Contributions of KARDS to Iranian EFL University Teachers' Professional Identity*

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Abstract

This paper deals with the contributions of a language teacher education model by Kumaravadivelu (2012) known as KARDS (knowing, analyzing, recognizing, doing, and seeing) to Iranian English as a foreign language (EFL) university teachers' professional identity reconstruction. The researchers used purposive sampling to select participants. A KARDS questionnaire designed, constructed, and validated by the researchers was used to group twenty teachers into a more KARDS-oriented group and a less-KARDS oriented group. Exploratory and confirmatory factor analyses showed that the questionnaire was both reliable and valid. Pre-course interview, post-course interview, teacher educator's and teachers' reflective journals, and class discussions were used to collect data. After the pre-course interview, there was a treatment during which teachers were familiarized with KARDS. Then, Grounded Theory was used to analyze the data. Findings indicated that there were two big 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 in both groups. The changes were similar and/or the same in nature but not in quantity, and they should be emphasized and included in teacher education programs. The findings may drive teacher education programs, teacher educators, and teachers to welcome and embrace uncertainty and confusion in classrooms. Suggestions to reduce "uncertainty of practice" by teacher education programs and teacher educators are presented in this paper.

Keywords: Teacher Education, Teacher Professional Identity, Knowing, Analyzing, Recognizing, Doing, Seeing.

Introduction

Teacher education has gone through different paradigm shifts in its course of development. There have been movements away from knowledge-centered approach to constructivist approach to critical, sociocultural, and sociopolitical approach.

The knowledge-centered approach (Roberts, 1998), encompassing model-based learning and applied-science model, was rooted in behavioral and positivist epistemologies (Akbari & Dadvand, 2011; Johnson, 2006) and highlighted transmission of externally defined and preselected pedagogical techniques and knowledge to language teachers (Freeman, 2001; Richards, 2008; Richards & Farrell, 2005) whose agencies, beliefs, and previous experiences were overlooked (Freeman, 1989; Johnson, 2006). Learning how to teach was construed as learning the prescribed content (Cochran-smith, Shakman, Jong, Terrell, Barnatt, & McQuillan, 2009; Richards, 2008), and teachers were solely demanded to apply experts' theories transmitted to them in teacher preparation programs (Khatib & Miri, 2016; Kubanyiova, 2012; Kumaravadivelu, 2003).

The constructivist (individual/social) approach (Roberts, 1998) deemed teachers as reflective pedagogues who can construct theories out of their teaching practices and put their personal theories into practice (Griffiths, 2000; Kumaravadivelu, 2003; Wallace, 1995). Teachers were not viewed as empty vessels or inactive technicians to be infused with knowledge and skills of teaching. Rather, they enjoyed background knowledge, past experiences, and personal beliefs and ideas which influenced their pedagogical knowledge and practice (Freeman & Johnson, 1998). Teachers were looked on as active individuals who use complicated, practical, subjective, and context sensitive systems of knowledge, thoughts, and beliefs to make pedagogical choices (Borg, 2003). The role of teacher education programs was to inform teacher cognition which would in turn lead to a shift in teachers' practices (Borg, 2011; Khatib & Miri, 2016). This new understanding aroused an interest amid researchers in teacher cognition (Borg, 2003) and teacher professional identity (TPI)

(Korthagen, 2004; Nguyen, 2008; Singh & Richards, 2006; Sutherland, Howard, & Markauskaite, 2010; Tsui, 2007).

Following the constructivist approach which slighted the political, ethical, and emancipatory facets of teaching (Akbari, 2007; Jay & Johnson, 2002), a critical and sociopolitical approach in which teachers were not seen any more as reflective individuals but as 'transformative intellectuals' (Giroux, 1992) and 'cultural workers' (Freire, 2005) who can function transformatively emerged.

Recently, a new approach to language teacher education by Kumaravadivelu (2012) that is driven by globalization, grounded in post method and post transmission perspectives, and closely in line with the critical, sociocultural, and sociopolitical approach to language teacher education has emerged. The goal of this approach is to develop critical, reflective, strategic, and transformative teachers.

Literature Review

Kumaravadivelu (2003, 2006) believed that teacher education should stress the development of more self-governing, critical, and transforming intellectuals who can find local solutions for local problems. It was quite necessary for language teacher education to shift its underlying tenets because of globalization (Kumaravadivelu, 2012). Pinpointing a post transmission method of teaching, he put forth a modular model for pre-service teachers resulting in the application of critical pedagogy in the classroom. Based on sociocultural epistemology, pre-service teachers should cogitate about their own personal pedagogic styles and cultural ideologies rather than specific methodology that has been efficient for others in the past (King, 2013). Drawing on ideas from post-transmission and post-method perspectives, Kumaravadivelu introduced three operating principles of particularity, practicality, and possibility to make his modular and tentative teacher education model operative. According to Kumaravadivelu, local contextual factors should influence and decide both the goal and substance of teacher education programs, and local pedagogues should "take up the challenge, build a suitable

model, and change the current ways of doing language teacher education" (2012, p. 129).

