**Investigating EFL Teacher Trainers' Viewpoints on Challenges to Consolidating Computer Literacy of EFL Teachers**

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**Abstract**

Computer literacy is deemed a considerable characteristic of language teachers’ Computer-Assisted Language Learning (henceforth CALL) cognizance. In spite of its significance , limited research has been conducted to anatomize factors which might influence language teachers’ computer literacy levels. This qualitative study investigated the viewpoints of 35 Jordanian EFL teacher trainers on possible challenges to EFL teachers’ computer literacy amelioration. The results reveal that the teacher trainers deemed the role of computer literacy as significant in EFL teachers’ vocations. The teacher trainers determined a couple of challenges to EFL teachers’ amelioration of computer literacy as well as measures to estrange the impacts of these challenges. Additionally , the trainers did not have adequate computer knowledge to prepare EFL teachers for instructing via CALL courses. The results further implied that the subjects recognized that EFL teachers need to be trained for improving their computer literacy. However, the trainers did not have unanimity on comprising computer literacy practicing for teachers in mainstream teacher training programs. Finally, computer skills related to utilizing the Internet and language teaching software instruments were considered as essential for EFL teachers to acquire. The researcher put forth some recommendations and implications for the development of mainstream teacher training programs in Jordan and other countries.

**Keywords**: CALL; EFL; challenges; teacher training; computer literacy

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**Introduction**

Teachers are deemed the cornerstone in any educational system since they are verily a counselors, collaborators, evaluators, instructors, leaders, managers, models, monitors, guiders, and performers . Consequently, there is a de facto consensus among educationalists , pedagogists, and stakeholders that a paramount attention must be paid to train them to implement the educational schemata appropriately and efficiently. Recently , technology being an intrinsic part of the educational system can play an inevitable role in any teacher training program . Thus , training EFL teachers via the computer has become essential to avoid counterreformation and counterproductively in the realm of education. Although the emergence of technology and its applications in education has displayed a wide range of eligibilities and affordances for all educational stakeholders, it has inspired certain challenges for those who are involved in the realms of teaching and learning. Accordingly, teachers are anticipated to adjust their pedagogical approaches in respond to these neoteric technological requirements. Particularly, one dimension of felicitous utilization of technology in education is teachers’ knowledge of computers and their high confidence in the utilization of technology for their teaching objectives (Atkins & Vasu, 2000; Son, Rob, & Charismiadji, 2011).

In the contexts of language teaching, Son et al. (2011) defined computer literacy as “the ability to use computers at an adequate level for creation, communication and collaboration in a literate society” (p. 27). Son et al. (2011) maintained that a wide range of teachers’ computer skills should be developed and implicated in the teacher training/education programs. Consequently, teacher training/education programs should not only include improving teachers’ pedagogical and teaching skills exclusively, but they should also take into consideration teachers’ confidence, efficiency and belief in the utilization of technology for teaching and develop their perceptions toward these considerable variables of the implementation of CALL in TEFL contexts. Regarding the central role of teachers in society and educational systems, a few number of teachers might be eligible in utilizing computers and technology effectively(Kpai, Joe-kinanee, & Ekeleme, 2012). To encounter the requirements of students in educational contexts and teach more efficiently, teachers should strive to develop their computer literacy levels (Yanik, 2010). Milton and Vozzo (2013) argued that the nature of computer literacy is continuously changing. The changing nature of computer literacy might indicate that teachers should constantly develop their computer literacy levels. When teachers have high levels of computer literacy, they can provide their students with adequate computer literacy instruction and computer-assisted learning performances. Consequently, developing teachers’ computer literacy skills will provide opportunities for both teachers and students to develop the quality of their teaching and learning processes.

