INTERNATIONAL JOURNAL OF
Practical and Pedagogical Issues in English Education
IJPIE
ISSN : 2980-9533
Homepage: www.ijpie.org
3(3), Sep. 2025

The Contribution of the KARDS Model to the Teacher Efficacy of Iranian EFL Teachers in In-Service Teacher Training Courses

Amir Sarkeshikian*[1], Narjes Ashari Tabar[1], Akram Tavakkoli[1]
[1]*Department of English, Qo. C., Islamic Azad University, Qom, Iran*
Corresponding Author's Email: amir.sarkeshikian@iau.ac.ir

KEYWORDS

In-service Training Course, KARDS Model, Language Teacher Education, Teacher Efficacy

ARTICLE INFO

Article type: Research Article

Article history:
Received: 04 April 2025
Revised: 16 July 2025
Accepted: 26 July, 2025
Published online: 26 July 2025

ABSTRACT

In the evolving landscape of EFL education in Iran, enhancing teacher efficacy through in-service training is crucial for effectively managing the classroom, engaging students, and using teaching strategies. To that end, the KARDS model (i.e., Knowing, Analyzing, Recognizing, Doing, and Seeing) presents a potential pathway for improving the teacher efficacy of language teachers in the in-service training courses. Intended to inspect the contribution of the teacher education model of KARDS to the teacher efficacy of Iranian EFL teachers, this survey research employed a validated KARDS questionnaire (Mazraeh-Khatiri & Sarkeshikian, 2017) and a teacher efficacy questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001). A total of 203 EFL teachers (75 males, 128 females), who had already participated in in-service teacher training courses, were selected through a convenience sampling technique and asked to complete the two questionnaires. Then, the collected data were analyzed using linear regression techniques. The results revealed that components of KARDS significantly predicted the student engagement component of teacher efficacy at all steps ($p < .05$). However, the KARDS model was not found to have any contributions to the class management and teaching strategies components of teacher efficacy ($p > .05$). The results bear implications for teacher educators and language teachers, suggesting that the KARDS model has limited capacity to predict EFL teachers' effectiveness. This implies that although the model has potential for promoting learner-centered pedagogies and encouraging student motivation, the KARDS-based teacher education program has to be reviewed and revised.

Introduction

Defined as a multifaceted concept (Skaalvik & Skaalvik, 2007), self-efficacy refers to an individual's conviction regarding their capabilities and the proficiency with which they can execute tasks (Zimmerman & Cleary, 2006). Extending this construct into the teacher profession, teacher efficacy, defined as a teacher's belief in their capacity to influence student engagement and achievement (Tschannen-Moran & Hoy, 2001), has emerged as a critical construct in understanding teacher performance, student learning, and overall educational quality (e.g., Adeyemi, 2017; Fathi et al., 2021; Liu & Hallinger, 2018). Within EFL contexts, teacher efficacy is increasingly seen as a foundational element in teacher professional development and effective language instruction (e.g., Emiru & Gedifew, 2024; Mahmoudi et al., 2021; Mohammadi et al., 2024; Sazideh et al., 2020). Accordingly, teacher efficacy can also be influenced by various elements, including the teaching environment, student behavior, and demographic factors (Aldridge & Fraser, 2016; Sabet et al., 2018). Moreover, previous studies have established the contribution of teacher education programs to teacher efficacy (Kasalak & Dagyar, 2020; Sazideh et al., 2020).

How to Cite: Sarkeshikian, A., Ashari Tabar, N., Tavakoli, A. (2025). The Contribution of the KARDS Model to the Teacher Efficacy of Iranian EFL Teachers in In-Service Teacher Training Courses. *International Journal of Practical and Pedagogical Issues in English Education*, 3(3), 1-20. DOI: 10.22034/ijpie.2025.513677.1093

Despite the significance of these sources, teacher efficacy can also be shaped by the model of teacher education. Regarding the teacher training courses, some researchers are concerned that they do not engage teachers in reflection or classroom practice (e.g., Borg, 2011; McChesney et al., 2024; Segal, 2024). Kumaravadivelu (2012) himself acknowledged the ambiguity regarding what teacher educators and master teachers actually do within in-service environments and called for frameworks that promote holistic teacher development in the context of globalized education. Various studies within the Iranian EFL context have also highlighted the incompatibility among the content of in-service teacher training programs, the practical classroom requirements, and the actual practices in classrooms (e.g., Eghtesadi & Hassanabadi, 2016; Mohammadi et al., 2015). Conversely, some research has reported more positive results. Saadatmand and Shahrokhi (2019) reported Iranian EFL teachers' satisfaction with their in-service training experiences, particularly among those who are new to the profession. Similarly, Mahmoodi et al. (2021) revealed that INSET programs positively affected teachers' knowledge base and indirectly enhanced students' language acquisition.

In response to the increasing demand for more qualified EFL teachers possessing specialized classroom language competence (e.g., Karimi, 2011), Kumaravadivelu (2012) proposed the KARDS model—a modular and comprehensive framework for second language teacher education that encompasses Knowing, Analyzing, Recognizing, Doing, and Seeing. This model suggests that teachers should enhance their pedagogical knowledge not solely through content delivery but by engaging in critical reflection, context-sensitive teaching, and practical inquiry. The KARDS model encapsulates the sociocultural, professional, and pragmatic challenges inherent in twenty-first-century English language teaching, particularly for non-native teachers operating in expanding-circle contexts such as Iran. While the theoretical significance of the KARDS model is widely recognized, there is a paucity of studies exploring its practical impact on the aspects of Tschannen-Moran and Hoy's (2001) model of teacher efficacy (i.e., classroom management, instructional strategies, and student engagement).

Recent studies have thoroughly investigated the ongoing issues faced by Iranian EFL teachers, particularly in relation to their professional development and teacher education frameworks, such as the lack of contextualized and ongoing programs (e.g., Fakharzadeh & Naderi, 2023), a lack of adequate, stage-specific training frameworks (e.g., Ashegh Navaie et al., 2024), and systemic obstacles, including insufficient institutional backing, limited availability of in-school professional development options, and sporadic training sessions (e.g., Jamalizade & Fatehi Rad, 2022). Collectively, these studies argue that teacher training needs to move away from generic models to extended, reflective, and contextually relevant learning experiences.