The model comprises five modules: knowing, analyzing, recognizing, doing, and seeing (KARDS). Through knowing teachers learn how to build a base for their professional, personal, and procedural knowledge. Analyzing deals with how to examine learner needs, motivation, and autonomy. How to identify one's own identities, beliefs, and values as a teacher make recognizing. Doing puts the emphasis how to teach, make theories, and talk with others. Seeing emphasizes how to view one's teaching from the angles of learners, teachers, and observers. Being non-sequential, independent, and interdependent, these five modules are symbiotic and synergistic in their interactions.

As it was mentioned earlier, the ways scholars deemed teacher function, role and identity in teacher education programs have changed with the emergence of different schools of thought. It was within the era of constructivism and later in critical, sociocultural, and sociopolitical approach to teacher education that teacher professional identity was in vogue and built up momentum.

TPI refers to teachers' description of themselves as teachers, teachers' evaluation of their teaching abilities and skills, teachers' motivation and commitment with regard to their profession and factors affecting their motivation, teachers' definition of different aspects of their job, and teachers' outlook on their career progress (Kelchtermans, 1993).

TPI which is complex, dynamic, and never-ending in nature (Barrett, 2008; Beauchamp & Thomas, 2009; Trent, 2010; Varghese, Morgan, Johnston, & Johnson, 2005) has significant effects on teachers' development and performance (Johnson & Golombek, 2011). Even, socioculturally, learning how to teach is not a matter of acquisition of knowledge, but it is mainly a process of professional identity construction (Nguyen, 2008; Varghese, Morgan, Johnston, & Johnson, 2005) and a priority in teacher education programs

(Smagorinsky, Cook, Moore, Jackson, & Fry, 2004). Therefore, it is believed that teacher education culminates in positive changes and these changes pivot on the identities teachers take with them to classrooms and how they are rebuilt during teacher education (Singh & Richards, 2006).

Viewing teachers as 'transformative intellectuals' (Giroux, 1992) and 'cultural workers' (Freire, 2005) was reflected in a number of studies including critical and transformative teacher education (Hawkins & Norton, 2009) impact on student teachers' critical consciousness of the formation and function of power relations in society (Hawkins, 2004; Pennycook, 2004), persuasion of would-be teachers' critical thinking on their own identity and status in society (Lin, 2004; Stein, 2004), and sorts of pedagogical links between teacher educators and prospective teachers (Crookes & Lehner, 1998; Toohey & Waterstone, 2004).

The contributions of critical pedagogy-based teacher education programs (Abednia, 2012; Goljani Amirkhiz, Moinzadeh, & Eslami-Rasekh, 2018; Khatib and Miri's, 2016; Sardabi, Biria & Ameri Golestan's, 2018), reflective discussions (Biria & Haghighi Irani, 2015), a Cambridge English Teachers Professional Development (CET-PD)-based in-service program (Ahmad, Latada, Nubli Wahab, Shah, & Khan, 2018), critical autoethnographic narrative (CAN) (Yazan, 2018), and observation-based learning (Steenekamp, van der Merwe, & Salieva Mehmedova, 2018) to teachers' professional identity have shown the effectiveness of interventions especially in an EFL context.

In spite of these studies, the contributions of Kumaravadivelue's (2012) teacher education model to teachers' professional identity has never been explored in an EFL/ESL (English as a second language) context to the best knowledge of the researchers. Scarcity of research in this specific area in an EFL context, the big amount of significance given to the process of professional identity construction in teacher education, and the globalized need to revolutionize teacher education programs motivated the researchers to perform a research on the

impacts of a critical, sociocultural, sociopolitical, and transformative teacher education program (KARDS) on Iranian EFL teachers' professional identity (re)construction in universities. A stronger philosophy behind this study is the reality that EFL teacher education in Iran is largely transmission-oriented and does not heed teachers' voices, beliefs, and ideas.

To fill the gap, this research is an endeavor to deal with the following questions.

1. In what ways does KARDS contribute to Iranian EFL university teachers' professional identity (re)construction?

2. What features mainly characterize Iranian EFL university teachers' professional identity before the implementation of KARDS?