**The Previous Literature**

Research has shown that teachers’ computer viewpoints and literacy are two significant factors which overrun a considerable role in the successful application of CALL in EFL contexts (Milbraith & Kinzie, 2000). Blatantly, teachers who have higher levels of computer knowledge might be more confident in the utilization of technology for their insruction (Kessler & Plakans, 2008). Corbel and Gruba (2004) propose that language teachers should have the ability to teach computer literacy skills to their students. This issue would inspire a challenge for teacher practitioners and trainers. Nowadays, EFL teacher trainers and practitioners should take pre-service teachers’ levels of computer knowledge into account and take measures to urge language teachers to develop their computer literacy. More significantly, as Hong (2010) maintains, “the ultimate goal of CALL teacher education is to enable l2 teachers to integrate CALL technology into their classroom with confidence and knowledge” (p. 53).

Recently, there is a rarity of research on teachers’ development of their computer literacy and CALL knowledge in teacher training/education programs. To illustrate , Lam (2000) examined the factors which influenced teachers’ use/nonuse of technology. The results of the qualitative research argued that teachers’ nonuse of technology was essentially related to their limited competence level to utilize computers and paucity of CALL teacher training programs. In the same vein, Peters (2006) investigated the impact of a CALL training course on improving teachers’ computer knowledge. He emphasized that the training course developed teachers’ computer literacy and the teachers adopted positive perceptions toward it.

In a similar context, Aydin (2013) evaluated language teachers’ perceptions of the application of CALL in EFL courses. Although the teachers espoused positive perceptions toward the utilization of computers in language teaching, they had very limited knowledge of how to utilize computers and software programs expeditiously. Fuchs (2006) investigated German language teachers’ viewpoints on their electronic literacy dexterities. Computer-mediated peer cooperation was utilized to develop their electronic literacy. The results revealed that the teachers possessed various levels of electronic literacy. Generally speaking , the teachers showed various viewpoints on technology utilization in language instruction.

Locally,Al-Barakat and Bataineh (2008) conducted a study examine student teachers’ utilization of the computers, as it provided the Teacher Education Program at Yarmouk University with feedback about its impact on providing prospective teachers with the necessary instructions on how to integrate computers into their teaching. The results revealed that student teachers have a tendency to utilize the computer to improve young children's literacy skills. The findings further revealed that even though the time allotted to utilizing computers for improving literacy skills is limited, a high degree of use is evident compared to its use with other skills stated in the school curriculum. The results further showed little diversity in the way computers are used to improve young children's literacy skills, with a few student teachers using computers as a resource for playing games, drill and practice, homework, and assessing children’s literacy skills, whereas the majority utilize them for presenting instructional content and designing instructional media and worksheets.

In a similar vein , Dashtestani (2014)in his qualitative study pinpointed the perspectives of 39 Iranian EFL teacher trainers on possible challenges to EFL teachers’ computer literacy improvement. The results revealed that the teacher trainers deemed the role of computer literacy as significant in EFL teachers’ professions. The teacher trainers maintained a couple of challenges to EFL teachers’ development of computer literacy as well as measures to eliminate the impacts of these challenges. Moreover , the trainers did not have adequate computer knowledge to train EFL teachers for teaching in CALL courses. The results further implied that the participants perceived that EFL teachers need to be trained in order to improve their computer literacy.

**Rationales for Conducting this Research**

This qualitative research was undertaken for two fundamental reasons. The first reason for conducting this study is that former literature has maintained that computer literacy training for EFL teachers should be drawn in teacher training/education programs (Hong, 2010; Hubbard, 2008; Peters, 2006; Kessler & Plakans, 2008). Moreover, teacher trainers/ practitioners should consider the responsibility for helping EFL teachers develop their computer literacy. This issue would indicate that teacher practitioners/trainers should have satisfied levels of computer literacy and recognize the difficulties and challenges to improving EFL teachers’ computer literacy levels.