Given the call for more effective teacher training (e.g., Bonyadi et al., 2012; Faez et al., 2019; Freeman et al., 2015; Safari & Rashidi, 2015; Sadeghi & Richards, 2021; Shadlou & Kashef, 2025; Wang et al., 2021), this study would be among the first to examine the contribution of the KARDS model to teacher efficacy, with an emphasis on addressing this noted gap. Specifically, it aimed to investigate whether the KARDS model can make a meaningful contribution to the components of teacher efficacy among Iranian in-service EFL teachers. Since non-native English-speaking educators represent the majority of the global English teaching workforce, it is crucial to understand how to cultivate their professional efficacy, positioning it as both a national and international educational priority. Consequently, this study sought to explore the KARDS model's contribution to the three primary components of teacher efficacy—namely,

instructional strategies, classroom management, and student engagement—among Iranian EFL teachers enrolled in in-service training programs. The findings aim to offer useful insights for teacher educators, policymakers, and curriculum developers to better align training content with the realities of classroom practice and the developmental needs of teachers.

Literature Review

Most recently, Emiru and Gedefaw (2024) explored the relationship between the engagement of secondary school students and the efficacy of teachers in Ethiopia. They conducted a survey of 714 teachers, utilizing validated scales and employing descriptive statistics, correlation, and multiple regression analyses. The findings showed that students' behavioral, cognitive, and emotional engagement were significantly lower than average, while teachers indicated a higher-than-average teacher efficacy in areas such as student engagement, classroom management, and instructional strategies. Moreover, Mohammadi et al. (2024) examined the influence of efficacy instruction on the professional development of EFL teachers selected through a convenience sampling method using a mixed methods design. The findings indicated that the efficacy of EFL teachers significantly influenced their professional growth.

In a recent study, Mahmoodi et al. (2021) evaluated the effects of in-service education and training (INSET) programs on the knowledge base of 11th-grade EFL teachers. The findings were positive, showing that students in this grade improved their language learning after their teachers attended the INSET classes. Moreover, Sazideh et al. (2020) explored how teacher efficacy impacts the competence of 197 Iranian high school EFL teachers using a one-sample t-test, confirmatory factor analysis, and structural equation modeling. The results indicated a strong relationship between teacher efficacy and the competency of EFL teachers. Additionally, the instructional strategies subscale of the teacher efficacy questionnaire was identified as the strongest predictor of EFL teachers' competency.

In addition, Hassani et al. (2020) explored how Kumaravadivelu's (2012) KARDS model influenced the professional identities of Iranian EFL university educators. By employing purposive sampling and a validated KARDS questionnaire, twenty teachers were categorized into groups that were either more or less aligned with KARDS principles. The results emphasize the importance of incorporating KARDS into teacher education programs to help resolve uncertainties experienced in the classroom.

Hassani (2020) also examined the perceptions of Iranian EFL teachers regarding Kumaravadivelu's (2012) KARDS model, emphasizing its limited implementation in Iran due to a lack of research. A validated questionnaire was utilized to gather data from 400 teachers in Tehran through stratified and convenience sampling methods. Analyses using MANOVA and post-hoc tests indicated significant differences influenced by age, educational degree, and field of study. Interestingly, younger teachers exhibited a higher interest in classroom observation, suggesting that perceptions of the KARDS model vary with age. Additionally, Saadatmand and Shahrokhi (2019) explored teachers' contentment with in-service training programs for Iranian EFL instructors. The results indicated that Iranian EFL teachers expressed significant satisfaction with such programs. Furthermore, novice Iranian EFL teachers reported higher satisfaction levels compared to their more experienced counterparts.

Furthermore, Hassani et al. (2019) investigated the effect of Kumaravadivelu's (2012) KARDS model on the restoration of professional identities among Iranian EFL instructors. Twenty instructors were split into groups that were more and less KARDS-oriented using purposive sampling and a validated KARDS questionnaire. Four significant identity transformations were identified through grounded theory analysis of interviews, diaries, and conversations. These included a movement toward transformational pedagogy and increased teaching assurance. The results highlight KARDS' applicability to Iranian teacher education and its capacity to transform teacher identities.

Despite an increasing acknowledgment of teacher efficacy as a crucial element in improving instructional quality and student engagement (Adeyemi, 2017; Aldridge & Fraser, 2016; Emiru & Gedifew, 2024; Fathi et al., 2021; Hassani et al., 2019; Liu & Hallinger, 2018; Mahmoudi et al., 2021; Mohammadi et al., 2024; Sabet et al., 2018), there is still a notable lack of research on how specific teacher education models foster their development, especially in EFL environments. While previous studies have recognized the influence of in-service training on teacher efficacy (Kasalak & Dagyar, 2020; Sazideh et al., 2020), ongoing concerns highlight that many of these programs do not offer enduring, reflective, and contextually relevant learning experiences (Borg, 2011; McChesney et al., 2024; Segal, 2024). In the context of Iranian EFL, research indicates a disconnect between the theoretical foundations of teacher training and the practical requirements of teaching (Eghtesadi & Hassanabadi, 2016; Khanjani et al., 2017; Mohammadi et al., 2015), leading to questions regarding their overall impact.

To address these issues, Kumaravadivelu (2012) introduced the KARDS model as a holistic framework for second language teacher education. However, even with its theoretical potential, the actual influence of this model on teacher efficacy, specifically regarding classroom management, instructional techniques, and student engagement, has yet to be thoroughly examined. Consequently, this study intended to fill this gap by exploring how well the elements of the KARDS model can predict various aspects of teacher efficacy among Iranian in-service EFL educators. This methodology offered empirical data to examine how reflective, context-sensitive, and practice-oriented teacher education models like KARDS can influence the professional self-beliefs of in-service EFL educators. The results are anticipated to provide insights for teacher educators and policymakers about the ability of the KARDS framework to improve teacher development through training models that are more contextually appropriate and reflective. To deal with this problem in the literature, the following research questions were put forward:

RQ1: How much of the variance in the student engagement subscale of the teacher efficacy questionnaire can be predicted by the components of the KARDS questionnaire?
RQ2: How much of the variance in the classroom management subscale of the teacher efficacy questionnaire can be predicted by the components of the KARDS questionnaire?
RQ3: How much of the variance in the instructional strategies subscale of the teacher efficacy questionnaire can be predicted by the components of the KARDS questionnaire?

Method

Research Design

A quantitative research methodology was employed to conduct this research using a questionnaire survey design to investigate the contribution of the KARDS model to the teacher

efficacy of Iranian EFL teachers in in-service teacher training courses. The independent variables in this study were the five components of Kumaravadivelu's (2012) KARDS model (i.e., knowing, analyzing, recognizing, doing, and seeing), serving as the predictor variables. The dependent variables were the three key dimensions of teacher efficacy (i.e., student engagement, classroom management, and instructional strategies), as defined by Tschannen-Moran and Hoy (2001).