3. What features mainly characterize Iranian EFL university teachers' professional identity after the implementation of KARDS?

4. What major shifts are made in Iranian EFL university teachers' professional identity during the implementation of KARDS?

Method

Participants

Twenty out of forty in-service EFL university teachers teaching at different branches of Islamic Azad University, State University, and University of Applied Science and Technology with the following demographic data (Table 1) were the participants of the study in the context of Tehran, the capital city of Iran. The participants were selected using purposive sampling. The researchers purposefully chose university teachers who had attended pre-service and in-service teacher education programs. Both MA holders and Ph.D. candidates who had passed Comprehensive Exam were teaching General English courses, non-technical courses, to students majoring in English.

Table 1. *Demographic Data for University Teachers*

Variables		Frequency	Percentage	Mean
Age	LKO			33.6

	MKO				40.3
Gender	LKO	6 (Male) - 4 (Female)	60% - 40%		
	MKO	2 (Male) - 8 (Female)	20% - 80%		
Degree	LKO	8 (MA) - 2 (PhD)	80% - 20%		
	MKO	1 (MA) - 9 (PhD)	10% - 90%		
Major	LKO	6 (Li) - 4 (Tr)	60% - 40%		
	MKO	10 (Te)	100%		
Experience	LKO				9.0
	MKO				16.5

Note: LKO = Less KARDS-oriented; MKO = More KARDS-oriented; Te= Teaching; Li = Literature; Tr =Translation

To split the sample of university EFL teachers (n=40) into less (n=10) and more (n=10) KARDS-oriented groups, the quartile-based visual binning technique (Pallant, 2016) within SPSS was run on participants' scores gained through the administration of a KARDS questionnaire (Appendix 2) designed, constructed, and validated by the researchers. The results are shown in Table 2.

Table 2. *Less and more KARDS-oriented University Teachers*

Groups	Participant Number	Frequency	Score Range
			Min-Max
Less KARDS-oriented	45, 43, 54, 41, 55, 46, 53, 42, 56, 44	10	126-152
More KARDS-oriented	60, 67, 73, 62, 65, 63, 64, 58, 61, 57	10	183-188

Instruments

A KARDS questionnaire, semi-structured pre-course interview, semi-structured post-course interview, practicing teachers' reflective journals, class and self-assessment portfolios, and teacher educator's journal were the tools used in this research.

Instrumentation

In order to investigate Iranian EFL teachers' perceptions of KARDS, it was essential to first design, develop, and validate a questionnaire. Thus, the researchers used the KARDS model and related literature and constructed an item pool which comprised 54 items. Then, some

applied linguistics experts with background in language teacher education and publications were requested to express their comments on the clarity and coverage of the items to make sure of its face and content validity (Dörnyei & Taguchi, 2010). As a result, some slight changes were made to the wording of a few items. The researchers handed out 453 questionnaires in hard copies, e-mail attachments or online amongst Iranian EFL teachers. The number of questionnaires was reduced to 300 after throwing away the questionnaires that were either incomplete or carelessly completed. Afterwards, 300 Iranian EFL teachers went through a pilot study in which they remarked on the clarity of the questions and also completed the pilot questionnaire. The questionnaire included two parts: teachers' demographic information; and questions on KARDS. This questionnaire having a six-point (1–6) Likert scale of 'strongly disagree', 'disagree', 'slightly disagree', 'slightly agree', 'agree', and 'strongly agree' had 54 items grouped within five domains. The dimensions, each with a different number of items, incorporated (1) knowing, (2) analyzing, (3) recognizing, (4) doing, and (5) seeing.

The data collected from the teachers were applied to improve item wording and clarity and to check the structural validity of the questionnaire through exploratory and confirmatory factor analyses (EFA & CFA).

To run the EFA, the researchers employed the Statistical Package for Social Sciences (SPSS, version 25). Principal axis factoring and varimax were used as extraction method and rotation method respectively. Skewness and kurtosis values did not exceed +1.0/-1.0; therefore, they confirmed the normality of the distribution. Furthermore, the Kaiser-Meyer-Olkin (KMO) with a value of .82 (the cut-off being .5 as a bare-minimum) proved the adequacy of sampling. Last but not least, Bartlett's test of sphericity was significant ($\chi 2 = 5298.218$, df = 1431, p < .001); thus, it demonstrated the suitability of the correlation matrix for factor analysis.

