exclusionary practices at her school due to their socioeconomic backgrounds. According to Esra, by engaging students in various activities, she was able to foster a sense of belonging among students with diverse backgrounds. She stated further that these activities not only encouraged students' self-expression but also increased those students' academic engagement.

I approached each student individually to understand their capabilities and weaknesses. I started to work with one student who suffered from a brain tumor that impacted her vision and led to muscle weakness. I made numerous printouts and tried various methods and different illuminators. After six or seven attempts, we discovered that she could read font size 90. We progressively increased the word count each week, and over time, she could scan over 300 words. Considering her muscle weakness, we also began to exercise to improve her writing skills. Eventually, she was able to compose a paragraph in an hour. (Ayşegül-Written Reflection 2)

I witnessed many students overcoming their fear of self-expression through extra-curricular activities. For example, I sometimes worked with students on preparing a school bulletin board. Other times, we organized workshops on painting, music, dance, theatre, etc. I realized that these activities created a sense of belonging among these students and enhanced their academic engagement. (Esra-Interview 2)

Building positive relationships with parents is another crucial effort beyond the school context. In this respect, Esra underscored the pivotal role of parents in shaping their children's development and academic success. She emphasized the importance of fostering effective communication and positive relationships with parents to create a supportive educational environment, highlighting teachers' significant role in this process.

> *Maintaining communication with parents is essential as students reflect their home environment and family values. Effective communication with parents fosters understanding and support. Without this rapport, it becomes challenging to engage with reluctant and indifferent parents. (Esra-Interview 2)*

> *Since I believe in its importance, I built positive relationships with my students and their parents. I included children and their parents in every decision about their educational process. Only in this way could I develop a mutual understanding. (Ayşegül-Interview 2)*

It is significant to stress that Ayşegül's and Esra's increasing awareness of the systematic constraints and their growing concerns about the diverse student populations encouraged them to participate in in-service training. These trainings informed them about how to address the diverse needs of their students as an English language teacher. They expressed a strong desire to explore different teaching techniques to cater to their needs and interests in language classes while also seeking professional development workshops on promoting equity in their classrooms.

> *My aim in starting this training was to find out what I could do in schools, including marginalized groups. The scope of the training was to find local solutions to the local problems of schools in disadvantaged areas of Turkey. English teachers at all secondary schools in our region attended these trainings. We generally discussed local problems we encountered in our classes and explored solutions to improve English language teaching. (Esra-Written Reflection 2)*

> *At this time, I needed support to meet my students' needs. Together with my colleague, Esra, I attended training focused on tailoring classroom activities and differentiating tasks based on students' needs. These courses addressed local challenges in our school region and inspired me to share my experiences with others. (Ayşegül-Interview 2)*

Unlike Ayşegül, Esra's proactive approach to addressing challenges related to teaching marginalized groups extended beyond workshops. She reported that she actively cultivated positive collegial relationships and collaborated with teachers and other staff to promote equity at the school level. By doing so, as she said, Esra enhanced the effectiveness of her efforts in addressing these challenges. Her commitment to a collaborative approach underscores her dedication to creating a school culture prioritizing equity and inclusion of all students.

> Ayşegül and I teach the same classes and generally share English lessons in these classrooms. She teaches selective English to the same students if I teach compulsory English lessons. This allows us to share our experiences with some challenging students and classes, including those with a high proportion of marginalized groups. We both display the same attitudes, which enhances our success. (Interview 4)

> *I can easily collaborate with our counselors on these issues. When I ask for their help, they generally come to me with solutions. (Interview 4)*

Linked to these training, both teachers demonstrated strong reflexivity by critically examining their actions concerning social justice issues and the broader social factors influencing their teaching practice. They acknowledged the limitations within the educational system, such as technical constraints and program flaws. It is evident from their utterances that they were seeking ways to confront and challenge existing structures within their school context that caused limitations, showing a willingness to change these structures for future improvements. The excerpts below also show that instead of simply accepting the students' status as a problem, these teachers actively sought ways to enhance every student's engagement by trying to find the optimal use of various teaching methods and evaluating the outcomes.

> *But can I always achieve my goal of providing equity? No, because the system does not allow it, and sometimes the context does not. Sometimes, the structures of school policy can be restrictive. I am completely aware of these flaws. Our context is not inclusive for every child. However, should I give up my goal as a teacher? No, any effort is worthwhile if it brings about a slight change in their lives. (Esra-Interview 5)*

> *The problems students face are more closely tied to their family dynamics and cultural influences within their community. The community in which these students live is ignorant; they all lack vision. Therefore, changing the culture or society is essential. Encouraging parents to involve their children's education can be an important step. I am determined to make a difference in this regard, and I am actively searching for effective ways how to educate parents with some workshops. (Esra-Written reflection 2)*

> *I try various teaching methods in my classes. Particularly, when integrating new teaching techniques, I evaluate the success of it. Then, I ask myself how I can use them to understand better and navigate adverse situations, such as teaching students with diverse needs and varying levels of English proficiency. It is crucial to consider the resources and constraints available at our school while using a new technique. (Ayşegül-Interview 5)*

However, regarding participation in decision-making processes at school, only Esra exhibited an active involvement and a commitment to advocating for changes in her school's approach to educating certain children. She expressed that she could engage in brief meetings with the principal to address the issues and did their best to prioritize the well-being of students. Despite a lack of opportunities to discuss these issues extensively, she could frankly express her opinions during these meetings. The excerpts below show a recent decision in their school to cancel some regulations related to students with limited Turkish language proficiency and students with different disabilities.

> *I am not sure why issues related to these children are not discussed at length in meetings as they were before. However, whenever I found any opportunity, I expressed my opinion. Last year, we separated students with special needs into another classroom and a group of immigrants in one classroom. Recently, we decided to discontinue the practice of segregating students into a 'resource room' or a classroom. I realized these rooms made children feel excluded and isolated from their peers. Therefore, I supported their equality in getting an education with their peers in the same classroom. (Interview 4)*

(2) Movement to a new attractor state: increasing power to be agents of change for social justice issues and proactive agency

A phase shift took place when teachers Ayşegül and Esra joined a new school environment that required confronting the prevalence of injustice practices in educational

settings. Along with a challenging school environment that featured a notably diverse student population, teachers' awareness of the prevalence of injustice practices and their effects, the enthusiasm of students, feeling responsible for changing something, and getting support from others together had a perturbing effect that pushed their agency system into their first deep attractor states (active agency). Esra stressed that becoming a part of a project was a significant event impacting her teacher agency. The project addressed the local challenges related to diverse student populations in schools, allowing her to challenge broader educational policy to provide equity. Through training sessions involving EFL teachers from secondary schools, she found opportunities to empower educators to become agents of change within their own schools. Ayşegül noted another critical event that contributed to her sense of power as an agent of change. At the beginning of the second year, Ayşegül recognized her colleagues' prejudices and lack of competence in handling the teaching of students with disabilities. This incident served as a triggering that prompted Ayşegül to act for social prejudice. With the help of her principal, she began to guide and empower teachers in the school. Following these events, both teachers found the strength to challenge the prevailing biases and assumptions in the educational setting, dramatically increasing their agency level. This proactive agency showed a long period of stabilization, indicating an attractor state in teacher agency trajectories. In this period, these teachers manifested their agencies with changing behaviors, such as seeing themselves as a system developer, challenging problematic school culture, challenging broader social forces, and interpreting structures as sites of transformation.

To begin with their beliefs about the roles of teachers, both participants' views on the core social justice principles have remained consistent over time. They only slightly revolved around two new ideas. One is promoting equity in education by modeling a disposition of fairness. To Esra, particularly in schools where parental involvement is lacking, teachers should be aware of the impacts of their attitudes and interactions on students' lives. In these challenging contexts, teachers should act as educators and as mentors or guiding figures who can be models for social justice issues.

> But there is another aspect to working in such challenging schools. Influencing even a child and changing her/his attitudes towards others can bring immense satisfaction. This is the essence of being a teacher. Every step teachers take here is much more important because teachers are often the only positive models in the lives of these children and the ones with the potential to change these children's beliefs about certain groups. They are the only educated figures in their lives and can set an example of how to treat others equally. (Interview 5)

During this period, both teachers' agency trajectories exemplify their transformative identity, which was influenced by societal prejudices against marginalized individuals. Following these identity changes, the teachers reported high dedication to becoming agents of change. The narratives below portray the shift in teacher roles, indicating their evolution into proactive system developers and decision-makers who strive to create a more inclusive learning environment for students with disabilities.

> *When I talk with these children, my concerns about the future increase. As teachers, we have a duty here. We need to save the society that we live in. Unfortunately, some of these children have the potential for crime. I wonder what will happen to these children when I talk with them. Therefore, as teachers, we must be more devoted to shaping these children's behaviors. To do so, of course, they have to improve their knowledge of these problematic issues. They should always search for more. (Esra-Interview 5)*

> *I realized that most teachers did not have enough capability to cope with these two students. In such situations, some of my colleagues went to the principal and wanted to change their classes. The prejudice I experienced in the school motivated me and led to feel more sensitive to those with disabilities and led me to challenge prejudice in her current school culture actively. (Ayşegül-Interview 6)*

Furthermore, recognizing the sensitivity and potential of secondary school-aged children, both teachers felt a strong responsibility to contribute to shaping society and ensuring a better future for marginalized students. This feeling pushed them to enter collision with others to provide equity to ensure the well-being of all students. The central belief they voiced was that nobody could restrict any other's right to access her/his education. Aligned with these insights, both teachers reported their commitment to nurturing an inclusive environment by intervening in her lessons when they witnessed

students' behavior that was against the values such as treating others with respect and kindness.

> *When a discussion or a conflict occurred in the classroom, I told my students to forget the lesson. I told them that a qualified education means nothing if you are not decent. (Ayşegül-Interview 6)*

> *Some students always humiliated their friends coming from different ethnic groups. I can not stand if I witness a child ruinning another child's life. I told them that no individual is inferior to another individual in this world, and I promised that I would be with the children who were humiliated and do my best to cow others. Then, the problem was solved. (Esra- written reflection 2)*

However, they appeared to acknowledge the challenges inherent in making progress in such environments, particularly when attempting to change cultural norms. To teachers, cultivating a more inclusive learning environment for students with disabilities is not an easy task in such environments. However, interestingly, both teachers expressed their commitment to challenging these problematic school cultures and broader cultures to promote equity.

> *In such schools, our main problem is needing help to make progress. If we take one step forward, we often have to step back, too. Striving for any positive thing is hard. (Esra-Interview 2)*

> *Particularly, when we consider changing a huge culture, this is something that requires a huge effort and time. However, we need to know that these children are transitioning at this age. (Ayşegül-Written Reflection 2)*

To begin with, Esra's becoming a mentor teacher enabled her to challenge broader educational policies to provide equity. Through training sessions with the participation of EFL teachers in secondary schools, she could empower other teachers to become agents of change within their own schools. The sessions fostered communication among regional schools, helping them set shared goals for addressing social injustice.

> *I believe that being a mentor teacher was a good opportunity to teach teachers how to be agents of change in such schools. My responsibility was training 50 EFL teachers in schools with*

marginalized groups of students. During these trainings, we discussed the local problems that stemmed from diversity in classes and their impacts on English teaching. We learned how to cater to different students' needs. We discussed the effectiveness of some methodologies. (Interview 6)

Regarding Ayşegül**,** as a first step, she recognized the problems that required to be addressed in her school. One of the problems she mentioned was that the teachers and students in this school could not freely discuss their concerns or voice their suggestions. Another problem was the lack of school policy that fostered respect and tolerance among students and staff. The last one was that most staff need training and professional development on topics such as inclusion and diversity in their classes. Yet, it seems that none of these situations hindered her endeavor to be agents of change.

I know that my school has a challenging culture. In this school, we are dealing lots of different problems in terms of our school culture. Primarily, establishing close interpersonal relationships among the staff has been difficult. Certain groups tend to maintain close communication with each other, while others feel excluded. This dynamic is not exclusive to the teaching staff but also extends to the students. Additionally, the principal's leadership style restricts teachers and students from freely expressing their concerns and suggestions. However, the most significant issue is that English teachers lack awareness of exclusive classroom practices and their long-term impact on society. Also, they have very low competence on how to deal with diverse need of these students. but I know that I can solve all these. (Interview 5

To solve the first problem related to communication barriers between the principal and the students with special needs, Ayşegül took the initiative. She arranged several meetings with both parties and gave them opportunities to express their voices. As she expressed, these meetings enabled principals to realize that these students were more capable than initially perceived and helped students feel more secure.

I realized that due to the communication barriers they felt at the beginning of the term, these students resisted getting help. But after the meetings I arranged with them, there was an improvement. (Written reflection 2)

After these meetings, the students expressed that they felt more comfortable expressing their problems in the school. (Interview 6)

Related to the second problem, entering collaboration and developing collective efficacy can foster a school culture prioritizing respect and tolerance among staff. To achieve this goal, as she said, she conducted a thorough assessment of the school's resources and limitations, compiling a report on the areas requiring improvement. Subsequently, she arranged several meetings with the principal, forming a group that included teachers teaching students with disabilities at various educational levels. In the following meetings, they collaboratively began to decide the measures to enhance the well-being of all students and address current pedagogic and social practices that adversely affect disabled children.

> *It is tough to pinpoint the specific needs of each disabled student as a teacher. For instance, I may enlarge the font size or utilize video files exclusively if I have a visually impaired student. Similarly, I stood close to them during class when dealing with hearing-loss students. Lastly, I differentiated writing activities for students with muscular weaknesses and shortened them. Each student presented unique requirements in terms of language teaching. Working collaboratively allows us to share these experiences and take action without losing time. Every teacher needs to be aware of these student as they may encounter the similar situations in future. (Written reflection 3)*

Ayşegül further stated that she actively sought more opportunities to address the barriers faced by students with disabilities after these meetings. Particularly, her decision-making power is evident in her commitment to creating more inclusive assessments for these students. For example, to assess four skills, she reported to arrange several meetings with her colleagues. She offered one-on-one training and support to English teachers and informed them about assessing each student depending on their capabilities and future goals. In this way, she aimed to solve the last problem she mentioned above.

> *It has become clear that the majority of EFL teachers in my school needed more pedagogical and technical knowledge in terms of students with special needs. Therefore, even if they wanted to contribute to the development of these students, they did not know what to do. They harmed these students rather than benefit them. That is why I provided them with some training on how to work and assess these children. After these trainings, we reached a consensus on assessing the students with special needs in each class. (Written reflection 3)*

While striving to create a more inclusive environment for all students, both teachers emphasized the positive influence of getting support from their colleagues and principals.

> *After several meetings, teachers' and principals' awareness increased. Because they supported me a lot, they started to ask me more questions about the students and the techniques that can be used to improve their skills. At the beginning of this week, my principal entered my classroom and distributed some information sheets about bullying in the school. He told me that this way, he could detect other excluded students needing help. (Ayşegül-Written reflection 3)*

> At the beginning of the term, some of my colleagues said there were some problems they could not dare solve. But now, they accepted that doing something is possible. All now ask me for help.' (Esra-Interview 5)

Finally, both teachers emphasized the importance of recognizing the diverse dynamics existing in each school context and adapting to these dynamics for teachers. These teachers further noted that, over time, they learned how to adapt their teaching approaches to meet student's specific needs and circumstances in each context and how to communicate effectively with students from diverse backgrounds. More significantly, both expressed that they learnt how to adapt these dynamics to provide an equal learning environment for all. This growth reflects their evolving understanding of inclusive teaching practices and their capacity to understand and interpret the structures and cultures in each school as a site of transformation.

