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Conclusion

The problems of Iranian system of teacher education might usually be found in providing suitable curriculum, designing appropriate courses, and employing qualified applicants to the courses. However, the most common formula for improving teacher quality has been more practical training, more alternative certification, more difficult final exams, and hardly ever the accreditation of teacher education programs. Evidently, the responsibility of authorities is to set the standards for the development of professionally useful and pedagogically effective programs of English teacher education. Yet, most of the state-approved teacher education programs are not preparing effective English teachers for language classrooms. Many of them have low standards for entry and exit and often require courses on content knowledge. Surely, there are some external demands placed on teacher education and some internal issues like the professional needs of teachers and student teachers that might influence EFL teacher education.

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PARTS	VARIABLES	FACTORS	SEX	EXPERIENCE	UNI. DEGREE	WORK PLACE	WORKING HOURS	ATTEND COURSES	ATTEND SEMINARS
PART 2	Behavioral Aspect	FACT 1			*	*	*		
	Personality Aspect	FACT 2	*		*				*
	Managerial Aspect	FACT 3		*	*	*	*		
	Communication Aspect	FACT 4							*
PART 3	Activities	FACT 1		*	*				*
	Materials	FACT 2		*		*			*
	Methodology	FACT 3	*	*					
	Characteristics	FACT 4	*	*	*			*	*
PART 4	Pre- & in-service TEP	FACT 1							
	Language teaching methods	FACT 2							*
	Certificate & Syllabus	FACT 3	*						
	Experience & Supervision	FACT 4				*			
	Training & Education	FACT 5					*		
	Methodology of TEP	FACT 6		*				*	
	Characteristics & Intentions	FACT 7	*	*		*			
	Activities	FACT 8							

Table 4

Step VI:

Statistical analyses of the interview section of the research: Since the subjects were drawn from three different subject pools (authorities, university professors, and student teachers), different answers were elicited from them to the same questions. To classify the answers under headings and to make them ready for quantitative analysis, coding and indexing of the data were utilized. Consequently, for each question a number of common answers were traced and coded. The following results were obtained in each area:

1. A model of TEP is necessary and that present models are not well prepared. The most problematic area was believed to be in the follow up activities and the courses being certificate-weighted.
2. The present TEPs are education (theory) based, while they should be more practical the TEPs are education-based, however, it was emphasized that the TEPs should move towards education rather than training.

3. The problem lies in the syllabus and the content of the courses. The programs are not compatible with the educational system. The first step is the assessment of the needs and the second step is operationalization of the objectives.
4. It is better if the in-service education is supported by a quality control system. We should work on the content and syllabus of the courses.
5. There is a need for revision in the syllabus and the content of the courses. They should be evaluated and that this evaluation should be criterion-referenced. They also claimed that the in-service courses lack any corrective impact on them.
6. There is no doubt that there are inconsistencies in the employment of the teacher educators. The subjects asserted that a teacher educator should act as a model and should be able to be model.
7. The following measures necessary to be included in the TEP entrance exam: test of language proficiency, test of personality, and interviews. Majority of the subjects believed in the assessment of language proficiency at the beginning of the courses.
8. The subjects claimed that currently there is no communicative book to be taught. The knowledge level of the students and the certificate weightiness of our educational system were found to be influencing. The following factors as barriers to the inclusion and importation of CLT-based methodology into language classrooms: lack of societal application, Tak Madeh*, Continuous Evaluation (Arzeshyabi-e-Mostamar), final exams, and university entrance exam.

based on their attitudes and values. Meantime, many of the respondents claimed that the courses were more certificate-weighted rather than process weighted and that they attended the courses only for financial purposes and promotion and that student teachers were not taken into consideration at all. According to the subjects, TEPs are mostly traditional and there is a lot of change phobia in them.

Step IV:

Statistical analysis of part five of the questionnaires (current trends in EFL teacher education programs and language classrooms):

Section one: As it is seen in the figures, the subjects reiterated that the courses were certificate-weighted, activities were holistic and usually in the form small group works. The subjects believed that there was more attention to education than training. They held that the courses were not continual and are temporary-based, the student teachers were not involved in the process of TEPs, and there was no concern for student competencies. Subjects expressed no comments about the skill growth, person growth, and the type of course (being compulsory and/or voluntary), however, regarding the fact that whether TEPs were concerned with knowledge or awareness, they expressed that the courses usually put emphasis on knowledge.

