Evaluating EFL Teacher Education Program in Farhangian University : A triangulated study based on CIPP Model

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ABSTRACT

This study intended to investigate EFL teacher education program in Farhangian University. College student experiences questionnaire (Pace & Kuh, 1998) were administered to two hundred and eighty five prospective teachers and graduates. Seventy instructors answered a researcher–made program evaluation questionnaire, thirty-four instructors rated the CIPP evaluation checklist (Stufflebeam, 2007), and interviews were conducted with eight instructors. Based on CIPP model, the education program was examined. Data analysis included descriptive statistics and analysis of written documents. The findings indicated that prospective teachers and graduates reflected positive attitudes towards the productivity of the practicum courses. In addition, analyses of the instructors' questionnaires revealed that the program accomplished its goals in preparing qualified English teachers to meet the needs of the workplace. However, the findings also disclosed that there were some inconsistencies between the prospective teachers' needs and the courses offered. The findings suggested recommendations for the improvement of the EFL teacher education program through reconsidering the prospective teachers' professional needs.

Nemati, M., Mousazadeh, O. (2021). Evaluating EFL Teacher Education Program in Farhangian University: A triangulated study based on CIPP Model. Foreign Language Research Journal, 11 (4), 763-780.

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1. Introduction

Foreign language teacher education in Farhangian University has been operating since 2012 after integrating all teacher education centers in Iran. The goal of any teacher education program is to train proficient teachers who are capable to satisfy their future job needs and make them ready to handle the probable challenges in their profession (Madhavi, 2014). Kildan, Ibret, and Pektas, (2013) consider pre-service training as the essential part of teacher education. They state that to promote the efficiency of an education program, pre-service teacher training should receive due attention. Systematized evaluation system for the teacher education program seems essential so that necessary changes and important decisions can be made about the education program. Day (1990) argued, "Foreign language teacher education when compared to teacher education in other areas is quite a recent development." Peacock (2009) argued that assessment of the teacher education programs is the key factor in the professionalization of the field of language teaching. Robinson (2003) proposes a comprehensive definition for the evaluation of the education program. Based on Robinson's (2003) definition of program evaluation it is "the process of gathering, examining, and interpreting the information for assessing the value of a particular program. (p.199)" Different frameworks and models have been suggested for doing a systematic evaluation of the education programs in the literature. Peacock (2009) suggested a framework for appraising the EFL teacher education programs that focused on the weaknesses and strengths of the program and the

amount of success achieved for accomplishing the learner needs. CIPP model is also a program evaluation model, which was developed, by Stufflebeam and colleagues in the 1960s that involves the evaluation of context, input, process, and product.

1.1. Significance of the study

Evaluating the productivity of the education program is very important for improving the quality of teaching and learning. Teacher preparation programs have undergone considerable investigation and growth (Kumaravadivelu, 2012.p. 2). There are some studies that have been conducted about EFL education programs in Iran (Ganji, Ketabi & Shahnazari, 2016; Gholami & Qurbanzada, 2016; Moiinvaziri & Razmjoo, 2015). However, there are very few, if any, comprehensive studies that present overall evaluation in four aspects including context, input, process, and product of the teacher education program in Farhangian University. A need for evaluating such programs seems crucial since some of the foreign language teachers do not possess the necessary pedagogic content knowledge (Anani Sarab & Faghihi, 2016). Moiinvaziri & Razmjoo (2015) have also shown that EFL teachers are not adequately prepared for their future career after accomplishing their education in training centers that might imply the inefficiency of the preparation programs. The results of some previous studies and observations show that some of the foreign language teachers do not possess the necessary pedagogic content knowledge to prepare them for their own classes (Anani Sarab & Faghihi, 2016). Furthermore, some of the graduates who started teaching in

their own classes reported that they knew how to do in theory but in action, they resorted to the traditional teacher centered methods that they had experienced when they were students. Being aware of the problems in teacher training necessitates an in-depth investigation into the teacher education program and examining the possible challenges that prospective teachers would face during their training.