The items which had a loading of less than .3 or cross loading(s) of less than the absolute value of +.10 were removed from the

questionnaire (Tabachnick & Fidell, 2014). This resulted in the deletion of 20 items. Then, the 'after rotation eigenvalues' table was examined to help with factor retention. This table showed 8 factors with eigenvalues over Kaiser's criterion of 1 which in combination accounted for 37% of the variance. The scree plot, however, supported keeping only 5 of these factors which accounted for 31% of the total variance. As each of the remaining factors only explained a rather small amount of variance, a decision was made to follow the scree plot and keep only 5 factors.

The next step was an endeavor to confirm the obtained factor structure through running CFA. The SPSS add-on package AMOS (Arbuckle, 2017) was used for this analysis. Due to the normal distribution of the data, the maximum likelihood method of estimation was applied. All of the obtained loadings were significant at $p < .01$ level with values ranging from .36 to .81. Then the absolute fit indices and the comparative fit indices were used to evaluate model fit. The absolute fit indices included the chi-square per degree of freedom statistic (i.e., $\chi2$ /df whose acceptable values should be < 3.0; Bryne, 2001), the root mean square error of approximation (i.e., RMSEA with values $\leq .05$ showing good fit and between .05 to .08 demonstrating adequate fit; Pituch & Stevens, 2016), and the standardized root mean square residual (i.e., SRMR whose acceptable value should be $\leq .08$; Brown, 2015). For the comparative indices the Tucker Lewis Index (TLI) and the comparative fit index (CFI) were used. They should be close to .9 or above to show adequate fit (Pituch & Stevens, 2016). The obtained results from the CFA were all in accord with the required values ($\chi2$ /df = 1.9; RMSEA = .05; SRMR = .06; TLI = .90; CFI = .91), thereby confirming the factor structure of the new questionnaire. In addition, the internal consistency of each factor, based on Cronbach's alpha, were .70, .75, .72, .83 and .74 respectively.

Procedures

After the administration of the KARDS questionnaire, the researchers classified twenty participants into a more KARDS-oriented group and a less KARDS-oriented group on the bases of their scores.

The researchers used semi-structured pre-course interview, treatment, and semi-structured post-course interview to investigate the contributions of KARDS to Iranian EFL teachers' professional identity (re)construction. An interview framework (Abednia, 2012) incorporating a number of questions developed and grouped on the basis of Kelchtermans's (1993) conceptualization of teacher (professional) identity along with a few questions taken from the reviewed studies by Abednia was used. The semi-structured interviews continued from 1 to 1:30 hours. Some interviews were done in two sessions to not tire interviewees. Interviews were done in English. In rare cases in which Farsi was spoken, the researchers translated participants' sentences without making any changes to interviewees' ideas and intentions.

A critical, sociocultural, sociopolitical, and transformative teacher education program put forth by Kumaravadivelu (2012) was implemented. The researchers explained the nature of the study to participants. The treatment was in fact the implementation phase in which the researchers held (transformative) courses for participants to: (a) familiarize them with the tenets of KARDS; (b) provide them with a critical look towards KARDS in particular and second language teacher education in general; and (c) empower them to analyze it for and in the context of Iran.

Since the researchers intended to interview teachers before and after the implementation of KARDS, a semi-structured post-course version of the interview framework developed by Abednia was used.

Applying grounded theory, the researchers used pre-course and post-course interview results, juxtaposition of pre-course and post-course interview results, teachers' reflective journals, hours of recorded class and group discussions, teachers' class assessments on program procedures and self-assessments of their own progress, and

teacher educator's journal to identify and extract shifts which occurred in teachers' professional identities.

Using grounded theory (GT), the data was analyzed. Through open coding, the researchers broke and changed the gathered data into meaningful units of analysis.

The researchers used axial coding to assemble the data anew in new ways to find meaningful links between the codes extracted in open coding.

The obtained categories underwent conceptual selective analysis in selective coding. During selective coding, the researchers drew a table to put together to compare the selected categories from the first interview and other data collected from each teacher early in the course with those of their second interview and other data gathered late in the course. Hence, the researchers were able to compare codes which referred to the same aspect of each teacher's professional identity in the two interviews. As a result, the researchers figured out the process of professional identity (re)construction undergone by each teacher. The researchers used memo writing, theoretical sampling and constant comparison during this process to strengthen the analysis. They used corrective listening, within-method triangulation, and investigator triangulation to ensure that the data was trustworthy.

KARDS Implementation

The teacher education model by Kumaravadivelu whose purpose is to develop strategic thinkers, exploratory researchers, and transformative intellectuals by providing student teachers opportunities to (1) reflect upon their previous experiences and present teaching practices, (2) be sensitive to local demands and responsive to global issues, and (3) form and reform their identities was implemented in a "Teacher Education Course" for university teachers in Tehran. The class met twice a week for 14 weeks.

