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## Teachers' Perceptions of KARDS in an EFL Context: The Case of Age, Degree Level, and Major

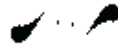
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### Abstract

Kumaravadivelue's (2012) language teacher education for a global society under the acronym of KARDS (knowing, analyzing, recognizing, doing, and seeing) has gained little momentum in the context of Iran due to dearth of researches on it. To narrow this gap, the present research looked into Iranian English as a foreign language (EFL) teachers' perception of KARDS with regard to variables including their age, degree level, and major. To this end, a KARDS questionnaire designed, constructed, and validated by Hassani, Khatib, and Yazdani Moghaddam (2019a) was administered to 400 English teachers teaching at different language institutions in Tehran. Both convenient and stratified sampling were used to select the participants. The researcher used stratified sampling since the population was made up of a number of subgroups, or strata that differed from each other in their characteristics. The results of descriptive statistics, MANOVA, and post-hoc Tukey tests revealed that there were significant differences in teachers' perceptions of KARDS with regard to their age, degree level, and major. Policy makers, material developers, and teacher educators should underscore these differences and observe and incorporate them in teacher education programs while they are designing teacher education programs or developing teaching materials.

**Keywords:** KARDS, language teacher education, teachers' perception



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## **Introduction**

Language teacher education as a microcosm of teacher education (Crandall, 2000) refers to the total of all prior experiences or activities as a result of which individuals learn to become language teachers (Freeman, 2001). It has experienced different epistemological paradigm shifts in the course of its development.

Model-based learning and applied-science model as two subcategories of knowledge-centered approach and humanistic and constructivist models as two subdivisions of person-centered approach to language teacher education are different from each other in a number of ways. Their theoretical basis, view of knowledge, view of person, view of teacher, perspective, and methods vary (Roberts, 1998).

The knowledge-centered approach is transmission-oriented and embraces top-down approaches which provide teachers with best practices to help them understand and imitate in their teaching (Richards, 1990; Widdowson 1997). It deems teachers as inactive recipients of transferred knowledge rather than active participants in meaning construction. It disregards the thinking or decision-making of teachers (Crandall, 2000).

The constructivist approach (individual/social) underscores teacher cognition (Johnson, 1999), teachers' prior learning experiences (Crandall, 2000), teacher reflection in the course of teacher development (Bartlett, 1990, Freeman & Richards, 1993), and the significance of teacher inquiry and research during teacher education and development programs (Freeman, 1998). It views teachers as primary sources of pedagogical knowledge. It underlines a shift away from knowledge transfer to knowledge construction where teachers mingle theory and research with experiential and reflective study of their own classroom practices (Tharp & Gallimore, 1988). There is in fact a shift away from content, to teacher, to the process of learning (Freeman, 2001).

Teacher education needs to restructure and rethink itself and its paradigm away from traditional language teacher education models towards a model which aims at authorizing teachers to look into their context and needs critically and put forth their own location-specific methodologies in post method era (McMorrow, 2007).

The constructivist approach did not care the political, ethical, and emancipatory dimensions of teaching (Akbari, 2007; Jay & Johnson, 2002). Consequently, a critical, sociocultural and sociopolitical approach in which teachers are not seen any more as reflective individuals but as "transformative intellectuals" (Giroux, 1992) and "cultural workers" (Freire, 2005) came into view.

Recently, a coherent, comprehensive, and modular approach to language teacher education by Kumaravadivelu (2012) that is informed by globalization, based on post method and post transmission philosophical perspectives, and closely in agreement with the critical, sociocultural and sociopolitical approach to language teacher education has surfaced. The philosophy of this approach that is the theoretical framework of this research is to create critical, reflective, strategic, and transformative practitioners.

## **Literature Review**

Kumaravadivelu (2006) holds that teacher education should underscore the growth of more reflective, autonomous, analytical, and transforming teachers who can provide local solutions for local problems. Kumaravadivelu (2012) believes that it is quite vital for language teacher education to modify its main principles due to globalization. Conforming to a post transmission approach towards teaching, he recommends a five-module language teacher education model for pre-service teachers culminating in the employment of critical pedagogy in the classroom. According to sociocultural view, pre-service teachers should reflect on their own personal pedagogical styles and cultural beliefs rather than specific methodology that has been

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appropriate and useful for others in the past (King, 2013). Extracting ideas from post-transmission and post-method camps, Kumaravadivelu put forth three principles of particularity, practicality, and possibility to operationalize his teacher education model. According to Kumaravadivelu, local contextual factors should determine both the goal and content of teacher education programs, and local teachers should meet the challenge, make a suitable model, and shift the current ways of carrying out language teacher education (2012).