> *Over time, I realized that each school operated differently, shaping teachers' identities within unique contexts. I recognized the diverse dynamics existing in each educational setting. Indeed, not only the teacher shaping the students and environment, but also these factors shape the teacher's actions. As teachers, we should grasp any dynamic in our institution, and we need to be the central point of these dynamics by adapting existing structures for equity. (Esra-Interview 6)*

> *A friend of mine said that she had problems with students for a long time, and she was able to communicate with them only after she started speaking in their language. That is exactly what happened; I learned how to speak in their tone. (Esra- Written reflection 3)*

> *I always ask myself how to increase each student's engagement and sense of belonging in school. I want everyone to benefit from the school resources equally. While doing this, I definitely review*

> *the opportunities at school. In this school, when we work collaboratively with parents, we not only change school culture, but we can change society. If I had the chance, I really wanted to do something with parents to teach them how to support their students academically. (Ayşegül-Interview 6)*

Overall, this section summarizes teachers' agency development, encompassing the agency archetype's gradual growth and showing their evolving practices for social justice issues. The data showed that teachers' agency trajectories demonstrated a non-linear and dynamic pattern over time. The data further revealed that teacher agency and underlying mechanism fluctuated throughout their initial teaching period, leading to intra-individual variability and inter-individual variability. Being resilient, and having a passion for teaching- both are initial conditions- had a significant role in shaping subsequent teacher agency enactments. In terms of the manifestation of teacher agency, we identified two attractor states in both teachers' trajectories: (1) concerns about the future of marginalized students and active agency, (2) increasing power and be agents of change for social justice issues. The first attractor state emerged when teachers encountered a school environment with a notably diverse student population, feeling deep concerns about the future of marginalized groups and their societal impact, feeling empathy, and raising awareness of injustice practices in educational settings together have a perturbing effect that pushed their agency system into their first deep attractor states (active agency). Looking into the data closely, we identified new emerging behaviors, such as changes in the understanding of teacher roles and social justice, searching for professional training to adapt their teaching techniques, building positive relationships with all parties in the school context, and challenging social justice issues with others. In terms of the second attractor state, a phase shift occurred after two teachers entered a school environment that required a challenge of the prevalence of injustice practices in educational settings. At this time, their increasing awareness of the prevalence of injustice practices, students' enthusiasm, feeling of responsibility for changing something, and getting support from others together have a perturbing effect that pushed their agency system into a deep attractor state (active agency). The teachers manifested their agency in this period in various ways: changing behaviors such as seeing themselves as a system developer, challenging problematic school culture, challenging broader social forces, and interpreting structures as sites of

transformation. To conclude, it is likely that these teachers can challenge the constraints in their contextual environment and can develop their skills in decision-making and collaboration over time. Also, they can initiate actions based on their goals and learn how to adapt or control the contextual conditions.

4. DISCUSSIONS AND IMPLICATIONS

This chapter focuses on evaluating the main findings of the current doctoral dissertation. First, we summarize briefly the study's main findings gathered from both qualitative and quantitative analysis. Then, we discuss these findings in detail in light of related theories and possible connections with relevant literature. Finally, we present implications for educational practices and implications for future research.

4.1. Overall Research Findings

This study used retrodictive qualitative modeling (RQM), a novel approach to educational research. RQM, unlike traditional research methods, first examines outcomes and traces back the developmental trajectories to understand the underlying reasons for certain outcomes. Following Dörnyei's (2014) proposed three-step research template for RQM, we conducted our research first by employing a survey with the participation of 112 EFL early-career teachers working with marginalized groups of students. Next, based on the initial survey and cluster analysis results, we set relevant archetypes and identify the prototypical teachers who fit each archetype. Then, we selected two teachers from each statistically distinct group. Following this nomination process, we conducted semi-structured interviews with these prototypical teachers from each archetype and requested them to fill out written reflection forms.

Phase One: Identifying Teacher Archetypes

The first phase of the study explores the early-career EFL teacher agency archetypes for social justice issues and defines the characteristics of teachers in each archetype. Working at secondary schools in Kayseri in Türkiye, 112 early-career EFL teachers participated in phase one. At the time of the study, the participants had been in the profession for less than five years and worked with marginalized groups of students for at least one year. A survey designed by Pantic (2017) was used to collect data. The gathered data was analyzed using hierarchical and k-means cluster analysis. The teacher archetypes were identified based on the four core features of teacher agency for social justice defined by Pantic and Florian (2015): a sense of purpose, competence, autonomy, and reflexivity. As a result, the

findings revealed three early-career teacher agency archetypes for social justice issues: failure in achievement of agency (Cluster 1), unsteady agency (Cluster 2), and gradual growth of agency (Cluster 3). The description of the four agency archetypes generated by the data is as follows.

(1) Failure in achievement of agency archetype (Cluster 1), according to cluster analysis results, teachers in this archetype exhibit strikingly low sense of purpose and competence as well as low autonomy and reflexivity for social justice issues. They probably tend to have negative perceptions towards marginalized groups and the teacher's roles they possess related to social injustice practices in educational settings. They might have a low awareness of the existence of exclusion practices at schools and exhibit limited practical knowledge on how to address the exclusion and underachievement of some students. They might avoid conflicts to promote equity and attend to the decision-making process in their institutions.

(2) Unsteady agency archetype (Cluster 2). This archetype is represented by teachers who have a moderate level of a sense of purpose, autonomy, and reflexivity. However, at the same time, they have a strikingly low level of competence. These teachers lack knowledge about how to deal with the underachievement of marginalized groups in their classes. Unlike teachers who fail to achieve agency, they are eager to exercise their agency for social justice issues. But, it is common for these teachers to struggle with feeling powerless in decision-making processes in their schools and evaluating their practices for future uses from time to time. Finally, they might have problems acting on social justice issues due to a lack of knowledge or limited awareness about exclusion practices at their institutions.

(3) Gradual growth of agency archetype (Cluster 3). This archetype comprises teachers demonstrating a high sense of purpose, competence, autonomy, and reflexivity for promoting social justice. As our data suggests that these teachers are more likely to be eager to act for social justice issues. They seem to have enough power to make a difference in social change and do not

hesitate to be involved in any decision-making processes at their institutions. Furthermore, these teachers have high efficacy beliefs and frequently show efforts to learn from others. Teachers in this archetype will likely be agents of change and leaders in and out of their institutions.

Phase Two: Identifying Prototypical Teachers for Each Archetype

Once teacher archetypes had been established, researchers identified six representative teachers – two for each archetype- who would fit each archetype. First, a public rural secondary school was chosen purposefully to conduct the present research because the marginalized group of students (482) outnumbered the Turkish students (253) in the school, and the principals were welcome to the researcher. Additionally, it was thought as the best context to examine teacher agency for social justice issues since it was a subject of investigation for various projects aiming at increasing the educational accessibility of children under temporary protection and tailoring English language instruction to the specific educational requirements of secondary school students in the local context. Secondly, EFL teachers working at this school were chosen purposefully among eight teachers considering two criteria: (1) being defined in a certain archetype as a result of cluster analysis and (2) being convenient for the research. To this end, we selected Gülşah and Tuğba for failure in the achievement of agency, Mustafa and Saadet for the unsteady agency, and Esra and Ayşegül for the gradual growth of agency archetypes. Five of these teachers were full-time teachers in this school, and one worked part-time. At the time of the research, they were between the ages of 23-31 and had been in the profession for less than five years.

Phase Three: Mapping Agency Trajectories and Identifying Signature Dynamics

After identifying the most salient teacher archetypes and prototypical teachers, the researcher aimed to explore three related inquiries in phase three: (1) define the developmental trajectory for each prototype generating EFL teachers' agency for social issues, (2) determine how early-career EFL teachers manifest their agency for social justice across their agency trajectory ~~in~~ each archetype (3) define the factors affecting early-career EFL teachers' agentic manifestations in each archetype.

To gain insights into the signature dynamics of the teacher agency system, teachers were invited to take part in semi-structured interviews, fill out written reflection forms, and plot an agency graph with the researcher. To obtain a rich description of their agency development, we conducted six interviews with each participant in addition to collecting their reflection forms. The data from semi-structured interviews and written reflection forms were analyzed by coding and continuously comparing codes. In this process, thematic analysis was utilized to scrutinize dynamic phenomena such as teachers' agency trajectories and comprehensively understand the complex causal mechanism affecting them.

First, we identified their initial conditions to understand the teachers' trajectories fully. Notably, in line with the 'sensitive dependence of initial conditions' in dynamic systems (Verspoor, 2015), the findings showed an enduring impact of initial conditions on developing agency for social justice issues. Teachers in 'failure in the achievement of agency' reported that insufficient teaching training, negative attitudes towards being a teacher, and unfamiliarity with marginalized groups strongly influenced their agentic acts, leading them to develop maladaptive agency. Similarly, teachers exhibiting an 'unstable sense of agency archetype' often cited insufficient teaching training and unfamiliarity with marginalized groups as contributing factors, which, according to the researcher, are initial conditions impacting their ability to advocate for social justice issues. Finally, teachers comprising ‘gradual growth of agency’ noted that their passion for teaching and resilience were their primary state/initial condition influencing their subsequent agency acts for social justice.

Furthermore, the data analysis indicated that teacher agency for social justice is complex and dynamic. It is constantly undergoing flux that stems from the interaction among various variables, changing weekly, monthly, or per year. Additionally, it has an emerging and unpredictable nature with intra-individual and inter-individual variabilities, which makes individual trajectories unique. However, we can clearly understand that these teachers showed some common trends despite having distinct paths. The trajectories related to the first teacher archetype -failure in achieving agency- revealed that teachers in this archetype presented a momentary increase followed by long-term stagnation. They seemed to carry a desire to exercise their agency for social justice issues in a short period

in their trajectories. Despite this, they were generally resistant to being agents of change for a social turn, exhibited a reliance on the traditional understanding of teaching, and maintained their status quo for promoting social justice issues. Regarding the agency trajectories of teachers embodying an 'unsteady teacher agency archetype,' the results illustrated fluctuations, indicating a cycling pattern. Confirming these results, it appeared that teachers embodying the 'unsteady agency' archetype demonstrated ebbs and flows while seeking adjustment in their approaches to immediate needs or problems they encountered in their educational environments. Rather than act by considering any prospective aim or goal, these teachers addressed social justice issues when an issue arose. However, as both reported, they felt a need for support and empowerment in their professional roles due to having a lack of autonomy and competence, which was a leading factor for the sense of uncertainty to be agents of change. The findings indicated that teachers presenting 'gradual growth of agency archetype' had a continuously and steadily increasing pattern throughout their trajectories. These teachers were found to be eager to develop their capacity to be agents of change and influenced others to collaborate by adapting leadership roles and challenging their environments. These results revealed that teacher agencies have a complex and dynamic nature regarding social justice issues.

Related to the manifestation of agency in each teacher archetype and the factors that influenced their manifestation, our findings confirmed the assumption that ‘early-career EFL teacher agency for social justice’ is a complex system with a dynamic nature. Despite emerging and unpredictable patterns, this system can show a limited number of stabilities known as attractor states. Regarding the system of the participants in the 'failure achievement of agency' archetype, it was attracted to some states arising between active agency and passive agency: (1) concerns about being a teacher of marginalized students and active agency, (2) self-doubt/burn out and maladaptive agency for social justice (passive agency). Related to the underlying dynamic mechanism that led to these outcomes, we identified that the challenging school environment with a notably diverse student population, students' enthusiasm, and the deep concerns about being a teacher of marginalized groups together had a perturbing effect that pushed teacher agency system into their first shallow attractor states (active agency). From this point onwards, new behaviors - changing beliefs towards their teaching roles, the understanding of social

justice, and changing teaching techniques - began to emerge. Unfortunately, a phase shift occurred after two teachers, Tuğba and Gülşah, encountered a more demanding educational environment with various challenges such as continuous monitoring of principals, high-stake exams, low expectations of educational policy, disinterested parents/students, and society's culture. As a response to various cognitive and affective negative experiences related to these challenging environments, a new behavior emerged, reflecting a deep attractor state, and they merely fulfilled the school's requirements during this period. The teachers manifested this emergent behavior in various ways, such as not viewing themselves as agents of change, being reluctant to build positive relationships with any agents to promote equity, not attending to the decision-making processes related to marginalized groups, and not challenging broader social forces.

Moreover, regarding the agency of teachers encompassing the 'unsteady agency' archetype, the results indicated two emerging attractor states in both teachers' trajectories (Mustafa and Saadet) (1) concerns about teaching marginalized groups of students and active agency, (2) feeling responsible and uncertainty to be agents of change for social justice (passive-active agency cycle). The challenging school environment and concerns about teaching marginalized students led to a perturbing effect that pushed teachers' systems into their first shallow attractor states (active agency). We identified new emerging behaviors in this period, such as changing the understanding of teacher roles and social justice, attempting to adapt their teaching techniques, and building positive relationships with all parties in the school context. Regarding the second attractor state, we found that both teachers highly desired to take active roles in addressing social justice issues due to their sense of responsibility. However, it revealed that due to critical events closely linked to uncertainty, the system moves back and forth between two attractor states (active and passive agency), following several phase shifts. The leading factors for feeling uncertainty reported by teachers were feeling unable to efficiently fulfill teaching duties, dealing with unsupported colleagues and parents, lacking the power to challenge top-down school management, and time constraints.

Regarding the teachers in the gradual growth of agency archetype (Ayşegül and Esra), we identified two attractor states in both teachers' trajectories: (1) concerns about the future of marginalized groups of students and active agency, (2) increasing power and be

agents of change for social justice issues and proactive agency. For first attractor state, the data revealed that a school environment with a notably diverse student population, teachers' deep concerns about future of marginalized groups and the societal impact of exclusion practices, teachers' feeling empathy, and their rising awareness to injustice practices in educational settings together had a perturbing effect that pushed their agency system into their first deep attractor states (active agency). New emerging behaviors of teachers in this period were changing in the understanding of teacher roles and social justice, searching for professional training to adapt their teaching techniques, building positive relationships with all parties in the school context, and challenging social justice issues with others. Regarding the second attractor state, a phase shift occurred after two teachers were assigned to a school that was required to challenge the prevalence of injustice practices in educational settings. Their increasing awareness of the prevalence of injustice practices, students' enthusiasm, feeling of responsibility to change something, and getting support from others together had a perturbing effect that pushed their agency system into a deep attractor state (proactive agency). In this period, the teachers manifested their agency in various ways: seeing themselves as a system developer, challenging problematic school culture, challenging broader social forces, and interpreting structures as sites of transformation.