Amazingly, very negligible attention has been directed toward exploring teacher practitioners’/trainers’ viewpoints on the issue of computer literacy in EFL instruction. Accordingly, it appears that further research is needed to explore how computer literacy training can be integrated into EFL teacher education/training programs from the viewpoint of EFL teacher trainers/practitioners. Following the same path , Hubbard (2008) accentuated that one important hindrance to the insertion of CALL in teacher training/education programs is scarcity of knowledgeable and proficient practitioners and trainers. In order to normalize the implementation of CALL in EFL instruction, it is essential that teacher practitioners/trainers enjoy high competence in the use of computers. In terms of the aims of this study, the teacher trainers’ ability to promote EFL teachers’ computer literacy was investigated. Thus, it can be concluded that for the normalization of CALL, both EFL teachers and teacher practitioners/trainers should endeavor to eradicate existing barriers to the implementation of CALL (Dashtestani, 2012).Hence, this study was carried out to contribute to this uninvestigated topic of research . Explicitly, this study reported on Jordanian EFL teacher trainers’ viewpoints on the role of computer literacy in EFL instruction Moreover, the potential challenges to computer literacy instruction for EFL teachers in teacher training programs were specified and discussed.

**The Questions of the Study**

To ascertain this objective , the following overriding research questions directed the research:

1. What are the perceptions of Jordanian EFL teacher trainers of the role of teachers’ computer literacy in language instruction and EFL teachers’ recent levels of the computer literacy?

2. What are the perceptions of Jordanian EFL teacher trainers of challenges to improving Jordanian EFL teachers’ computer literacy and measures to remove possible challenges?

3. What are the perceptions of Jordanian EFL teacher trainers of computer literacy skills vital for EFL teaching and their abilities to train EFL teachers to develop their computer literacy?

4. How should computer literacy training for EFL teachers be applied in Jordanian EFL teacher training courses?

**Methodology**

To enlighten thoroughly insights into subjects’ perceptions, qualitative research patterns were exploited and espoused (Merriam, 1998). Mackey and Gass (2005) emphasized that in the realm of second language research there has been augment interest in the utilization of qualitative research. Best and Kahn (2006) compile qualitative research into three approaches , including direct observation , in-depth-interviews, , and written document. As for interviews, direct quotations of subjects are revealed to show their views, perceptions, and knowledge. Applying in-depth interviews was considered practical and convenient for the assigned objectives of this study.

A number of steps were carried out to promote the questions of the interview. First, the pertinent literature on CALL teacher education and computer literacy topics in language instruction was investigated and anatomized to develop a list of questions. Thereafter, six teacher training programs were superintend to gather some data on the current computer-related practices in those programs. Additionally, 9 EFL teachers and seven teacher trainers were interviewed in order to condense the enquiries on the specific framework of the study. The questions were then assessed by a jury of five leading university professors of applied linguistics who have had the experience of teacher training\ education for several years. The gist of the questions was modified after holding a number of evaluation meetings with the jury of experts. Of the following questions concerning the subjects’ demographic information, eight questions were utilized for the interviews:

1. What is your opinion about the role of teachers’ computer literacy in their teaching profession?

2. What are the potential challenges which might repel the amelioration of EFL teachers’ computer literacy?

3.What do you think of Jordanian EFL teachers’ recent level of computer literacy? Do you think it is sufficient for language instruction? 4. Do you think that Jordanian EFL teachers should draw computer literacy training? Why do you think so? 5.What do you think of computer literacy training for EFL teachers in the core of language teacher training programs?

6.Do you think you have the ability to train EFL teachers on computer literacy competency necessary for language instruction?

7. What sorts of computer literacy dexterities are essential for teachers to grasp to apply computer-assisted language learning felicitously in Jordan?