Section two: It so seems that the subjects were cheating themselves. Some obvious facts about EFL classroom indicate that it was nearly hard to find a language classroom in our high schools and even in the language institutes, which was easy, rewarding, and satisfactory.

Step V:

Statistical analysis of all parts of the questionnaire: T-test and ANOVA were administered to determine the statistical significance of the difference between the means.

T-test:

The T-test results presented in table (3) reveal that female subjects had higher mean values than male ones. This shows that the difference among the means of male and female subjects was significant and therefore, the female subjects could identify the features better than male subjects.

Gender	Valid No.	Mean	Minimum	Maximum	Variance	S.D.
MALE	507	3.25	1.32	4.23	.19	0.80
FEMALE	507	4.01	1.74	4.56	.35	0.63

Table 3: T-test results for gender and parts 2,3 and 4 of the questionnaire. Difference among the means has been significant for factor two (of part 2), factors three and four (of part 3) and factor three and seven (of part 4)

ANOVA:

The means of six dependent variables including work experience, university degree, work place, average working hours, attending short courses, and attending seminars and conferences have been tested with the means of the independent variables in parts two, three, and four of the questionnaire. The F-ratios are found to be significant at 0.05 level of significance and are shown by asterisks in table (4).

interviews, two important issues were taken into consideration: the respondents and their relationships to each other and their frame of reference to questions in terms of what actually was the situation and how important it was to the person being interviewed.

Data Analysis

The following data analysis procedures were utilized in this study:

✓ Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy to estimate whether the sample selected has been adequate enough for the analyses.

✓ Inter-rater reliability to estimate the reliability of the list of questions included in the questionnaire and the interview.

✓ Factor analysis to determine what underlying variable accounts for the correlation among different observed variables.

✓ Regression analysis to estimate and predict the degree of correlation among variables.

✓ ANOVA to test whether the difference among the mean of the groups was significance for the demographic data in part 1 of the questionnaire and the variables involved in other parts.

✓ Chi-square to determine whether the relationship between different variables was independent.

Six steps were taken to deal with the procedure of data analysis as follows:

Step I:

Statistical analysis of part two of the questionnaires (communicative abilities of a

language teacher): Results indicated that the respondents found all four factors (behavioral, personality, managerial, and communication aspects) influential and distinguished them as communicative features of an EFL teacher, factor 2 (personality) receiving the highest frequency of "highly agree" responses among others.

Step II:

Statistical analysis of part three of the questionnaires (knowledge of CLT): The mean of the scores for each factor and the general factor of knowledge was very low and was therefore not satisfactory. Maximum score for each correct response has been one and the minimum score has been zero. The subjects lacked adequate knowledge in CLT activities, materials, and methodology. The poor performance of English teachers in importing CLT-based methodology and in adopting CLT principles might be traced in such weakness, although lack of facilities might have additive effects on this poor performance.

Step III:

Statistical analysis of part four of the questionnaires (teacher education programs): Majority of the respondents believed that knowing techniques of teaching does not mean being able to teach and that teachers should understand and work on the probable obstacles on the way of teaching. According to the respondents, observation helps increase skills in language teaching and helps teachers to make proper educational decisions. It might be better, it was believed, if pre-service courses start at schools and if the courses should be

2. Authorities in the field of English teacher education
3. University instructors and research fellows

Instruments

Two sets of instruments were utilized for the purpose of this research, including self-completion questionnaires and semi-structured interviews. The questionnaire itself included five sections, eliciting data at two levels: general and specific. Each section was composed of different statements aimed to obtain the required information for analysis. The Questions were supposed to extract data on teachers' perceived difficulties in administration of CLT-based materials in their classroom as well as the problems imposed by external variables including the training they have received and their learning preference orientation.

The Questionnaire

In constructing the questionnaire for this study, two major aspects; that is, content and format were taken into consideration. One hundred and nineteen items were included in the questionnaire: section one (seven fill-in-the-blank items), section two (thirty items in a 1-5 rating scale), section three (twenty-two multiple-choice items), section four (thirty-six items in a 1-5 rating scale), and section five (twenty-four items: fourteen in a 1-7 and ten in a 1-5 rating scale). The questionnaire was first pre-tested and modified before being used in the study.