Knowing, analyzing, recognizing, doing, and seeing (KARDS) are five components of the model. Knowing empowers teachers to learn how to build a base for their professional, personal, and procedural knowledge. Analyzing refers to the ways through which teachers learn how to look into the needs, motivation, and autonomy of learners. Recognizing deals with the ways by means of which teachers learn to identify and acknowledge their own identities, beliefs, and values. Doing underlines how to teach, make theories, and dialogize with other teachers or colleagues. Seeing underscores how one's learners, teachers, and observers look at his/her teaching. These five modules are non-successional, independent, and interrelated. Symbiosis and synergy are essential in their interactions.

Since KARDS has been lately published and brought to the realm of language teacher education, it has been rarely studied Iran wide and worldwide.

The research by Hassani, Khatib, and Yazdani Moghaddam (2020) which examined the contributions of Kumaravadivelu's language teacher education modular model (KARDS) to Iranian EFL language institute teachers' professional identity demonstrated that there were shifts from "uncertainty of practice to certainty of practice", "the use of fewer macro-strategies to the use of more macro-strategies", "linguistic and technical view of language teaching to critical, educational, and transformative view of language teaching", and "conformity to nonconformity to dominant ideologies" in teachers' professional identities. They concluded that the changes were analogous in nature but not in quantity, and they should be underlined and included in teacher education programs.

The study by Hassani, Khatib, and Yazdani Moghaddam (2019a) which investigated Iranian EFL teachers' overall perceptions of KARDS and their perceptions with regard to variables including teaching context, gender, and teaching experience showed that teachers' perceptions of the model were positive for the majority of items except theorization, observation of colleagues' classes, and needs analysis done by outsiders, and there were significant differences in teachers' perceptions with regard to the variables.

Also, the study by Hassani, Khatib, and Yazdani Moghaddam (2019b) which looked into the contributions of KARDS to university teachers' professional identity reconstruction in the context of Iran revealed that there were shifts from "uncertainty of practice to certainty of practice" and "the use of fewer macro-strategies to the use of more macro-strategies" in teachers' professional identities.

The research by Sadler and Dooly (2016) demonstrated the development of a telecollaborative project between two universities that dragged on for more than 12 years. The project concerned two teacher training courses that mingled in-class dialogic learning and flipped classroom materials. The scholars first drafted the first years of the project by means of which student-teachers started to build their professional teacher knowledge. Then, they employed the KARDS model as criteria for their teacher education program goal and a means of sizing up the program itself to debate the most recent year in which telecollaboration with flipped class materials were used as the basis of the shared course. There was also interaction with regard to all the experience and knowledge gained over this long-term collaboration. Noticeable shift in teachers' mindset and students' acceptance of more responsibility for their own learning were two results of the study.

Hunter, Watson, Adams, Robinson, and McKee's (2015) research concerned the ways to supply

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pre-service teachers with appropriate and useful classroom language skills and the investigation of the application of code-switching to better the delivery of lessons. To better apply KARDS model in pre-service teacher education programs and to better draw on it in middle school classrooms, they recommended four guiding tenets: (a) confidence, (b) interest, (c) re-interpretation, and (d) legitimation. Teacher confidence, connected to teacher efficacy, empowered the pre-service teachers to get involved in knowing, analyzing, and seeing. The interest principle helped teachers to recognize the knowledge and interests of students; as a result, it mingled analyzing and recognizing. The principle of re-interpretation which linked to recognizing, doing, and seeing used code-switching as a method of learning and implied that standardization of language is not universal. The legitimation principle directly related to each component of the KARDS since it backed up language diversity. Using these principles, pre-service teacher experiences can better the development of instructional efficiency in multiple disciplines, content subjects, and cultures. The advantage of the principles is that teachers should draw on both conventional and cultural language to help students without undervaluing the magnificence of communities or diminishing the quality of education.