8. What proceedings should be considered to facilitate EFL teachers’ development of their computer literacy levels?

Because Arabic is the mother tongue of the subjects, the interviews were carried out in Arabic. More important than conducting the interviews, the objectives of the study were explained to the subjects and they were voluntarily invited to participate in the interviews. Permission was obtained from the subjects to record the interviews. The data were then reduplicated and translated into English. The interview data were anatomized via undertaking objective content analysis. First, to prepare the data, they were reduplicated into written text. The topics were anatomized based on the prime interview questions of the research. To guarantee inter-rater reliability of the interview data, they were organized by three experts in the realm of Teacher Education. Based on the interview questions and the pertinent emerging topics, the experts approved on the prevalent topics which could be utilized for answering the interview questions. Direct quotations from the subjects were registered for each emerging topic.

**The** **Sample of the Study**

The subjects in this research were 40 teacher trainers with an average of 7 years of teacher training experience in various language teaching foundations in Jordan. All subjects were male. The majority of the subjects (n = 29) were MA holders of teaching English as a foreign language (TEFL) whereas 11 were PhD holders of TEFL. These teacher trainers hold teacher training courses for the employment of pre-service teachers and provided in-service training for language teaching institutions in Jordan . The subjects had an average age of 33.4 years. Those teacher trainers who had more than four years of training experience were comprised in the sample. The teacher trainers had an average of 7 years of computer utilization and 8 years of Internet usage. To obtain access to the subjects, the researcher pertained various language teaching establishments and inquired their supervisors to supply him with the contact information of their teacher trainers. After that the researcher pertained the teacher trainers and invited them to take part in the research. The interviews were carried out either on the phone or face-to-face regarding the preference of the subjects. Each interview lasted 25 to 35 minutes. The appropriate method of sampling was utilized in this research.

**The Findings of the Study**

***Teacher trainers’ perceptions of the significance of teachers’ computer literacy in their teaching career***

All language teacher trainers conceived that computer literacy is a paramount component of teachers’ teaching cognizance. Most subjects confirmed that utilizing computers in language learning and teaching is unavoidable these days and as a result of this EFL teachers should have the ability to utilize computers for EFL teaching adequately and effectively. Here are some of the quotations presented by some of the trainers on this issue:

It is difficult to find a person who denies the role of computer literacy in people’s lives at the present time. Language teachers, as people who are supposed to teach languages to the younger generations, must have satisfied levels of computer literacy. (Trainer 5)

It is expected that literate people to have the needed levels of computer literacy and English competency. In my opinion, literate people who don’t have the needed levels of these two sorts of knowledge cannot be deemed educational and professional. (Trainer 31)

Nowadays computer literacy does play an essential role in EFL learning and teaching. How can we even think that the computer illiterate teachers can be responsible for teaching something like a foreign language? (Trainer 18)

***Teacher trainers’ perceptions of the*** ***potential challenges which might hinder the development of EFL teachers’ computer literacy***

The subjects emphasized several challenges in the interviews. Most teacher trainers maintained that one main drawback of improving EFL teachers’ computer literacy is that they are not requested to utilize computer technology in their instruction. They pointed out that EFL teachers would vindicate that because they are not required to utilize computers in their instruction, they are not interested in their computer literacy competence.

I know teachers who confirm that they do not have to develop their computer literacy merely because they are not supposed to utilize technology in their instruction. This is absolutely a misconception. The use or nonuse of technology in the EFL instruction is not related to teachers’ attempt to develop their computer literacy. (Trainer 2)

One initial challenge is a clear one and that is our orthodox teaching procedures. Conventional approaches which lack technology usage do not create any reinforcement for EFL teachers’ to develop their computer literacy. (Trainer 11)

In my opinion , teachers should utilize the computers and technology to develop their computer literacy else they won’t be able to develop their computer knowledge. (Trainer 32)

Another considerable challenge to teachers’ amelioration of computer literacy was observed to be the age variations and generation crevice of EFL teachers. The subjects explained that it is not easy to persuade older teachers to develop their computer literacy as it is hard for them. It was revealed that younger and less experienced teachers are more submissive toward developing their computer literacy.