The content of the course mainly originated from Kumaravadivelu's teacher education model, and there were also

critical readings (Appendix 1). There were several weeks of more fixed, non-negotiated academic content on teacher education in general and Kumaravadivelu's model in particular at the beginning. Then, the teacher educator and teachers negotiated and renegotiate the rest of the course since teachers had different needs, interests, styles of development, and pedagogical purposes. Sometimes, the choice of topics depended on ideas which came from class discussions, while others were presented independently by the researchers.

The teacher educator, posing problems, took part in learning process as a participant among teachers. The researchers were clear about the philosophy underlying their way of educating teachers. They clarified the pedagogical nature of the course at the very beginning. At the same time, they provided some possibilities for teachers to discover some other aspects of teacher education for themselves so that they bore more ownership in the course and did not merely comply with the teacher educator's style which would lead to a banking atmosphere.

Teachers had the right and power to be involved in decision making. They were demanded to study the materials thoughtfully to analyze issues with regard to their real life experiences. They talked with each other over major issues in class through group discussions. We treated readings critically and created links between readings and the teachers' real life experiences and worries. After the discussions, the educator wanted them to write journals on one or more facets of the discussed topics to build their personal perspectives.

To actualize the dialogical, critical, and transformative promises of the course better, teachers were requested to write two class-assessments on course procedures and two self-assessments on their own progress.

Results

The results of the research are presented in two parts. Part one concerns the identity shifts in less KARDS-oriented teachers, and part

two deals with the identity changes in more KARDS-oriented teachers.

There were shifts in teachers' professional identities from "uncertainty of practice to certainty of practice" in less KARDS-oriented teachers. Early in the course, all ten teachers' interview transcripts indicated that they have all been un/subconsciously applying some of the tenets of KARDS in their classrooms although they did not know their equivalent technical terms.

Abbass, Safa and Davood maintained, "We have been talking to/with our leaners about sociocultural and even sociopolitical issues in our classes to motivate them to talk. But, we were not doing it consciously, and we did not know if it was right."

Kavous posited, "Teacher is not the sole speaker, and transmission of information is not acceptable."

Shabnam, Safa and Nasrin expressed, "We have paid attention to learners' voice, social relevance, and integration of language skills."

Shabnam added, "I have paid attention to teaching context, contextualization of linguistic input, and dialogue with other teachers about my classes. I have also heeded both linguistic and nonlinguistic issues."

Safa said, "I have paid attention to cultural awareness as well."

After the implementation phase of the course, there were shifts to "certainty of practice". The teachers believed that the implementation phase has functioned as a mediational consciousness-raising tool and strengthened their previously held ideas since teachers now believe that there have been solid theoretical evidence behind whatever they have been doing un/subconsciously in their classes.

Abbass, Borhan, Shabnam, Sardar and Maryam said, "This model helps us to experience a shift from uncertainty to certainty."

Abbass added

This model encourages me to pose sociocultural and even sociopolitical issues in my classes carefully and freely since they give my learners the opportunity to reflect upon them. It has left an effective impression on my teaching attitude since it changed my mindset. Now, I put into practice the principles of this model in my teaching context more consciously and more purposefully. This model promotes learner awareness since it heeds sociocultural issues. It helps learners to learn both linguistic and nonlinguistic issues. Following this model, I personally look for something beyond language and teaching a foreign or second language. I look for transformation in learners' attitudes towards sociocultural and sociopolitical issues.

Borhan held
This model has brought about teaching awareness in me. It has turned my teaching in to a more effective one, and it has given me new orientations in teaching. Also, it helps me to enhance the quality of my teaching. It is an improvement to and strengthens my previously held ideas.

Shabnam, Sardar, Abbass, Borhan, Davood and Nasrin maintained, "From this moment on, we should apply this model more consciously and more purposefully in our classes."

There were shifts in teachers' professional identities from the "use of fewer macro strategies to the use of more macro strategies". Early in the course, all seven teachers' speeches indicated that they were using a few macro strategies. Teachers did not speak about macro strategies very much during the first interview as if they were not familiar with them or they did not use them very often. After the program, there were shifts to the "use of more macro strategies".

Kavous and Maryam said
During my first years of teaching English, I did not pay any attention to social relevance since I was afraid of it. You know it is risky to relate your lessons to out of class events since

students are different in culture, attitudes, and ideologies. Nowadays, I pay more attention to social relevance and other macro strategies since I think they facilitate the process of learning and teaching. Also, now I believe in post transmission and I think its application depends on the level and maturity of learners in a class.

Borhan and Nasrin said, "Now, I pay more attention to my learners' autonomy, integration of skills, and other macro strategies."