1.2. Research questions

The present study aims to present some practical suggestions for the educational designers with providing some necessary information about the needs of the prospective teachers. To fulfill these purposes, the following research questions are developed:

1) How is the teacher education program in Farhangian University with respect to "context"?

2) How is the teacher education program in Farhangian University with respect to "input"?

3) How is the teacher education program in Farhangian University with respect to "process"?

4) How is the teacher education program in Farhangian University with respect to "product"?

2. Literature Review

The great amount of literature can be found on English-teacher preparation programs since the 1990s that mostly focuses on program content. Johnson and Golombek (2011), for instance, consider teacher education as part of the activity of learning to teach. Many studies have shown that the education program and instructors' behavior and knowledge have significant influence on their students' training. Researchers (Goe, 2007; Shahmohammadi, 2012; Wilson, 2011) also emphasize the role of instructors by stressing that students can gain success in learning if teachers possess and employ appropriate skills. Aghaalikhani and Maftoon (2019) investigated the English teacher education program and its effect on the cognition of novice/experienced English language teachers in Iran. They stated that teacher cognition and language education are important in general and important in terms of language teacher education in particular. These findings have led to the prominence of effective teacher education program in modern society. "Evidence shows that there are lots of educational resources from which teachers' competence and capabilities are determining factors to the students' learning" (Hightower, Delgado, Lloyd, Wittenstein, Sellers, & Swanson, 2011, p. 15). These studies all highlight the role of careful evaluation of teacher education programs. Duignan (2002) defines evaluation as the "thoughtful planned assessment of the merits or benefits of some object." Peacock (2009) also emphasized the need for an evaluation procedure for the teacher training programs.

Eseryel (2002) in her article "*approaches to evaluation*" recognizes six thematic classifications for types of evaluation models.

They include Goal-based evaluation, Goal-free evaluation, Responsive evaluation, Systems evaluation, Professional review, and Quasi-legal model. The main problem with evaluation models as stated by Eseryel (2002) is in the extent to which these models provide evaluators with detailed descriptions of the processes involved in each step. With respect to system-based models (e.g. CIPP, IPO, and TVS), she stated that they are rather simple in terms of thinking about the overall context and situation. Stufflebeam developed the CIPP model in 1971. It includes four types of evaluation. In context evaluation, the stated goals, the needs, and problems are analyzed to help decision makers set and judge goals and outcomes. In Input evaluation, alternative approaches are examined for their feasibility to meet the targeted needs and achieve goals. Process evaluations assess the implementation of plans to help researchers judge the program and interpret the outcomes. Product evaluations evaluate outcomes to measure the program's success in meeting the determined needs (Stufflebeam, 2007).

3. Research Method

3.1. Participants

The present research is a survey study to evaluate the effectiveness of EFL teacher education program in Farhangian University in Iran. The participants in the current study were prospective teachers, graduates, and instructors in Farhangian University in Iran. The number of the participants was determined through utilizing Morgan's table for determining the appropriate sample size. In total, two hundred and eighty-five prospective teachers and graduates participated in the study. Furthermore,

seventy-five graduates of the academic year 2016- 2017 answered the college experience questionnaire.

The prospective teachers and graduates were within the range of 18 to 28 years. The number of instructors was ($N_{instructors}$ = 70) and they were selected from among those who had the experience of teaching at least one semester at Farhangian University in different campuses in Iran based on convenience sampling. They were within the range of 33 to 58 years. Table 1 presents information on the number and gender of the participants.

