

The Impact of CALL Teacher Preparation Program on EFL Teachers' Integration of Technology

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Abstract

This research examines how Computer Assisted Language Learning (CALL) instructors are currently using technology in language instruction, the difficulties they encounter, how Computer Assisted Language Learning Teacher Preparation Program (CALLTPP) affects English Language Teachers (ELTs) professional development and technology integration and the implications of CALLTIT for teacher education programs. During a six-month blended learning program called CALLTPP, five CALL teachers engaged in online sessions and asynchronous communication to improve their comprehension and use of CALL in the classroom. Convenience sampling was used to choose the participants, who then submitted narratives summarizing their experiences. The narratives' thematic analysis showed that CALLTPPs had a favourable impact on ELTs' capacity for incorporating technology and professional development. Participants stated that they felt more competent and confident when incorporating technology, which increased learning outcomes and pupil engagement. On the other hand, difficulties including perceived complexity and a lack of formal CALL education were noted. In addition to highlighting the necessity of continuing support and training for CALL teachers, the study underscores the significance of digital literacy and pedagogical understanding for successful CALL integration.

1. INTRODUCTION

The idea of teachers' integration of technology (TIT) has been extensively discussed from sociocultural, psychological, historical, and poststructuralist perspectives (Judson, 2006; Liu & Szabo, 2009; Çoklar, & Yurdakul, (2017). It is recognized as a crucial element in supporting language teachers' integration of technology development (Beijaard et al., 2004; Farrell & Ives 2015; Pennington, 2015). Language teachers' perceptions of their association in the context of other language instruction professionals, in which they mix and apply their self-perception, information, societal and contextual insights, institutional and methodological roles and features constitute their integration of technology, according to Pennington and Richards (2016). As per Pennington and Richards (2016), TIT goes further than knowledge and calls

for a language educator "to be her/himself—that is, to adapt and personalize disciplinary or professional knowledge to her/his identity and contexts of teaching, in addition to knowing things and knowing how to do things." Furthermore, rethinking TIT can strengthen teachers' agentive role, according to Kubanyiova and Crookes (2016), who emphasize the teachers' overall role as moral agents and advocates. Similarly, research on e-learning, and in particular CALL, emphasizes how crucial it is for educators (Nim Park & Son, 2009; Dashtestani & Hojatpanah, 2022), to advance their integration of technology development by strengthening the connections between their technological, subject matter, and educational knowledge and skills. This is because these connections are critical to the success of teaching (Nami et al., 2015).

The effective use of technology in English language instruction is also greatly influenced by the attitudes and beliefs of CALL teachers (Nadezhda, 2020; Zhang, 2022; Shadiev, & Yang, 2020), and the interaction of these factors with their knowledge, abilities, and attitudes has the potential to increase the efficacy of CALL (Kessler, 2007; Taghizadeh & Hasani-Yourdshahi, 2020). Nevertheless, the present study's thorough literature search revealed a lack of research on the CALL teachers' integration of technology (CALLTIT)—their impact of a CALL educator training program on EFL in integrating technology in the language classroom (Fathi & Ebadi, 2020; Alotumi, 2020); Ekmekçi, 2023), —despite the multifaceted sort of CALL (either in-person, simulated, or hybrid) and the significance of TIT. Through an exploration of the subtleties and intricacies of the CALLTIT construct, this study therefore contributes to the integration of technology development of CALL instructors.

1.1.Statement of the Problem

There is a dearth of studies on the use of technology by CALL teachers, despite its acknowledged significance in language instruction (Hubbard & Levy, 2006). There is a dearth of research expressly concentrating on CALL teachers' integration of technology (CALLTIT), even though the body of literature already in existence highlights the significance of teachers' integration of technology (TIT) (Backfisch et al., 2021; Yilmaz, 2021); Akram et al., 2022), in fostering the "CALL teacher preparation program" (CALLTPP). Given the complexity of CALL and its possible effects on English Language Teaching (ELT), this gap is noteworthy. This study intends to close this gap and advance the careers of CALL teachers by delving into the complexities of CALLTIT (Pennington & Richards 2016).

1.2.Significance of the Study

This study is important because it adds to our knowledge of CALLTIT and how it affects the CALL preparation program of ELTs. There is a paucity of research that focuses especially on CALLTIT, despite the accepted significance of TIT in language education (Hubbard & Levy, 2006). The project intends to close this gap by enhancing CALL teachers' ability to successfully use technology in language instruction, hence raising the standard of ELT. According to Pennington and Richards (2016), the results of this study should shed light on the intricacies of CALLTIT and have the potential to influence CALLTIT plans for CALL instructors as well as teacher education programs.