Shabnam posited
Following this model, I personally look for something beyond language and teaching a foreign or second language. I also look for social relevance through which I can relate class events to larger out of class events to prepare my students for life in the future. Also, I think the use of more macro strategies can expedite the process of language learning and teaching.

Sardar maintained
I should be more creative and innovative through the use of macro strategies. I should pay more attention to my learners' needs, my teaching context, contextualization of linguistic input, and arouse interest in my learners. Also, my philosophy of education is to prepare my learners for life in the future to meet their own needs and others' needs.

Habib and Davood expressed, "After my familiarity with this model, I pay more attention to sociocultural and sociopolitical issues, macro strategies, learners' voice, and my own identity. I try to apply more macro strategies in my classes."

There were shifts in teachers' professional identities from "uncertainty of practice to certainty of practice" in more KARDS-oriented teachers. Early in the course, nine out of ten teachers' interviews demonstrated that they have been un/subconsciously applying some of the principles of KARDS in their classrooms although they were not familiar with their equivalent technical terms.

Ramin, Delaram, Yalda, Noushin, Reza, Zahra, Mona, Neda and Sara said, "We have been un/subconsciously applying some of the tenets of KARDS in our language classes."

Reza and Yalda held, "I paid attention to my learners' needs, their voice, context sensitive teaching, observation of other teachers' classes, and student-centeredness."

Noushin, Mona and Neda expressed, "I paid attention to learners' voice, integration of language skills, dialogizing, teaching context, learners' needs, and learner autonomy."

After the implementation phase of the course, there were shifts to "certainty of practice". Teachers expressed that they would practice their previously held ideas and teaching practices which are in accord with the model with certainty since this model raised their consciousness and ensured them that whatever teaching behaviors and practices they have had in their classes are theoretically justifiable and solid.

> Reza said
> This model promotes my teaching awareness since it brings about a shift, a movement from uncertainty of practice to certainty of practice, in me. From this moment on, it will practice it with certainty since I know there is solid evidence behind whatever I have done in my language classes. I think that this model is a comprehensive and coherent one, and I will use it more in the future. Sharing ideas with other teachers, having one's own theory of practice, and being a researcher were interesting and new to me. It left a positive effect on my teaching attitudes since it gave me nice ideas on how to practice teaching in the future.

Zahra, Noushin, Sara and Ramin maintained, "This model helped us to experience a paradigm shift from uncertainty to certainty. From this moment on, we should apply it with certainty and concentration. We have comprehensive looks at it now."

Ramin said

I think my learners will be more autonomous and motivated, and the role of culture will be more noticeable in my classes. I also pay more attention to my learners' needs and my own awareness of teaching, teaching contexts, and teaching materials. I think I am more committed to effective teaching now. This model has heightened my commitment.

Delaram, Mona and Neda expressed, "Now, I pay more attention to integration of skills, learners' needs, learning styles, learning strategies, learner autonomy, learner voice, learner awareness, and learners' reflectivity and critical thinking."

Yalda said, "This model turned my thoughts about teaching, knowing, analyzing, and teacher education into comprehensive ones. It raised my awareness of knowing and analyzing. It can be a criterion for self-evaluation of my teaching."

There were shifts in teachers' professional identities from "the use of fewer macro strategies to the use of more macro strategies". Early in the course, nine out of ten teachers' speeches indicated that they were employing a few macro strategies. Teachers did not speak about macro strategies very much during the first interview as if they were not familiar with them or they did not use them very often.

Reza, Yalda and Mona said, "I used some macro strategies in my classes although I did not know these technical terms."

Ramin maintained, "I might have been using macro strategies in my classes."

Noushin expressed, "I paid attention to integration of language skills and dialogizing."

After the course, there were shifts to the "use of more macro strategies".

Reza, Neda and Sara said
A few macro strategies were new to me, so I should use and take them more seriously in my classes. I should pay more

attention to my learners' needs in my teaching context. I should give my learners more autonomy as well.

Ramin, Mona, Neda and Noushin maintained, "I try to use more macro strategies in my teaching contexts."

Delaram, Yalda and Zahra said, "Now, I pay more attention to integration of skills and other macro-strategies."

There was an inconsistent case among KARDS-oriented teachers.

Elham believed

It has left a huge impression on my teaching attitude. It changed my mindset. I put into practice the tenets of eclecticism in the past. My familiarity with this model broadened my insight. I learned that authority/power should not solely go to teacher rather it should be shared by both teachers and learners. I learned that as a teacher I should heed sociocultural and sociopolitical issues, learners' voice, teaching context, social relevance, learners' cultural awareness, learners' decision making, learners' needs, learners' motivation and autonomy, and teachers' theorization in my classes.