In my view , there has always been a challenge for the younger generation to convince older generation to adopt changes or developments. They will always do whatever they think is right. Concerning computer literacy, the older teachers are usually inefficient in the utilization of computers. I even know teachers who have problems with posting emails. So we have to find a way to urge these groups of teachers to develop their computer literacy. (Trainer 29)

I think that in our community the generation gap is really annoying . I am sure that for teachers of various ages and generations, specific methods should be taken to developing their computer literacy. This problem is complex though. (Trainer 3)

Other subjects pointed out that there is not any criterion or territorial schemata for developing EFL teachers’ computer literacy proficiency. They claimed that this issue would have an impact on teachers’ computer literacy development.

If I am not mistaken, computer literacy includes a wide range of skills. We do not know exactly which skills can assist Jordanian EFL teachers and develop their quality of instruction. I believe first we should make language teachers understand some computer skills which are beneficial for our particular EFL context, and then help them master those skills. Now, we have no idea about this issue. (Trainer 35)

First let me suggest something. Pinpointing the skills and levels of computer literacy relies on the process that is in question. In TEFL , have we defined computer literacy and its required levels? Let us resolve this issue first. (Trainer 3)

Some subjects emphasized that teaching has been routinized for most Jordanian language teachers teachers. This routinization of teaching makes incurious about developing various literacies and competencies. Thus, computer literacy is one of those skills which have been condoned by most EFL teachers.

While new teachers will be employed and participate in teacher training programs, they are very enthusiastic to develop various skills demanded for their teaching. This concern in developing their skills will diminish gradually and they will attempt to do only their jobs. (Trainer 22)

Frankly speaking, EFL teachers should modernize their computer, English, and teaching skills systematically and progressively. This does not occur in our context of language teaching and I am not sure why it is so. May be because teachers are not stimulated to do so. (Trainer 1)

***Teacher trainers’ perceptions of Jordanian EFL teachers’ recent level of computer literacy***

Responding to this question, the teacher trainers maintained that Jordanian EFL teachers do not possess the high levels of computer literacy required for language instruction and the application of computer assisted language learning. They confirmed that the EFL teachers should develop their computer literacy.

Based on my experience, I believe that most Jordanian EFL teachers do not have the dexterity of various computer skills. They know some basic procedures and tasks which anyone must know. I believe that language teachers should know more about the computers since it’s a significant part of their career. (Trainer 17)

It is a hard question to be answered. In fact, we expect teachers to have high levels of computer literacy but I think their levels of computer literacy are not high enough. Nevertheless, you may find very few teachers who possess high levels of computer literacy. (Trainer 15)

I can definitely say that our language teachers lack knowledge of various computer skills. Possessing high levels of computer literacy indicates that the teachers receive some particular training while we are not interested in training our language teachers concerning their computer literacy skills. (Trainer 24)

***Teacher trainers’ perceptions of deeming computer literacy training for EFL teachers***

All teacher trainers adopted a confirmative response to this issue. They maintained that the most significant approach to developing EFL teachers’ computer literacy is to display a particular training for them.

My answer is definitely “yes.” Because for acquiring any skill, people should be prepared and trained. This is also true for computer literacy since it is a group of skills to be acquired. (Trainer 6)

As a matter of fact, Jordanian EFL teachers must be trained on various computer literacy skills. I think most of them do not know about the implementations of the Internet technology for EFL instruction. (Trainer 16)

Sustainable computer literacy practicing is an feature of any type of career. Language instruction is not exceptive and teachers should have access to appropriate and fruitful training programs from time to time. (Trainer 33)

***Teacher trainers’ perceptions of inclosing computer literacy courses for EFL teachers in the schema of language teacher training programmes***

While 17 teacher trainers approved that computer literacy training can be included in the schemata of the teacher training programs, 22 teacher trainers pointed out that it is not a practical measure to be considered. The subjects who disapproved emphasized that teacher training programs are short and consist of various topics that should be covered and consequently computer literacy training cannot be included in teacher training courses. Moreover, it was revealed that computer literacy is a formidable issue and autonomous computer literacy courses should be devoted for developing EFL teachers’ computer literacy.

