

An English Education Program: The effect of the program on the cognition of Iranian Novice/Experienced teachers

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Teacher cognition and language education are important in general and also important in terms of language teacher education in particular. The purpose of this study was to investigate the English teacher education program and its effect on the cognition of novice/experienced English language teachers in Iran. The authors employed purposeful sampling to select 150 participants from five Farhangian University Branches in Iran. The researchers constructed and validated a computerized cognition questionnaire, suggesting there was a significant difference between the novice teachers' beliefs before and after instruction. However, the results of Paired-Samples t-test demonstrated no statistically significant difference between the experienced teachers' beliefs. The instructional material was the centralized content for all English language teachers studying at Farhangian university in Iran. An analysis of findings also indicated there was a significant difference between novice and experienced teachers' knowledge after instruction. The present study may have some compelling implications for English Language and teacher educators, material developers, and syllabus designers in Iranian programs

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