Participants

A sample of 203 EFL teachers (75 male, 128 female) in Iran answered the KARDS and teacher efficacy questionnaires, which were sent to them via online applications or email. The convenience sampling technique was used to identify the study sample from the high schools in Iran. The demographic data were gathered through the first sections of the KARDS questionnaire. As the participants chose to complete and submit the questionnaires of their own accord, a distinct consent form was considered unnecessary, leading to their involvement being interpreted as implied informed consent. As to their gender, the results indicated that 63.1 percent of participants were female, and 36.9 percent were male. Regarding the participants' age, the results revealed that the EFL teachers' age ranged from 23 to 55, with a mean of 42.37 years. Moreover, the most frequent age group was 50 years, and the median age was 43.50. That is, 50 percent of EFL teachers were below the age of 43.50.

Regarding their fields of education, the results indicated that 78.8 percent of the teachers had studied teaching. This was followed by 12.3 percent who had studied translation, 6.4 percent literature, and 2.5 percent linguistics. As to the participants' degrees, the results indicated that 49.8 percent of them held an MA, 44.8 percent a BA, and 5.4 percent a PhD. The results for the participants' teaching years of experience indicated that 54.7 percent of the teachers had 21 to 30 years of teaching experience. This was followed by 22.7 percent with 11 to 20 years, 9.9 percent with one to five years, and 5.4 percent with more than 30 years of teaching experience. The results for the levels of teaching showed that 38.4 percent of the teachers taught at lower high schools. This was followed by another 31.5 percent, who had taught at upper high schools, 16.7 percent at high schools and institutes, 10.8 percent at both high school levels, and 2.5 percent at institutes.

Instruments

KARDS Questionnaire

The first section collected the teachers' demographic data (i.e., gender, age, field of education, academic degree, teaching context, and teaching experience). The second section included key questions on the KARDS model (Kumaravadivelu, 2012). This instrument uses a six-point Likert scale (i.e., 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Usually, 5 = Always, 6 = Not sure) and consists of 36 items grouped within five dimensions of the KARDS model. The content validity of this instrument was approved by Kumaravadivelu through personal correspondence. The questionnaire was validated using exploratory and confirmatory factor analyses (Mazraeh-Khatiri & Sarkeshikian, 2017). The questionnaire also showed excellent internal consistency reliability (alpha=.95).

Teacher Efficacy Questionnaire

This questionnaire is composed of 12 five-point Likert-scale items on teacher efficacy based on Tschannen-Moran and Woolfolk Hoy's (2001) model. It is comprised of the following components of teacher efficacy: a) student engagement in learning, b) class management, and c) the use of instructional strategies. The overall value of internal consistency reliability indicated excellent internal consistency, suggesting the instrument is a reliable measure of teacher efficacy across its three dimensions (alpha=.89).

Procedures

In the first step of the procedure, the KARDS questionnaire and the teacher efficacy questionnaire were sent to 203 EFL male and female EFL teachers who had participated in at least one in-service teacher training course. The subjects were not required to write their names on the questionnaire. To come up with reliable results, the researcher tried to collect data from the teachers who were teaching in both lower and upper high schools, with BA, MA, and PhD university degrees. Since the participants were scattered in different cities and provinces in Iran, it was sent to them through online applications or e-mail. The process of sending questionnaires and collecting data lasted about three months. It was longer than the researcher thought because some of the respondents did not respond immediately.

Data Analysis

The SPSS version 26 was used to analyze the data received from the questionnaires. That is to say, a quantitative procedure was followed for data analysis. Descriptive analyses (i.e., means and standard deviation) were run. To address the questions raised in this study, linear regression was conducted after checking the preliminary assumptions. This statistical method was chosen to evaluate the predictive capacity of the KARDS components concerning each subscale of the teacher efficacy questionnaire.

Results

To investigate how the various elements of the KARDS questionnaire (i.e., knowing, analyzing, recognizing, doing, and seeing) can predict the variance in the components of teacher efficacy (i.e., student engagement, classroom management, and instructional strategies), linear regression analyses were performed. Before carrying out the main analysis, the key regression assumptions, which included checking for the absence of univariate and multivariate outliers, as well as assessing normality, linearity, and homoscedasticity were verified. Assumptions of linearity and homoscedasticity are discussed in the following results subsections.

Exploring the Preliminary Assumptions

First, the data were scrutinized for any significant univariate outlier by computing the standardized scores (i.e., z scores) for five components of the KARDS questionnaire and three components of efficacy. It should be noted that any z score higher than +/- 3.29 indicates that the respective participant is a univariate outlier.

Table 1

Descriptive Statistics for Standardized Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Z score (Knowing)	203	-1.63	2.92	.000	1.00
Z score (Analyzing)	203	-1.96	2.64	.000	1.00
Z score (Recognizing)	203	-2.43	2.05	.000	1.00
Z score (Doing)	203	-1.91	2.45	.000	1.00
Z score (Seeing)	203	-2.71	2.49	.000	1.00
Z score (Student engagement)	203	-3.06	1.85	.000	1.00
Zscore(Class management)	203	-3.71	2.03	.000	1.00
Zscore(Instructional Strategies)	203	-2.99	1.85	.000	1.00

The results displayed in Table 1 indicated that the ID number of 201 was a significant univariate outlier on the class management subscale of the teacher efficacy questionnaire with a z score of -3.70. After excluding this participant, the sample size decreased to 202. To probe the assumption of lack of multivariate outliers, the Mahalanobis Distances should be computed for each participant. The chi-square critical value for eight variables at the .001 level of significance is 26.12 (Table 2).

Table 2

Mahalanobis Distances

	N	Min	Max	M	SD
Mahalanobis Distance	202	.68	21.15	7.96	4.42

As displayed in Table 2, since the maximum Mahalanobis Distances of 21.15 was lower than 26.12, it was concluded that the present data did not suffer from any significant multivariate outliers. Table 3 displays the skewness and kurtosis indices for the components of the KARDS and teacher efficacy questionnaires.