1.3.Objectives

1. To look into the methods that are currently being used and the difficulties that CALL instructors have when using technology in language training.
2. To assess how a CALLTPP affects ELTs' professional growth and technology integration abilities.
3. To investigate the intricacies of CALLTIT and how it affects programs for professional development and teacher education.

1.4. Questions

1. How do teachers of CALL now integrate technology into language instruction? What are the problems they face?
2. What effects does enrollment in a CALLTPP have on the professional growth and technological integration abilities of ELTs?
3. How do the intricacies of CALLTIT affect teacher education and professional development programs?

2. REVIEW OF LITERATURE

2.1. CALL Teacher Education

The significance of CALTIT is underscored by the increased scholarly focus on the use of “information and communications technology” (ICT) in teaching as well as the public and professional curiosity in language teaching (Kimmons & Hall, 2016; Tai, 2015). Torsani (2019) delineates three primary models documented in the literature to expound upon the proliferation of CALL teacher education trends. These models comprise instructional approaches like the 'Role-based Model, sociocultural frameworks' like 'online CoPs, and expertise and ability acquisition methods like the Technological Pedagogical and Content Knowledge (TPACK) Model. The first pattern was an effort to bridge the knowledge gaps across instructors in various subject areas. Mishra and Koehler (2006) proposed the TPACK Model, which builds on Shulman's (1987) model of pedagogical content knowledge (PCK) to identify the knowledge components needed for technology integration in the classroom. Technology, pedagogy, and content knowledge are therefore essential for the success of technology-based instruction. The interaction of these three main elements results in four additional elements: (a) technological educational understanding; (b) technological educational material knowledge; (c) educational subject material knowledge; and (d) technological, educational, and content-related expertise. Teachers' successful technology integration is the outcome of developing these seven elements in addition to general contextual knowledge (Mishra, 2019; Misra & Koehler, 2006).

The second tendency focused on teacher responsibilities and pedagogically oriented efforts to connect knowledge and competence. The qualitative role-based approach for effective and efficient technology-advanced language instruction was put out by Hubbard and Levy (2006). They said that the interaction of the two main role types they gave CALL teachers was responsible for the success of their use of technology. According to Hubbard and Levy (2006), these categories included classroom instructor, CALL specialist, expert vs adjunct, researcher, trainer, and developer as well as institutional functions. According to Torsani (2019), the third pattern in CALL teacher education integrates sociocultural frameworks that support the interpersonal communication promoted in virtual learning environments. In other

words, it is thought that learning to teach happens most effectively in environments that value cooperation, introspection, analytical thinking, dialogue, and negotiation (Palloff & Pratt, 2007). An environment like this raises education to the highest possible degree of transformational learning and knowledge development.

According to Torsani (2019), the first two CALL teacher development models need additional empirical support because they are abstract. The expertise and skills learning frameworks, such as the TPACK Approach, which has been applied in recent research to create useful approaches to teacher education in CALL, are the main focus of the current study. The TPACK-in-Action Model, Nami et al.'s (2015) study on Iranian CALL instructors, and Tseng's (2018) study on EFL teachers' integration of TPACK with second language acquisition (SLA) have all been the subject of recent research. Research has indicated that, in contrast to formal CALL preparation, informal CALL preparation is strongly correlated with instructors' attitudes toward technology. Institutional factors, classroom experiences, and the impact of formal CALL training are some of the factors that affect teachers' use of technology (Kessler, 2007; Kimmons & Hall 2016).

The significance of teachers' attitudes and knowledge in surmounting technological obstacles and enhancing their TPACK, discourse knowledge, and community skills is underscored by research on Iranian CALL teacher education. Nonetheless, limitations imposed by learners, facilities, and teachers provide difficulties for educators. According to recent studies, the biggest obstacles include a lack of institutional support, training programs, a lack of technology infrastructure, and a lack of technological understanding (Hedayati, 2013; Hedayati & Marandi, 2014). The literature of research highlights how crucial it is for teacher training programs on EFL TIT to incorporate technology-related knowledge, abilities, attitudes, and perceived limitations and problems. To enable instructors to modify and customize disciplinary or professional knowledge in various CALL situations, it is necessary to integrate these elements with their perceptions of their own identities and responsibilities in the classroom (Barkhuizen, 2017; Clarke, 2018).

2.2.EFL Teachers' Integration of Technology

There might be advantages for both teachers and students when it comes to the increasing trend of integrating technology into EFL (English as a Foreign Language) classes. According to research, most EFL teachers are aware of how important technology is for increasing student engagement, motivation, and exposure to the language (Cukur, 2023). However, several things may make integration less successful. Teacher comfort and competency with technology are important components. According to studies like Chaaban and Ellili-Cherif's (2017), instructors who have a solid foundation in technology and have a favorable opinion of its value are more likely to successfully integrate it into their lessons. On the other hand, obstacles may be caused by inadequate training or unfavorable attitudes. Having access to resources is another obstacle. Due to the restricted availability of equipment, software, or dependable internet connections, EFL teachers may find it difficult to integrate technology (Çelik & Aytin, 2014).

