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

**The EFL Teacher Professional Identity  
of Teacher-as-Materials Developers:  
Voices from Iran**

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October 2023

## **Abstract**

Teacher-created materials play an important role in facilitating meaningful teaching and learning in English as a Foreign Language (EFL). Therefore, the role identity of teachers as materials developers is a key factor in the success of teachers in fulfilling their professional roles and achieving students' outcomes. However, there was a lack of research exploring the topic of EFL teachers' role-identity as materials developers, particularly within the specific context of Iran. Additionally, our understanding of Iranian EFL teachers' cognitions and involvement in materials evaluation and development was incomplete. To address this research gap, this qualitative study investigated the role-identity of EFL teachers as materials developers. This study aimed to investigate the significance of teachers' role identities as materials developers and their impact on educational outcomes in the Iranian context. Specifically, the research focuses on the identity/cognition of Iranian EFL teachers regarding their roles in producing materials and their approach to addressing challenges related to pre-made materials in education. The current study involved a sample of 15 EFL teachers working in Iranian EFL settings, and data was collected through semi-structured interviews, focus group interviews, and life-history narratives. Thematic analysis (Braun & Clark, 2006) was employed to analyze the data. Through data analysis, eight main role identities (teachers as a subject matter expert, learner, collaborator, counselor, researcher, needs analyst, assessor, and materials developer) and four sub-role identities (materials user, materials analyst, materials evaluator, and materials developer) were identified within the framework of teachers' professional identity, based on Farrells' (2011) model. Among these roles, the role of the teacher as materials developer emerged as particularly significant. Consequently, despite numerous advantages associated with teachers' role as materials developers, the Iranian educational system does not place significant emphasis on this crucial aspect of their professional identity. The findings of this research provide implications for teachers, teacher educators, and policymakers, intending to enhance EFL materials development practices.

**Keywords:** EFL teacher, Materials Development, Teacher's Professional Identity, Teacher Cognition