Discussion

As the results of the study indicate, there are two major changes which are similar and/or the same in nature but not in quantity to teachers' professional identities in both groups.

Teaching is clearly and unavoidably uncertain (Flodden & Clark, 1988). Uncertainty is an important and central part of teaching, and it is quite inevitable and essential. It is in fact a driving force that cannot and should not be eliminated (McDonald, 1986). Uncertainties of knowledge (what is true?) and action (what should teachers do?) are unavoidable since teaching involves changeable and unknowable humans and essential tensions that make the choice of action difficult (Flodden & Clark, 1988).

Teacher education programs can diminish uncertainty of pre-service teachers through equipping them with additional knowledge, skill, routines (tools for raising certainty), and raising teachers' awareness of uncertainty moderately. They should limit attention to the most important or the most noticeable uncertainties to novice teachers in pre-service programs not to overwhelm them and introduce other uncertainties in in-service programs and help teachers identify the sources of uncertainty. In-service education may only improve teachers' knowledge of uncertainty and recommend further strategies for dealing with it (Flodden & Clark, 1988). Since KARDS intends to equip teachers with pedagogical knowledge and skills, raise teachers' cultural, political, and social awareness, and provide them with macro-strategies of teaching, it can be used as an alternative to diminish teachers' uncertainties of knowledge and action.

Teachers can decrease their uncertainties through discussing them with other teachers and strengthening their own knowledge and skills. In-service teachers may also benefit from instruction or field research in their own classrooms planned to aid them in seeing, understanding, and dealing with uncertainty (Flodden & Clark, 1988). Teacher candidates should not prevent moments of confusion, but rather acknowledge it as an essential part of their learning process (Gordon, 2006). Teachers must maintain a 'double consciousness' (Scheffler, 1984, p. 163), committed to taking action and to probing and revising their practice in the light of empirical and normative consequences. Since KARDS intends to improve teachers' professional, procedural, and personal knowledge and skills through dialogizing, action research, and teacher research and encourage teachers to revisit their teaching practices on the basis of three principles of particularity, possibility, and practicality, it can be used to reduce uncertainties of teachers.

Since teacher education is more uncertain than teaching, teacher educators should embrace and evaluate any source of bright ideas in terms of teacher education contexts and move forward with assurance after evaluating the possibilities (Flodden & Clark, 1988). KARDS

can be used as an alternative to this end for its principle of possibility which emphasizes power-sharing through which teachers voice their voices. Teacher educators should familiarize teachers with innumerable uncertainties they encounter in their work to draw their attention to more distant, yet inspiring aims, aid teachers in learning to make judgments when it may be worthwhile to increase certainty, and persuade teachers to see remaining uncertainties as a vital driving force in teaching (Floden & Bauchmann, 1993). They should help teachers cherish confusion and uncertainty and model uncertainty in their teaching (Gordon, 2006).

Making room for confusion and uncertainty in our classrooms is essential for the goal of having citizens who are critical and autonomous thinkers (Gordon, 2006). This goal accords with the principle of possibility.

The findings of this study are also in accord with studies done by Ebadi and Gheisari (2016), Maseko (2018), and Johnson and Golombek (2011). Ebadi and Gheisari found out that teachers' concepts of teaching and classroom conduct can be changed and developed through consciousness-raising of and critical thinking on their teaching behaviors. Maseko (2018) found out that it is quite possible to realize pre-service teachers' role as change agents and change teachers' professional identity through transformative praxis influenced by critical consciousness. Also, the findings support the findings of Johnson and Golombek which showed that the process of professional development for in-service teachers in their conceptualization of present thinking and re-contextualization of their classroom practice must be corroborated by providing repeated and suitable dialogic mediation using such tools as consciousness-raising and critical thinking.

Conclusion and Implications

Shifts from "uncertainty of practice to certainty of practice" and "the use of fewer macro strategies to the use of more macro strategies" are two big changes to teachers' professional identities which should be emphasized and incorporated into teacher education programs.

Teacher educators and teacher education programs should use consciousness raising of and critical reflection on practicing teachers' teaching behaviors and transformative praxis influenced by critical consciousness, reduce but not eliminate teachers' uncertainties, raise teachers' awareness of uncertainties and recommend additional strategies, and create room for confusion and uncertainty in classrooms to bring about changes in teachers' professional identities.

This research may prepare the ground for further studies in this area which is unexplored in EFL/ESL context. Further research should investigate the contributions of KARDS to teachers' professional identities in the context of high schools and language institutes.