The inter-rater reliability of the questionnaire is provided in table 1 below.

	PART 2	PART 3	PART 4	PART 5
No. of raters	5	5	5	5
No. of items before rating	43	31	43	30
Mean before deletion	656.2	488.80	676.20	463.60
Standard deviation before deletion	22.15	17.51	12.51	14.44
Cronbach alpha after rating	0.79	0.77	0.48	0.76
No. of items after deletion	30	22	36	24
Mean after deletion	457.20	359.40	562.60	368.20
Standard deviation after deletion	27.20	20.71	17.18	16.23
Cronbach alpha after exclusion of problematic items (items with lowest ITC)	0.91	0.90	0.80	0.87

Table 1

The Interview

The second instrument utilized in this research was the set of questions to be asked in the semi-structured interviews by the researcher. A similar pattern was followed to select, pre-test and standardize the questions (as in the case of questionnaire). Care had been taken to formulate the questions so that they were clear enough for the interviewees. To estimate the validity and reliability of the interview questions, the researcher, as in the case of questionnaire, talked with the five raters who were supposed to score the items of the questionnaire based on the Evaluation Profile developed by the researcher.

The inter-rater reliability of the questionnaire is provided in table 2 below. To index the

	INTERVIEW
No. of raters	5
No. of items before rating	15
Mean before deletion	368.20
Standard deviation before deletion	16.23
Cronbach alpha after rating	0.73
No. of items after deletion	8
Mean after deletion	195.40
Standard deviation after deletion	9.78
Cronbach alpha after exclusion of problematic items (items with lowest ITC)	0.94

Table 2

implementation of CLT into English classroom.

6. The objectives in teacher education programs (at macro level) are operationally defined.
7. The objectives of TEPs, the content, and the syllabus of the courses are well defined for the subjects.
8. There is no difference between the models of TEP at Associate, BA, MA and Ph.D. levels as well as the language institutes.

Design

This research was primarily a survey. The study was in a way that could set the researcher free to take over each part of the research, which followed in the proceeding pattern:

1. Selection of the subjects from the subject pool
2. Standardization and validation of the questionnaire and the interview questions, which were going to be used in the interviews.
3. Providing the research team with adequate information on proper and effective administration of data collection process including the questionnaire and the interviews.

The study included briefing the subjects regarding the objectives of the research, the administration of the questionnaires and the interviews. To obtain more, reasonable and reliable results, the researcher attempted to inform the research team as well as the subjects so that they could handle the process of research perfectly well. This was especially important because a group of teachers with different levels of social and psychological

backgrounds were supposed to participate in this research. It was attempted to provide the subjects with a pamphlet in which they could find programmed schedule of interviews, which failed, however, in many cases due to the existing conditions and that some of the interviews were postponed to other dates. After the administration of the questionnaire and conducting the interviews, the data were analyzed through statistical procedures. The collected information were compared and contrasted to obtain data on the present situation of EFL teacher education.

The Subjects

The subjects participating in the first part of this research (i.e., the questionnaire) were 520 male and female EFL teachers and student teachers for and 69 male and female subjects for the second part of the study (the interview). The subject pool was selected through statistical procedures from an estimated number of 1000 subjects from seven different sub-samples:

1. BA level student teachers of Teaching
2. MA and Ph.D. students of TEFL
3. English teachers at senior high schools
4. English teachers from three different language schools

For the second part of the research process (i. e., the interviews) 69 subjects formed the interview subject pool. These interviewees included some subjects from the same sample in the first part (of course with very limited number of subjects for each sub-group) as well as more subjects from three other groups as follows:

1. Heads of Teacher Training Centers

educators argue that if novice teachers do not know the theory, they will be unable to make informed decisions about what to do once they enter classroom maintain that what is needed is more realistic expectations about what theory does and does not do for L2 teachers.

Fenstermacher (1986) claimed that theory benefits classroom practice only to the extent that it helps bring to the surface, after and strengthen the justifications that exit in the minds of teachers. To enable student teachers to work through their justifications, teacher educators must begin to know the nature of teaching.

Although many teacher training centers and colleges are currently active in educating EFL teachers, little attempt has been made with regard to a comprehensive EFL teacher education evaluation in Iran, this study being the first attempt in this respect. Focusing on the adoption of CLT-based EFL methodology in Iran, the present study was an attempt to investigate the pedagogical constraints, needs, and objective setting in EFL teacher education programs.