Almalki's (2020) study is consistent with previous studies on the use of technology by EFL teachers. Teacher age was not a major effect, but integration was greatly impacted by both technical ability and perspective of technology. This demonstrates the necessity of resources and professional development to close the knowledge gap between teachers' technological

proficiency and their enthusiasm for integrating it into EFL classes. By moving beyond mere competency, Raygan & Moradkhani (2022) advance our knowledge of EFL instructors and technological integration. Three elements are highlighted in their study: teacher attitude, school atmosphere, and TPACK. According to their findings, teacher attitudes and TPACK have a direct impact on technology integration, whereas school atmosphere has an indirect effect by influencing teachers' attitudes. This highlights how crucial it is to provide a supportive learning environment in addition to helping teachers acquire the knowledge and attitudes necessary for effective technology use in EFL classes.

Teacher readiness is a critical component of EFL TIT that is frequently disregarded, as discussed by Habibi et al. (2019). Their research reveals a discrepancy between the favorable views that educators have of technology and how they integrate it. This implies that pre-service TPPs need to provide better assistance. The discovered qualitative themes—like the significance of role models and technological accessibility—provide insightful information for creating curricula that effectively provide aspiring EFL instructors the knowledge, abilities, and self-assurance they need to successfully use technology in their teaching.

3. METHODOLOGY

3.1.Design

The current study used a narrative research approach to investigate how CALL teachers now use technology in language education, which was the main goal of the study: what issues do they confront? What impact does enrolling in a CALLTPP have on ELTs' capacity for technology integration and professional development? What effects do the complexities of CALLTIT have on programs for professional development and teacher education? Because narratives provide a thorough comprehension of people's experiences and can provide insights into the dynamic nature of CALLTIT (Creswell & Poth, 2018).

3.2.Participants

Convenience sampling, a kind of nonprobability sample, was used to choose the CALL respondents who volunteered to take part in this study (Cohen et al., 2007). They included five CALL instructors, college academics who instructed CALL modules and/or instructed language-related subjects using technological resources, and instructors in schools who employed technological resources in traditional, blended, or online language learning environments. The recruitment of participants was based on their years of EFL teaching experience as well as their participation in a CALL teacher training program. Informed permission forms explaining the goals of the research, the free-will aspect of involvement, and the confidentiality of the answers were given to the respondents. Appendix A summarizes the respondent biographies, which include their gender, country, teaching setting, academic qualification, teaching experience in language, and experience integrating technology.

3.3.Developing CALL Teachers: Methods, Curriculum, and Procedures

A hybrid method was employed in this research to conduct CALLTPP. The researcher employed online resources to assist the five EFL teachers in comprehending the aspects of incorporating CALL in the classroom, both theoretically and practically based on a six-month blended instruction approach. The researcher utilized Zoom for the program's online blended learning component. Additionally, the researcher used other apps like Google Meet and WhatsApp as asynchronous communication channels to provide the teachers with various

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articles and CALL materials and to negotiate various CALL difficulties. The program ran for six months in total. The researcher conducted many asynchronous negotiations and a Zoom session with the EFL teachers every two weeks. This integrated CALLTPP 's curriculum was designed to get EFL teachers ready to include CALL in their lessons. The curriculum was created with this goal in mind, covering both the theoretical and practical facets of CALL. The themes covered in each program session are listed in Table 1 (overleaf). This CALLTPP was implemented through a project-based methodology. In project-based learning, the text highlights the value of student and teacher assistance, productive group work, balancing independent inquiry with didactic instruction, assessment with a focus on reflection, and student choice and autonomy. It highlights how important it is to regularly network, take advantage of professional development opportunities, and strike a balance between independent study and didactic instruction (Kokotsaki et al., 2016). Teachers taking part in the program were assigned various projects to complete, as indicated in Table 1.

Moreover, the researcher requested that teachers work with their pupils using CALL to meet their educational and instructional objectives because a project-based approach calls for telecollaboration, in which students and instructors work together to finish projects by using Internet resources. (Oran, 2011). To better understand how CALL may benefit EFL instructors' careers as teachers of second language learners, the researcher in this program worked to assist the teachers as they put what they had learned into practice throughout several sessions. The course material from Debski (2006) was modified by the researcher to fit the project-based methodology of this CALL teacher development program. The focus of the course, as per Debski's (2006) academic work, is not on a repertory of unities to be systematically created, but rather on applying the course materials whenever the assignments with a focus on results provide the chance to do so (Torsani, 2019). The researcher ensured the validity of the techniques and material by taking this action. Overall, the author requested the teachers to apply the theoretical and practical instruction they received in this CALLTPP to assignments they had to complete in their classrooms. Nevertheless, they created real classroom processes using CALL since they applied the techniques and material of this teacher training program where they believed they were necessary. As such, their accounts were trustworthy and legitimate representations of their real-life experiences.