Table 3

Descriptive Statistics: Testing Normality of Data

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Knowing	202	.676	.171	.054	.341
Analyzing	202	.602	.171	-.037	.341
Recognizing	202	.125	.171	-.511	.341
Doing	202	.375	.171	-.364	.341
Seeing	202	.035	.171	-.013	.341
Student engagement	202	-.071	.171	-.183	.341
Class management	202	.284	.171	-.364	.341
Instructional strategies	202	-.067	.171	-.326	.341

According to Table 3, since the skewness and kurtosis values were lower than +/- 2 (George & Mallery 2020), it was concluded that the assumption of normality was retained.

Exploring the First Research Question

Table 4 shows the model summary for predicting the student engagement subscale of the teacher efficacy questionnaire which can be predicted by the KARDS components to test the first null hypothesis.

Table 4

Model Summary[f]: Predicting Student Engagement Subscale through KARDS Components

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.30[a]	.09	.07	2.70	
2	.30[b]	.09	.07	2.70	
3	.29[c]	.08	.07	2.70	
4	.27[d]	.07	.06	2.71	
5	.26[e]	.06	.06	2.71	1.850

[a] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing, Analyzing
[b] Predictors: (Constant), Seeing, Doing, Recognizing, Analyzing
[c] Predictors: (Constant), Seeing, Recognizing, Analyzing
[d] Predictors: (Constant), Recognizing, Analyzing
[e] Predictors: (Constant), Recognizing
[f] Dependent Variable: Student

As shown in Table 4, the variance in the student engagement subscale of the teacher efficacy questionnaire cannot be predicted by the components of the KARDS questionnaire. All the components of the KARDS questionnaire entered the regression model on the first step to predict 9.3 percent of the student engagement variance (R = .304, R^2 = .093). The knowing component of the KARDS questionnaire was excluded in the second step to reduce the prediction to 9.1 percent (R = .302, R^2 = .091). The process of exclusion of variables continued by excluding the doing (R = .296, R^2 = .088), seeing (R = .276, R^2 = .076), and analyzing (R = .263, R^2 = .069) components. Accordingly, the recognizing component of the KARDS questionnaire was the sole significant predictor of the student engagement subscale to predict 6.9 percent of this component of teacher efficacy. Table 5 displays the results of the ANOVA test of significance for the regression model.

Table 5

ANOVA[a] Test of Significance of Regression Model: Predicting Student Engagement Subscale through KARDS Components

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	146.81	5	29.36	4.00	.002[b]
	Residual	1436.80	196	7.33		
	Total	1583.62	201			
2	Regression	144.29	4	36.07	4.93	.001[c]
	Residual	1439.32	197	7.30		
	Total	1583.62	201			
3	Regression	138.76	3	46.25	6.33	.000[d]

	Residual	1444.85	198	7.29		
	Total	1583.62	201			
	Regression	120.88	2	60.44	8.22	.000[e]
4	Residual	1462.74	199	7.35		
	Total	1583.62	201			
	Regression	109.50	1	109.50	14.85	.000[f]
5	Residual	1474.11	200	7.37		
	Total	1583.62	201			

[a] Dependent Variable: Student
[b] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing, Analyzing
[c] Predictors: (Constant), Seeing, Doing, Recognizing, Analyzing
[d] Predictors: (Constant), Seeing, Recognizing, Analyzing
[e] Predictors: (Constant), Recognizing, Analyzing
[f] Predictors: (Constant), Recognizing

According to Table 5, the significant results of the *F*-value ($p < .05$) indicated that the components of the KARDS questionnaire significantly predicted the student engagement subscale of the teacher efficacy questionnaire at all steps; however, the F-value showed an increasing trend from the first step to the fifth step (i.e., 4.00, 4.93, 6.33, 8.22, 14.85, respectively). Table 6 displays the unstandardized (b) and standardized (beta) regression coefficients.

Table 6

Regression Coefficients[a] : Predicting Student Engagement Subscale through KARDS Components

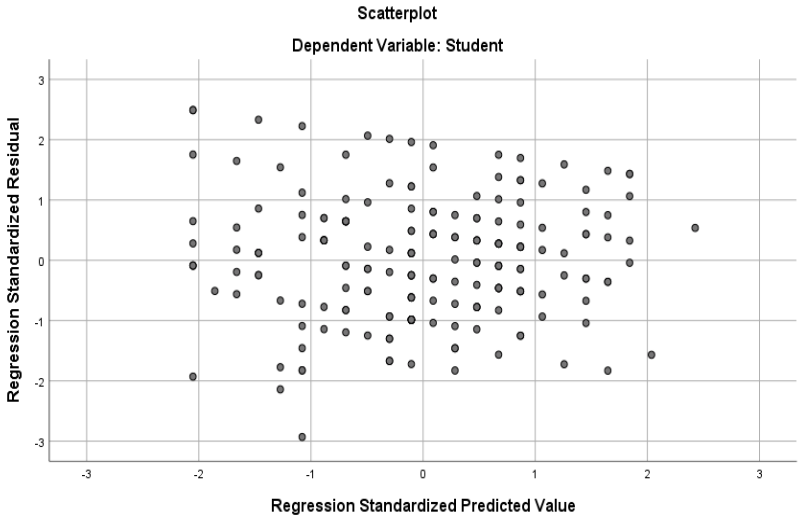
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
	(Constant)	16.85	.68		24.77	.000
	Knowing	-.03	.05	-.06	-.58	.55
1	Analyzing	-.04	.03	-.18	-1.23	.21
	Recognizing	-.14	.06	-.26	-2.18	.03
	Doing	.05	.06	.10	.85	.39
	Seeing	.07	.05	.14	1.28	.19
	(Constant)	16.80	.67		24.99	.000
	Analyzing	-.05	.03	-.23	-1.86	.06
2	Recognizing	-.15	.06	-.27	-2.25	.02
	Doing	.05	.06	.10	.87	.38
	Seeing	.07	.05	.14	1.30	.19
	(Constant)	16.86	.66		25.26	.000
3	Analyzing	-.04	.02	-.18	-1.65	.09
	Recognizing	-.13	.06	-.24	-2.10	.03
	Seeing	.08	.05	.16	1.56	.11
	(Constant)	17.18	.63		26.93	.000
4	Analyzing	-.03	.02	-.13	-1.24	.21
	Recognizing	-.08	.05	-.16	-1.55	.12
	(Constant)	16.83	.57		29.42	.000
5	Recognizing	-.14	.03	-.26	-3.85	.000

[a] Dependent Variable: Student

As displayed in Table 6, and considering the t-values associated with each predictor, it can be concluded that recognizing (t = -2.186, p < .05) was the best predictor of the student engagement subscale on the first step, while knowing (t = -.587, p > .05) was its weakest predictor on the first step. It was mentioned earlier that regression assumes linearity and homoscedasticity of the model. Both assumptions were tested through a scattergram in Figure 1. The assumptions of linearity and homoscedasticity were upheld because the scatterplot of the data points showed no evidence of curvature or funnel-shaped dispersion.