Talebinezhad and Shahidi Pour (2015) used KARDS as their yardstick to measure the efficiency of content and language integrated learning (CLIL). Their study was an attempt to investigate whether or not CLIL could meet the criteria of KARDS model. The results demonstrated that CLIL met most criteria of KARDS model except recognizing and seeing language as ideology.

Rashidi and Mohammadineku (2015) looked into the “knowing”, a component of the KARDS model, of Iranian EFL or non-EFL teachers of learner autonomy. Some teachers were interviewed, and based upon the interview results and the data gathered from the literature a questionnaire embracing the social, political, psychological and personal dimensions of learner autonomy was prepared. Teachers were demanded to complete the questionnaire and then through negative case analysis some were interviewed. The result showed that learner autonomy is a psychological construct, and it goes back to participants' personal knowledge.

Taking a critical approach to the investigation of language teaching practices, Erfanian Jalali and Talebinezhad (2014) made efforts to understand how content-based language teaching (CBLT) could meet the criteria of KARDS to meet the socio-ideological and communicative needs of language learners. The result of their study demonstrated that CBLT meets the standards of KARDS if more deliberate attention is granted to some of its practices. The result of their research implies that we should be more moderate not deny all the previous techniques and practices in language teaching contexts. Instead, we should take a more experiential and empirical view to improve the quality of our pedagogy.

Reviewing the literature demonstrated that few scholars have carried out studies on KARDS Iran wide and worldwide. However, it is a pity that few research has been done so far to address this issue in the context of Iran. Hence, the present study aims to look into teachers' perceptions of KARDS with regard to variables including their age, degree level, and major. This study is an effort to answer the following research questions.

RQ 1. Is there any significant difference in teachers' perceptions of KARDS with regard to their age?

RQ 2. Is there any significant difference in teachers' perceptions of KARDS with regard to their degree level?

RQ 3. Is there any significant difference in teachers' perceptions of KARDS with regard to their major?

### **Method**

#### **Participants**

This research was a descriptive survey research which was conducted in the context of Tehran,

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the capital city of Iran. 400 EFL teachers teaching at different language institutions in Tehran made the participants of the study. They majored in teaching English as a foreign language (TEFL), English literature, and English translation. Both convenient and stratified sampling were used to select the participants. The researcher used stratified sampling since the population was made up of a number of subgroups, or strata that differ from each other in their characteristics. They were both males ( $n = 237$ ) and females ( $n = 163$ ) whose ages ranged from 20 to 55. Teachers' years of teaching experience ranged from 1 to 30 and were classified into five categories. The context of teaching included (1) different branches of Islamic Azad University and University of Applied Science and Technology, and (2) some language institutes. Some university teachers were MA holders whereas the others were Ph.D. candidates. They both were teaching General English courses to students majoring in English. Teachers teaching at language institutes were both BA or MA holders in English, and a few teachers were Ph.D. candidates.

### **Instrument**

A KARDS questionnaire designed, constructed, and validated by Hassani, Khatib, and Yazdani Moghaddam (2019a) was used in the study.

### **Procedure**

To investigate Iranian EFL teachers' perceptions of KARDS, a descriptive survey research, a questionnaire that was designed, constructed, and validated by Hassani, Khatib, and Yazdani Moghaddam (2019a) was used.

After administering the questionnaire, descriptive and inferential statistics were run to analyze the collected data. Descriptive statistics were conducted to calculate means and standard deviations. To answer the research questions, MANOVA and post hoc Tukey tests were run.

### **Results**

The first research question concerned whether or not there was any significant difference in the perceptions of KARDS among Iranian EFL teachers with regard to their age. A one-way between groups MANOVA was performed to answer this question. The independent variable was the teachers' age and the five dependent variables were their perceptions of each component of the KARDS model. The results are presented in the following tables.