Research Questions

With respect to the nature of this research and the factors involved, different types of questions were proposed:

1. What is the present status versus the desired status of teacher education programs in Tehran?
2. If there is a gap between the two statuses, then what are the probable source(s) of that gap?
3. Are the subjects well oriented towards CLT? Do they have adequate knowledge about

CLT in theory and practice?

4. Are the subjects well oriented towards teacher education programs (TEPs)? Do they have adequate knowledge about TEPs in theory and practice?
5. Are there any pedagogical constraints in introducing CLT into English classroom? What are the teachers perceived problems in the implementation of CLT into English classroom?
6. Are the objectives in teacher education programs (at macro level) operationally defined (as far as the content and syllabus of the courses are concerned)?
7. What are the subjects' views regarding the objectives of TEPs? What are the subjects' views regarding the content and syllabus of the courses in TEPs?
8. What would an effective model of TEP be like, regarding the context of TEPs at Associate, BA, MA and Ph.D. levels as well as language institutes?

Research Hypotheses

As to the above mentioned purposes, the following hypotheses are proposed:

1. There is no gap between the present status versus the desired status of EFL teacher education?
2. The subjects are well oriented towards CLT. The subjects have adequate knowledge about CLT in theory and practice.
3. The subjects are well oriented towards teacher education programs and have adequate knowledge about TEPs in theory and practice.
4. There are no pedagogical constraints in introducing CLT into English classroom.
5. EFL teachers perceive no problems in the

Moreira, Vieira, and Marques (2001) maintained that change in teacher education activities might take place in three areas: attitudinal, conceptual, and procedural. Meantime, Kennedy and Kennedy (1996) held that "many changes taking place in ELT involve the introduction of materials and methods" (p. 351). They concluded that behind every teacher education program there is a desire for change.

However, Kennedy (1987) proposed that before introducing any change into teacher education activity, care should be taken into consideration so that a change in materials and methods does not simply function on the surface. Hayes (1995) believed that some principles should be taken into consideration with regard to change. He concluded that the process of change is usually slow. It is therefore necessary to enable the teachers with an understanding about their classroom practice and awareness about the possibility of introducing new methodologies into the classroom context.

One of the latest ELT issues, which encountered resistance in Iran, is the inclusion of communicative language teaching (CLT) into Iran's EFL context. CLT is a broad approach to language teaching that resulted from a focus on communication rather than a focus on mastery of the grammatical system of the language. It emerged from different sources during the late 1960s and 1970s in order to replace the structural-situational and audio-lingual methods. Richards (2001), in this regard, maintained that "the 1970s was a period when everyone was going communicative" (p. 36).

Whereas some have emphasized the local

needs and the particular English teaching conditions in the EFL countries and the importance and success of traditional language teaching methods, others have strongly advocated the adoption of CLT in EFL countries" (Li, 1984; Prabhu 1987).

Burnaby and Sun (1989) reported that teachers in China found it difficult to use CLT. The constraints observed included the context of the wider curriculum, traditional teaching methods, class sizes and schedules, resources and equipment, the low status of teachers who teach communicative rather than analytical skills, and English teachers' deficiencies in oral English and sociolinguistic and strategic competence. Anderson's (1993) study of CLT in China reported such obstacles as a lack of properly trained teachers, a lack of appropriate texts and materials, students not being accustomed to CLT, and difficulties in evaluating students taught through CLT. Based on a study that assessed the attitudes of Hong Kong educators toward using CLT in the local context, it is reported that teachers used CLT only rarely because it required too much preparation time.

Johnson (1996) stated second-language teacher education programs are often criticized for presenting particular kinds of knowledge in ways that do not resemble how teachers actually use their knowledge in real classrooms. Novice teachers participated in teacher education programs complain that they get too much theory and too little practice. Public school and English language institute administrators complain that new teachers know a lot of theory but cannot put it into effective classroom practices. Teacher

been more attention on what teachers and student teachers need to know and how they could be trained than on what they actually know.