Figure 1

Testing Linearity and Homoscedasticity Assumptions: Student Engagement through KARDS Components



Exploring the Second Research Question

A linear regression through the backward method was run to address the second null hypothesis (i.e., The variance in the classroom management subscale of the teacher efficacy questionnaire cannot be predicted by the components of the KARDS questionnaire.) (Table 7).

Table 7

Model Summary[f] :Predicting Class Management Subscale through KARDS Components

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.12[a]	.01	-.000	2.36
2	.12[b]	.01	-.000	2.36
3	.12[c]	.01	.000	2.35
4	.11[d]	.01	.000	2.35
5	.10[e]	.01	.000	2.35

[a] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing, Analyzing
[b] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing
[c] Predictors: (Constant), Seeing, Knowing, Doing
[d] Predictors: (Constant), Seeing, Doing

[e] Predictors: (Constant), Seeing
[f] Predictor: (constant)

All components of the KARDS questionnaire entered the model on the first step to predict 1.6 percent of the classroom management subscale (R = .016, R^2 = .016). The analyzing component of the KARDS questionnaire was excluded in the second step to leave the percentage of prediction unchanged (R = .127, R^2 = .016). The process of exclusion of variables continued on the third to sixth steps by excluding the recognizing (R = .122, R^2 = .015), knowing (R = .110, R^2 = .012), and doing (R = .104, R^2 = .011) components. The percentage of prediction reduced to zero when the regression model included the seeing component. That is, none of the components of the KARDS questionnaire had any significant contribution to classroom management subscale. The Durbin-Watson index was not computed as the five components of the KARDS had zero contribution to this subscale (Table 8).

Table 8

ANOVA[a] Test of Significance of Regression Model: Predicting Classroom Management Subscale through KARDS Components

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.13	5	3.62	.64	.66[b]
	Residual	1098.26	196	5.60		
	Total	1116.39	201			
2	Regression	17.94	4	4.48	.80	.52[c]
	Residual	1098.45	197	5.57		
	Total	1116.39	201			
3	Regression	16.72	3	5.57	1.00	.39[d]
	Residual	1099.66	198	5.55		
	Total	1116.39	201			
4	Regression	13.39	2	6.69	1.20	.30[e]
	Residual	1103.00	199	5.54		
	Total	1116.39	201			
5	Regression	11.75	1	11.75	2.12	.14[f]
	Residual	1104.64	200	5.52		
	Total	1116.39	201			

[a] Dependent Variable: Classroom
[b] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing, Analyzing
[c] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing
[d] Predictors: (Constant), Seeing, Knowing, Doing
[e] Predictors: (Constant), Seeing, Doing
[f] Predictors: (Constant), Seeing

Based on Table 8, the non-significant results of F-values (p > .05) at all six steps indicated that components of the KARDS questionnaire did not have any significant contributions to the classroom management subscale of the teacher efficacy questionnaire. Table 9 shows that none of the components of the KARDS questionnaire significantly predicted this subscale of the teacher efficacy questionnaire.

Table 9

Regression Coefficients[a]: Predicting Classroom Management Subscale through KARDS Components

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.83	.59		26.61	.000
	Knowing	-.04	.05	-.09	-.82	.41
	Analyzing	.00	.03	.02	.18	.85
	Recognizing	.02	.05	.05	.41	.67
	Doing	.02	.05	.05	.44	.65
	Seeing	-.06	.05	-.15	-1.32	.18
2	(Constant)	15.84	.59		26.84	.000
	Knowing	-.03	.04	-.08	-.86	.38
	Recognizing	.02	.05	.05	.46	.64
	Doing	.02	.05	.06	.57	.56
	Seeing	-.06	.05	-.14	-1.31	.19
3	(Constant)	15.84	.58		26.91	.000
	Knowing	-.03	.04	-.07	-.77	.43
	Doing	.03	.04	.08	.80	.42
	Seeing	-.05	.04	-.12	-1.23	.21
4	(Constant)	15.72	.56		27.67	.000
	Doing	.02	.04	.05	.54	.58
	Seeing	-.06	.04	-.14	-1.40	.16
5	(Constant)	15.83	.53		29.57	.000
	Seeing	-.04	.03	-.10	-1.45	.14

[a] Dependent Variable: classroom management

According to the results in Table 9, the *t* values and their corresponding p-values were all non-significant. Hence, the second null hypothesis was retained. Since the model did not have any significant power to predict the classroom management subscale, the SPSS software failed to draw the scatter plot.

Exploring the Third Research Question

A linear regression through the backward method was run to explore the extent to which the components of the KARDS model can predict the instructional strategies subscale of the teacher efficacy questionnaire to address the third null hypothesis (i.e., The variance in the instructional strategies subscale of the teacher efficacy questionnaire cannot be predicted by the components of the KARDS questionnaire.). Table 10 displays the model summary.

Table 10

Model Summary[f]; Predicting Instructional Strategies Subscale through KARDS Components

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.18[a]	.03	.01	2.64	

2	.18[b]	.03	.01	2.63	
3	.17[c]	.03	.01	2.63	
4	.15[d]	.02	.01	2.63	
5	.12[e]	.01	.01	2.64	1.95

[a] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing, Analyzing
[b] Predictors: (Constant), Seeing, Doing, Recognizing, Analyzing
[c] Predictors: (Constant), Seeing, Doing, Recognizing
[d] Predictors: (Constant), Doing, Recognizing
[e] Predictors: (Constant), Recognizing
[f] Dependent Variable: Instructional Strategies

All components of the KARDS questionnaire entered the regression model on the first step to predict 3.5 percent of the instructional strategies subscale (R = .186, R^2 = .035). The knowing component of the KARDS questionnaire was excluded in the second step to reduce the prediction percentage to 3.4 percent (R = .185, R^2 = .034). The process of exclusion of variables continued on the third to fifth steps by excluding the analyzing (R = .174, R^2 = .030), seeing (R = .158, R^2 = .025), and doing (R = .126, R^2 = .016) components. That is to say, the recognizing component of the KARDS questionnaire was the sole significant predictor of the instructional strategies subscale to predict 1.6 percent of this component of teacher efficacy (third research question). The DW index of 1.95 indicated that the errors were not correlated. Table 14 displays the results of the ANOVA test of the regression model.