**Table 1.** Descriptive Statistics for Teachers' Age

	Age	Mean	Std. Deviation	N
Knowing	20-29	34.5347	4.19420	101
	30-39	33.8882	3.35050	152
	40+	35.1156	3.34032	147
	Total	34.5025	3.60868	400
Analyzing	20-29	21.8614	3.82369	101
	30-39	22.8289	3.19515	152
	40+	23.7823	3.09112	147
	Total	22.9350	3.40364	400

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Recognizing	20-29	31.7624	4.57416	101
	30-39	32.8158	3.78813	152
	40+	34.3605	3.35960	147
	Total	33.1175	3.98414	400
Doing	20-29	59.0297	7.48125	101
	30-39	60.0329	7.24447	152
	40+	64.6327	5.67991	147
	Total	61.4700	7.18841	400
Seeing	20-29	9.1485	1.50590	101
	30-39	8.5855	1.56723	152
	40+	9.1429	1.24966	147
	Total	8.9325	1.46400	400

Table 1 displays the descriptive statistics relating to the teachers' age.

**Table 2.** Multivariate Tests for Teachers' Age

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Age	Pillai's Trace	.204	8.929	10.000	788.000	.000	.102	
	Wilks' Lambda	.805	9.027 <sup>b</sup>	10.000	786.000	.000	.103	
	Hotelling's Trace	.233	9.125	10.000	784.000	.000	.104	
	Roy's Largest Root	.175	13.789 <sup>c</sup>	5.000	394.000	.000	.149	

The main analyses (Table 2) revealed that there were statistically significant perceptual differences between the EFL teachers with regard to their age on the combined dependent variables  $F(10, 786) = 9.02, p = .001$ ; Wilk's Lambda = .80; partial eta squared = .10.

**Table 3.** Tests of Between-Subjects Effects for Teachers' Age

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Age	Knowing	112.736	2	56.368	4.402	.013	.022	
	Analyzing	223.664	2	111.832	10.093	.000	.048	

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Recognizing	426.447	2	213.224	14.330	.000	.067
Doing	2385.730	2	1192.865	25.975	.000	.116
Seeing	29.517	2	14.759	7.096	.001	.035

When the results for the dependent variables were considered separately, differences across 4 components of the KARDS model (i.e., analyzing, recognizing, doing, and seeing) reached statistical significance, using a Bonferroni adjusted alpha level of .001 (see Table 3).

As the independent variable had three levels, post-hoc Tukey tests were conducted to determine exactly how sub-groups differed from one another. The results are presented in Table 4 under the mean differences tab (all the values with an asterisk are significant at .05 level).

**Table 4.** Tukey Multiple Comparisons

Dependent Variable (I)	Age (J)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Analyzing	20-29	30-39	-.9676	.42731	.062	-1.9728	.0377
		40+	-1.9209*	.43020	.000	-2.9330	-.9089
	30-39	20-29	.9676	.42731	.062	-.0377	1.9728
		40+	-.9534*	.38505	.036	-1.8592	-.0475
	40+	20-29	1.9209*	.43020	.000	.9089	2.9330
		30-39	.9534*	.38505	.036	.0475	1.8592
Recognizing	20-29	30-39	-1.0534	.49518	.086	-2.2184	.1115
		40+	-2.5982*	.49854	.000	-3.7710	-1.4253
	30-39	20-29	1.0534	.49518	.086	-.1115	2.2184
		40+	-1.5448*	.44622	.002	-2.5945	-.4950
	40+	20-29	2.5982*	.49854	.000	1.4253	3.7710
		30-39	1.5448*	.44622	.002	.4950	2.5945
Doing	20-29	30-39	-1.0032	.86996	.482	-3.0498	1.0434
		40+	-5.6030*	.87585	.000	-7.6634	-3.5425
	30-39	20-29	1.0032	.86996	.482	-1.0434	3.0498
		40+	-4.5998*	.78393	.000	-6.4440	-2.7555
	40+	20-29	5.6030*	.87585	.000	3.5425	7.6634

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		30-39	4.5998*	.78393	.000	2.7555	6.4440
Seeing	20-29	30-39	.5630*	.18513	.007	.1275	.9985
		40+	.0057	.18639	.999	-.4328	.4441
	30-39	20-29	-.5630*	.18513	.007	-.9985	-.1275
		40+	-.5573*	.16682	.003	-.9498	-.1649
	40+	20-29	-.0057	.18639	.999	-.4441	.4328
		30-39	.5573*	.16682	.003	.1649	.9498

Based on observed means.