Combining insights from the results of this study, we summarized our findings with a figure of early-career EFL teacher agency to represent the complex nature of teacher agency in social justice issues (see Figure 21). This figure aims to illustrate how teacher agency develops in response to multiple interrelated complex systems while adapting to the environment it is embedded in. At the center of the figure, four interrelated red circles refer to the core components of teacher agency for social justice: a sense of agency, competence, autonomy, and reflexivity (see Pantic, 2017). This shows that individual teachers experience a blend of these core components. The green outer triangle enclosing these core components represents cognitive, affective, and other domains, demonstrating the inseparability of emotion, cognition, and other domains (initial conditions) as noted by researchers such as Swain (2003) and Lewis (2005). The rectangular shape with dashed around the model represents the blurry boundaries of the school environment, highlighting

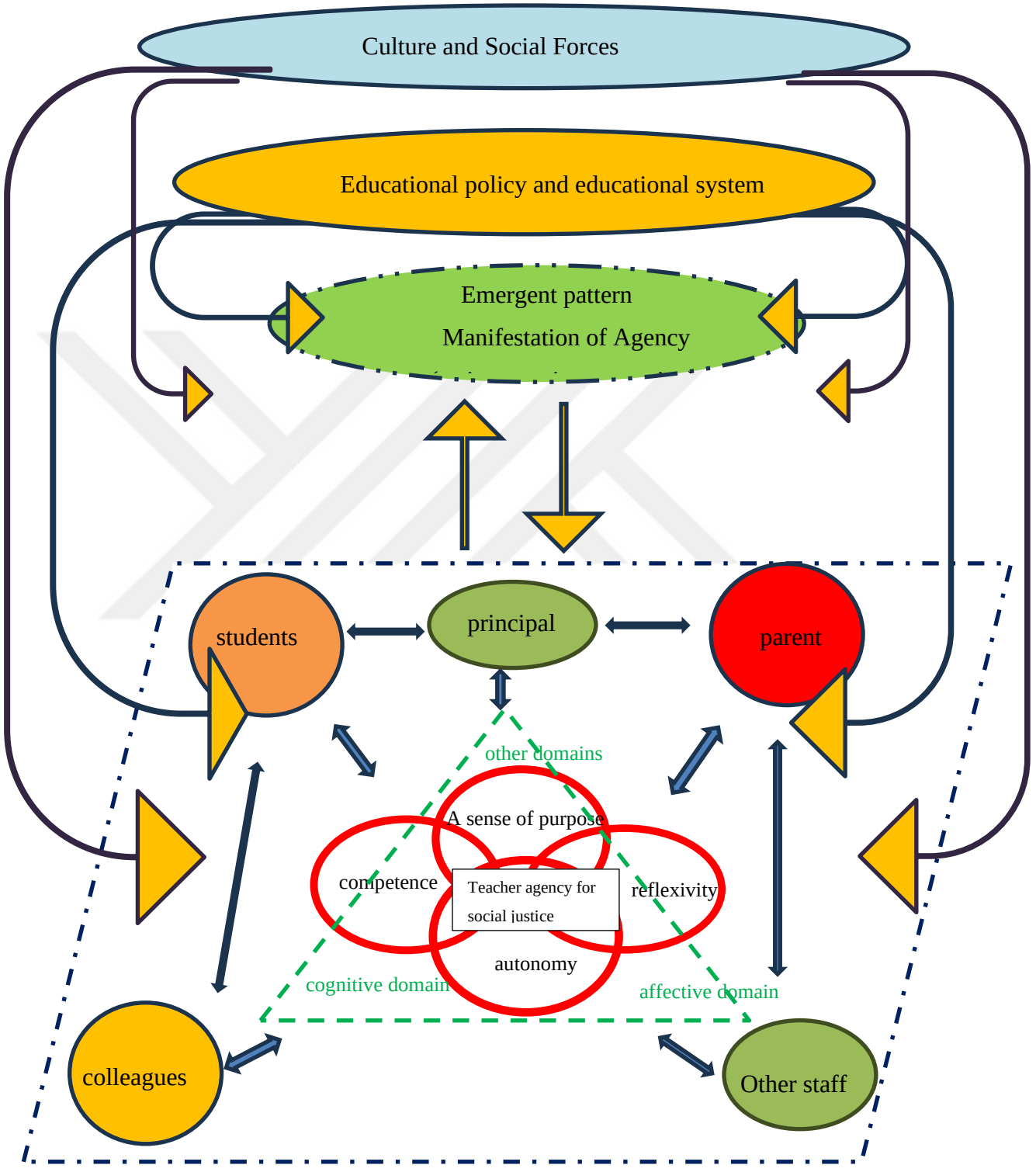

Figure 21. The Figure of Early-career EFL Teacher's Agency for Social Justice

elements with a high potential to interact and give rise to teacher agency (hubs of the system): students, teachers, colleagues, parents, principals, and other staff and professionals. Considering the argument that teacher agency is a ‘complex adaptive system’ (see Larsen-Freeman & Cameron, 2008) that is shaped by feedback from their interactions (Larsen-Freeman, 2015), we used blue arrows to illustrate this mutual interaction between the system's hubs and individuals. The circles at the upper side of the rectangular shape represent other external determinants that can influence the system. These determinants lie beyond our predetermined boundaries to signify the system's interconnectedness under investigation with broader complex systems (de Bot & Larsen-Freeman, 2011), such as educational policy and societal culture. The arrows depict the direction and dynamic flow that contribute to the development of teacher agency, resulting from interactions among individual teachers, broader social forces, educational policy, the educational system, and the teacher’s immediate context. The dashed circle illustrates the emergent outcomes, which include different agency archetypes: failure to achieve agency, gradual growth of agency, and unsteady agency. We used a dashed line for this circle to emphasize its dynamic nature. The figure depicts teacher agency as a complex, interconnected, dynamic process. The details of the figure will be discussed in the subsequent section.

4.2. Discussion

The current doctoral thesis explores the dynamic nature of agency for social justice among early-career EFL teachers. This topic is significant as there is a growing emphasis in educational policies and literature worldwide on preparing teachers to act as agents of change (Pantic & Florian, 2015). The concept of teachers as agents of change is closely linked with research demonstrating that teachers are the most contributing factor to students' achievement (Hattie, 2009). In this body of research, teachers are seen as requiring not only pedagogical knowledge and skills but also competence in addressing educational inequalities to improve outcomes for all their students. Similarly, Pantic and Florian (2015, p.334) highlight that teachers are expected to contribute to the social justice agenda by actively exercising their agency for social justice issues or by eagerly taking roles to mitigate ‘the external causes of educational inequality.' Despite the importance of

the language teacher's role, several questions are raised, such as why some teachers are agentic while others are non-agentic for social justice issues and what factors facilitate and hinder the language teacher's agency for social justice works. To this end, this study addresses these questions by investigating different teacher archetypes and identifying the underlying mechanism contributing to variations among early-career EFL teachers. By examining these factors through the lens of CDST theory, the study seeks to provide insights into the complexity of teacher agency for social justice issues in English language teaching. The results suggested that teacher agency for social justice is complex, interrelated, contextually dependent, always in flux, and an open system.

4.2.1. Discussion related to identifying teacher agency archetypes for social justice

The survey, completed by 112 early-career EFL teachers, yields data to address the first research question of our study: RQ1: ‘’What are the different emerging teacher agency archetypes for social justice issues? -What are the characteristics of teachers in each archetype?’’ The analyses revealed three distinct teacher archetypes, characterized by specific teacher traits that are believed to be foundation elements persisting in different educational contexts and periods. The archetypes defined by the two analysis tools (hierarchical and k-means clustering) are helpful in that instead of thinking of each early career EFL teacher as a unique case in Türkiye, we can perceive the teacher's agency enactments along a number of categories. This aligns with the principles of CDST that suggest a complex system-teacher agency for social justice- can exhibit a limited number of patterns due to its self-organizing capacity. As Mitchell (2003, p. 6) has remarked, in this self-organization process, ‘an order emerges from the interaction of the components of the system without a plan of the order embedded in any individual component.' This understanding helps elucidate the emergence of teacher agency archetypes in our study, or the existence of attractor states likely to arise from the dynamic interactions among various components of teacher agency for social justice. Based on these insights, we can conclude that teacher agency for social justice, as a human act, is expected to exhibit certain patterns that allow us to specify the signature dynamics of each archetype (Chan et al., 2015). In other words, regardless of cultural background or historical context, teachers might

exercise their agency for social justice issues with a certain pattern within their educational settings. These certain patterns indicate the existence of attractor states in individual agency trajectories.

However, it is significant to note that the archetypes identified in our study are not expected to be generalized to the entire population. Indeed, they are intended to offer insights based on specific instances. Gaddis (2002, p.66) noted that generalizations should only be made from knowledge of particular outcomes. When the contextual differences between our studies and the others are considered, our findings provide insights from specific cases, which can be adapted and compared to a broader range of cases. Furthermore, considering the nature of archetypes, defining teacher archetypes serves as a purposeful sampling for our current study, which is a bias for the validity of our results. However, as Lane (1996) asserted, archetypes might be considered to provide weak evidence, but they could provide a comprehensive summary of system insights, which makes them effective in real practices. In alignment with these thoughts, when we examine the characteristics of each chosen teacher's agency for social justice issues, we reveal some generic insights, such as the existence of different teacher agency archetypes that were reflected with distinct teacher characteristics. This is similar to what has been found in teacher agency literature (Jenkins, 2020; Thumvichit, 2021; Wang et al., 2017). Thereby, the occurrence of generic insights indicates that teacher archetypes and prototypical teachers in these archetypes might represent generalizable phenomena. Therefore, the analysis gained from our data can contribute to our understanding of teacher agency for social justice with diverse perspectives that can provide a framework to address the complexity of this phenomenon.

4.2.2. Discussion related to identifying prototypical teachers for each archetype

During the prototypical teacher nominating process conducted with the participation of school principals, we observed similar teacher agency archetypes emerging in individuals' minds. This observation supports the assumptions of prototype theory, which defines prototypes as the most representative members of a category (Giannakopoulou, 2003, p.4). According to this theory, prototypes embody the most salient features shared with other

members of the same archetype and are shaped by experiences. However, it is essential to recognize that the boundaries of the teacher agency archetype can be flexible and blurry. As Löbner (2013, p. 274) suggests, ‘’archetypes/prototypes are abstract notions identified by a concept that fixes certain features’ while leaving room for interpretation on others. This understanding might explain discrepancies between teachers selected by principals and those chosen by researchers based on survey results. The actor-observer effect, which posits that attributions differ based on the perspective of the attributor, could also contribute to these discrepancies (Robins et al., 1996, p.375). That is because teachers and principals had different experiences and perspectives that were formed throughout their lives, leading to different attributions in terms of teacher agency, social justice in educational settings, and how teachers enact their agency for social justice issues.

4.1.3. Discussion related to agency trajectories and signature dynamics

The second and third research questions asked about the developmental trajectory for each prototype generating EFL teachers' agency for social issues and the factors impacting them**:** *RQ2: How are the developmental trajectories for each archetype generating EFL teachers’ agency for social issues? -How do early-career EFL teachers manifest their agency for social justice across their trajectory in each archetype? RQ3: What factors affect early-career EFL teachers' agency manifestations in each archetype?’’*

Reflecting on the characteristics of CDST (Larsen-Freeman & Cameron, 2008), data analysis from individual self-drawn trajectories clearly illustrated that teacher agency is constantly in flux. Looking more closely at the teacher agency trajectories, we recognized ups and downs characterized by progression, stagnation, and regression periods rather than a straightforward linear developmental path throughout each teacher's trajectory. These non-linear patterns suggest that change can be gradual over time or happen suddenly (Mercer, 2013). In cases related to the gradual growth of agency archetypes, the system goes through a change gradually when they are assigned a new school, including students with diverse needs. During this period, their agency developed through iterative interactions within the system’s components, leading to adapting their environments. They gradually learned how to adjust their approaches to challenge unjust practices and cater to the diverse students' needs by engaging their students, receiving feedback from them, and

attending professional development training. On the other hand, sudden growth in agency is observed in the trajectories of teachers encompassing unsteady agency archetypes. Their trajectories' sudden increases and decreases are attributed to their affective domain, including a sense of responsibility and uncertainty. Critical events sometimes trigger these sudden shifts, requiring a rapid adaptation in their systems, leading to sudden changes in their agency and behaviors. These insights show the dynamic and unpredictable nature of teacher agency, as was evident in available literature (Imants & Van der Wal, 2020; Mercer, 2011).

Another significant point is that regardless of being a member of the same teacher agency archetype, the participant's trajectories coincided with one another. For example, agency trajectories of teachers in the 'gradual growth of agency archetype' showed a continuous upward trend characterized by several dramatic increases over a long period. Conversely, the agency trajectories of teachers in 'failure in achievement of agency archetype' exhibited a consistent pattern of monotony and regression both at the beginning and at the end of their teaching journey, with only a minor increase occurring briefly in between. Quite different from these two groups of teachers, those identified as a member of 'unsteady agency' archetypes display a pattern characterized by ongoing fluctuations in their trajectories. All these showed variations between individuals. What is even more interesting is the presence of variations within the trajectories of individual teachers themselves. This finding was aligned with Huang and Yips' (2021) study, suggesting that teachers can enact their agency in a highly individualized way. That is, teachers might demonstrate their agency in ways specific to their personal experiences, beliefs, and contexts. In this respect, the results underscore the complexity and diversity of teacher agency practices for social justice issues in educational settings.

The uniqueness of a complex system might ''stem from the initial conditions that give rise to it'' (Larsen-Freeman, 2015). For instance, in Esra and Ayşegül's case, teachers comprised the gradual growth of the agency archetype, and the agency enactments showed a sharp increase when they became aware of the school conditions in which they worked. Considering participants' statements in interviews, the increase in their agency might be attributed to their familiarity with marginalized groups and getting sufficient teaching training at the university, which shows contrary results compared to the initial condition of

the teachers in 'failure in the achievement of agency archetype.' These results might confirm the assumption that a slight change in initial conditions can have a significant influence on the growth of the system or the trajectory of its future behaviors (Larsen-Freeman, 2015, p.15; Shirvan & Talebzadeh, 2020; Verspoor, 2015). However, another case comprising an unsteady agency teacher archetype did not support this assumption. For instance, teachers embodying the 'unsteady agency' archetype demonstrated the same outcomes. Their trajectories were characterized by continuous ebbs and flows while teachers were seeking adjustment in their approaches to immediate needs or problems they encountered in their educational environments. Yet, investigating closely the trajectories and initial conditions of both teachers confirmed that complex systems can achieve the same outcome by following different developmental trajectories and having different initial conditions (Larsen-Freeman, 1997). In Mustafa's case, his teaching practices are influenced by negative experiences from his schooling, leading to a somewhat pessimistic view of the profession. On the other hand, a strong emotional connection to teaching and a positive vision of the ideal teacher seem to influence Saadet’s practices, particularly during her attempts to promote social justice in the classroom. Regarding another initial condition, teacher identity for social justice, Saadet articulated a positive vision of the ideal teacher and emphasized the role of educators in promoting social justice in the classroom. Mustafa similarly underscored the importance of educators in shaping both academic learning and students' social and emotional well-being. However, he lacked an understanding of the impact of home situations on student achievement. When we scrutinized data related to the initial conditions of the teachers, we also revealed that this discrepancy can be attributed to the former group of teachers' strengths, which lie in their resilience. This assumption aligns with Hiver (2017, p.683), stating that 'teacher resilience equips language teachers with a strong sense of agency that allows them to respond competently to adversity and with pathways to triumph over it.' Given that ‘many educational contexts imply the need to challenge injustice practices and transform existing institutional structures and a willingness to take risk to improve students' learning'(Pantic & Florian, 2015, p. 343), it is necessary to equip prospective teachers with skills that are helpful to build their resilience to challenge the adverse conditions in such environments.