Table 11

ANOVA[a] Test of Significance of Regression Model: Predicting Instructional Strategies Subscale through KARDS Components

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.32	5	9.86	1.41	.22[b]
	Residual	1370.84	196	6.99		
	Total	1420.16	201			
2	Regression	48.80	4	12.20	1.75	.14[c]
	Residual	1371.36	197	6.96		
	Total	1420.16	201			
3	Regression	43.14	3	14.38	2.06	.10[d]
	Residual	1377.02	198	6.95		
	Total	1420.16	201			
4	Regression	35.42	2	17.71	2.54	.08[e]
	Residual	1384.73	199	6.95		
	Total	1420.16	201			
5	Regression	22.44	1	22.44	3.21	.07[f]
	Residual	1397.71	200	6.98		
	Total	1420.16	201			

[a] Dependent Variable: Instructional Strategies
[b] Predictors: (Constant), Seeing, Knowing, Doing, Recognizing, Analyzing
[c] Predictors: (Constant), Seeing, Doing, Recognizing, Analyzing
[d] Predictors: (Constant), Seeing, Doing, Recognizing
[e] Predictors: (Constant), Doing, Recognizing
[f] Predictors: (Constant), Recognizing

The non-significant results of F-values ($p > .05$) in Table 11 indicated that components of the KARDS questionnaire did not significantly predict the strategies component of teacher efficacy at all steps. Table 12 displays the unstandardized (b)and standardized regression coefficients.

Table 12

Regression Coefficients[a]: Predicting Instructional Strategies through KARDS Components

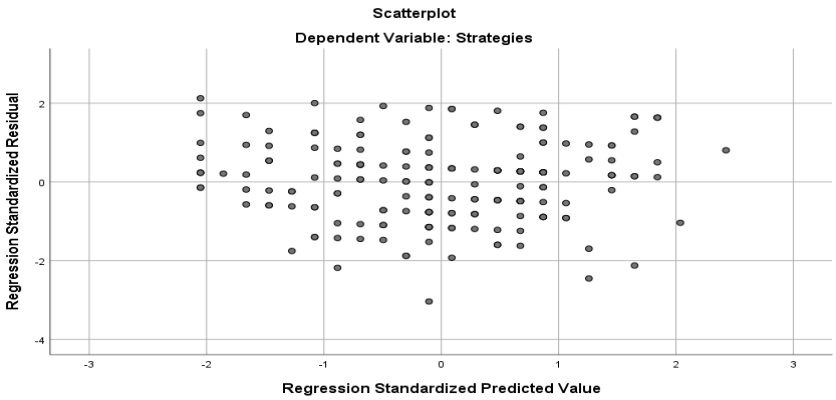
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.98	.66		24.04	.000
	Knowing	.01	.05	.03	.27	.78
	Analyzing	-.03	.03	-.13	-.90	.36
	Recognizing	-.07	.06	-.14	-1.15	.25
	Doing	.11	.06	.24	1.88	.06
	Seeing	-.05	.05	-.10	-.90	.36
2	(Constant)	16.00	.65		24.40	.000
	Analyzing	-.02	.03	-.11	-.90	.36
	Recognizing	-.07	.06	-.14	-1.13	.25
	Doing	.11	.06	.24	1.88	.06
	Seeing	-.05	.05	-.10	-.91	.36
3	(Constant)	15.87	.63		24.84	.000
	Recognizing	-.09	.06	-.17	-1.50	.13
	Doing	.09	.05	.18	1.65	.10
	Seeing	-.05	.05	-.11	-1.05	.29
4	(Constant)	15.66	.60		25.77	.000
	Recognizing	-.12	.05	-.23	-2.21	.02
	Doing	.07	.05	.14	1.36	.17
5	(Constant)	16.00	.55		28.73	.000
	Recognizing	-.06	.03	-.12	-1.79	.07

[a] Dependent Variable: Instructional Strategies

The results in Table 12 indicated that recognizing (t = -2.21, $p < .05$) was the best predictor of strategies engagement on the fourth step; however, once it became the sole predictor of strategies measure, it did not have any significant contribution to the regression model (t = -1.79, $p > .05$). According to the scatterplot in Figure 2, the linearity and homoscedasticity of the model were satisfied since the dots were evenly spread without any curved or funnel patterns.

Figure 2

Testing Linearity and Homoscedasticity Assumptions: Strategies Engagement through KARDS Components



Discussion

This study aimed to examine the extent to which the teacher education model of KARDS can predict the components of teacher efficacy (i.e., student engagement, classroom management, and instructional strategies) of Iranian EFL teachers. The findings revealed that the components of the KARDS modular model of teacher education significantly predicted the student engagement subscale of teacher efficacy. However, it was found that the components of the KARDS model did not have any significant contributions to the teacher efficacy with regard to classroom management designed to increase or encourage desirable student responses, nor did it contribute to teachers' instructional strategies aimed at addressing the needs of capable students and fostering students' thinking (Tschannen-Moran & Hoy, 2001).

The first finding of this study (i.e., the contribution of the KARDS to the student engagement of the teacher efficacy) is theoretically compatible with Kumaravadivelu's (2006) post-method macro-strategies, by means of which teachers will have the ability to craft interactional activities that are tailored to the specific context and focused on quality (Kumaravadivelu, 2012). This finding is also in accord with Emiru and Gedefaw (2024), who underscored the importance of teachers' self-belief in improving student engagement and emphasized the need for follow-up studies tailored to the specific context. Overall, it may be argued that the modular model of KARDS may contribute to the student outcomes (i.e., improved academic achievement, increased student motivation, enhanced student engagement, and positive socio-emotional development) of teacher efficacy (Tschannen-Moran & Hoy, 2001).