The error term is Mean Square (Error) = 2.080.

\*. The mean difference is significant at the .05 level.

As shown in Table 4, there were significant differences between older (more experienced) teachers' perceptions and younger (less experienced) teachers' perceptions regarding three components of analyzing, recognizing, and doing variables. As for the seeing variable, there were significant differences between younger teachers' perceptions and older teachers' perceptions. The finding indicated that age factor greatly affected teachers' perceptions. Also, the finding demonstrated that younger teachers showed more interest in class observation.

The second research question concerned whether or not there was any significant difference in the perceptions of KARDS among Iranian EFL teachers with regard to their degree level. A one-way between groups multivariate analysis of variance was performed to answer the sixth question. The independent variable was the teachers' degree level and the five dependent variables were their perceptions of each component of the KARDS model. The results are presented in the following tables.

**Table 5.** Descriptive Statistics for Teachers' Degree Level

	Degree	Mean	Std. Deviation	N
Knowing	BA	33.7593	3.92421	108
	MA	33.8625	3.41747	160
	PhD	35.8864	3.16625	132
	Total	34.5025	3.60868	400
Analyzing	BA	22.1667	3.54280	108
	MA	22.3063	3.15431	160
	PhD	24.3258	3.16830	132
	Total	22.9350	3.40364	400
Recognizing	BA	31.3333	3.85727	108
	MA	33.0250	3.92693	160



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	PhD	34.6894	3.51471	132
	Total	33.1175	3.98414	400
Doing	BA	58.8889	6.53865	108
	MA	60.1563	7.75696	160
	PhD	65.1742	5.29222	132
	Total	61.4700	7.18841	400
Seeing	BA	9.3148	1.47660	108
	MA	8.7312	1.65108	160
	PhD	8.8636	1.12415	132
	Total	8.9325	1.46400	400

Table 5 displays the descriptive statistics relating to the teachers' degree level (qualification).

**Table 6.** Multivariate Tests for Teachers' Degree Level

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Degree	Pillai's Trace	.274	12.512	10.000	788.000	.000	.137	
	Wilks' Lambda	.735	13.053 <sup>b</sup>	10.000	786.000	.000	.142	
	Hotelling's Trace	.347	13.594	10.000	784.000	.000	.148	
	Roy's Largest Root	.304	23.984 <sup>c</sup>	5.000	394.000	.000	.233	

The main analyses (Table 6) revealed that there were statistically significant perceptual differences between the EFL teachers with regard to their degree level on the combined dependent variables  $F(10, 786) = 13.05, p = .001$ ; Wilk's Lambda = .73; partial eta squared = .14.

**Table 7.** Tests of Between-Subjects Effects for Teachers' Degree Level

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Degree	Knowing	377.986	2	188.993	15.573	.000	.073	
	Analyzing	382.324	2	191.162	17.899	.000	.083	
	Recognizing	671.312	2	335.656	23.534	.000	.106	
	Doing	2806.887	2	1403.444	31.283	.000	.136	

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Seeing                      22.892            2            11.446            5.460            .005            .027

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When the results for the dependent variables were considered separately, differences across 4 components of the KARDS model (i.e., knowing, analyzing, recognizing, and doing) reached statistical significance, using a Bonferroni adjusted alpha level of .001 (see Table 7).

For the teachers' degree level, follow-up post-hoc Tukey tests were conducted to know exactly how sub-groups differed from one another. The results are presented in Table 8 under the mean differences tab (all the values with an asterisk are significant at .05 level).