To answer the inquiry concerning how EFL teachers manifest their agency for social justice issues, we detected the stabilities-attractor states- in teacher agency trajectories**.** Our current study revealed that teachers who were members of the same archetype manifested some common trends at certain points in time, and we associated them with the existence of attractor states. This current study revealed two attractive states, fixed-point and periodic attractor states. First, by Larsen-Freeman and Cameron (2008), who asserted that a system stabilizes into a single mode of behavior upon entering a fixed-point attractor, we defined a kind of equilibrium in individual teachers' trajectories in response to internal dynamics of components constituting complex system or the external influences of various factors. Cases within ‘failure in the achievement of agency archetypes’ revealed that they experienced a perturbation in their agency enactments that pushed their agency system into their first shallow attractor states (active agency). From this point onwards, new behaviors - changing roles and their relations with students as teachers, understanding social justice, and adapting teaching techniques - began to emerge. A phase shift occurred after teachers encountered more demanding educational environments with various challenges related to the school context. Following this phase shift, teachers shaped a behavior such as merely fulfilling the school’s requirements (passive agency) that was characterized by non-agentic actions such as not viewing themselves as agents of change, not attending any decision-making process related to marginalized groups, being reluctant to build positive relationships with any agents to promote equity and demonstrating unwillingness to challenge with broader social forces. Teachers classified within the 'gradual growth of agency archetype’ manifested their agencies in various agentic actions despite encountering more challenging environments. These teachers act as agents of change by seeing themselves as a system developer, challenging problematic school culture, challenging broader social forces, and interpreting structures as sites of transformation. Considering teachers’ manifestation of agency within the 'gradual growth of agency' and 'failure in the achievement of agency' archetypes, we can imply a discrepancy between them.

Unlike the two aforementioned teacher archetypes, teachers categorized within the 'unsteady agency archetype' underwent periodic attractor states. They were characterized with the back-and-forth movement of the system between two attractor states on a regular

basis (Abraham & Shaw, 1992). Related to agency manifestations of teachers in the 'unsteady agency archetype,' our findings uncovered the emergence of contradictory elements during teachers' agency enactments. As one feature of dynamism, this situation is defined as the state of co-existence (Gregersen, 2020). After encountering positive perturbations, we observed that the teachers manifested new behaviors indicative of active agency. These behaviors included changing the understanding of teacher roles and social justice, adapting their teaching techniques, and building positive relationships with all parties in the school context. However, subsequent phase shifts led the system to oscillate between two attractor states - active and passive agency. This finding suggests that while teachers exhibited a strong desire to actively address social justice issues stemming from their sense of responsibility, they also experienced periods of uncertainty leading to unwillingness to act. Taking into account the findings of several research describing ''uncertainty as a prime cause of teacher anxiety, frustration, burnout, and poor teaching'' (Helsing, 2007, p.1318), we can say that examining the co-existence of these different states and finding out the underlying reasons is significant to guide the tailoring process of teacher training programs aiming at increasing the effectiveness of teaching practices for a marginalized group of students.

With respect to the third research question -*What are the factors affecting early-career EFL teachers' agency manifestations in each archetype?*-, our results suggested that there are 'multitude of factors' that contribute to the adaptive nature of the complex system under our investigation, such as 'internal dynamics, feedback loops within the system, and external influences' (Sampson, 2016). This result is in line with another property of complex systems, referring to the interrelatedness of components. To begin with the internal dynamics of individual complex systems, we found out that all participants demonstrated moments of alignment among components of teacher agency for social justice: a sense of purpose, autonomy, competence, and reflexivity. Each participant experienced a blend of the components constituting teacher agency for social justice in their attractor states while trying to adapt themselves to their environmental conditions. In Tuğba's case, after encountering an unfamiliar teaching environment with a marginalized group of students, her decisions to change her instructional and pedagogical strategies to promote equity were driven by her sense of purpose, autonomy, and competence. Her

increasing awareness of marginalized groups of students coupled with her changing teacher roles. Then, embracing this shift, she sought alternatives to find a room to exercise her autonomy to act to promote equity. Such examples underscore the importance of fostering a teacher's sense of purpose, autonomy, reflexivity, and competence dimension of agency in professional development programs.

Furthermore, our findings imply a close relationship among a host of other cognitive, affective, and other domains (Gregersen, 2020, p.70) of individual complex systems. For instance, when teachers encompassing the 'failure in the achievement of agency' archetype first encountered marginalized groups of students, their cognitive domain encompassed processes such as gaining awareness of the challenges and needs of these students, as well as developing problem-solving skills to address these issues effectively. However, their affective domain, including concerns, negative attitudes towards marginalized groups, and feelings related to their role as teachers, also played a significant role in this process. Concerns related to their own effectiveness as teachers and their ability to meet the needs of marginalized students contributed to feelings of inadequacy and burnout. Furthermore, when teachers representing the features of the gradual growth of agency archetype encountered a school environment with a notably diverse student population, various aspects of their cognitive abilities had a role in shaping their awareness and development of problem-solving skills. As they navigated the challenges and opportunities presented by diverse student populations, their cognitive abilities enabled them to understand their students' unique needs and backgrounds, identify barriers to learning, and use strategies to address them effectively. In addition to their cognitive development, the emotional aspects of these teachers were also deeply engaged with their agency. As they interacted with students from diverse backgrounds and navigated the complexities of addressing social justice issues in the classroom, they experienced various emotions, including empathy and concern for others. These emotional experiences might drive their commitment to creating a supportive and inclusive learning environment where all students feel valued and respected. As observed by other researchers, these instances served as evidence for the inseparable nature of emotion, cognition, and other domains (Swain, 2013; Lewis, 2005). They showed how the interplay among them can impact teachers' classroom practices.

Also, they are clear illustrations explaining how changes in one domain can ripple effects on other interconnected domains.

Turning our focus on the interaction between contextual factors and individual complex systems, we have several points worth discussing. First, to present an overview related to contextual factors, we need to define boundary settings of context and what is included within the system under investigation. In this current doctoral study, the boundaries were defined around the school environment considering the elements that had high potential to interact with each other and can give rise to teacher agency: teachers, colleagues, students, parents, principals, other staff, and professionals, curriculum, and school culture. In this process, we considered Kumaravadivelu's (2001) term "parameter of particularity," which asserts that language teaching pedagogy is sensitive to local particularities. In line with his suggestions, we critically examined the local conditions, the school environments in which the participants worked, and the needs of marginalized students. This critical examination revealed that, in addition to basic pedagogic and linguistic knowledge, it is significant for early-career EFL teachers to be aware of their students' diverse backgrounds, experiences, and goals in their specific teaching contexts.

In addition to the dynamicity of teachers' complex system, our results revealed the importance of a more extensive complex system on their agency for social justice issues, defined as 'the influence of context on system behaviors' by Larsen-Freeman and Cameron (2008). Also, confirming these scholars' ideas advocating that the system interactions with its components lead to a change in system behaviors, our findings show that teacher agency is affected by various environmental determinants. Regardless of their archetypes, all participants in our study reflected the effects of students' enthusiasm and challenging environment with diverse students as classroom dynamics that affected their agency. Furthermore, considering the classroom as a system that cannot be examined without ''considering the other systems with which it is connected'' (Sampson, 2016p.74), we only focused on the teachers' interactions with the determinants in their school context. In cases representing 'failure in the achievement of agency' and 'unsteady agency,' teachers reported the principal's top-down decision-making strategies and unsupported colleagues as determinants. On the other hand, teachers in the 'gradual growth of agency' expressed supportive colleagues, principals, and other staff as significant determinants. These

determinants are ‘the hubs’ in the school network that have a high potential to influence teachers’ agency for social justice issues. In other words, they are ‘’the system's core components that are likely to influence the wider system’’ (Mercer, 2013, p.379). It is significant to note here that, for researchers ‘it is impossible to attend to everything’. Therefore, we need to set boundaries considering the elements that have a high potential to interact with each other and can give rise to teacher agency. Even though we set our boundaries around the school environment, the 'unsteady agency' cases and 'failure in the achievement of agency' archetypes also suggested determinants stemming from external influences such as societal norms and the educational system. This result shows that the hubs are not confined to our predetermined parameters at the beginning stage of the study. In other words, it indicates the openness of the complex system, defined as the interconnectedness of the system under investigation with broader complex systems (de Bot & Larsen-Freeman, 2011).

In this context, teacher agency is not a fixed and isolated attribute. Instead, it is a ''complex adaptive system’’ (Larsen-Freeman & Cameron, 2008, p.33). Confirming this understanding and the sensitive nature of complex systems (Larsen-Freeman, 2015), we can infer that among the early-career EFL teachers, those who can adeptly navigate the complexities embedded in their teaching context are much more likely to be agents of change for equitable and inclusive language education practices. In this respect, it is significant to emphasize the discrepancy between the agency enactments of teachers comprising ‘unsteady agency’ and ‘gradual growth of agency’ archetypes. One of the teachers comprising former archetypes, Saadet, mentioned a turning point when she attempted to advocate for a successful student belonging to this marginalized group. She expressed that she was criticized for her acts and felt frustration and uncertainty, hindering her prospective attempts to address social justice issues. On the other hand, Esra, the teacher in the latter archetype, expressed that she actively cultivated positive collegial relationships and collaborated with teachers, enhancing the effectiveness of her efforts in addressing these challenges. All these infer that teachers' positive engagement with their surroundings enhances their sense of agency and ability to adjust to their environments. Conversely, encountering negative feedback appears to significantly diminish this sense of agency and impede their adaptation to their surroundings. All these findings confirmed the

arguments based on CDST that ‘’neither individuals nor the environment is seen as independent’’ (Larsen-Freeman, 2015, p.16) and individual complex system constantly changes while they are adapting themselves to their environments in response to the influences of various factors (Mercer, 2013).

4.3. Implications of the Study

This current doctoral thesis explores the development of early-career EFL teachers’ agency for social justice issues. Analyzing the findings through the lens of CDST and investigating teacher agency in schools with marginalized student groups, the study supports the insight that teacher agency is shaped as a result of the multifaceted interactions of psychological and social processes occurring within highly intricate political and cultural contexts, characterized by both unique and shared elements (Pantic, 2015 a, p.9). The results also suggest that teacher agency for social justice is an essential dimension of teacher competence that requires a comprehensive understanding. In this sense, the current research is important to shed light on teachers agency development and the factors influencing their agency manifestations in contexts where ‘teachers are expected to be confident in their ability to address the underachievement of students, which is derived from potential effects of social disadvantages' (Scottish Government, 2011; p. 36). The findings of this current study hold several practical implications that can be valuable for teacher training programs, in-service professional development, and administrators responsible for designing and implementing educational policies.

It can also be recommended that in addition to basic pedagogic and linguistic knowledge, teacher training programs should inform teachers about the needs of marginalized groups of students in various educational contexts. Teacher trainers may consider incorporating themes addressing common injustices in educational settings in their courses and curricula. As Ploof and Hotchritt (2018) suggested, in this process, it would be beneficial to introduce curriculums related to human rights to pre-service teachers. To increase the effectiveness of these courses, teacher trainers should organize workshops to enhance teacher candidates' critical reflections on their personal biases and attitudes toward social justice issues. In these workshops, teacher trainers can employ various techniques and tools to increase the effectiveness of the training. The first effective

technique is filling out written reflection forms designed to help teacher candidates identify the problems and the solutions related to social justice issues. Another way is organizing critical reflection sessions related to scenarios or real experiences focusing on social justice issues. As Liu (2015, p. 144-145) explained, with critical reflections, the teacher can 'constantly analyze, question, critique established assumptions of oneself, schools, and the society, about teaching and learning, and social and political implications of schooling …to support more just society for all children.' Therefore, the teacher can benefit from these sessions to develop their critical thinking skills and improve collaborative problem-solving capabilities and all other required skills to handle challenging school environments effectively.

Furthermore, based on the findings highlighting the interplay of cognitive and affective domains, teacher trainers should prioritize equipping teacher candidates with resilience, problem-solving skills, and awareness-increasing practices. To increase the awareness of candidates, teacher trainers should ensure practicum placements that include marginalized groups of students and match candidates with experienced teachers capable of providing knowledge and exemplifying equitable teaching practices. For instance, some early-career EFL teachers in this study reported that their teaching practicums did not expose them to diverse educational contexts, and the mentor teachers needed more skills to address social justice issues. Consequently, they believed their practicum experiences were unrepresentative and insufficient, leading to sense of unpreparedness when encountering diverse educational settings in their careers. It is obvious that 'teacher educators should be willing to reimagine how they prepare pre-service teachers' (Akayoğlu et al., 2022, p.9). Thus, gaining more realistic field experience during practicum sessions can increase teacher candidates' awareness of social injustice practices and prepare them to engage with discriminatory acts in their future classrooms. This can be one of the effective solutions for the increasing need for integrating social justice issues in teacher education (Aronson et al., 2020; Cochran-Smith et al., 2009; Milner, 2017; Reyes et al., 2021). However, addressing both cognitive and affective domains in training practicums is significant. As mentioned earlier, while cognitive domains enable teachers to understand the injustice practices in their embedded context, affective domains help teachers control their emotions and develop a positive mindset that can influence their ability to act for social justice issues. By

fostering both areas with different interventions, teacher candidates can better manage their responses and develop resilience easily while working with marginalized groups of students. In doing so, teacher training programs can determine goals based on Pantic (215a)'s framework for teacher agency for social justice.

Teacher educators are aware of contradictory conditions in teacher agency and come to a comprehensive understanding of conflicted states and the factors having a profound effect. Aligning with the uniqueness of each teacher's trajectories, found in this current study, recognizing and valuing the unique experiences of individual teacher candidates is significant to determine these contradictory states. Then, teacher trainers can benefit from these experiences to design various interventions and support mechanisms to enhance teacher agency for social justice. Depending on contradictory elements and the context in which they occur, teacher educators can tailor professional development programs and use resources to meet the varied needs of teachers. They can enrich teacher candidates' strategies to cope with adverse conditions and develop their skills to challenge injustice practices in different educational settings. For example, depending on candidates' needs, they can develop programs or courses to build teacher resilience by covering strategies for stress management and maintaining well-being in adverse conditions. In these courses, some modules can include training on developing problem-solving skills, increasing adaptability, and different techniques to regulate their emotions. Teacher candidates can benefit from all these to navigate their challenges and develop a more active stance on social justice issues in their future classrooms.

Furthermore, our data revealed that it was highly beneficial for in-service teachers to participate in a local professional learning community where they can learn and share their concerns about social justice issues. In these communities, they could reflect on their concerns and discuss the effectiveness of their practices for equity and inclusion. Building connections among teachers experiencing the same concerns could better prepare them to engage with problems they encounter about marginalized groups of students. This collective act can enable teachers to collaborate on the same curriculum and yield more positive results than working alone. For example, teachers can have opportunities to critically examine and revise the existing curriculum based on marginalized groups of students in their regions. To increase the effectiveness of such communities, we suggest

that teachers find opportunities to work together with specialists and other professionals in the field. Since teaching English to marginalized groups of students requires an understanding of particularity and awareness of the contextual dependence of agency, pairing with experts in related fields can provide valuable insights and support for those teachers. In doing so, they can learn how to navigate the complex dynamics in their school context and develop strategies that are responsive to the unique needs of their students.

Another significant point from our data is that teacher agency is always prone to change depending on their positive or negative engagements with their surroundings. This study revealed that positive feedback boosts teachers' sense of agency and ability to adapt while negative feedback diminishes their sense of agency for social justice issues. From this point of view, institutional structures seems to be significant formerly-career teachers. Therefore, school principals can enforce anti-bullying and anti-discrimination school policies to apply outlined equitable disciplinary practices. To increase the responsiveness of these policies to marginalized students' needs, principals must create a confidential reporting mechanism that enables teachers and students to report incidents related to unjust practices. Provide platform for both students and teachers in decision-making processes to review and update these school policies. Secondly, they can build trustworthy relationships with families by fostering inclusive communications and considering their concerns and needs in decision-making. In this way, a more supportive and collaborative school environment can be created. Thirdly, professional development staff training, depending on the needs of their schools, can be beneficial for increasing teachers' agency for social justice issues. In these trainings, teachers can inform about culturally responsive teaching practices and teaching techniques to differentiate English instructions based on the needs of students with diverse backgrounds. By equipping teachers with skills they need while addressing the needs of marginalized students, principals can promote inclusive teaching environments.