Table 1. *Information on the Number and Gender of the Participants*

Participants	Gender	Age	Total
First year student teachers	M=19 , F= 37	18- 21	56
second year student teachers	M= 11, F= 32	20-23	43
third year student teachers	M= 26 , F= 39	22-25	65
Fourth year student teachers	M= 5, F= 41	23-26	46
Graduated students	M=27 , F= 48	25-28	75
Teacher trainers	M=26 , F= 44	33-58	70

3.2. Instruments

3.2.1. College student experiences questionnaire: This questionnaire consisted of 69 Likert scale items. The survey questions were adapted from (Pace & Kuh, 1998) and focused on seven main areas. The items were related to college activities (15 items), course learning (10 items), experiences with faculty members (8 items), campus facilities (7 items), opinions about university, university environment, and quality of relations with people at university (12 items), estimation of gains (10 items), and their preferred method for knowledge assessment (7 items).

3.2.2. Evaluation questionnaire: A researcher-made questionnaire and was developed based on the relevant literature review. The questionnaire comprised two main sections. The first part comprising three items dealt with the professional development activities of the teacher trainers. The second part included subcategories that asked the teacher trainers about their opinions of the efficiency of these courses: Reading course (6 items), Listening & speaking courses (7 items), Lesson Study course (7 items), Understanding English Pronunciation course (4 items), The Study of Language course (8 items), Effective Writing Skill Course (4 items), Translation Techniques and Strategies course (5 items), Creativity through Literature course (7 items), Professional Writing course (5 items), Reading Media Skill Course (5 items), Advanced Idioms and Vocabulary Building Course (5 items), Conversation Skill Course (5 items), Theories of Language Acquisition/Learning course (4 items), Introduction to Language Research Method course (5 items), Teaching Language Skills course (4 items), Materials Adaptation and Development course (4 items), Practicum

courses (6 items), and Principles of Language Testing Course (6 items).

3.2.3. CIPP evaluation checklist: The third instrument was CIPP Evaluation Checklist that was developed based on Stufflebeam's CIPP model for the program evaluation and included four main sections related to the context, input, process, and product.

3.2.4. Semi-structured interview: Interview was conducted with 8 teacher trainers to address the teacher education program from different dimensions. The interview comprised five questions that were constructed based on CIPP model to gain more information about the strength, weaknesses, and up-to-datedness of the education program.

The questionnaires were piloted with the samples of the participants including 20 prospective teachers, 8 graduates, and 10 teacher trainers and some items were revised and modified. The Cronbach's Alpha analysis was run to measure the internal consistency within items. The reliability indices estimated for the students' experiences questionnaire (α=.75), instructors' evaluation of the courses questionnaire(α=.77), and the CIPP evaluation checklist (α=.82) were higher than the minimum value required (i.e.,.70) and thus the reliability of the questionnaires was established. Two EFL teacher trainers who were experts in TEFL checked the content validity of the questionnaires and interview items concerning the relevance to the program evaluation.

3.3. Data Collection Procedure

Triangulation was achieved through using quantitative as well as qualitative research

methodologies. Questionnaires, interviews, and observation were applied in order to triangulate the data. CIPP evaluation model was used to collect the main data. Additionally, for the qualitative data, eight classes related to the EFL teacher education program classes were observed and interview was conducted with teacher trainers to find out the strengths and weaknesses of the program and their viewpoints and experiences. The main data was collected through the following links:

https://goo.gl/forms/2TIfiD4wjqpNZWEj2

EFL Teacher Education Program Evaluation Questionnaire

3.4. Data Analysis

Written documents analyses were done to inspect the context and input of the program. The data collected through the administrations of the questionnaires were given into SPSS 23, a statistical package program. The results of the observation and questionnaires were tabulated and descriptive analysis (frequencies and mean

ranks) were computed to provide an overall insight into the teacher trainers' and the prospective teachers' viewpoints and to examine process and product of the program. The content of the semi-structured interviews with teacher trainers was analyzed descriptively.

4. Results and Discussion

The teacher education program in Farhangian University was evaluated through CIPP checklist and "EFL teacher education program evaluation questionnaire" that were administered to the instructors who had the experience of teaching at Farhangian University. Prospective teachers and graduates answered the "college student experiences questionnaire." The results of the descriptive statistics for the checklist are presented in Tables 2 to 5. In total, thirty-four instructors (22 females, 12 males) within the age range of 35 to 55 years old answered the CIPP evaluation checklist.