**Table 8.** Tukey Multiple Comparisons

Dependent Variable	(I) Degree	(J) Degree	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Knowing	BA	MA	-.1032	.43384	.969	-1.1239	.9174
		PhD	-2.1271*	.45201	.000	-3.1905	-1.0637
	MA	BA	.1032	.43384	.969	-.9174	1.1239
		PhD	-2.0239*	.40962	.000	-2.9875	-1.0602
	PhD	BA	2.1271*	.45201	.000	1.0637	3.1905
		MA	2.0239*	.40962	.000	1.0602	2.9875
Analyzing	BA	MA	-.1396	.40699	.937	-1.0970	.8179
		PhD	-2.1591*	.42403	.000	-3.1566	-1.1616
	MA	BA	.1396	.40699	.937	-.8179	1.0970
		PhD	-2.0195*	.38427	.000	-2.9235	-1.1155
	PhD	BA	2.1591*	.42403	.000	1.1616	3.1566
		MA	2.0195*	.38427	.000	1.1155	2.9235
Recognizing	BA	MA	-1.6917*	.47032	.001	-2.7981	-.5852
		PhD	-3.3561*	.49001	.000	-4.5088	-2.2033
	MA	BA	1.6917*	.47032	.001	.5852	2.7981
		PhD	-1.6644*	.44406	.001	-2.7091	-.6197
	PhD	BA	3.3561*	.49001	.000	2.2033	4.5088
		MA	1.6644*	.44406	.001	.6197	2.7091
Doing	BA	MA	-1.2674	.83414	.283	-3.2297	.6950

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	PhD	-6.2854*	.86907	.000	-8.3299	-4.2408
MA	BA	1.2674	.83414	.283	-.6950	3.2297
	PhD	-5.0180*	.78757	.000	-6.8708	-3.1652
PhD	BA	6.2854*	.86907	.000	4.2408	8.3299
	MA	5.0180*	.78757	.000	3.1652	6.8708

Based on observed means.

The error term is Mean Square (Error) = 44.863.

\*. The mean difference is significant at the .05 level.

As shown in Table 8, there were significant perceptual differences between teachers with a PhD in English and other groups with BA and/or MA regarding four components of knowing, analyzing, recognizing, and doing variables. This finding showed that the perceptions of PhD holders or PhD candidates were significantly different from those of BA and/or MA holders. It demonstrated that degree level mattered. Also, there was a significant perceptual difference between MA and BA holders in recognizing.

The third research question concerned whether or not there was any significant difference in the perceptions of KARDS among Iranian EFL teachers with regard to their major. A one-way between groups MANOVA was performed to answer the last question. The independent variable was the teachers' major and the five dependent variables were their perceptions of each component of the KARDS model. The results are presented in the following tables.

**Table 9.** Descriptive Statistics for Teachers' Major

	Major	Mean	Std. Deviation	N
Knowing	Teaching	34.7947	3.48328	263
	Literature	34.8333	2.39643	36
	Translation	33.3390	3.45219	59
	Other	34.0238	4.96076	42
	Total	34.5025	3.60868	400
Analyzing	Teaching	23.5627	3.35366	263
	Literature	21.8333	2.65653	36
	Translation	21.5593	3.78414	59
	Other	21.8810	2.67055	42
	Total	22.9350	3.40364	400
Recognizing	Teaching	33.6160	3.83844	263
	Literature	33.8889	3.91902	36
	Translation	32.0508	4.07441	59

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	Other	30.8333	3.82493	42
	Total	33.1175	3.98414	400
Doing	Teaching	62.5703	7.36156	263
	Literature	61.7778	6.67238	36
	Translation	58.3729	6.61998	59
	Other	58.6667	5.18284	42
	Total	61.4700	7.18841	400
Seeing	Teaching	8.9734	1.38257	263
	Literature	8.3333	1.24212	36
	Translation	9.0678	1.79908	59
	Other	9.0000	1.54604	42
	Total	8.9325	1.46400	400

Table 9 displays the descriptive statistics relating to the teachers' major (area of specialization).

**Table 10.** Multivariate Tests for Teachers' Major

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Major	Pillai's Trace	.170	4.727	15.000	1182.000	.000	.057	
	Wilks' Lambda	.838	4.784	15.000	1082.541	.000	.057	
	Hotelling's Trace	.185	4.820	15.000	1172.000	.000	.058	
	Roy's Largest Root	.117	9.185 <sup>c</sup>	5.000	394.000	.000	.104	

The main analyses (Table 10) revealed that there were statistically significant perceptual differences between the EFL teachers with regard to their major on the combined dependent variables  $F(15, 1082) = 4.78, p = .001$ ; Wilk's Lambda = .83; partial eta squared = .05.