Borg (1998), for example, classified the professional qualities of good teacher educators. A good teacher educator, according to Borg (1998), should encourage trainees, enable them to perceive the relevance of training content, communicate easily, is well prepared, respect trainees, and is friendly. Prabhu (1987) discussed that teacher educators have not been able to improve the relationship between theory and practice. Apart from the problems in the development of ELT profession, there are currently many impediments in the process of selecting qualified teacher educators.

Teacher education activities generally include a period of learning theories and then practice. However, transfer from theory to practice is not warmly welcomed by the student teachers. One problem might be that the theories are not very much feasible in reality. Another problem might be the student teachers' needs and wants. In fact, they usually need more exposure to different tools and/or procedures to apply what has been learned in the classroom. The activities in a teacher education may include observation, notebooks, training packs, videos, diaries, tasks, inclusion of language improvement components, and implementation of change in teacher education programs.

Cullen (1994) attempted to describe some of the benefits of using lesson transcripts in teacher education and argued that such transcripts help to protect the unfamiliarity of student teachers.

Observations play a very important role in any teacher education activity. Williams (1989) maintained that such activities tend to be judgmental rather than developmental. In her study it was found that observation could develop teachers' critical thinking in the in-service course. Duff (1988) examined the consequences of observation and concluded that observation might make the student teachers feel threatened, might make the lesson isolated and might influence the assessment.

Video is also found to be very effective in teacher education activities. Cullen (1991) believed that videos bring the target situation into the training session. He further proposed some principles to be taken into account while the video materials were used. Apart from video, task can be used as a teacher education activity. In this regard, Cameron (2000) argued that the task could also help in moving from teachers' classroom practice towards more effective language learning and teaching.

In the meantime, Cullen (1994) divided a teacher training course into four components including methodology component, linguistic component, literature component, and language improvement component. Later, Wright and Bolitho (1993) and Cullen (1994) gave emphasis to the need for the inclusion of language awareness and language improvement component to link trainees' knowledge and command of language and their practices in teaching language.

Nevertheless, the concept of change has always been a very important issue with regard to teacher education. According to Pennington (1995), teacher education might work as "a system of context-interactive change" (p. 706).

Teacher education at language institutes has a relatively shorter history. Although institutes have been active for long (for example, Shokooh Language Institute with nearly fifty years of experience, Kanoon Zaban-e Iran, Simin, and Melli Language Institutes with nearly forty years of experience and Kish Language Institute with nearly ten years of experience), there have been few teacher education attempts by them. In fact, most of the institutes and language centers have had some forms of teacher training. However, the teacher education/training courses have usually been designed for the immediate needs of the institutes and have been limited in scope. Although during the past twenty years Iran witnessed a rapid growth in the number of language schools, these schools have generally been involved with providing English courses and could rarely be able to invest on teacher development activities.

Language Teacher Education in the World

Morrow and Schocker (1993) reported a study in which the purpose was to help teachers develop an awareness of a process by which learning takes place in an in-service course. Bax (1995), correspondingly, proposed two evaluative principles for the evaluation of teacher education activities: content negotiability and transferability. He believed that content-negotiable and transferable teacher education activities are more influential.

Wallace (1991) proposed three models of teacher education: the craft model (teaching experience passes from generation to generation), the applied science model

(practice of a profession is instrumental in its nature), and the reflective model (which considers both science and experience as the basis of the teaching profession). Further, Woodward (1991) suggested two models for the evaluation of EFL teachers: the objectives model and the process model. In his objectives model, the aims of the course are analyzed in terms of observable trainee behavior. However, in the process model, the course is considered to be an attempt, which involves trainees and trainers together.

Widdowson (1984) elaborated on the distinction between theory and practice and maintained that more emphasis should be placed on theoretical aspects of education. Ur (1992) believed that teacher education ought to be based on the development of a "theory of action" (p. 59) and followed the principle of theory then action. Clarke (1994) discussed the reasons for the dysfunction between theory and practice and concluded that the decision on what works and what fails in the classroom is upon the teachers themselves. Ramani (1987) emphasized on the integration of theory and practice in teacher education. Bax (1995) introduced the concept of "tissue rejection" (p. 262) and reported that teacher education centers in Britain have attempted to change their teacher education/training models to a teacher development one in the areas like structure of teacher development activities and techniques and roles of participants.