Table 2. Descriptive statistics for the items of the CIPP Evaluation Checklist (Context Evaluation)

Context	Mean	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1. Useful educational objectives have been defined for the teacher education program.	4.05	0 (0%)	2 (5.9%)	1(2.9%)	24(70.6%)	7 (20.6%)
2.Comprehensible objectives have been stated for the teacher education program.	3.85	0 (0%)	4(11.8%)	2 (5.9%)	23(67.6%)	5 (14.7%)
3. The main objectives of the teacher education program have been observed.	3.91	0 (0%)	3(8.8%)	1(2.9%)	26(76.5%)	4 (11.8%)
4. The objectives of the teacher education program are kept up with what is recent.	3.76	2(5.9%)	2(5.9%)	0 (0%)	28 (82.4%)	2(5.9%)
5. The objectives are in line with the prospective teachers' anticipations.	3.85	0 (0%)	5(14.7%)	0 (0%)	24 (70.6%)	5 (14.7%)

The first five items of the checklist evaluated the "context" of the teacher education program. The highest mean was reported for the first item that assessed the instructors' views

towards the "efficiency of the stated objectives" for the program (*M*= 4.05). In contrast, the lowest mean was reported for the "up- to-datedness" of the objectives defined for the teacher education program (*M*= 3.76). In total, nearly all of the instructors (*f*= 31; *p*= 91.2%) agreed or strongly agreed, "The educational objectives defined for the education program" were effective. More than two third of the respondents (*f*= 28; *p*= 82.3%) agreed or strongly agreed that the objectives were intelligible. The majority of the respondents (*f*= 30; *p*= 88.3%) agreed or strongly agreed that the objectives were fulfilled. With regard to the comparability of the stated objectives with the prospective teachers' expectations, the great number of instructors (*f*= 29; *p*= 85.3%) agreed or strongly agreed that they were in line with the students' anticipations.

Table 3. *Descriptive statistics for the items of the CIPP Evaluation Checklist (Input Evaluation)*

Input	Mean	Strongly disagree N/P	disagree N/P	Neutral N/P	agree N/P	Strongly agree N/P
6. The content of the teacher education program is in conformity with the stated goals.	3.79	1(2.9%)	4 (11.8%)	0(0%)	25 (73.5%)	4(11.8%)
7. The content of the teacher education program is in conformity with the prospective teachers' needs.	3.73	1(2.9%)	5(14.7%)	0(0%)	24(70.6%)	4(11.8%)
8. The content of the teacher education program is in conformity with the instructors' anticipation.	3.85	2(5.9%)	2(5.9%)	0(0%)	25(73.5%)	5(14.7%)
9. The content of the teacher education program is kept up with the recent innovations	3.00	8(23.5%)	6(17.6%)	0(0%)	18 (52.9%)	2(5.9%)
10. The library supplies, resources, equipment, and the physical classroom environments are satisfactory.	3.82	0(0%)	5(14.7%)	0(0%)	25(73.5%)	4(11.8%)

The second section of the checklist evaluated the "input" of the teacher education program. The highest mean was reported for the eighth item that examined the instructors' attitudes towards the "congruence between the program content and the instructors' expectations" (*M*= 3.85). In comparison, the lowest mean was reported for the "up-to-datedness" of the content of the teacher education program (*M*= 3.00).

In total, many instructors (*f*= 29; *p*= 85.3%) agreed or strongly agreed, "The content of the education program was in agreement with the stated goals." When it comes to the "relevance of the program content with the prospective teachers' needs," more than two third of the respondents (*f*= 28; *p*= 82.3%) agreed or strongly agreed that the content was related to the prospective teachers' demands. With regard to the library supplies, equipment, and physical classroom environment, the great number of instructors (*f*= 29; *p*= 85.3%) agreed or strongly agreed that these facilities were good and satisfactory.