It is an undeniable fact that 'many educational contexts imply the need to challenge injustice practices and transform existing institutional structures' (Pantic & Florian, 2015, p. 343), and the importance of teachers' agency for transforming these structures depends on further broader complex systems (de Bot & Larsen-Freeman, 2011). These all imply that more comprehensive implementation is required to enhance teacher agency for social

justice issues. To this end, policymakers are crucial in creating inclusive and anti-discriminative policies highlighting diversity, inclusion, and equity in educational settings. First, policymakers should identify schools at risk and allocate adequate funding and resources to these schools to support initiatives, including community partnerships and support services and social workers. Funding programs and projects between the schools and social justice organizations will be particularly beneficial. These partnerships can provide comprehensive training on cultural competence and inclusive teaching practices. Additionally, such programs can pair novice teachers with experienced educators knowledgeable in teaching marginalized groups of students. The second approach can involve training the school principals working at the school, including marginalized groups of students. These trainings should focus on how to foster an inclusive school culture, support teachers taking initiatives as agents of change at school, and promote policies that create a welcoming and inclusive space for marginalized students. Lastly, policymakers can create recognition programs that reward teachers and school staff who contribute to inclusion in society and commit to building an inclusive school environment. With such efforts, more educators can be encouraged to promote equity and social justice in educational settings.

4.4. Implications for Future Research

This study explored early-career EFL teachers' agency development for social justice issues and the factors affecting their agency manifestations. To achieve this purpose, retrodictive qualitative modeling was conducted. Data were collected with a mixed-method design by utilizing various data collection tools such as individual semi-structured interviews, written reflection forms, field notes, and a survey. 112 early-career EFL teachers participated in this study. They were all working at schools, including a marginalized group of students in Kayseri, at the time of this study.

One limitation of this study is that our findings are grounded in the aforementioned data collection tools. Nevertheless, stimulated recall sessions and classroom observations can inform how teacher agencies are enacted in real teaching practices and whether there are other salient factors beyond those expressed by the teachers themselves. These additional methods might provide deeper insights into the practical implementation of social justice in

EFL teaching and uncover factors that may not be immediately apparent through self-reported data alone.

Secondly, this study examined the agency development of early-career EFL teachers working at secondary schools in Kayseri. Based on the analysis of data collected from this sample of teachers, we scratched a figure that represents the development of an early-career EFL agency for social justice (see Figure 21). Therefore, more research is required to identify the agency development of teachers in different educational settings and to explore whether this figure is transferable to other teachers at different career stages and working at different levels of educational contexts. Further research could be beneficial in exploring whether the same or different trajectories are at work in different educational settings.

An interventional study is needed that explores the effectiveness of various agency intervention training programs for in-service teachers. A further experimental design study could investigate the impact of a training program implementing scenario-based and discussion-based techniques. This approach would systematically examine how different training methods influence teachers' abilities to integrate social justice into their EFL curriculum and classroom practices. Such a study could provide empirical evidence on the efficacy of these interventions, offering practical recommendations for teacher professional development programs.

The ways in which teachers working with marginalized groups integrate social justice into EFL curriculum and class practices are outside the scope of this current study. Exploring the different strategies that teachers use to incorporate social justice into their teaching and examining the impact of these strategies on students' success could provide valuable insights into effective pedagogical approaches. Additionally, investigating whether these strategies vary depending on different contexts and student populations could help identify factors contributing to successful implementation.

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APPENDICES

Appendix A. Approval from Çağ University Ethics Committee

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ümmügül MUTLU KÖROĞLU
ÖĞRENCİ NO	
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması 6. dönem
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022 / 2023 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Tracing Signature Dynamics of EFL Teacher's Agency for Social Justice in Türkiye: Retrodictive Qualitative Modeling
TEZİN AMACI	The current study mainly explores novice language teachers' agency at urban high-school schools in Turkey, where the highest number of marginalized groups of students exist. The fundamental objectives of this study are as follows: 1.to investigate the emerging agency prototypes of novice EFL teachers in classes including marginalized students, 2.to provide a broad description of each teacher agency prototype, 3.to trace language teachers' agency trajectories for social justice works in classes with marginalized groups 4.to compare these trajectories by defining signature dynamics in these developmental trajectories.
TEZİN TÜRKÇE ÖZETİ	Karmaşık Dinamik Sistem Yaklaşımından yararlanan bu vaka çalışması, Türkiye'deki İngilizce öğretmenlerinin marjinal grupların olduğu sınıflarda sosyal adalet açısından eylemliliklerinin keşfedilmesini amaçlamaktadır. Bu alandaki akademisyenler, sosyal adalet konularında değişimin temsilcisi olan İngilizce öğretmenlerinin bu konudaki eylemlerini etkileyen faktörleri bulmaya çalıştılar (Leal & Crookes, 2018; Li & De Costa, 2019; Pena-Pincheria & De Costa, 2021). Ancak, öğretmenlerin sosyal adalet konusundaki istekliliklerinin değişen ve karmaşık doğasıyla ilişkili ayrıntılı bir araştırma yoktur. Bu açıdan bakıldığında, bu çalışma (1) yeni göreve başlayan İngilizce öğretmenlerinin marjinal gruplardan oluşan sınıflardaki sosyal adalet konusundaki gelişimlerin araştırmıştır. Bunu gerçekleştirmek için, iki aşamadan oluşan geriye dönük nitel bir modelleme (Dörnyei, 2014) kullanılmıştır. Bu modellemenin ilk aşaması, öğretmen prototiplerini gösteren sistem çıktılarını bulmayı amaçlamıştır (Chan, Dörnyei & Henry, 2015). Pantic (2017) tarafından yeni göreve başlayan yaklaşık 300 İngilizce öğretmenine yönelik bir anket uyguladıktan sonra, SPSS'de k-means kümeleme analizi ile öğretmenlerin sosyal adalet çalışmalarına yönelik prototipleri tanımlanmıştır. İkinci aşamanın amacı ise, tipik bireylerin gelişimlerini zaman öğeleriyle izlemek ve incelenen sistemin söz konusu sona nasıl geldiğini gösteren dinamikleri çözmektir. Daha sonra, öğretmenlerin sosyal adalet konusundaki gelişimini ve öğretmenlik uygulamaları esnasındaki sosyal adaletle ilgili eylemlerini izlemek ve sonuçları karşılaştırmak için Pantic (2015) tarafından tasarlanan yazılı formlar ve anketler kullanılmıştır. Bu çalışma, öğretmenlerin sosyal adalet açısından eylemliliklerinin dinamik, etkileşimli ve tahmin edilemez yapısının bütüncül olarak anlaşılması konusunda Karmaşık ve Dinamik Sistemler Teorisi'nin kullanışlılığını desteklemesi açısından önemlidir. Ayrıca, bu çalışma öğretmenleri farklı öğretim bağlamlarına, özellikle sosyal adalet konularına ilişkin pedagojik ve duygusal olarak hazırlamak için daha fazla hizmet öncesi eğitime ihtiyaçlarını vurgulayarak öğretmen eğitimcileri için önemli çıkarımlar sağlayabilir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	MEB
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Kayseri İlindeki Ortaokullar

YAİmzası: Enstitü ÇAmüdürlüğünde ALIevrak aslı ıslak KULimzalıdır. İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Kayseri ilindeki ortaokullarda görev yapan mesleğe yeni başlamış İngilizce öğretmenleri(Yaklaşık 300 öğretmen)
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Kayseri ilindeki ortaokullarda görev yapan mesleğe yeni başlamış İngilizce öğretmenlerine " Teacher agency for social justice questionnare" ve " Yarı yapılandırılmış görüşme soruları" uygulanacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Teacher agency for social justice ölçeği (4) Sayfa 7 point likert type ölçeği. 4) Teachers' beliefs about teaching social justice anketi (1 sayfa) 5 point likert type ölçeği 2) Written reflection form (1) Sayfa yazılı form 3) Demographic information. (1) Sayfa

ÖĞRENCİNİN ADI - SOYADI: Ümmügül MUTLU KÖROĞLU	**ÖĞRENCİNİN İMZASI:** **TARİH: 03 / 23/ 2023** Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ..... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Jülide İnözü Unvanı: Prof. D. İmzası: Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır. 23.03.2023	Adı - Soyadı: ..... Unvanı: ..... İmzası: .... / .... / 20....	Adı - Soyadı: Şehnaz Şahinkarakaş Unvanı: ..... İmzası: Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır. ..... / ..... / 20.....	Adı - Soyadı: Murat Karakoç Unvanı: ..... İmzası: Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır. .... / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ** Unvanı : Prof. Dr. İr Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır. ..... / ..... / 20.....	Adı - Soyadı: **Yücel ERTEKİN** Unvanı : Prof. Dr. Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.	Adı - Soyadı: **Deniz Aynur GÜLER** Unvanı: Prof. Dr. Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.	Adı - Soyadı: **Mustafa BAŞARAN** Unvanı : Prof. Dr. Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.	Adı - Soyadı: **Mustafa Tevfik ODMAN** Unvanı: Prof. Dr. Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU** Unvanı : Prof. Dr. Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.	Adı - Soyadı: **Jülide İNÖZÜ** Unvanı : Prof. Dr. Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır. ..... / ..... / 20.....

OY BİRLİĞİ İLE	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B. Consent Form

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda " Tracing signature dynamics of EFL teachers' agency for social justice : Retrodictive qualitative modeling"başlıklı araştırma "Ümmügül MUTLU KÖROĞLU" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Türkiye'deki ortaokullarda görev yapan ve mesleğine yeni başlamış İngilizce öğretmenlerinin sınıflarında sosyal adaleti sağlanmadaki eylemliliklerini araştırmaktır.

Araştırmanın Nedeni: Bu araştırma doktora tezi kapsamında yürütülmektedir.

Süresi: 08-25 Mayıs 2023.

Araştırmanın Yürütüleceği Yer: Kayseri'deki ortaokullar

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Ümmügül MUTLU KÖROĞLU

e-posta:

İmzası: Enstitü müdürlüğünde evrağın aslı ıslak imzalıdır.

*****Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.**

Appendix C: Data Collection Schedule

Name of the interview	Purpose	Time	Focus Areas
Distribution of Surveys	Collecting data through surveys	15.06.2023 15.06.2023	Survey
Interview 1	Gathering demographic information Distributing written reflection forms	15.06.2023	-Family background -Educational background -Views about being a language teacher -Initial teaching experiences - Courses related knowledge -Pedagogical knowledge -Teaching and learning materials -classroom management
Interview 2	Gathering information about the 'competence' aspect of teachers' agency.	21.06.2023	-Awareness about exclusion or marginalize groups -Knowledge of rules and strategies to change cultures to prevent -Their views about teacher roles -Theiriews about social justice and equity
Interview 3	Uncovering autonomy behaviors of teachers	28.06.2023	-Teachers' beliefs about individual and collective efficacy -Resilience -Collaboration -Teachers' capacity for working purposefully and flexibly with others -Participation to decision-making processes for vulnerable students at school -Their participation to dialogues related to pupils' backgrounds, family conditions, and the availability of supportive resources for vulnerable students in professional development activities
Interview 4	Uncovering teachers' sense of purpose on social justice issues	04.07.2023	-Motivation to teach for a better society -Efforts to know who their students are -Perceived teachers' roles
Interview 5	Uncovering teachers' reflexivity capacity	11.07.2023	-Articulating practical professional knowledge -Justification of their actions -Teachers' recognition of possibilities for transforming practices -Their constructive actions on a situation
Interview 6	Uncovering the effects of school environment on teachers' agency for social works	18.07.2023	-Institutional approach to marginalized groups in school -Available resources for increasing the awareness for social justice issues -Teachers' views about marginalized groups -Students' views about marginalized groups -Opportunities for personal development

			for vulnerable marginalized students -Opportunities for teachers to improve their awareness for social justice works -Adapting teaching and learning materials for these groups of students -Assessment and evaluation -Use of technology
Interview 7	Talking about the critical events in written reflections Check agency trajectory drawings and graphs show their agency development	20.07.2023	
Interview 8	Member checklist	22.07.2023	

Appendix D. Survey

Dear Teacher,

This questionnaire is designed to gather data as part of the research work for my PhD degree at Çağ University. The main purpose of this questionnaire is to explore ELT teachers' agency for social justice issues in classes with marginalized groups in Turkey. In this questionnaire, teacher agency for social justice is defined as their willing to act to be agents of change in their classes to serve equal opportunities for each individuals. These actions can be knowing who your students are and being aware of your students' social, cultural, and economic situations. Then they can be improving students' capacities based on students' identity, specific equity needs, and capabilities. Finally, these action can refer to pay attention to the culture and backgrounds of your students. They can be also doing your bests to remove the barriers derived from race, ethnicity, and economic or culture since these factors can prevent some students from inclusion. This questionnaire consists of three parts. Part A collects demographic data about you. Part B asks information about your agency for social justice works. It takes only 30 minutes to complete the questionnaire. Your opinions are highly important as they will contribute to the improvement of teaching EFL in Türkiye. Please answer the items in this questionnaire as carefully as possible. Your answers will remain confidential and anonymous.

Thank you for your cooperation

Ümmügül Mutlu Köroğlu

Department of English Language Education

Çağ University

Part A: Demographic Information

1- Gender ☐ male ☐ female

2- Age ☐ 22-30 ☐ 30-40 ☐ 40-55

3- School ……..

4- Which faculty have you graduated? ☐ ELT ☐ Others

5- What kind of degree do you hold?

☐ Bachelor's Degree ☐ Master's Degree ☐ PhD

6- What is your experiences about marginalized groups in Türkiye?

☐ At school ☐ at home ☐ in neighborhood

7- What is the average number of students in each class?

☐ 0-20 ☐ 20-30 ☐ 30-40 ☐ more than 40

8- What is your total number of teaching hours in a week?

☐ 15-20 ☐ 20-25 ☐ 25-30

Questionnaire

Part B: Teacher Agency for Social Justice

Survey	Teachers' agency for social justice

(a sense of purpose)	**Not important at all**	**Not important**	**Slightly Not important**	**Neutral**	**Slightly important**	**important**	**Extremely important**
How important ……..is for you?							
1- implementing school rules and procedures?							
2- building all students' confidence in class?							
3- implementing school educational policies?							
4- imparting students' knowledge and skills?							
5- implementing curriculum?							
6- applying agreed standards?							
7- raising the school ratings?							
8- supporting a child's wellbeing?							
9- understanding the influence of pupil's home situation?							
10- seeing a child holistically?							
11- modelling a disposition to fairness?							
12- promoting social justice?							
	Not important	**Not important**	**Slightly Not**	**Neutral**	**Slightly important**	**important**	**Extremely important**

(competence)	**at all**		**important**				
How important ……..is for you?							
13-getting through to the most difficult pupils?							
14- promoting inclusion and social justice in my classrooms?							
15- building positive relationships with students?							
16- building positive relationships with families?							
17- building positive relationships with colleagues?							
18-working with families of vulnerable students and their communities?							
19- working with other professionals such as health or social services?							
20- working with other school staff for students' well-being?							
21- the family background for student's achievement?							
22- the child's perception of his/her ability on his/her achievement?							
23- the child's behavior on her/his achievement?							
24- availability of resources at school?							
25- technical support in limiting teacher's agency?							