Table 1

Session	Subjects	Materials Studied*	Instructor Assignments
1	CALL's past in L2 instruction and learning	The evolution of CALL throughout history	Exploring CALL
2	CALL's theoretical foundations	Theories in favor of CALL	A theoretical research study
3	Overview of CALL features	An overview of the CALL instruments and resources	Assessment of CALL instruments
4	CALL for grammar instruction	Employing CALL to teach grammar	Create grammatical exercises.
5	CALL in vocabulary instruction	Teaching vocabulary by means of CALL	Lesson plan for vocabulary

6	CALL in reading instruction	Using CALL for reading comprehension	Development of reading activities
7	CALL in writing instruction	Developing writing abilities using CALL	Assignment development for writing
8	CALL in speaking instruction	Speaking practice using CALL	Design of Speaking Activities
9	CALL in listening instruction	Practice listening abilities with CALL	Assignment development for listening
10	CALL for the L2 evaluation	Techniques for evaluation that make use of CALL	Development of assessment tasks
11	Inclusion, methods, and procedure for incorporating CALL into L2 instruction	Using CALL in the classroom	Incorporation of lesson plans
12	Recaptulation	Review and reflection on course	Course evaluation

*Chapelle and Sauro (2017).

3.4. Materials and Procedures

The creation of narratives with an abstract, introduction, assessment, resolution, and coda was instructed to the respondents. They were requested to submit narratives in writing that described their experiences integrating technology into their lesson plans. Because the participants' locations differed, they were requested to submit their narratives in written form. Details on the educational system and CALL infrastructures in the respondents' different settings, as well as the context in which the respondents were teaching, were involved in the study. Thematic analysis was employed to examine the narratives and determine the main themes concerning the influence of the CALLTPP on the technological integration of the participants. To monitor shifts in the respondents' professional identities, epiphanies or pivotal moments in the narratives were noted. A retrospective procedure was used in the research, which allowed for repeated analysis and revisiting of various processes to guarantee thorough comprehension of the data and the creation of reliable interpretations. To provide a thorough comprehension of the results, contextual data on the educational settings of the participants—such as the school system and CALL infrastructures—was gathered and incorporated into the study. The results were analyzed to shed light on how the CALLTPP affected their integration of technology in EFL classrooms.

The author gathered interactionally-oriented narratives written by the five study participants to meet the study's goal, which was to determine if or not taking part in CALLTPPs may lead to the development of TIT (De Fina, 2015). The five EFL teachers were instructed to create their narratives and present them in the next lesson after each teaching session. Additionally, the reports that the participants submitted to address the projects involving the integration of CALL in their classrooms served as supplementary data that assisted the researcher in addressing the goal of the study. To create a legitimate and trustworthy juxtaposition of when the EFL instructors took part in the CALLTPP, the author also made an effort to get the CALL pledges of the EFL educators before the program began. To do this, the author posed a survey (Appendix B) to the researcher, asking things such as, "How often have you used CALL in your classes?" Do you take part in workshops given by CALL? Based on an interactive and performance evaluation, the author examined the narratives (Riessman, 2008). The narratives were examined using this form of research for three key reasons. First,

because the researcher and the EFL instructors interacted, the respondents' narratives were formed interactively. To provide an interactive analysis and performance assessment of these narratives with an interactional focus, an interactive notion may be constructed for them. This will enable the author to gain a thorough understanding of the narratives. Second, performative symbols illustrating identity building and reconstruction allowed me to investigate the professional identity development of EFL instructors using interactive and performance analysis. Third, when working with predetermined codes, an interactive and performance analysis possesses the same features as the other two methods of narrative analysis (Riessman, 2008). As such, in this study, where the author had three specified categories (connection, attachment, and freedom), an interactive and performance evaluation was a suitable technique to examine the narratives.

To connect the connected sections to the three preset codes, the researcher first reviewed the narratives, identified the linguistically revealing parts, and then examined the evaluations that the teachers had supplied. Furthermore, by doing an interactive and operational analysis of the narratives, the author examined the narratives for their performative elements and discovered that by incorporating CALL into their lessons, instructors can create or rebuild a new teaching performance. The predefined codes made it easier for me to group the attitudes about EFL TIT. The TIT indications were the three ideas that the author employed as three preset codes in this investigation. Changes in each of these statuses might thus point me in the direction of EFL TIT. The following is a description of each of these preset codes:

Connection: The elements of becoming a language instructor would be considered connection.