Table 4. *Descriptive statistics for the items of the CIPP Evaluation Checklist (Process Evaluation)*

Process	Mean	Strongly disagree N/P	disagree N/P	Neutral N/P	agree N/P	Strongly agree N/P
11. Prospective teachers are actively involved during practicum courses	4.02	0(0%)	3(8.8%)	0(0%)	24(70.6%)	7(20.6%)
12. Prospective teachers are actively involved in classroom activities	4.05	1(2.9%)	2(5.9%)	0(0%)	22(64.7%)	9(26.5%)
13. Problem solving is enhanced during the course implementation.	3.08	6(17.6%)	5(14.7%)	3(8.8%)	20(58.8%)	0(0%)
14. Prospective teachers experience effective Teaching methods.	3.91	0(0%)	4(11.8%)	0(0%)	25 (73.5%)	5(14.7%)
15. Students are reasonably assessed during the teacher education program	3.88	0(0%)	5(14.7%)	0(0%)	23(67.6%)	6(17.6%)
16. Prospective teachers are encouraged to do research activities.	3.14	4(11.8%)	9(26.5%)	0(0%)	20(58.8%)	1(2.9%)
17. Prospective teachers are encouraged to work in groups and participate in-group discussions.	3.26	3(8.8%)	10(29.4%)	0(0%)	17(50%)	4(11.8%)

The third section of the checklist evaluated the "process" of the teacher education program. The highest mean was reported for the twelfth item closely followed by the eleventh item that examined the instructors' attitudes towards the "active involvement of the prospective teachers in classroom activities" (*M*= 4.05) and during "practicum courses" (*M*= 4.02). In comparison, the lowest mean was reported for the "enhancement of problem solving" during the course implementation (*M*= 3.08). In total, many instructors (*f*= 30; *p*= 88.2%) agreed or strongly agreed, "Prospective teachers experienced effective teaching methods" during the program. More than two third of the respondents (*f*= 29; *p*= 84.2%) agreed or strongly agreed that the assessment was reasonable and fair. Two thirds of the instructors (*f*= 21; *p*= 61.7%) agreed or strongly agreed that prospective teachers were encouraged to do research activities and to work in groups and participate in-group discussions.

Table 5. *Descriptive statistics for the items of the CIPP Evaluation Checklist (Product Evaluation)*

Product	Mean	Strongly disagree N/P	Disagree N/P	Neutral N/P	Agree N/P	Strongly agree N/P
18. Prospective teachers have positive attitudes towards their instructors' performance.	3.73	0(0%)	4 (11.8%)	2(5.9%)	27 (79.4%)	1(2.9%)
19. Prospective teachers have positive attitudes towards the teacher education program.	3.47	4(11.8%)	3(8.8%)	0(0%)	27(79.4%)	0(0%)
20. Prospective teachers' professional and career needs are adequately considered during the teacher education program.	2.82	10(29.4%)	6(17.6%)	0(0%)	16(47.1%)	2(5.9%)
21. Prospective teachers'' knowledge and understanding of language skills and components is promoted adequately during the course	3.20	7(20.6%)	4(11.8%)	1(2.9%)	19 (55.9%)	3(8.8%)
22. The general impression of the teacher education program is satisfactory.	3.61	3(8.8%)	4(11.8%)	2(5.9%)	19(55.9%)	6(17.6%)

The fourth section of the checklist evaluated the "product" of the teacher education program. The highest mean was reported for the eighteenth item (M= 3.73) and suggested that prospective teachers had relatively positive attitudes towards their instructors' performance." In comparison, the lowest mean was reported for the "consideration of prospective teachers' professional and career needs during the teacher education program" (*M*= 2.82).