	Never	**Rarely Once in a year**	**Occasionally Twice in a year**	**Sometimes 3 times in a year**	**Frequently 4 times in a year**	**Usually 5 times in a year**	**Every time 6 or more in a year**
How often do you……..in a year?							
26- discuss the							

learning and participation of vulnerable pupils with your colleagues?							
27- help or get help from a colleague to progress learning of a vulnerable pupil?							
28- involve in analysis of risks of underachievement at school level?							
29- attend meetings about vulnerable children in your class?							
30- work collaboratively towards joint aims/targets in this school?							
31- discuss vulnerable pupils' progress with your colleagues?							
32- discuss vulnerable pupils' progress with your manager?							
33- work collaboratively with other staff to address risks of exclusion / underachievement?							
34- communicate with families of vulnerable pupils?							
35- do conversations with and about vulnerable pupils?							
36-attend whole school development activities for improve your knowledge about vulnerable pupils?							
37-attend whole professional development activities for improve your knowledge about vulnerable pupils?							
(autonomy)	**Strongly disagree**	**Disagree**	**Somewhat disagree**	**Neutral**	**Somewhat agree**	**Agree**	**Strongly agree**
To what extent do you agree/disagree with the statements below?							
38- Teachers in this school typically look							

out for each other.							
39- The principal in this school typically acts in the best interests of the teachers.							
40- The principal doesn't tell teachers what is really going on.							
41- Teachers in this school trust their head teacher.							
42- The teachers in this school are suspicious of most of the principal's actions.							
43- The principal in this school is competent in doing his/her job.							
44- Teachers in this school trust each other.							
45- There is an us and them culture between teachers and management.							
46- Even in difficult situations teachers in this school depend on each other							
47-Teachers in this school have faith in the integrity of their colleagues.							
48- Teachers in this school are suspicious of each other.							
49- Teachers in this school do their jobs well.							
50- When teachers in this school tell you something you can believe it.							
51- Teachers in this school are open with each other.							
52- Teachers in this school trust their students.							
53- Students in this school can counted on to do their work.							

54- Students in this school care about each other.							
55- Students here are secretive.							
56- Teachers here believe that students are competent learners.							
57- Teachers mostly can count on parental support.							
58- Teachers can believe what parents tell them.							
59- Teachers think that most of parents do a good job.							
60-Parents in this school are reliable in their commitments.							
61- Teachers in this school trust parents.							
(reflexivity)	**Never**	**Rarely Once in month**	**Occasionally Twice in month**	**Sometimes 3 times in a month**	**Frequently 4 times in a month**	**Usually 5 times in a month**	**Every time 6 or more in a month**
How often do you……..in a month?							
62- articulate your practical professional knowledge							
63- do critical reflections on your assumptions.							
64-justify my actions.							
65- do meaning-making structures and cultures in my schools as sites for social transformation.							
66- do critical and open reflection on your practices							
67- do exploration of alternatives							

Appendix E. Written Reflection Form

What- think of and describe an example of when you tried to make a change; or achieve a specific purpose; or solve an issue in your school.

Who- (at least one person is required)

If anyone, whom did you approach to help you make the difference. Please name people within or outside school in the order which you approached them.

Person

Role

Other type of interaction

Why did you go to this person?

How did this person help you make the difference?

Reflection

- What difference did you make?
- What worked and what did not work?
- Reflecting back on this experience, what would you do differently and why?

Please, could you rate at what extent are you willing to be agents of change for social justice works in your classes with marginalized groups. To what extent do you perceive yourself as having a capacity to act agents of change for social justice issues in your classes with marginalized groups.

Months	Highly low	Low	Medium	High	Very high
February					
March					
April					
May					
June					

Appendix F. Interview Questions (English version)

Interview 1 Aim: Gathering demographic information about participants

1- Can you talk about your family and the environment you grew?
2- What does it mean to you to be a teacher? Would you describe yourself as a teacher?
3- Could you tell me about your journey of becoming a teacher?
4- Could you talk about your first experiences as a teacher? What are the things that you pay attention?
5- Could you talk about the materials that you are using in your classes? Are they appropriate for your students?
6- Could you talk about the curricula? Is it appropriate for your students?
7- Do you need to adapt your teaching materials according to your students' needs?
8- What is a perfect class environment/atmosphere for you?

Interview 2 Aim: Gathering information about 'sense of purpose' aspect of teachers' agency.

9- What is your understanding of social justice/equity?
10- Do you have an ideal image of a teacher?
11- What is the primary role of a teacher?
12- What is the purpose of education for you?/ what is you motivation to be a teacher?
13- What is your understanding of social justice/equity in educational settings?
14- Are there any marginalized groups in your classes? how can you define these students? Do you think that they are differ from other students?
15- Do you think that students who are marginalized can achieve a success? As a teacher, can you do any changes in their lives?
16- What are the teachers' roles in classes for marginalized group of students?
17- What are the teachers' roles out class for marginalized group of students?
18- What are the problems in terms of providing equal opportunity while learning English for each child in your context? How can a teacher act to change this situation?

19- Did you deliberately choose to teach in this school/these classes?
20- How did you feel yourself when you first started to teach English to marginalized groups of students?

Interview 3 Aim: Uncovering 'competence' aspect of teacher agency.

21- Do you think that in your context each child has the same equality in terms of receiving equal language education opportunities regardless of their social backgrounds?
22- What are the problems in terms of providing equal opportunity while learning English for each child in your context?
23- Does current educational system is helpful for marginalized students? Does it help to prevent exclusion in schools?
24- What are the views of students with marginalized groups?
25- What are the views of other teachers with marginalized groups?
26- What are the views of other parents with marginalized groups?
27- How familiar were you in classes with marginalized groups before working in this school?
28- Do you think that the program you were enrolled equipped you with recent and relevant pedagogical knowledge on social justice issues?
29- Did you take any special training for these groups of students?
30- In your school, do your colleagues try to promote equal status for all their students?
31- Does current educational system is helpful for marginalized students? Does it help to prevent exclusion in schools?
32- How did you organize your teaching? Did you do any different things to increase the awareness for other cultures?
33- Is building positive relationships with your students important for you? If yes, how? If no, why?
34- Is building positive relationships with your parents important for you? If yes, how? If no, why?
35- Is building positive relationships with your colleagues important for you? If yes, how? If no, why?

36- What is your primary concern for these marginalized group of students? to whom you can share your concerns about these students? Could you get help from them?

37- How do you enhance your understanding for marginalized group of students? If yes, how? If no, why?

Interview 4 Aim: Uncovering 'autonomy' aspect of teachers' agency

38- What is the institutional approach to marginalized groups?

39- How did your school environment influence your actions for social justice issues?

40- Can you work with families or any communities collaboratively to promote equity? If yes, how? If no, why?

41- Do you think that you have enough power to change lives of your students?

42- Do you think that you have enough power to change school culture or policy in your school?

43- Did you discuss any problems you encountered with your colleagues about vulnerable students? Can you challenge with their views about marginalized group of students? If yes, how? If no, why?

44- Can you work with collaboratively other staff? If yes, how? If no, why? Did you receive any support from your colleagues, administrators or any others? Do you receive any institutional support when you encounter any problem with marginalized group of students? From whom? How?

45- Do you think institutional settings, cultures, or others' attitudes influence your actions for social justice works? If yes, how?

46- Are you willing to participate in decision-making processes for marginalized groups in your school? If yes, how often? If no, why?

Interview 5 Aim: Uncovering 'reflexivity' aspect of teacher agency.

47- Can you describe your typical classroom to me? What happens in your typical classrooms? Can you do self-reflections at the end of the day?

48- Are there any mismatches between your views and your teaching? Why? How? in what ways?

49- What were your experience about teaching in classes with marginalized groups?

50- How different was teaching in class with marginalized groups in comparison to

homogenous classes?

51- Did your teaching beliefs changed after you started to teach in this school?

52- Were there critical moments in your teaching that lead to change your teaching strategies or did they encouraged you to change your strategies?

53- Would you want to change anything in your teaching career?

Interview 6 Aim: Uncovering institutional influence on teachers' agency

54- Can you make curricular adjustments that are specific for marginalized student groups?

55- What are your students' demands from you as a teacher?

56- What are the parents' demands from you as a teacher?

57- What were your thoughts about the challenges and advantages of being a teacher in this school?

58- What are the institutional demands from you as a language teaching?

59- What are the curricular demands and what are your thoughts about the curricula?

60- What were your thoughts about the challenges and advantages of being a teacher in this school?

Interview 7-8 Aims:

(1) Investigating the interactions among the components of teacher agency for social justice.

(2) Discussing the important issues in written reflections.

(3) Doing member checklist for the data gathered from previous interviews.

Appendix G. Interview Questions (Turkish version)

Mülakat 1 amaçlar: katılımcıların demografik bilgilerini toplamak

1- Büyüdüğünüz çevre hakkında biraz bilgi verebilir misiniz?
2- Öğretmen olmak sizin için ne anlama geliyor? Kendinizi bir öğretmen olarak tanımlar mısınız?
3- Öğretmen olma yolculuğunuz hakkında bilgi verebilir misiniz?
4- Öğretmen olarak ilk deneyimlerinizi anlatabilir misiniz? Dikkat ettiğiniz şeyler nelerdir?
5- Sınıfta kullandığınız materyallerle ilgili biraz bilgi verir misiniz? Öğrencileriniz için bu materyaller yeterli mi?
6- Sınıfta uyguladığınız öğretim programı ilgili biraz bilgi verir misiniz? Öğrencileriniz için bu program uygun mu? Bu programlarda sosyal adalet konusuna nasıl yaklaşılıyor?
7- Eğitim materyallerinizi öğrencilerinizin ihtiyaçlarına göre şekillendirme ihtiyacı duyuyor musunuz?
8- Size göre mükemmel sınıf ortamı/çevresi nedir?

Mülakat 2 amaçlar: sosyal adalet için öğretmen eylemliliğinin 'amaç' incelemek

9- Sosyal adalet/eşitlik anlayışınız nedir?
10- İdeal bir öğretmen imajınız var mı ?
11- Bir öğretmenin temel rolü nedir?
12- Sizin için eğitimin amacı nedir?/ Öğretmen olma motivasyonunuz nedir?
13- Eğitim ortamlarında sosyal adalet/eşitlik anlayışınız nedir?
14- Sınıflarınızda ötekileştirilmiş gruplar var mı? Bu öğrencileri nasıl tanımlayabilirsiniz? Diğer öğrencilerden farklı olduklarını düşünüyor musunuz?
15- Dışlanmış öğrencilerin başarılı olabileceğini düşünüyor musunuz? Bir öğretmen olarak onların hayatlarında herhangi bir değişiklik yapabilir misiniz?
16- Dışlanmış öğrenci grubuna yönelik derslerde öğretmenlerin rolleri nelerdir?
17- Dışlanmış öğrenci grubu için öğretmenlerin sınıf dışındaki rolleri nelerdir?
18- Sizin bağlamınızda her çocuğa İngilizce öğrenirken fırsat eşitliği sağlama açısından

sorunlar nelerdir? Bir öğretmen bu durumu değiştirmek için nasıl hareket edebilir?

19- Bu okulda/bu derslerde öğretmenlik yapmayı bilinçli olarak mı seçtiniz?

20- Dışlanmış öğrenci gruplarına İngilizce öğretmeye ilk başladığınızda kendinizi nasıl hissettiniz?

Mülakat 3 amaçlar: sosyal adalet için öğretmen eylemliliğinin 'yeterlilik' incelemek

21- Sizin bağlamınızda her çocuğun, sosyal geçmişi ne olursa olsun, eşit dil eğitimi fırsatlarından yararlanma konusunda aynı eşitliğe sahip olduğunu düşünüyor musunuz?

22- Sizin bağlamınızda, her çocuk için, İngilizce öğrenirken eşit fırsat sunulması kapsamında yaşanan sorunlar nelerdir?

23- Mevcut eğitim sistemi dışlanmış öğrencilere yardımcı oluyor mu? Okullarda dışlanmanın önlenmesine yardımcı oluyor mu?

24- Ötekileştirilmiş gruplara sahip öğrencilerin görüşleri nelerdir?

25- Ötekileştirilmiş gruplara sahip diğer öğretmenlerin görüşleri nelerdir?

26- Ötekileştirilmiş gruplara sahip diğer ebeveynlerin görüşleri nelerdir?

27- Bu okulda çalışmaya başlamadan önce marjinal grupların bulunduğu sınıflara ne kadar aşinaydınız?

28- Kayıtlı olduğunuz programın sizi sosyal adalet konularında güncel ve konuyla ilgili pedagojik bilgilerle donattığını düşünüyor musunuz?

29- Bu öğrenci gruplarına yönelik özel bir eğitim aldınız mı?

30- Okulunuzda meslektaşlarınız tüm öğrencilerinin eşit statüde olmasını sağlamaya çalışıyor mu?

31- Mevcut eğitim sistemi dışlanmış öğrencilere yardımcı oluyor mu? Okullarda dışlanmanın önlenmesine yardımcı oluyor mu?

32- Derslerinizi nasıl organize ettiniz? Başka kültürlere yönelik farkındalığı artırmak için farklı çalışmalar yaptınız mı?

33- Öğrencilerinizle olumlu ilişkiler kurmak sizin için önemli mi? Evet ise nasıl? Hayır ise neden?

34- Ebeveynlerle olumlu ilişkiler kurmak sizin için önemli mi? Evet ise nasıl? Hayır ise neden?

35- Meslektaşlarınızla olumlu ilişkiler kurmak sizin için önemli mi? Evet ise nasıl? Hayır ise neden?
36- Bu dışlanmış öğrenci grupları için öncelikli endişeniz nedir? Bu öğrencilerle ilgili kaygılarınızı kimle paylaşabilirsiniz? Onlardan yardım alabilir misiniz?
37- Dışlanmış öğrenci grubuna yönelik anlayışınızı nasıl geliştirirsiniz? Evet ise nasıl? Hayır ise neden?

Mülakat 4 amaçlar: sosyal adalet için öğretmen eylemliliğinin 'otonomi boyutunu' incelemek

38- Sizin bağlamınızda her çocuğun, sosyal geçmişi ne olursa olsun, eşit dil eğitimi fırsatlarından yararlanma konusunda aynı eşitliğe sahip olduğunu düşünüyor musunuz?
39- Sizin bağlamınızda, her çocuk için, İngilizce öğrenirken eşit fırsat sunulması kapsamında yaşanan sorunlar nelerdir?
40- Mevcut eğitim sistemi dışlanmış öğrencilere yardımcı oluyor mu? Okullarda dışlanmanın önlenmesine yardımcı oluyor mu?
41- Ötekileştirilmiş gruplara sahip öğrencilerin görüşleri nelerdir?
42- Ötekileştirilmiş gruplara sahip diğer öğretmenlerin görüşleri nelerdir?
43- Ötekileştirilmiş gruplara sahip diğer ebeveynlerin görüşleri nelerdir?
44- Bu okulda çalışmaya başlamadan önce marjinal grupların bulunduğu sınıflara ne kadar aşinaydınız?
45- Kayıtlı olduğunuz programın sizi sosyal adalet konularında güncel ve konuyla ilgili pedagojik bilgilerle donattığını düşünüyor musunuz?
46- Bu öğrenci gruplarına yönelik özel bir eğitim aldınız mı?
47- Okulunuzda meslektaşlarınız tüm öğrencilerinin eşit statüde olmasını sağlamaya çalışıyor mu?
48- Mevcut eğitim sistemi dışlanmış öğrencilere yardımcı oluyor mu? Okullarda dışlanmanın önlenmesine yardımcı oluyor mu?
49- Derslerinizi nasıl organize ettiniz? Başka kültürlere yönelik farkındalığı artırmak için farklı çalışmalar yaptınız mı?
50- Öğrencilerinizle olumlu ilişkiler kurmak sizin için önemli mi? Evet ise nasıl?