Commitment: Considering professional responsibilities in the context of regular classroom activities, instructors' approaches would indicate commitment.

Freedom: According to Werbińska (2017), the degree to which they assume control would be considered freedom.

Because the method of qualitative investigation is emergent (Ary et al., 2010), the author employed the multifaceted literature previously discussed to gain an in-depth comprehension of the narratives. This means that the researcher must revisit various phases like “data collection, data analysis, and theoretical underpinnings,” to gain an in-depth knowledge of the phenomenon. An example is provided in the ensuing section.

“During this phase of the program, I had the chance to incorporate two CALL-related technology tools into my vocabulary teaching. Drawing on both personal choice and the program's guidance, I carefully selected these materials to align with our discussions and my teaching objectives. Integrating these tools not only enhanced my students' engagement but also deepened their understanding and retention of new vocabulary. This experience reinforced the value of the CALL teacher integration of technology in equipping me with the knowledge and confidence to effectively integrate technology into my teaching practice, ultimately benefiting my students' learning outcomes.”

This excerpt from respondent 2's narrative demonstrates the EFL teacher's growing connection and freedom. The narrative touches on topics of integration and independence. The respondent instructor chooses the materials on his own, combining program direction with personal preference. The program empowers this freedom, demonstrating how it supports teacher agency. The concept of integration surfaces, emphasizing how well technological tools complement instructional goals. The narrative highlights the program's effectiveness in improving teaching strategies, which eventually improves student learning results. The

symbiotic link between program support, teacher freedom, and successful technology integration in the classroom is highlighted by this investigation. This kind of analysis was used for each of the five instructors' narratives.

By guaranteeing referential and interpretative sufficiency, peer debriefing, and external validity through cross-case comparison, the study sought to increase the credibility of its results. Five EFL instructors from five different institutions had their professional identities developed, and the results were assessed. The inter-rater agreement, in which a second coder reviewed the narratives and coded them using preset codes, was another method used to corroborate the findings. To resolve unclear passages in the narratives, member checking was employed. Additionally, reports detailing teachers' activities in the classroom served as an additional source of materials. These procedures guaranteed the correctness and dependability of the results.

4. RESULTS AND DISCUSSION

As mentioned before in the data collection, the researcher polled EFL teacher respondents about their commitment to CALL before the program began. Before taking part in the CALLTPP, the majority of the instructors were not very keen to incorporate CALL into their lessons, according to the analysis of their comments. Table 2 displays the EFL instructors' CALL dedication to incorporating technology at the start of the course. Appendix B summarizes the detailed questions focused on teaching experience in language, and experience integrating technology.

Table 2: At the start of the program, the EFL teachers' CALL assurance

Factors	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
CALL Training	No	No	No	No	No
Seminars/Workshops Attended	No	No	No	No	No
Conferences Attended	No	No	No	No	No
Usage of CALL on grammar and vocabulary	No	No	No, only PowerPoint for Vocabulary	No, only PowerPoint for Vocabulary	No
Usage of CALL on receptive skills	No, only audio recordings for listening.	No, only audio recordings for listening.	No, only audio recordings for listening.	No, only audio recordings for listening.	No, only audio recordings for listening.
Usage of CALL on productive skills	No, only MS Word and PowerPoint for Writing	No, only MS Word and PowerPoint for Writing	No, only MS Word and PowerPoint for Writing	No, only MS Word and PowerPoint for Writing	No, only MS Word and PowerPoint for Writing
Usage of CALL on language evaluation	No	No	No	No	No
Confidence of using CALL on language instruction	Low	Low	Not sure	Moderate	Low

Barriers	Lack of training	Lack of resources	Lack of CALL literacy among pupils	Lack of CALL literacy among pupils	Lack of training
Expectations	Difficult	Not easy	Time consumes	Unrealistic for second language	Not easy

The EFL instructors' confidence and involvement with CALL were typically poor at the beginning of the program. None of the respondents had taken part in CALL conferences, seminars, or formal CALL training. Listening skill instruction using CALL was only attempted by all the respondents, and none was used for reading and speaking showing a lack of practical experience. Although some technology was used to teach writing, it was mostly restricted to Word and PowerPoint. No participants used CALL for language evaluation. Respondents indicated that they were not confident in their ability to use CALL, citing obstacles such as pupils' low CALL literacy and a lack of resources and training. In general, when the program first started, the teachers talked about the challenges they were having integrating CALL into their language teaching methods and the irrational expectations they had. These responses demonstrated the five EFL instructors' flimsy dedication to L2 pedagogy's use of CALL.

4.1.Connection: Growing in readiness to become a teacher focused on CALL

The examination of the five EFL instructors' narratives revealed a shift in their readiness to employ CALL in their lessons as EFL teachers. Participants 1 to 5 wrote excerpts 1 through 5, which demonstrate how their readiness to become CALL-oriented instructors has progressed.