In total, many respondents agreed or strongly agreed "prospective teachers had relatively positive attitudes towards the overall education program" (*M*= 3.47). More than two thirds of the respondents (*f*= 25; *p*= 73.4%) agreed or strongly agreed that the prospective teachers' knowledge and understanding of language skills and components were promoted during the program. Many instructors (*f*= 25; *p*= 73.4%) agreed or strongly agreed that the overall impression of the program was satisfactory. The results of the descriptive statistics for the prospective teachers' experiences questionnaire are presented in Table 6.

Table 6. *Descriptive Statistics for the Prospective teachers' Experiences Questionnaire*

	N		Mean	Sum
	Valid	**Missing**		
1. University activities				
Library	285	0	2.1649	617.00
Computer and Information Technology	285	0	2.7904	795.25
2.Course Learning	285	0	3.1039	884.60
3.Experiences with Faculty	285	0	2.3158	660.00
4. Campus Facilities	285	0	1.6511	470.57
5. Opinions about Your University	285	0	2.6018	741.50
6. The University Environment	285	0	2.8201	803.71
7. Relationship in university environment	285	0	3.3953	967.67
8. Estimate of Gains	285	0	2.3660	674.30
9. Preferred type of assessment				
Quizzes	285	0	2.0105	573.00
Final Exam	285	0	2.4877	709.00
Class performance	285	0	2.4561	700.00
Oral report (presentations)	285	0	1.9789	564.00
Mid-term Exam	285	0	2.0000	570.00
Homework/Assignment	285	0	2.2667	646.00
Participation and attendance	285	0	2.3158	660.00

The prospective teachers' questionnaire examined nine main aspects of the education program. The first section dealt with the "university activities." The second feature inspected the "course learning." The third feature was related to "the experiences with faculty." The fourth section looked at the "campus facilities." The fifth section evaluated the prospective teachers' "opinions about the university." The sixth section asked the respondents about the "university environment."

The seventh category examined the "relationship in university environment." The eights section looked at the prospective teachers' "estimate of their gains." Finally, the last section asked the prospective teachers about their "preferred type of assessment" during the program. The respondents reflected positive attitudes towards the seventh section and made their highest rating for the "relationship in university environment" (M= 3.39). In contrast, they made their lowest rating for the "campus facilities" (M= 1.65) and "assessing their performance through oral report or presentations" (M= 1.97).The results of the descriptive statistics for the EFL teacher education program evaluation questionnaire are presented in Table 7.

Table 7. *Descriptive Statistics for the EFL Teacher Education Program Evaluation Questionnaire*

	N		Mean	Sum
	Valid	Missing		
1) Reading course	70	0	3.7024	259.17
2) Listening and speaking courses	70	0	3.5204	246.43
3) Lesson study course	70	0	3.3408	233.86
4) Understanding English pronunciation	70	0	3.2464	227.25
5) The study of language	70	0	3.5679	249.75
6) Effective writing skill course	70	0	3.2536	227.75
7) Translation techniques and strategies course	70	0	3.5886	251.20
8) Creativity through literature	70	0	2.8347	198.43
9) Professional writing	70	0	3.5971	251.80
10) Reading media skill course	70	0	3.4257	239.80
11) Advanced idioms and vocabulary building course	70	0	3.3171	232.20
12) Conversation skill course	70	0	3.6857	258.00
13) Theories of language acquisition learning	70	0	3.6821	257.75
14) Introduction to language research method	70	0	3.3971	237.80
15) Teaching language skills	70	0	3.5893	251.25
16) Materials adaptation and development	70	0	3.5607	249.25
17) Practicum courses	70	0	3.8881	272.17
18) Principles of language testing course practical testing	70	0	3.5048	245.33

Seventy instructors rated the teacher-education evaluation questionnaire that inspected the efficiency of the courses developed for the prospective teachers during the four-year education program. The instructors made the highest rating (*M*= 3.88) for the "practicum course" implying that they found practicum courses the most efficient one for the prospective teachers' professional development. In contrast, the lowest rating was made for the "Creativity through literature" course (M= 2.83). The low rating for this course implied that it was not successful in improving the prospective teachers' knowledge and skills.