Hayır ise neden?

51- Ebeveynlerle olumlu ilişkiler kurmak sizin için önemli mi? Evet ise nasıl? Hayır ise neden?

52- Meslektaşlarınızla olumlu ilişkiler kurmak sizin için önemli mi? Evet ise nasıl? Hayır ise neden?

53- Bu dışlanmış öğrenci grupları için öncelikli endişeniz nedir? Bu öğrencilerle ilgili kaygılarınızı kimle paylaşabilirsiniz? Onlardan yardım alabilir misiniz?

54- Dışlanmış öğrenci grubuna yönelik anlayışınızı nasıl geliştirirsiniz? Evet ise nasıl? Hayır ise neden?

Mülakat 5 amaçlar: sosyal adalet için öğretmen eylemliliğinin 'yeterlilik' incelemek

55- Tipik sınıfınızı bana anlatabilir misiniz? Tipik sınıflarınızda ne olur? Günün sonunda öz değerlendirme yapabilir misiniz?

56- Görüşleriniz ile öğretiniz arasında uyumsuzluklar var mı? Neden? Nasıl? hangi şekillerde?

57- Dışlanmış grupların olduğu sınıflarda ders verme konusundaki deneyiminiz neydi?

58- Dışlanmış grupların bulunduğu sınıfta öğretim, homojen sınıflara göre ne kadar farklıydı?

59- Bu okulda öğretmenliğe başladıktan sonra öğretmenlik inancınız değişti mi?

60- Öğretiminizde öğretim stratejilerinizi değiştirmenize yol açan kritik anlar oldu mu veya sizi stratejilerinizi değiştirmenize teşvik etti mi?

61- Öğretmenlik kariyerinizde herhangi bir şeyi değiştirmek ister misiniz?

Mülakat 6 Amaçlar: Öğretmenlerin sosyal adalet için eylemliliğinin üzerindeki kurumsal etkiyi ortaya çıkarmak

62- Dışlanmış öğrenci gruplarına özel müfredat düzenlemeleri yapabilir misiniz?

63- Bir öğretmen olarak öğrencilerinizin sizden talepleri nelerdir?

64- Öğretmen olarak velilerinizin sizden talepleri nelerdir?

65- Bu okulda öğretmen olmanın zorlukları ve avantajları hakkında düşünceleriniz nelerdi?

66- Dil öğretimi olarak sizden kurumsal talepler nelerdir?

67- Müfredatların talepleri nelerdir ve müfredatlarla ilgili düşünceleriniz nelerdir?

68- Bu okulda öğretmen olmanın zorlukları ve avantajları hakkında düşünceleriniz nelerdi?

Mülakat 7-8 Amaçlar:

(1) Sosyal adalet için öğretmen eyleminin bileşenleri arasındaki etkileşimlerin araştırılması.

(2) Önemli konuların yazılı yansımalarda tartışılması.

(3) Önceki görüşmelerden toplanan veriler için üye kontrol listesinin hazırlanması.

Appendix H. Themes, Categories, and Codes Emerged in Tuğba's Case

Attractor States THEMES	AGENTIC ACTIONS CATEGORY FOR QUESTION 2 (how teachers manifest their agency)	FACTORS CATEGORY FOR QUESTION 3	
		Contextual determinants hindering or enabling agency (CODE)	Internal determinants hindering or enabling agency (CODE)
Initial condition: No recognition with marginalized group of students THEME	SENSE OF PURPOSE (CODE) -understanding the redistribution dimension of social justice (SUB-CODE) -not having a social activists teacher identity (SUB-CODE) - perceive teachers' roles as implementing school rules and procedures (SUB-CODE) COMPETENCE (CODE) -having limited understanding the effects of broader social forces that influence schooling (SUB-CODE) -no transferring prerequisite pedagogy for social justice issues (SUB-CODE) -not creating caring learning environment for all students. (SUB-CODE) AUTONOMY (CODE) -having low level of control and confidence to be agents of change for social justice issues. (SUB-CODE) REFLEXIVITY(CODE) -reflecting on her own actions to provide equity but not seeking for alternatives (SUB-CODE)	increased principal control (SUB-CODE) -high-stake exams (SUB-CODE) -principal's top-down leadership (SUB-CODE)	-no familiarity with marginalized groups (SUB-CODE) -lack of teaching competence SUB-CODE) -insufficient teacher trainings (SUB-CODE) -lack of teaching competence (SUB-CODE) -insufficient teacher trainings (SUB-CODE)

1st attractor state Concerns about being a teacher of marginalized group of students and active agency THEME	SENSE OF PURPOSE (CODE) -understanding the redistribution dimension of social justice (SUB-CODE) -changing beliefs on teachers' role such as well-being provider (SUB-CODE) - showing an understanding of social justice issues (SUB-CODE) COMPETENCE (CODE) - several attempts differentiate classroom tasks to cater all students' needs. (SUB-CODE) -having an understanding on the importance of building positive relations but no act to do so (SUB-CODE) -not seeking professional workshops on social justice issues (SUB-CODE) AUTONOMY (CODE) -having low level of control and confidence to be agents of change for social justice issues. (SUB-CODE) REFLEXIVITY (CODE) -reflecting on her own actions to provide equity but not seeking for alternatives	-students' endeavors (SUB-CODE) students' endeavors (SUB-CODE) students' endeavors (SUB-CODE) -principal's top-down leadership (SUB-CODE) -principal's top-down leadership (SUB-CODE)	↗ ↗ ↗ ↘ ↘	-positive teaching experiences (SUB-CODE) -getting familiarize with marginalized groups (SUB-CODE)	↗ ↗
2nd attractor state Self-doubt/burn out and maladaptive agency for social justice THEME	SENSE OF PURPOSE (CODE) -promoting equity in classroom is not teachers' role (SUB-CODE) -not viewing herself as agent of change and not having a social activists teacher identity (SUB-CODE) COMPETENCE (CODE)	-workload (SUB-CODE) -challenging working environment (SUB-CODE) -lack of support from parents. (SUB-CODE) -governments low standard for	↘ ↘ ↘ ↘	-no previous familiarity diverse marginalized groups (SUB-CODE) -no previous familiarity diverse marginalized groups (SUB-CODE)	↘ ↘

	-limited understanding of the influence of social context and home situation on students' achievement (SUB-CODE) -understanding the effects of broader social forces on schooling -having an understanding that learning difficulties is a problem within students (SUB-CODE) -not working collaboratively with others through others (SUB-CODE) -not communicate with families of vulnerable students (SUB-CODE) -not seeking professional development workshops to understand inclusion (SUB-CODE) AUTONOMY (CODE) -Not willing to enter collision with other to promote equity (SUB-CODE) -having low level of control and confidence to be agents of change for social justice issues. (SUB-CODE) -not challenging problematic school culture and principal's leadership. (SUB-CODE) -not challenging educational policy and sociocultural context to promote equity (SUB-CODE) REFLEXIVITY -reflecting on her own actions to provide equity but not act upon it (SUB-CODE)	education (SUB-CODE) -Sociocultural factors that cannot be changed (SUB-CODE) -workload (SUB-CODE) -sociocultural factors that cannot be changed (SUB-CODE) -principal's top-down leadership (SUB-CODE)		-insufficient teacher trainings (SUB-CODE) -lack of teaching competence (SUB-CODE)	

Appendix I. Themes, Categories, and Codes Emerged in Gülşah's Case

Attractor States THEMES	ATTRACTORS CATEGORY FOR QUESTION 2 (how teachers manifest her agency)	FACTORS CATEGORY FOR QUESTION 3	
		Contextual determinants hindering or enabling agency (CODE)	Internal determinants hindering or enabling agency (CODE)
Initial condition No recognition with marginalized group of students THEME	SENSE OF PURPOSE (CODE) -understanding the redistribution dimension of social justice (SUB-CODE) -not having a social activists teacher identity (SUB-CODE) -supporting children's well-being is not a part of teachers' role. (SUB-CODE) -perceive teacher's role as implementing school rules, and procedures. (SUB-CODE) COMPETENCE (CODE) -having deficit views of fixed ability (SUB-CODE) -not creating caring learning environment for all students (SUB-CODE) -not understanding the effects of social context and home situation on achievement of students (SUB-CODE) AUTONOMY (CODE) - not committing to build positive relationships with students (SUB-CODE) REFLEXIVITY (CODE) -reflecting on her own practices and present strong justifications but no regulations (SUB-CODE)	Treat to positive self (SUB-CODE) -high-stake exams (SUB-CODE) -principal's top-down leadership (SUB-CODE)	-lack of teaching competence (SUB-CODE) -insufficient teacher trainings (SUB-CODE) -negative teaching self-image (SUB-CODE) -negative attitudes towards teaching (SUB-CODE)

1st attractor state Concerns about being a teacher of marginalized group of students and active agency THEME	SENSE OF PURPOSE (CODE) -understanding the significance of social-emotion growth of all students (SUB-CODE) -understanding the redistribution dimension of social justice (SUB-CODE) -changing beliefs on teachers' role such as well-being provider (SUB-CODE) - implementing school rules is a teachers role (SUB-CODE) COMPETENCE (CODE) -understanding the effects of social context and home situations on achievement of students (SUB-CODE) -having an understanding that learning difficulties is a problem within students (SUB-CODE) - committing to build positive relationships with students to promote equity (SUB-CODE) -not seeking professional development workshops to understand inclusion (SUB-CODE) AUTONOMY (CODE) - having low level of resilience and confidence in terms of providing equity in classes (SUB-CODE) REFLEXIVITY (CODE) -reflecting her own actions and justify her actions and seeks ways (SUB-CODE)	-students' endeavors (SUB-CODE) -students' misbehaviors (SUB-CODE)	 	-negative attitudes towards marginalized groups (SUB-CODE) -positive teaching experiences (SUB-CODE) -personal biases (SUB-CODE) -empathy (SUB-CODE)	   

2nd attractor state Self-doubt/burn out and maladaptive agency for social justice THEME	SENSE OF PURPOSE (CODE) -not viewing herself as agent of change and not having a social activists teacher identity (SUB-CODE) COMPETENCE (CODE) -limited understanding of the influence of social context and home situation on students' achievement (SUB-CODE) -limited understanding the effects of broader social forces on schooling (SUB-CODE) - reluctance to build positive relationships with students (SUB-CODE) - reluctance to build positive relationships with parents (SUB-CODE) AUTONOMY (CODE) -reluctance to challenge with broader forces to provide equity (SUB-CODE) -not having high level of decision-making power (SUB-CODE) -not willing to enter collision with others to promote equity (SUB-CODE) REFLEXIVITY (CODE) -Reflecting on her own action and justify her actions but not seeking for alternatives (SUB-CODE)	Sociocultural factors that cannot be changed (SUB-CODE) -unsupported parents (SUB-CODE) -students' misbehaviors (SUB-CODE)		-negative attitudes towards marginalized groups (SUB-CODE) -lack of teaching competence (SUB-CODE) -financial strain (SUB-CODE)	

Appendix J. Themes, Categories, and Codes Emerged in Mustafa's Case

Attractor States THEMES	ATTRACTORS CATEGORY FOR QUESTION 2 (how teachers manifest)	FACTORS CATEGORY FOR QUESTION 3	
		Contextual determinants hindering or enabling agency (CODE)	Internal determinants hindering or enabling agency (CODE)
Initial conditions: THEME	SENSE OF PURPOSE (CODE) -positive attitudes towards promoting equity in educational settings (SUB-CODE) -sees teachers' roles as implementing curriculum and applying previously agreed standards (SUB-CODE) -seeing 'supporting well-being of all students as' teachers' role (SUB-CODE) COMPETENCE (CODE) -limited understanding the effects of home situations to students' academic success (SUB-CODE) -commit to build positive relationship with students (SUB-CODE) AUTONOMY (CODE) -having low level of competence and confidence to be agent of change (SUB-CODE) -not willing to enter collision with other to promote social justice (SUB-CODE) REFLEXIVITY -not reflecting on his own practices but not seeking to accommodate (SUB-CODE)	-principal's top-down leadership (SUB-CODE) ↘	-lack of teaching competence (SUB-CODE) ↘ -insufficient teacher trainings (SUB-CODE) ↘ -no previous familiarity diverse marginalized groups (SUB-CODE) ↘ -sense of responsibility (SUB-CODE) ↗

1st attractor state Concerns about being a teacher of marginalized group of students-active agency THEME	SENSE OF PURPOSE (CODE) -supporting students' well-being is one of the teachers' roles (SUB-CODE) -seeing promoting equity as a teacher's role (SUB-CODE) COMPETENCE (CODE) -building positive relationship with students (SUB-CODE) -understanding the effects of broader social forces that influence schooling (SUB-CODE) - tailor curricula to meet all students' needs. (SUB-CODE) AUTONOMY -not willing to enter collision with others to promote social justice (SUB-CODE) -having low competence and confidence to be agent of change (SUB-CODE)	-students with lack of engagement (SUB-CODE) -principal's top-down leadership (SUB-CODE)	→	-feeling responsible (SUB-CODE) -insufficient teacher trainings (SUB-CODE)	↗ ↘
2nd attractor state Back-and-forth movement between active agency and passive agency THEME Feeling responsible-feeling uncertainty	SENSE OF PURPOSE (CODE) -supporting students' well-being is one of the teachers' roles (SUB-CODE) COMPETENCE (CODE) -understanding the effects of social context and home situations on achievement of students (SUB-CODE) -tailoring curricula differentiate classroom tasks to cater all students' needs. (SUB-CODE) -building positive relationship with students (SUB-CODE)	-given opportunities (SUB-CODE) -unsupported colleagues (SUB-CODE) Sociocultural factors (I cannot change anything) culture (have to work/marriages)	↗ ↘ ↘	-feeling responsible (SUB-CODE) -feeling uncertainty (SUB-CODE) -feeling responsible (SUB-CODE)	↗ ↘ ↗

	-building positive relationship with parents (SUB-CODE) -seeking professional help for social justice issues (SUB-CODE) AUTONOMY -enter collaborating with colleagues and enter collective efficacy to provide equity. (SUB-CODE) REFLEXIVITY -not making sense of structures and culture in their school as social sites for social transformation. (SUB-CODE)	(SUB-CODE) -unsupported colleagues (SUB-CODE)	→	-feeling uncertainty (SUB-CODE) -feeling responsible (SUB-CODE) -feeling uncertainty (SUB-CODE)	↘ ↗ ↘