Excerpt 1

"As I consider my work, I feel a great obligation to improve our pupils' educational opportunities. This program has made it clear to me that CALL has a lot to offer. To provide my pupils greater learning chances, I'm dedicated to incorporating CALL into my lessons more thoroughly."

Excerpt 2

"It's been eye-opening to learn about the different facets of CALL. CALL's tools and ideas are engaging, indeed, and can greatly improve my career as an EFL teacher. I have gained a deeper respect and comprehension of CALL because of this training."

Excerpt 3

"Writing this narrative reminds me of my responsibility to help my pupils learn effectively. The program has brought to light the complexity of CALL, and I can't wait to learn more about it and use its many facets in my teaching."

Excerpt 4

"As an EFL instructor, my job is to make my pupils' learning settings favorable to learning. I now have a better grasp of CALL's adaptability and efficiency due to this application. I can't wait to use additional CALL resources and strategies in my classroom."

Excerpt 5

"As I consider my duties as an EFL instructor, I see how important it is to use technology to improve instruction. CALL provides a wealth of resources and methods that will be helpful to my pupils. I'm determined to employ CALL in the classroom more frequently."

The five EFL instructors remarked on how they felt about CALL and the function of the program in which they were involved, which may have contributed to their increased readiness to train as CALL-focused EFL instructors. According to Nikou et al., (2022), digital proficiency in the workplace enables workers to locate, access, and evaluate data that has been transferred and gathered using digital technology. Consequently, teachers who feel more proficient in the classroom as a result of TPPs could feel more confident while utilizing CALL. (Kitade, 2015). Furthermore, CALL teacher education would enable EFL instructors to enhance their technical abilities and become more comfortable using technology in the classroom by enhancing their CALL literacy (Paraskeva et al., 2008). Furthermore, the researcher deduced from the narrative analysis that the EFL instructors in this study had a motivation to become CALL-oriented teachers because they approached the CALL teacher training program with a positive mindset. For instance, Participant 1's narrative indicated that " ...the curriculum was intriguing because it included both theoretical and practical material." Similarly, Participant 2 thought that with ".... the new CALL apps, I was able to increase my pupils' enthusiasm for studying the English language due to the updated directions."

Likewise, Participant 3 believed that " ... I thought the program was interesting, particularly the way it combined academic ideas with real-world applications. It inspired me to look for fresh CALL applications to improve the educational experience for my pupils." Likewise, Participant 4 indicated that "...to better engage my students, I plan to include new CALL applications into my teaching strategies as a result of the program's novel ideas and creative ways." Similarly, Participant 5 thought that ".....the course was interesting and gave me useful insights into the most recent theoretical frameworks and useful strategies. I can't wait to use the new CALL applications to improve the effectiveness and engagement of my English language instruction." Although Esfandiari & Meihami (2023) emphasize how CALL resources inspire EFL instructors, new research indicates that teacher preparation is equally essential for CALL integration. Moreover, it would be difficult to dispute the importance of incorporating technology into language instruction, notwithstanding the recent focus on the usage of technology in teacher education (Tafazoli et al., 2020).

The narratives of the EFL instructors also demonstrated their desire to uphold the beliefs they gained from the CALLTPP for the duration of their teaching careers. Excerpts 6 through 10, written by Respondents 1 through 5, outline their plans to continue and make use of CALL going forward.

Excerpt 6

".... Even though the program was short and concentrated on research, I learned a lot. I'm determined to learn more about incorporating CALL into my instruction...."

Excerpt 7

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“...After realizing CALL's advantages, incorporating it into my L2 instruction is now my main concern. In the future, I hope to use it more widely....”

Excerpt 8

“... program was informative even if it didn't last long. I can't wait to learn more and investigate fresh approaches to include CALL into my lessons....”

Excerpt 9

“... I am now persuaded by the program of the value of CALL in L2 instruction. I'm going to give it a top priority as I continue to investigate its advantages and possibilities...”

Excerpt 10

“... I'm resolved to use CALL as the main focus of my instruction now that I've realized its benefits. I'm excited to use it more frequently in the future....”

Tafazoli (2024) states that for language instructors to utilize CALL in the future and take advantage of this cutting-edge technology, they must be aware of the program's pedagogical goals. The EFL instructors in this study gained this understanding through the project-skill and knowledge-driven curriculum of the CALL teacher training program. Thus, it can be said that CALL educator training aids in striking stability between instructors' CALL expertise and knowledge and their capacity to manage CALL-driven L2 instruction in the future. This, in turn, encourages instructors to incorporate CALL into their lessons (Paraskeva et al., 2008).