**Table 11.** Tests of Between-Subjects Effects for Teachers' Major

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Major	Knowing	115.888	3	38.629	3.011	.030	.022	

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Analyzing	305.648	3	101.883	9.346	.000	.066
Recognizing	373.028	3	124.343	8.261	.000	.059
Doing	1217.839	3	405.946	8.286	.000	.059
Seeing	14.635	3	4.878	2.298	.077	.017

When the results for the dependent variables were considered separately, differences across 3 components of the KARDS model (i.e., analyzing, recognizing, and doing) reached statistical significance, using a Bonferroni adjusted alpha level of .001 (see Table 11).

Because the independent variable had multiple levels, follow-up post-hoc Tukey tests were conducted to determine how sub-groups differed from one another. The results are presented in Table 4.23 under the mean differences tab (all the values with an asterisk are significant at .05 level).

**Table 12.** Tukey Multiple Comparisons

Dependent Variable	(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Analyzing	Teaching	Literature	1.7294*	.58672	.018	.2157	3.2431
		Translation	2.0034*	.47561	.000	.7764	3.2305
		Other	1.6818*	.54862	.012	.2664	3.0972
	Literature	Teaching	-1.7294*	.58672	.018	-3.2431	-.2157
		Translation	.2740	.69825	.979	-1.5275	2.0755
		Other	-.0476	.74989	1.000	-1.9823	1.8871
	Translation	Teaching	-2.0034*	.47561	.000	-3.2305	-.7764
		Literature	-.2740	.69825	.979	-2.0755	1.5275
		Other	-.3216	.66656	.963	-2.0413	1.3981
	Other	Teaching	-1.6818*	.54862	.012	-3.0972	-.2664
		Literature	.0476	.74989	1.000	-1.8871	1.9823
		Translation	.3216	.66656	.963	-1.3981	2.0413
Recognizing	Teaching	Literature	-.2729	.68944	.979	-2.0517	1.5058
		Translation	1.5651*	.55888	.027	.1232	3.0070
		Other	2.7826*	.64467	.000	1.1194	4.4459

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	Literature	Teaching	.2729	.68944	.979	-1.5058	2.0517
		Translation	1.8380	.82050	.114	-.2788	3.9549
		Other	3.0556*	.88118	.003	.7821	5.3290
	Translation	Teaching	-1.5651*	.55888	.027	-3.0070	-.1232
		Literature	-1.8380	.82050	.114	-3.9549	.2788
		Other	1.2175	.78325	.406	-.8033	3.2383
	Other	Teaching	-2.7826*	.64467	.000	-4.4459	-1.1194
		Literature	-3.0556*	.88118	.003	-5.3290	-.7821
		Translation	-1.2175	.78325	.406	-3.2383	.8033
Doing	Teaching	Literature	.7926	1.24382	.920	-2.4165	4.0016
		Translation	4.1975*	1.00827	.000	1.5962	6.7988
		Other	3.9037*	1.16305	.005	.9030	6.9043
	Literature	Teaching	-.7926	1.24382	.920	-4.0016	2.4165
		Translation	3.4049	1.48025	.100	-.4141	7.2239
		Other	3.1111	1.58973	.206	-.9903	7.2126
	Translation	Teaching	-4.1975*	1.00827	.000	-6.7988	-1.5962
		Literature	-3.4049	1.48025	.100	-7.2239	.4141
		Other	-.2938	1.41306	.997	-3.9394	3.3519
	Other	Teaching	-3.9037*	1.16305	.005	-6.9043	-.9030
		Literature	-3.1111	1.58973	.206	-7.2126	.9903
		Translation	.2938	1.41306	.997	-3.3519	3.9394

Based on observed means.

The error term is Mean Square (Error) = 48.989.

\*. The mean difference is significant at the .05 level.

As shown in Table 12, there were significant perceptual differences between teachers with a degree in teaching and all other teachers with degrees in literature, translation, and other fields of study regarding the component of analyzing. Also, there were significant perceptual differences between teachers with a degree in teaching and other teachers with degrees in translation and other fields of study regarding two components of recognizing and doing variables. This finding showed that the perceptions of teachers with a degree in teaching were significantly different from those with degrees in literature, translation, and other fields of study. It demonstrated that major mattered. Also, there were significant perceptual differences between teachers with a degree in literature and teachers with degrees in other fields of studies with regard to recognizing.

