



**University of Zabol**  
**Faculty of Literature and Human science**  
**English language teaching group**

**The Thesis Submitted for the Degree of M.Sc**  
**(In the field of English language teaching)**

**Subject:**  
**Challenges of Out of field English teachers: A Case study**  
**of English teachers in Sistan**

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## **Abstract**

The aim of this study is to investigate the possible harms of Out of Field teaching and English teachers' perception of this phenomenon using survey method. The statistical population of this study includes all English literature teachers in Zabol who have been teaching in the academic year 1400-1401. Through purposeful sampling and adopting the maximum variation strategy, 24 participants including 10 students and 8 English teachers outside the field and 6 trainers of Zabol teacher training centers were selected. The criteria used for selecting students were the experience of having Out of field English teacher and the criteria used for selecting teachers were having the experience of teaching Out of field English (At least one year Out of field teaching) and their willingness to participate in the study. From a qualitative perspective, personal interviews with teachers and students were scheduled. All the data were gathered over a 10-days period and were recorded for note-taking purposes. The interviewing techniques used in this study were derived by the desire to learn as much as possible information from the participants. After conducting the in-depth interviews, the questions and answers were organized and transcribed using Microsoft Word. Content analysis of data was used to extract the inherent themes. Through the process of coding and decoding, themes emerged from the data. According to the results, lack of specialized staff and administrative coercion were the most important factors of out of field teaching. Also, the results showed that the harms caused by out of field teaching are: loss of specialized knowledge and isolation of teachers, not revealing the real need for teaching staff by discipline, and failure to achieve the goals of education. In the end, the organization of teaching forces at the right time, the accurate statistics of the need for teaching forces by field, planning for the professional growth of teachers and visiting educational groups are the solutions to reduce the harms related to out of field teaching.

**Keywords:** Out of Field teachers; Out of field teaching; English language teachers; Lack of specialized staff; Administrative coercion.