However, the other two findings of this study (i.e., The KARDS model does not predict any variance in teacher efficacy with regard to the classroom management subscale, nor did it contribute to the instructional strategies subscale of the teacher efficacy questionnaire) are in discord with the claims made by Kumaravadivelu's (2012) conceptualization of teaching techniques and the skills of classroom management in the KARDS model. Hence, the procedural knowledge of the KARDS model, which is required to manage a classroom, may not help teachers fulfill the desired educational outcomes. Moreover, it can be argued that the instructional strategies are passed on to educators, who rarely challenge their accuracy or applicability to the particular learning and teaching situations they encounter (Niebles-Thevening et al., 2022). These two findings align with Sarkeshikian (2022) and Mazraeh-Khatiri and Sarkeshikian (2017), who proposed adding a sixth component to the original KARDS model and validated the revised model through exploratory and confirmatory factor analyses, addressing its

theoretical underrepresentation. These two findings also agree with the findings of Eslami and Fatahi (2008), who found that the EFL teachers were more likely to employ strategies when they felt more efficacious. However, the two findings do not correspond with Hassani et al. (2020), who identified a significant shift in EFL teacher identity from a limited use of strategies to a greater implementation of macro-strategies. The finding with regard to the instructional strategies subscale of the teacher efficacy questionnaire is also against Sazideh et al.'s (2020) finding that instructional strategies subscale is the strongest predictor of EFL teachers' competency.

Conclusion

Based on the above findings, this conclusion can be drawn that teacher efficacy beliefs about students' engagement in a foreign language context can be predicted by the KARDS model, and this model may reliably predict the EFL students' success in the Iranian context. The reason might lie in the fact that teacher efficacy beliefs about what they do will provide them with the strategies and skills needed to advance their careers. As stated earlier, it was also found that the KARDS model has no contribution to the classroom management subscale of the teacher efficacy questionnaire. Based on this finding, it can be concluded that the underlying components and techniques of managing and organizing a classroom (Kumaravadivelu, 2012) of the KARDS model should be reconsidered and revised so that it may enhance EFL teacher efficacy concerning classroom management. With regard to the third finding, it can be concluded that the KARDS model does not share the core beliefs influential in shaping the instructional strategies with the underlying construct of teacher efficacy. Ultimately, since teachers play a crucial role in bringing about change (Lai & Cheung, 2015; Zohrabi & Ahmadpour, 2025), their efficacy should be prioritized in both preservice and in-service education frameworks and programs for language teachers.

The result of this research would be useful for EFL teachers, teacher educators, and teacher education researchers. The implication for teacher educators is that they should review and revise the language teacher education programs to help language teachers become more critical, reflective, exploratory, and strategic in theory and practice. Finally, these programs will also help teachers and educators stay up-to-date with the latest developments in teacher education. In-service training, in particular, can greatly support teachers in staying informed about state-of-the-art approaches to teaching, learning, and related issues. Like any other study, the present study suffered from two major limitations. The study's applicability was constrained by its localized focus and small participant pool, which diminished its generalizability. Moreover, the distribution of questionnaires via email, due to teachers' hectic schedules, may have resulted in lower response rates and diminished engagement. Future research should utilize a national sample to guarantee greater representation and applicability. Furthermore, longitudinal or comparative studies investigating the effects of various training formats would offer a more profound understanding of the effectiveness of teacher development initiatives over time.

References

Adeyemi B. (2017). Teacher-related factors as correlates of pupils' achievement in social studies in southwestern Nigeria. *Electronic Journal of Research in Educational Psychology, 8*(20), 313–332. https://doi.org/10.25115/ejrep.v8i20.1403

Aldridge J. M., & Fraser B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research, 19*(2), 291–307. https://doi.org/10.1007/s10984-015-9198-x

Ashegh Navaie, L., Gholami, J., & Mohammadnia, Z. (2024). Investigating Iranian English language teachers' wellbeing across their career stages. *Frontiers in Psychology, 14*, Article 1275219. https://doi.org/10.3389/fpsyg.2023.1275219

Bonyadi, A., Nikou, F.R., & Shahbaz, S. (2012). The relationship between EFL learners' self-efficacy beliefs and their language learning strategy use. *English Language Teaching, 5*(8), 113–121. https://doi.org/10.5539/elt.v5n8p113

Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System, 39*(3), 370-380. https://doi.org/10.1016/j.system.2011.07.009

Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of nonnative EFL teachers in Iran. *Tesl-Ej, 11*(4), 12-22.

Eghtesadi, A. R., & Hassanabadi, S. (2016). An evaluation of in-service training courses for the seventh grade English package for Iranian schools (Prospect 1). *Journal of Applied Linguistics and Language Research, 3*(5), 130-143.

Emiru, E. K., & Gedifew, M. T. (2024). The effect of teacher self-efficacy on learning engagement of secondary school students. *Cogent Education, 11*(1). https://doi.org/10.1080/2331186X.2024.2308432

Faez, F., Karas, M., & Uchihara, T. (2019). Connecting language proficiency to teaching ability: A meta-analysis. *Language Teaching Research, 25*(5), 754-777. https://doi.org/10.1177/1362168819868667

Fathi, J., Nourzadeh S., & Saharkhiz A. A. (2021). Teacher individual self-efficacy and collective efficacy as predictors of teacher work engagement: The case of Iranian English teachers. *Journal of Language Horizons, 5*(2), 167–186.

Fakharzadeh, M., & Naderi, M. H. (2023). Challenges of distance English teaching: Narrative analysis of Iranian mainstream EFL teachers' lived experiences. *Explorations in English Language and Linguistics, 10*(2), 131–156. https://doi.org/10.2478/exell-2023-0003

Freeman, D., Katz, A., Gomez. P., & Burns., A. (2015). English-for-Teaching: rethinking teacher proficiency in the classroom. *ELT Journal, 69*(2), 129-139. https://doi.org/10.1093/elt/ccu074

George, D., & Mallery, P. (2020). *IBM SPSS statistics 26 step by step: A simple guide and reference*. Routledge.

Hassani, V. (2020). Teachers' perceptions of KARDS in an EFL context: The case of age, degree level, and major. *International Journal of Research in Teacher Education, 11*(3), 1–18.

Hassani, V., Khatib, M., & Yazdani Moghaddam, M. (2019). An investigation of teachers' perceptions of KARDS in an EFL context. *International Journal of Foreign Language Teaching and Research, 7*(28), 135–153.

Hassani, V., Khatib, M., & Yazdani Moghaddam, M. (2020). Contributions of Kumaravadivelu's language teacher education modular model (KARDS) to Iranian EFL language institute teachers' professional identity. *Applied Research on English Language, 9*(1), 75–102. https://doi.org/10.22108/are.2019.117913.1470

Jamalizade, F., & Fatehi Rad, N. (2022). Analyzing Iranian EFL teachers' barriers for professional development. *Biannual Journal of Education Experiences, 5*(2), 127–145.

Karimi, M.N. (2011). The effects of professional development initiatives on EFL teachers' degree of self-efficacy. *Australian Journal of Teacher Education, 36*(6). https://doi.org/10.14221/ajte.2011v36n6.6

Kasalak G., & Dagyar M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning international survey (Talis). *Educational Sciences Theory & Practice*, 20(3), 16–33.