5. Conclusion and Pedagogical Implications

The analysis of the data obtained through the administration of CIPP evaluation checklist for evaluation the quality of the program revealed that in general, the instructors had positive evaluation of the "context" of the teacher education program as revealed by their ratings for the efficiency, intelligibility, comparability, and the realization of the defined goals in the program. However, the instructors were not satisfied with the "up-to-datedness" of the stated objectives. The findings of the context evaluation suggested revision of the program in terms updating the determined goals when planning the program. Concerning the "input" evaluation that was examined through synthesizing the program content, it was found that the content of the program was in line with the instructors' expectations, the prospective teachers' needs, and the stated goals. Despite that, they were not satisfied with the "up-to-datedness" of the content of the teacher education program. The results of the "process" evaluation showed that prospective teachers were highly involved in the classroom activities and during practicum courses, experienced

effective teaching methods and fair assessment during the program. The findings of the "product" evaluation as revealed by the instructors' ratings of the overall impression of the education program showed that the instructors expressed positive attitudes towards the product of the program. Nevertheless, the instructors' ratings reflected that prospective teachers' knowledge of language skills and components did not improve satisfactorily during the program. In addition, the education program did not place adequate emphasis on the realization of the prospective teachers' professional needs. The findings are consistent with the findings of Sadeghi and Richards (2015) who found that Iranian EFL teachers expressed a need for improving their teaching skills and classroom management skills. The prospective teachers are going to teach at different classes with students in various social and economic conditions who have varied needs and preconceptions.

The findings supported Eghtesadi and Hassanabadi's (2016) findings who concluded that in-service training courses for the seventh grade English package for Iranian schools were not capable to address weak students. These implied that education program preparation in Farhangian University does not have a comprehensive approach and cannot consider all the main aspects of a real classroom and answer the prospective teachers' various needs. In other words, all career needs should be considered to provide high schools with skilled professional teachers who can address the future needs of the real classes. Assessing and determining the needs of the prospective teachers should be taken into consideration in designing the education program.

The analysis of the student teachers' experiences questionnaire revealed that some educational facilities such as data projectors, TV, CD players, computers, suitable classroom environment, and language laboratory were available for the prospective teachers. These facilities are essential to improve the quality of the education program. The findings showed that in general, the educational environment was satisfactory for the prospective teachers in some ways, but there were still some barriers in terms of facilities and revisions in planning good quality facilities were required in some aspects that were not ideal. The findings were in line with Madhavi (2014) who stated that "Creating a setting that interests students, makes them feel comfortable, and encourages them to participate in classroom activities and ask questions, leads to a more effective lesson, and greater overall learning" (p.7). The analysis of the instructors' evaluations of the efficiency of the courses revealed a need to promote the educational standards for some courses such as creativity through literature, pronunciation, and effective writing skill courses. These findings were in line with the findings of Eghtesadi and Hassanabadi (2016) who found that the methodologies for teaching writing and reading skills seemed to be inefficient. On the other hand, the effective role of practicum courses is also emphasized. Finally, the analyses of the data collected through interviews with instructors revealed that some aspects of the education program including pedagogic content needed revisions.

The findings of the study present valuable suggestions for the future of the EFL teacher education program. The results may have some implications for the policy makers, teachers, and curriculum developers who are involved in

planning, implementing education programs. The findings of the study emphasize the collaboration between the Ministry of Education and Farhangian University and more specifically between Farhangian universities so that the real needs of the schools can be easily determined and successfully fulfilled. Moreover, as meeting the prospective teachers' welfare needs is also central to their success in education, promoting the standards of facilities such as dormitory and nutrition affairs and overall quality of their lives is strongly recommended. Finally, the researcher suggests more evaluation studies such as ESP for the student teachers in Farhangian University or even in training contexts using similar approaches. In addition, this study used system-based model to evaluate the four dimensions of a teacher education program. Doing further researches using other models of evaluation are suggested.

6. References

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