### **Discussion and Conclusion**

There were statistically significant differences in teachers' perceptions of KARDS with regard to their age. There were significant differences between older (more experienced) teachers' perceptions and younger (less experienced) teachers' perceptions regarding the analyzing, recognizing, and doing variables. As for the seeing variable, there were significant differences between younger teachers' perceptions and older teachers' perceptions. The finding indicated that age factor affected teachers' perceptions. Also, it demonstrated that younger teachers showed more interest in class observation.

The finding of this part is in accord with the finding of the study done by Mehdinezhed (2008) which dealt with the "evaluation of teacher training programs by students and graduates." He found out that there was only one difference between age groups in their ratings of the importance of the teacher training. Older graduates (35 years or older) rated the importance of the teacher training significantly higher than 25-35 year old graduates. The findings were also in line with the findings of the study carried out by Mangaleswarasharma and Sathiaseelan (2016) whose research concerned "teachers' perceptions on the effectiveness of the postgraduate diploma in education (PDGE) program." For their research question which dealt with the relationship between teachers' perceptions and their age, there were significant differences between teachers' age and their perceptions of PGDE program. There were significant differences between young and elder teachers' perceptions on different aspects of the program.

The finding of this part is in discord with the findings of the study done by Fatima and Zamir (2015) who found that teachers who have different age groups have no significant mean differences in their perceptions towards (pre-service) teacher education program at higher secondary level.

There were significant differences between teachers with a PhD in English and other groups with BA and/or MA regarding knowing, analyzing, recognizing, and doing variables. PhD candidates perceived KARDS differently from the rest of teachers. The finding demonstrated that degree level mattered. Also, there were significant perceptual differences between MA holders and BA holders in recognizing.

The findings of this part are in discord with the finding of the study done by Mangaleswarasharma and Sathiaseelan (2016). There were no significant differences between teachers' perceptions on the postgraduate diploma in education (PGDE) program and the length of their teaching experience and their first degree. Fatima and Zamir (2015) found that teachers who have different qualification (degree level) have no significant mean differences in their perceptions towards (pre-service) teacher education program at higher secondary level.

There were significant perceptual differences between teachers with a degree in teaching and all other teachers with degrees in literature, translation, and other fields of study regarding the component of analyzing. Also, there were significant perceptual differences between teachers with a degree in teaching and other teachers with degrees in translation and other fields of study regarding two components of recognizing and doing variables. This finding showed that the perceptions of teachers with a degree in teaching were significantly different from those with degrees in literature, translation, and other fields of study. It demonstrated that major mattered. Also, there were significant perceptual differences between teachers with a degree in literature and teachers with degrees in other fields of studies with regard to recognizing.

The findings of this part are in line with the findings of the studies done by Eret-Orhan, Ok, and Capa-Aydin (2017) who investigated (pre-service) teachers' perceptions of the adequacy of their teacher education in Turkey and found out that the teachers' teaching subject (major), college, orientation towards teaching, the adequacy of program components and gender (in favor of females) played significant roles in affecting their perceptions of teacher education.

The findings of this part are in discord with the findings of the study done by Adie Emmanue

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and Ayua Ambe (2014) who investigated the influence of teachers' professional qualification and area of specialization on the implementation of environmental education curriculum in Cross River State-Nigeria. The result of the analysis showed that teacher's professional qualification and area of study do not significantly influence the (implementation of) environmental education curriculum in Cross River State – Nigeria.

To conclude, there were significant differences in teachers' perceptions of KARDS with regard to their age, degree level, and major. Teachers' age, degree level, and major affected their perceptions. Older teachers' perceptions were significantly different from those of younger teachers whereas younger teachers showed more interest in class observation (seeing module). Also, perceptions of PhD holders or PhD candidates were significantly different from those of BA and/or MA holders. In addition, the perceptions of teachers with a degree in teaching were significantly different from those with degrees in literature, translation, and other fields of study.

Policy makers, material developers, and teacher educators should underscore these differences and observe and incorporate them in teacher education programs while they are designing teacher education programs or developing teaching materials.

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