Khanjani, A., Vahdany, F., & Jafarigohar, M. (2017). EFL Teacher education in Iran: Does it promote trainees' pedagogical content knowledge? *Journal of Research in Applied Linguistics*, *8*(2), 159-186.

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Lawrence Erlbaum

Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Taylor & Francis.

Lai, E., & Cheung, D. (2015), Enacting teacher leadership: the role of teachers in bringing about change. *Educational Management Administration & Leadership*, *43*(5), 673-692. https://doi.org/10.1177/1741143214535742.

Liu S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly: EAQ*, *54*(4), 501–528. https://doi.org/10.1177/0013161x18769048

McChesney, K., Gurney, L. & Chivers, M. (2024). Teacher professional learning and development research in Aotearoa New Zealand: A scoping review of literature, 2010–2023. *NZ J Educ Stud*, *59*, 463–486. https://doi.org/10.1007/s40841-024-00335-5

Mahmoodi, M., Rashtchi, M., & Abbasian, G. R. (2015). Evaluation of in-service teacher training program in Iran: Focus on the Kirkpatrick model. *Education and Self Development*, *14*(4), 20-38. https://doi.org/10.26907/esd14.4.03

Mahmoudi, M., Rashtchi, M., & Abbasian, G. R. (2021). Efficacy of in-service education and training (INSET) courses in improving EFL teachers' technological pedagogical and content knowledge (TPACK). *Journal of Modern Research in English Language Studies*, *8*(1), 31-54. https://doi.org/10.30479/jmrels.2019.11373.1416

Mazraeh-Khatiri, F., & Sarkeshikian, S.A.H. (2017). *An analysis into in-service EFL teacher training programs in Iran in postmethod era: A mixed method study* [Unpublished master's thesis]. Islamic Azad University of Qom.

Mohammadi, S., Karimian, Z., & Talebinejad, M. R. (2015). Iranian EFL teachers' attitudes towards in-service professional development programs. *Journal of Applied Linguistics and Language Research*, *2*(3), 48-60.

Mohammadi, M., Yousefi, M., & Salim, A. (2024). The role of self-efficacy instruction in EFL teachers' professional dDevelopment: A mixed-methods study. *Journal of Language and Translation*, *14*(2), 77-98.

Niebles-Thevening, I., Bailey, A., & Rosado, N. (2022). Evaluating teachers' practices beyond content and procedural knowledge in a Colombian context. *GiST Education and Learning Research Journal*, *24*(2), 99–115. https://doi.org/10.26817/16925777.1423

Saadatmand, M., & Shahrokhi, M. (2019). An evaluation of in-service training courses held for Iranian EFL teachers. *Journal of Applied Linguistics and Language Research*, *6*(2), 90-102.

Sabet, M. K., Dehghannezhad, S., & Tahriri, A. (2018). The relationship between Iranian EFL teachers' self-efficacy, their personality and students' motivation. *International Journal of Education and Literacy Studies*, *6*(4), 7-15. https://doi.org/10.7575/aiac.ijels.v.6n.4p.7

Sadeghi, K., & Richards, J. C. (2021). Professional development among English language teachers: Challenges and recommendations for practice. *Heliyon*, *7*(9), e08053. https://doi.org/10.1016/j.heliyon.2021.e08053

Safari, P., & Rashidi, N. (2015). A critical look at the EFL education and the challenges faced by Iranian teachers in the educational system. *International Journal of Progressive Education*, *11*(2), 14-28.

Sarkeshikian, A. (2022). *Revision and validation of a model of language teacher: The case of KARDS model* [Conference presentation abstract]. First International Conference on Language Teachers Psychology (LTPC), Çağ University, Mersin, Turkey.

Sazideh, K., Afraz, S., & Samimi, F. (2020). The effects of self-efficacy on Iranian EFL teachers' competency in ELT. *Iranian Evolutionary and Educational Psychology Journal*, *2*(4), 278–293. https://doi.org/10.52547/ieepj.2.4.278

Segal, A. (2024). Rethinking collective reflection in teacher professional development. *Journal of Teacher Education*, *75*(2), 155-167.https://doi.org/10.1177/00224871231188702

Shadlou, F., & Kashef, S. H. (2025). Examining the role of flipped classroom approach on English teachers' perceptions and challenges. *International Journal of Practical and Pedagogical Issues in English Education*, *3*(1), 75-97. https://doi.org/10.22034/ijpie.2025.490040.1067

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611–625. https://doi.org/10.1037/0022-0663.99.3.611

Tschannen-Moran, M., & Woolfolk Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education, 17*(7), 783-805. https://doi.org/10.1016/s0742-051x(01)00036-1

Wang, Y., Xiong, Y., & Li, X. (2021). The relationship between teachers' classroom English proficiency and their teaching self-efficacy in an English medium instruction context. *Frontiers in Psychology, 12*, Article 611743. https://doi.org/10.3389/fpsyg.2021.611743

Zimmerman, B. J., & Cleary, T. J. (2006). Adolescents' development of personal agency: The role of self-efficacy beliefs and self-regulatory skill. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (Vol. 5, pp. 45–69). Information Age Publishing.

Zohrabi, M., & Ahmadpour, F. (2025). Exploring the relationship between Iranian EFL pre-service teachers' autonomy and sense of preparedness to teach. *International Journal of Practical and Pedagogical Issues in English Education*. e223913. https://doi.org/10.22034/ijpie.2025.519072.1099

Amir Sarkeshikian is an associate professor in ELT at IAU, Qom, Iran. He has published book chapters in volumes edited by Tomlinson and Maley (2017), and *Bouckaert*, Konings and van Winkelhof (2018). He has also contributed to such accredited journals as *Psychology of language and Communication* and *Cogent Art and Humanities*. Moreover, he has reviewed numerous manuscripts for prestigious journals such as *International Journal of Leadership in Education, Sage Open,* and *Journal of Writing Research, and Íkala, Revista de Lenguaje y Cultura*.

Narjes Ashari Tabar is an assistant professor in TEFL at IAU, Iran. His research interests are task-based language teaching, corrective feedback, and SLA. He has contributed to numerous national journals and attended some international conferences.

Akram Tavakkoli is an MA graduate in TEFL at IAU, Qom, Iran. Her research interest is language teaching methodologies and teacher education. She has already presented in some international conferences.