The findings of this research may provide some valuable insights for teacher education policy makers and materials developers, teacher educators, practicing teachers, supervisors, mentors, mentees, and other stake holders in the realm of language teacher education.

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Appendix 1: Course Content

Books

1. Language teacher education for a global society (Kumaravadivelu, 2012)

2. Second language teacher education (Burns & Richards, 2009)

3. The Cambridge guide to TESOL (Carter & Nunan, 2001)

4. Understanding language teaching: From method to post-method (Kumaravadivelu, 2006).

5. Beyond methods: Macrostrategies for language teaching (Kumaravadivelu, 2003).

Articles

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Appendix 2: KARDS Questionnaire

Please specify your biographical information below:

Age: Gender:

Degree/Certificate: Field of study:

Years of teaching experience: City:

Teaching Context:

1. School

2. Language institute

3**.** University

    (Please mention the name): ………………………………………

Dear Teacher,

This questionnaire is designed to explore your perception of a language teacher education modular model, KARDS, put forth by Kumaravadivelu in 2012. To this end, your meticulous completion of the questionnaire will surely contribute to obtaining accurate data and arriving at valid conclusions. Therefore, please check the box which best describes your perception. The information will be kept top confidential and will be used for research purposes only. Thank you very much in advance for your time and cooperation.

Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I read books/articles on language	1	2	3	4	5	6

teaching to improve my classroom performance.						
2. I look at journal articles or surf the internet to see what the latest developments in my profession are.	1	2	3	4	5	6
3. I use management strategies that encourage students' engagement in academic tasks.	1	2	3	4	5	6
4. I promote the development of my students' social skills and self-regulation.	1	2	3	4	5	6
5. I manage the content of classroom talk and the structure of information exchange.	1	2	3	4	5	6
6. My observations and experiences make my own personal knowledge.	1	2	3	4	5	6
7. I always think about how to build my own language teaching knowledge.	1	2	3	4	5	6
8. I talk with my learners to learn about their specific needs, wants, and lacks in any particular context.	1	2	3	4	5	6
9. I talk with my learners to learn about their family backgrounds, hobbies, interests, and abilities.	1	2	3	4	5	6
10. I think about the needs analysis done by outsiders carefully and give it a new shape by considering the particularity of my teaching/learning situations.	1	2	3	4	5	6
11. I create an autonomous classroom that is sensitive to learners' sense of self and agency.	1	2	3	4	5	6
12. I try to ready my learners to be autonomous in my classes and in larger out of class society.	1	2	3	4	5	6
13. I think my biography and background affects the way I define myself as a teacher.	1	2	3	4	5	6
14. I think the books and the articles I read in the past affect my teaching beliefs (and teaching practice).	1	2	3	4	5	6
15. I construct my identity on an ongoing	1	2	3	4	5	6

basis.						
16. I invent and reinvent my identity to reach my goals.	1	2	3	4	5	6
17. I question my identities (beliefs and values).	1	2	3	4	5	6
18. I think my identity is fluid, dynamic, and incomplete.	1	2	3	4	5	6
19. I have critical engagement and negotiations with others to develop my identities (beliefs and values).	1	2	3	4	5	6
20. I teach to promote the independence of my learners.	1	2	3	4	5	6
21. I teach to integrate all four language skills.	1	2	3	4	5	6
22. I teach to cultivate in my learners the culture of using their experiences to find answers to questions about in class and out of class events.	1	2	3	4	5	6
23. I teach to make linguistic input appropriate for the context where I teach.	1	2	3	4	5	6
24. I teach to relate my classroom events to social events.	1	2	3	4	5	6
25. I think of writing articles on the basis of my classroom experiences.	1	2	3	4	5	6
26. I think my classroom events are potential research topics and think of finding a method for investigating them.	1	2	3	4	5	6
27. I try to create opportunities for my colleagues and for myself to voice our voices through journals and conferences.	1	2	3	4	5	6
28. I have critical conversations about my classroom experiences with my evolving self.	1	2	3	4	5	6
29. I discuss practical and theoretical issues with my colleagues and look for their advice and feedback.	1	2	3	4	5	6
30. I have conversations with texts on language learning/teaching issues.	1	2	3	4	5	6
31. I construct a personal theory of practice through collaboration and dialog with others.	1	2	3	4	5	6

32. I respect my colleagues' feedback, advice, and point of views given on my classroom experiences.	1	2	3	4	5	6
33. I observe my colleagues' classes to learn about/from their efficient practices.	1	2	3	4	5	6
34. I think carefully about and cope with sociocultural and socio-political structures that shape the character and content of classroom discourse.	1	2	3	4	5	6