Appendix K. Themes, Categories, and Codes Emerged in Saadet's Case

Attractor States THEME	Agentic actions for promoting social justice (how) CATEGORY FOR QUESTION 2	FACTORS CATEGORY FOR QUESTION 3 Contextual determinants hindering or enabling agency CODE		Personal determinants hindering or enabling agency CODE	
Initial conditions: THEME	SENSE OF PURPOSE CODE -see teachers' role as promoting social justice in class (SUB-CODE) COMPETENCE CODE -understanding the effects of home situations on students' academic success (SUB-CODE) -not know how to differentiate classroom tasks to meet different students' needs SUB-CODE) REFLEXIVITY CODE -not reflecting on her own practices and seeking ways to accommodate all learners (SUB-CODE)			-familiarity with marginalized group of students (SUB-CODE) -having positive attitudes towards being a teacher (SUB-CODE) -lack of teaching competence (SUB-CODE)	↗ ↗ ↘
1st attractor state Concerns about being a teacher of marginalized group of students-active agency THEME	SENSE OF PURPOSE CODE -seeing promoting equity as a teacher's role (SUB-CODE) -seeing teachers have a role as implementing school rules to support all children's well-being (SUB-CODE) COMPETENCE CODE -understanding the effects of broader social forces on schooling (SUB-CODE) - tailor curricula to meet all students' needs. (SUB-CODE)			-lack of teaching competence (SUB-CODE) -insufficient teacher trainings (SUB-CODE)	↘ ↘

	-building positive relationship with students (SUB-CODE) AUTONOMY CODE -not willing to enter collision with others to provide social justice. (SUB-CODE) -having low confidence to be agents of change (SUB-CODE) REFLEXIVITY CODE -reflecting on her own social justice practices and environment in seeking to accommodate all learners. (SUB-CODE)	-unsupported principal (SUB-CODE)	↘		
2nd attractor state Back-and-fort movement between active agency and passive agency THEME Feeling responsible-feeling uncertainty	SENSE OF PURPOSE CODE -seeing 'supporting well-being of all students as' teachers' role (SUB-CODE) COMPETENCE CODE -building positive relationship with students to increase collaboration for social justice issues (SUB-CODE) -seeking professional help for social justice issues (SUB-CODE) AUTONOMY CODE -having low level of decision-making power (SUB-CODE) -entering collaboration with colleagues and develop collective efficacy (SUB-CODE) REFLEXIVITY CODE -interpret structures and culture in each school as a site of transformation. (SUB-CODE)	-unsupported colleagues (SUB-CODE) -principal's negative attitudes towards marginalized group of students (SUB-CODE) -principal's top-down leadership (SUB-CODE) -unsupported colleagues (SUB-CODE)	↘ ↘ ↘ ↘	-feeling responsible (SUB-CODE) -feeling uncertainty (SUB-CODE) -being an inexperienced teacher (SUB-CODE) -feeling responsible (SUB-CODE) -feeling uncertainty (SUB-CODE)	↗ ↘ ↘ ↗ ↘

Appendix L. Themes, Categories, and Codes Emerged in Esra's Case

Attractor States THEME	Agentic actions for promoting social justice (how) CATEGORY FOR QUESTION 2	FACTORS CATEGORY FOR QUESTION 3 Contextual determinants hindering or enabling agency CODE		Personal determinants hindering or enabling agency CODE	
Initial conditions: THEME	SENSE OF PURPOSE CODE -seeing promoting equity as a teacher's role (SUB-CODE) -seeing supporting well-being of all students as a teacher role (SUB-CODE) COMPETENCE CODE - committing to build trustworthy relationship with students to understand the causes and effects of inequal practices. (SUB-CODE) -understanding the effects of home situations on students' academic success (SUB-CODE) -tailoring curricula differentiate classroom tasks to cater all students' needs. (SUB-CODE) AUTONOMY CODE -having high level of resilience to be agent of change (SUB-CODE) REFLEXIVITY CODE -reflecting on her own practices and seeking ways to accommodate all learners (SUB-CODE)	-students' misbehaviors (SUB-CODE)	↘	-feeling empathy (SUB-CODE) -having positive attitudes towards being a teacher (SUB-CODE) -familiarity with marginalized group of students (SUB-CODE) -sufficient teacher trainings (SUB-CODE) -being patient (SUB-CODE) -love for learning about marginalized groups (SUB-CODE) -sense of responsibility (SUB-CODE)	↗ ↗ ↗ ↗ ↗ ↗
1st attractor state Concerns about future of marginalized	SENSE OF PURPOSE CODE -understanding of redistribution dimension of social justice (SUB-CODE)				

students THEME	-understanding of representation dimension of social justice (SUB-CODE) -promoting social justice in classroom is a teacher role (SUB-CODE) -promoting social justice out of the class is a teacher role (SUB-CODE) -seeing herself as an agents of change for social justice work (SUB-CODE) COMPETENCE CODE -understanding the effects of home situations and broader social forces on schooling (SUB-CODE) - committing to build trustworthy relationship with students to understand the causes and effects of inequal practices. (SUB-CODE) - committing to build trustworthy relationship with parents to understand the causes and effects of inequal practices. (SUB-CODE) -seeking professional development for social transformation to understand exclusion (SUB-CODE) -differentiating classroom tasks to cater all students' needs (SUB-CODE) - creating extra-curricular space for building students' strengths (SUB-CODE) AUTONOMY CODE -working collaboratively with other staff to address the risk of exclusion and to increase collective efficacy (SUB-CODE) -challenging problematic school culture to increase every student access to proper education (SUB-CODE)	-students with familiar problems (SUB-CODE) -the students endeavor and success (SUB-CODE) -the students endeavor and success (SUB-CODE) -the students endeavor and success (SUB-CODE) -collegial support (SUB-CODE) -collegial support (SUB-CODE)	     	-increasing awareness on the prevalence of social justice issues (SUB-CODE) -being resilient (SUB-CODE)	 

	-an active participation and commitment to advocate the changes for social justice issues (SUB-CODE) REFLEXIVITY CODE -reflecting on her own social justice practices and environment in seeking to accommodate all learners. (SUB-CODE)	principal support (SUB-CODE)	↗		
2nd attractor state Increasing power to be agents of change for social justice issues and proactive agency THEME	SENSE OF PURPOSE CODE -understanding of redistribution dimension of social justice (SUB-CODE) -understanding of representation dimension of social justice (SUB-CODE) -seeing teachers as a system developer and decision maker (SUB-CODE) -seeing supporting well-being of all students as a teacher role (SUB-CODE) -seeing modeling a disposition of fairness as a teacher role (SUB-CODE) COMPETENCE CODE -acknowledge the challenge inherited in making progress in her current context (SUB-CODE) AUTONOMY CODE -challenging sociocultural context/problematic school culture to increase their access to proper education (SUB-CODE) -challenging broader social forces to increase their access to proper education (SUB-CODE) -entering collaboration and develop collective efficacy (SUB-CODE)	-Societal prejudice towards marginalized groups (SUB-CODE) -principal's support (SUB-CODE) -collegial support (SUB-CODE)	↗ ↗ ↗	-increasing awareness on prevalence of social justice issues (SUB-CODE) -feeling responsible to change something (SUB-CODE)	↗ ↗

	-having high level of decision-making power (SUB-CODE) REFLEXIVITY CODE -interpret structures and culture in each school as a site of transformation. (SUB-CODE)				

Appendix M Themes, Categories, and Codes Emerged in Ayşegül's Case

Attractor States THEME	Agentic actions for promoting social justice (how) CATEGORY FOR QUESTION 2	FACTORS CATEGORY FOR QUESTION 3 Contextual determinants hindering or enabling agency CODE		Personal determinants hindering or enabling agency CODE	
Initial conditions: THEME	SENSE OF PURPOSE CODE -understanding of recognition dimension of social justice (SUB-CODE) -seeing supporting well-being of all students as a teacher role (SUB-CODE) -seeing promoting equity as a teacher's role (SUB-CODE) COMPETENCE CODE - committing to build trustworthy relationship with students to understand the causes and effects of inequal practices. (SUB-CODE) -understanding the effects of home situations on students' academic success (SUB-CODE) -not knowing how to tailor curricula differentiate classroom tasks to cater all students' needs. (SUB-CODE) AUTONOMY CODE -willingness to enter collision with others to increase students' access to educational rights SUB-CODE) REFLEXIVITY CODE -reflecting on her own practices and seeking ways to accommodate all learners SUB-CODE)	-others' negative beliefs about teaching marginalized group of students (SUB-CODE)	↘	-familiarity with marginalized group of students (SUB-CODE) -having positive attitudes towards teaching (SUB-CODE) -lack of teaching competence (SUB-CODE) -insufficient teacher trainings (SUB-CODE) -high level of resilience (SUB-CODE)	↗ ↗ ↘ ↘ ↗
1st attractor state Concerns about future of marginalized students	SENSE OF PURPOSE CODE -understanding of representation dimension of social justice (SUB-CODE)				

THEME	-seeing herself as an agents of change for social justice work (SUB-CODE) -promoting social justice in classroom is a teacher role (SUB-CODE) COMPETENCE CODE -understanding the effects of broader social forces on schooling (SUB-CODE) -having an intersectional understanding of ability and difference within inclusive pedagogy (SUB-CODE) -differentiating classroom tasks to cater all students' needs (SUB-CODE) - creating extra-curricular space for building students' strengths (SUB-CODE) -seeking professional development for social transformation to understand exclusion (SUB-CODE) - committing to build trustworthy relationship with students to understand the causes and effects of inequal practices. (SUB-CODE) - committing to build trustworthy relationship with parents to understand the causes and effects of inequal practices. (SUB-CODE) REFLEXIVITY CODE -reflecting on her own social justice practices and environment in seeking to accommodate all learners. (SUB-CODE)	-the students endeavor and success (SUB-CODE) the students endeavor and success (SUB-CODE) the students endeavor and success (SUB-CODE) the students endeavor and success (SUB-CODE)	   	-increasing awareness on prevalence of social justice issues (SUB-CODE) -familiarity with marginalized group of students (SUB-CODE) -feeling empathy (SUB-CODE)	  
2nd attractor state Increasing power to be agents of change for social justice issues and proactive agency THEME	SENSE OF PURPOSE CODE -understanding of representation dimension of social justice (SUB-CODE) -seeing supporting well-being of all students as a teacher role (SUB-CODE)	-Societal prejudice towards marginalized groups (SUB-CODE)		-increasing awareness on prevalence of social justice issues (SUB-CODE)	

	-seeing teachers as a system developer and decision maker (SUB-CODE) COMPETENCE CODE -collaborating with parents to increase collective efficacy against inequalities (SUB-CODE) AUTONOMY CODE -challenging sociocultural context/problematic school culture to increase their access to proper education (SUB-CODE) -challenging sociocultural context/problematic school culture to increase their access to proper education (SUB-CODE) -entering collaboration and develop collective efficacy (SUB-CODE) -having high level of decision-making power (SUB-CODE) REFLEXIVITY CODE -interpret structures and culture in each school as a site of transformation. (SUB-CODE)	-parental support (SUB-CODE) -students' enthusiasm (SUB-CODE) -principal's support (SUB-CODE) -collegial support (SUB-CODE)	↗ ↗ ↗ ↗	-feeling responsible to change something (SUB-CODE)	↗

Appendix N. Thesis Ethics Request for Approval Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300004093 09.05.2023
Konu : Bilimsel Araştırma ve Yayın Etiği Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazı kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi doktora programında tez aşamasında kayıtlı Ümmügül MUTLU KÖROĞLU isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Dr. Öğr. Üyesi SAADET SAĞTAŞ
Sosyal Bilimler Enstitüsü Müdür Yardımcısı

Ek : Öğrencinin Etik Kurul Dosyası.

Appendix O. Çağ University Rectorate Thesis Ethics Approval Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300004428 24.05.2023
Konu : Bilimsel Araştırma ve Yayın Etiği Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 15.05.2023 tarih ve E-23867972- 050.01.04-2300004182 sayılı yazınız.
b) 15.05.2023 tarih ve E-23867972- 050.01.04-2300004175 sayılı yazınız.
c) 09.05.2023 tarih ve E-23867972- 050.01.04-2300004072 sayılı yazınız.
ç) 09.05.2023 tarih ve E-23867972- 050.01.04-2300004093 sayılı yazınız.
d) 05.05.2023 tarih ve E-23867972- 050.01.04-2300003978 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Özgen ADIYEKE, Ümmügül MUTLU KÖROĞLU, Furkan AVCI, Veysi TUNÇ, Furkan KIRPIK, Ayşe Nesil DEMİR** ve **Büşra ÖNER** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix P. Çağ University Rectorate Survey Application Request

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300004448 25.05.2023
Konu : Ümmügül MUTLU KÖROĞLU'nun Tez Anket İzni Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Doktora Programında kayıtlı **Ümmügül MUTLU KÖROĞLU** isimli öğrencimizin, **"Tracing Signature Dynamics of EFL Teacher's Agency for Social Justice in Türkiye: Retrodictive Qualitative Modeling"** konulu tez çalışması Üniversitemiz Öğretim Üyelerinden **Prof. Dr. Jülide İnözü**'nün tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı ortaokullarda görev yapan mesleğe yeni başlamış İngilizce öğretmenlerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : 1 adet öğrenciye ait 54 sayfa tez evrakları dosyası.

Dağıtım:
Gereği: T.C. Kayseri İl Milli Eğitim Müdürlüğüne
Bilgi: Kayseri Valiliğine

Appendix R. Ethical Permission Letter from Kayseri Provincial Directorate of National Education

T.C.
KAYSERİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-47882400-602.04.01-77691077 06/06/2023
Konu : Araştırma Uygulama İzni
(Ümmügül MUTLU KÖROĞLU)
(T.C. 24767691844)

VALİLİK MAKAMINA

İlgi : (a) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21/01/2020 tarih ve 1563890 sayılı (2020/2) Genelgesi.
(b)Çağ Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü 25/05/2023 tarih ve 2300004448 sayılı yazısı.
(c) 25/04/2023 tarih ve 74969596 sayılı Valilik Oluru.

Çağ Üniversitesi İngiliz Dili Eğitimi Doktora Programında kayıtlı Ümmügül MUTLU KÖROĞLU'nun Prof. Dr. Jülide İNÖZÜ'nün danışmanlığında "Tracing Signature Dynamic of EFL Teacher's Agency For Social Justice İn Türkiye: Retrodictive Qualitative Modeling (Türkiye'de İngilizce Öğretmenlerinin Sosyal Adalet İçin Eylemlilik Dinamiklerinin İncelenmesi: Geriye Dönük Nitel Modelleme)" konulu araştırma talebine ilişkin ilgi (b) yazı ve ekleri Araştırma Değerlendirme Komisyonunca incelenmiş olup, ilgi (a) Genelge doğrultusunda, söz konusu araştırmanın, 2022-2023 eğitim öğretim yılında, İlimiz İlçelerindeki Ortaokullarda görev yapan İngilizce öğretmenlerinin gönüllülük esasına göre katılımlarıyla, kurum faaliyetlerinin aksatılmadan, öğretmenlerden yazılı izin alınması kaydıyla, ders saatleri dışında yapılması, ayrıca söz konusu araştırmanın denetiminin ilgi (a) genelge gereği okul müdürlükleri ile il/ilçe milli eğitim müdürlüklerinde olmak üzere ve yazımız ekinde gönderilen mühürlü veri toplama aracının uygulama sırasında çoğaltılarak kullanılması, sonradan eklenen Ölçekler nedeniyle ilgi (c) Valilik Olurunun iptal edilmesi Müdürlüğümüzce uygun mütalaa edilmektedir.
Makamlarınızca da uygun görülmesi halinde olurlarınızı arz ederim.

Bahameddin KARAKÖSE
İl Milli Eğitim Müdürü

OLUR

Şenol ESMER
Vali a.
Vali Yardımcısı

Ek:
1- İlgi(b)Yazı ve Ekleri (54 Sayfa)
2- Araştırma Değerlendirme Formu (1 Sayfa)
3- Mühürlü Ölçek Örnekleri (31 Sayfa)