4.2.Commitment: Improving EFL instructors' Choices for CALL in L2 Teaching

Enhancing EFL instructors' preferences for incorporating CALL into L2 pedagogy were revealed by the study of the teacher-authored narratives; this suggests that their attachment to CALL has grown. Furthermore, this demonstrated that the five EFL instructors' perspectives on CALL had progressed. For instance, the EFL instructors said in the narratives they wrote following sessions 11 and 12 that they did not find it difficult to integrate and use CALL in L2 lessons. The attitudes of Participants 1 through 5, as expressed in Excerpts 11 through 16, demonstrate a shift in their perspectives toward CALL.

Excerpt 11

“... using CALL used to be tough for me, but after the program, things are different. I now understand that CALL can be controlled with the appropriate strategy....”

Excerpt 12

“... I initially believed that utilizing CALL was difficult. But now that I've completed the program, my viewpoint has changed. I can now understand how CALL may improve education....”

Excerpt 13

“... I used to believe that it took a lot of time to utilize CALL. But because of the application, I've discovered effective methods to include CALL and save a lot of instructional time....”

Excerpt 14

“.... I can now understand how the software may improve language learning in practical ways....”

Excerpt 15

“... Before the program, I had trouble utilizing CALL. But my viewpoint has changed. I can now understand how useful and approachable CALL may be....”

Because they were not exposed enough to CALL throughout their academic years (Jeong (2017), and many L2 instructors believe it to be complicated and pointless. By taking part in CALL teacher training programs, these educators may strengthen their CALL attachment and increase their CALL literacy. Teachers' connection to using CALL in the classroom is developed through CALL practices. For instance, the five participants' project, which involved utilizing CALL to teach English, helped them become ready for CALL practice and changed their preconceived notions about the technology. The CALLTPP serves as a transitional framework, assisting EFL instructors in reframing their perspectives on CALL and fostering a growing connection to the subject. The growing dedication of EFL teachers to CALL in the classroom was also demonstrated by their choices for using CALL-related resources while instructing L2 skills.

Excerpt 16

“...I've discovered fresh approaches to improving the engagement of speaking and listening lessons. I can't wait to give my pupils CALL assignments so they may practice speaking at home....”

Excerpt 17

“.... It has been helpful to encourage kids to utilize vocabulary and grammar applications on their smartphones. Once I improve my skills, I want to use CALL to evaluate L2 proficiency....”

Excerpt 18

“.... I haven't used CALL a lot, but I have practiced listening to audio files. To improve my teaching, I want to look at CALL resources for speaking, reading, and grammar....”

Excerpt 19

“.... I've primarily utilized audio files for listening exercises, but I'm excited to use CALL more extensively to teach speaking, grammar, and reading....”

Excerpt 20

“... It's been difficult to utilize CALL for grammar and vocabulary; nonetheless, I've written in MS Word and listened to audio recordings. To take a more thorough approach, I want to incorporate additional CALL tools...”

Studies show that using CALL can improve students' proficiency in SLA (Hong, 2010). Future integration may result from EFL instructors taking part in a CALLTPP seeing how successful CALL is at teaching L2 skills. To strengthen instructors' bond with CALL, it is necessary to address the vital role that CALL literacy plays. Gaining proficiency in digital literacy can assist EFL teachers in creating and utilizing CALL-related resources, which will improve students' comprehension of CALL in the classroom.

4.3.Freedom: Using CALL as a platform to foster EFL teachers' freedom

The investigation demonstrated the growth in the freedom of EFL teachers by revealing that they exercised greater control over their instruction. The five instructors who took part in the CALLTPP were able to exercise more control over their instruction, as seen by excerpts 21 through 26, which were written by participants 1, 2, 3, 4 and 5 respectively.

Excerpt 21

“... I was able to use the application to make well-informed judgments concerning the use of CALL materials. Its methodical, project-based methodology offered a thorough comprehension of theory and practice...”

Excerpt 22

“...This CALL teacher preparation program was unique in that it covered when to utilize CALL in my classroom in addition to how to use it...”

Excerpt 23

“... I gained a better understanding of how to use CALL for language evaluation due to the program. My ability to make decisions in this area improved as a result of the theoretical insights and useful solutions it offered...”

Excerpt 24

“... I gained knowledge on how to assess language in the program using CALL. Making wise judgments in classroom settings was just as important as the technical parts...”

Excerpt 25

“... The program placed a strong emphasis on evaluating language using CALL. It gave me the information and abilities I needed to decide how best to use technology in evaluation procedures...”