Freeman and Johnson (1998) held that the institutional processes of teacher development should form how the profession reacts to the basic teacher education processes. Freeman and Richards (1993) believed that there has

ABSTRACT

Focusing on the training model proposed by Woodward (1991), the present survey was an attempt to investigate teacher education programs in order to provide an accurate picture of the needs, pedagogical constraints on the adoption of Communicative Language Teaching (CLT) based English Foreign Language (EFL) methodology, and objective setting in Iranian (EFL) teacher education context. Three main objectives were defined for this research: the assessment of needs, the study of pedagogical and practical problems of the courses, and the introduction of a model of EFL teacher education.

The results obtained through this survey might be summarized as follows: a) the subjects (589 in all) are in general dissatisfied with the present situation of teacher education programs, b) there found to be a gap between what subjects expect from the current practice of teacher education and what is actually taking place, c) the subjects believe that due to some pedagogical and practical constraints, CLT could hardly be incorporated into teacher education programs in Iran and d) Majority of student teachers and teachers are well oriented towards the issues of Teacher Education Programs (TEPs) TEPs, however, there were varying views in this regard, and the subjects expressed the need for a revision in the objective setting as well as in the syllabus of the teacher education courses.

Key Words: Assessment of Needs, Pedagogical Constraints, Objective Setting, EFL Teacher Education Programs, Evaluation

Introduction

There are numerous studies regarding different aspects of teacher education. A review of related literature on EFL teacher education reveals that the field has gone through different trends of development.

Language Teacher Education in Iran

The development of EFL teacher education in Iran goes back to nearly forty years ago, when more attention has been given to higher education and in particular EFL instruction. According to Menashri (1992), the early attempts to use western education were made by sending students to European universities and the establishment of the first institution of higher education, Dar al-fonun in 1851. In 1918, the government took control over the education and new policies were adopted. According to Safi (1992), before the

establishment of Dar al-moalemin and Dar al-moalemat in 1918, teachers in Maktabas and schools did not receive any education and were usually selected from among the best and the most studious students. Dehghan (1949) stated that without changing the system of education it was impossible to establish a comprehensive cultural program, to bring reform in institutes, and to educate qualified teachers. The development of higher education from 1940s to the 1970s was closely associated with elementary and secondary education. According to Safi (1992), until 1966 various teacher-training centers were established and different syllabuses were written. From 1970s on, the rapid growth of population as well as the segregation of schools by gender led to an acute shortage of teachers (Menashri, 1992). Meantime, new syllabuses were written and new educational policies were adopted.

EFL TEACHER EDUCATION EVALUATION:

Assessment of Needs, Pedagogical Constraints
and Objective Setting in EFL Teacher
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چکیده

این تحقیق به منظور بررسی دقیق و جامع دوره‌های تربیت معلم زبان انجام شد و هدف اصلی آن عبارت بودند از: نیازسنجی دوره‌های تربیت معلم زبان و بررسی مشکلات آموزشی دوره‌ها، به خصوص در به کارگیری روش‌های جدید، مانند روش تدریس ارتباطی و ارائه مدل تربیت معلم که به لحاظ ساختاری و اجرایی قابل تطبیق با شرایط کنونی ایران باشد.

۵۸۹ نفر در این تحقیق شرکت داشتند. از این تعداد، ۵۲۰ نفر در بخش پرسشنامه و ۶۹ نفر در مصاحبه‌ها شرکت داشتند. نتایج به دست آمده از این تحقیق را می‌توان به طور خلاصه به شرح زیر بیان داشت:

۱. میزان رضایتمندی جامعه آماری از دوره‌های تربیت معلم به طور کلی پائین است.
 ۲. بین وضعیت مطلوب و وضعیت موجود دوره‌های تربیت معلم فاصله زیادی وجود دارد.
 ۳. امکان به کارگیری روش‌های جدید در بافت آموزشی دوره‌های کنونی تربیت معلم بسیار پائین است.
 ۴. میزان آشنایی جامعه آماری با دوره‌های تربیت معلم بالاست، اما با وجود این، اکثر افراد مورد تحقیق بر این باورند که انجام تجدیدنظر اساسی در هدف‌ها، سرفصل‌ها و محتوای دوره‌های تربیت معلم ضروری به نظر می‌رسد.
- کلیدواژگان: سنجش نیازها، موانع آموزشی، جایگاه اهداف، برنامه‌های دبیری زبان انگلیسی