



University of Zabol
Faculty of Humanities
Department of English

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as a Foreign Language (TEFL)

Subject:

**A Sociocultural Analysis of Team Teaching and Individual Teaching
in Iranian EFL Context**

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Abstract

Team teaching creates an opportunity for teacher collaborative learning. English as Foreign Language (ELT) teachers working in individual teaching contexts need to make a transition to team teaching to successfully fulfill their roles as team teachers. However, teacher transition from individual to team teaching is underexplored and there is an incomplete understanding of what happens when teachers make a transition from individual to team teachers. Thus, this qualitative case study provides empirical evidence on what happens when individual teachers make the transition into team teaching. Providing an in-depth description of four teachers' and twenty learners' experience, the study showed that transition into team teachers involves a movement from 'individual teaching' phase through the 'transition' phase to a 'post-transition' phase. The transition phase was characterized with features including teacher contest and stress, student confusion and dissatisfaction, overreliance on L1 use, and students' unwillingness to participate. In the post-transition phase, when an effective transition happened, the challenges were replaced with positive features such as increased classroom interaction, mutual support, needs responsive instruction, target language use, and teacher collaboration and learning. Shedding some light on the issue of teacher transition, the study supports the notion of situated learning in a community of practice.

Key words: EFL teacher; Individual teaching; Teacher learning; Teacher transition; Team teaching