By taking charge of their teaching methods, CALL may support the growth of freedom in EFL teachers (Jones, 2001). Teachers enrolled in CALL teacher education programs get an understanding of the advantages of CALL in L2 pedagogy, which helps them adjust to the reality of the teaching profession. When choosing CALL materials, EFL teachers take on a decision-making role that clarifies pedagogical choices for teachers (Grgurovic, 2017). Excerpts 21 through 25, written by participants 1, 2, 3, 4, and 5, respectively, demonstrate how

CALLTPP assisted EFL instructors in selecting which CALL resources to utilize. Technology standards, including techniques, procedures, and syllabuses, should be adhered to to guarantee the success of CALL teacher education programs. By taking part in CALLTPPs, EFL instructors may develop their independence and competence in applying CALL in their classrooms by evaluating various CALL resources.

According to the research findings, CALL teachers who take part in CALLTPPs now include technology in language education. Through these programs, teachers may develop professionally and become more adept at integrating technology, which improves the usage of CALL in the classroom. Teachers do, however, confront difficulties, including early judgments of CALL's complexity and a lack of formal instruction in the subject. Teachers' preparedness to use CALL is positively impacted by enrolling in a CALLTPP, as evidenced by their enhanced desire and capacity to incorporate technology. The complexities of CALLTIT have an impact on professional development and TPP because they highlight how crucial digital literacy and pedagogical knowledge are to utilize CALL effectively.

5. CONCLUSION

Despite the growing popularity of CALL as a fascinating area of study, there doesn't appear to be much empirical research on EFL instructors' real experiences integrating technology into their lessons. This study looked at how CALLTPPs affected EFL teachers' use of technology integration (Lailiyah & Cahyono, 2017; Raygan & Moradkhani, 2022). Overall, the results of this study showed that the three EFL TIT indicators—connection, commitment, and freedom—had developed. The results demonstrated how the CALLTPP helped EFL instructors become more committed to using CALL in L2 education. Therefore, it can be said that the CALTPP can positively impact EFL instructors' ability to use technology. The reason for this might be that the CALLTPP inspires EFL teachers to incorporate the knowledge they acquire into their instruction. The study shows how well CALLTPPs affect EFL instructors' use of technology integration. It recommends that language instructors give up on their outdated notions of success and, by engaging in CALL-related activities, establish a community of practice that will help them develop a unique recognition.

There are several restrictions on the current study that can be addressed by more researchers. First, the researcher had to conduct a rigorous six-month CALLTPP owing to the nature of the research. As a result, CALLTPPs, which include a more extensive syllabus, can be administered by others. Secondly, the author's qualitative research only includes five respondents. The study may be repeated by other researchers with a larger sample size, ideally using mixed-methods or quantitative approaches. The researcher perceived participant knowledge of the CALLTPPs research character as a constraint in this study, although such studies do not have this restriction. Furthermore, the author did not have access to EFL teachers who were not CALL members, which might have biased the researcher's decision. It is possible to do more research with educators who are not CALL-committed. Additionally, analyzing CALLTPPs that have been designed and implemented using alternative strategies, such as problem-based learning, where teachers use CALL and procedures like group projects, peer review, and reflective journals to improve learning outcomes, can be useful additional research for the present study.

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APPENDIX A

Respondents' Biographies

Name	Gender	Years of Experience in Teaching	Years of Teaching Using Technology	Setting(s) for Language Instruction	The Highest Degree Obtained	Country of Origin
Respondent 1	Male	30	14	English Department, University	MA in Literature	Nigeria
Respondent 2	Male	15	15	Language Unit, University	MA in TESL	Jordan
Respondent 3	Male	20	16	English Department, University	MA in Linguistics	Libya
Respondent 4	Male	32	16	English Department, University	PhD in TEFL	Libya
Respondent 5	Female	22	15	High School	MA in Literature	India

APPENDIX B

CALL Teachers' Integration of Technology Exploration Interview Questions

I. Background Information

1. Name (not mandatory): _____
2. English Language Instructional Experience: _____ Years
3. Years of Experience Using Technology to Teach English: _____
4. English Language Teaching Setting(s): _____
5. Highest Degree Achieved: _____
6. Pursuing a course at present: _____
7. Degree(s)/Course(s) in Technology Utilization for Teaching/Learning English Language: _____

II Interview Questions

1. Did you get any particular training on using technology in language education throughout your teacher preparation program?
2. Have you taken part in seminars on the application of technology to language learning?
3. Have you gone to any conferences on integrating technology into language instruction?
4. Do you utilize technology in your language lessons to teach vocabulary and grammar?
5. Do you use technology in your language programs to teach reading and listening comprehension?
6. Have you included technology in your language programs to help with writing and speaking exercises?
7. Do you use technology in your lessons to evaluate students' language skills?
8. To what extent do you think you can successfully use technology in language instruction?
9. What difficulties have you encountered while utilizing technology to teach language if using CALL?
10. In your opinion, how can technology improve the results of language acquisition in the classroom?