



**University of Zabol**  
**Faculty of Humanities and Literature**  
**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:

**Senior High School Teacher's Cognitions on Language Teacher  
Professional Role-Identities: A Grounded Theory Study**

**Supervisors:**

Dr. Farideh Okati

Dr. Behruz Lotfi Gaskaree

**Counselor:**

Dr. Fatemeh Chahkandi

**By:**

Ehsan Aryani Far

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## **Abstract**

Teacher Professional Identity (TPI) has been conceptualized as a key to education and plays a significant role in the construction of teachers' characteristics within the educational setting. Moreover, TPI is associated with some professional roles that need to be fulfilled by teachers inside the classroom context. The present grounded theory study aims to investigate Iranian high school teachers' cognition on language teachers' professional role identities within and outside the classroom. To achieve this aim, semi-structured, and focused group interviews, classroom observation, and narrative inquiry were employed to collect qualitative data from 15 in-service high school EFL teachers. The collected data were analyzed through a constant comparative method to have a better grasp on the different role identities created and used by Iranian high school EFL teachers. Shedding some light on the notion of role identity as a critical point in every high school EFL teacher's professional career construction, the findings of this study can be useful for teachers, educators, policymakers, and curriculum developers to provide rich, detailed, and thick description and insight regarding the concept of teachers' professional role identities for high school EFL teachers.

Keywords: Grounded Theory; High School Language Teacher; Professional Role Identity; Teacher Cognition