It appears to be a good idea but we need more prolongated teacher training programs in order to be able to insert computer skills which are related to EFL teaching in them. (Trainer 20)

I am pessimistic about this matter. First, foundations and teachers might not be patient if computer literacy training becomes a part of teacher training courses. It might take a long time to do so. Second, it will place a lot of requirements on newly-employed teachers and I think this is not a adequate decision. (Trainer 3)

This method may be practical, but I do not really know how it can be utilized. During any teaching training program, we have to introduce a lot of issues to language teachers and this makes the task a troublesome one. I have a question though “is there a particular frame for teaching computer skills to language teachers?” honestly, I haven’t noticed such a frame yet. (Trainer 13)

I believe that the issue of computer literacy is a pivotal one but I don’t understand why it should be included in the frame of teacher training courses. If this is the case, I suggest including other skills in teacher training programs as well. Do you believe it is applicable approach though? (Trainer 26)

***Teacher trainers’ perceptions of their capacity to train EFL teachers on computer literacy skills necessary for language teaching***

A remarkable number of teacher trainers (n = 31) maintained that they were not contented or confident whether they have the capacity to develop EFL teachers’ computer literacy competencies. Some subjects (n = 6) pointed out that they should provide computer literacy training for teachers via having collaboration with computer and educational technology practitioners and teachers. Some teacher trainers also maintained that they should know more about computer literacy skills necessary for EFL instruction and CALL application and develop their knowledge which is deemed prior to including computer literacy training in the frame of teacher training courses.

I do not know much about computers but I know how to utilize some prevalent implementations and software programs which are important for my career and private life. When we consider teaching these computer skills, it is a bit different. Utilizing something and teaching it are two various matters. (Trainer 23)

Well, I’m not really sure of my capacity to teach computer literacy skills to EFL teachers’ since I haven’t attempted to teach computer literacy to them but I believe if I knew which computer skills were necessary for language teaching, I would attempt to learn them and teach them to EFL teachers. (Trainer 6)

I think that we’d better consult specialists in educational technology to train teachers how to develop their computer literacy. In my view, EFL teacher trainers should teach them matters related to pedagogic aspects of computer utilization. (Trainer 27)

Frankly speaking , I don’t possess the capacity to teach teachers computer literacy skills. Additionally, I doubt most teacher trainers can teach computer literacy skills. This is a challenging mission for teacher trainers. (Trainer 19)

***Teacher trainers’ perceptions of computer literacy skills required for teachers to know to apply CALL efficiently in Jordan***

Of all the participants , six emphasized that they did not know what computer literacy skills are necessary for language instruction and the application of CALL. Nevertheless, a vast number of the subjects possessed general agreement that EFL teachers should be able to utilize the Internet and online instrument effectively. Some teacher trainers pointed out that EFL teachers should acquainted with how to find and utilize software programs necessary for language instruction.

I believe that the Internet is a very beneficial source for learning and teaching English. Unfortunately, the majority of EFL teachers do not know how to utilize the Internet professionally for their teaching objectives. Hence, teachers should develop their knowledge of the utilization of the Internet for language instruction. (Trainer 21)

As a matter of fact, sooner or later we will have to apply online language programs. It is pivotal that language teachers be equipped to utilize these kinds of programs in the future. So I think that EFL teachers should attempt to learn about various online systems and instruments which might be beneficial for their career. (Trainer 8)

Nowadays, many computer software instruments are obtainable to language teachers even though I haven’t seen Jordanian EFL teachers utilize them. There are two problems. One is that they do not know how to search for these software instruments and the other one is that they lack the capacity to utilize these software instruments. (Trainer 28)

***Teacher trainers’ perceptions of methods to ease EFL teachers’***

***development of their computer literacy levels***

Nearly all teacher trainers maintained that teachers’ knowledge of computers should be ameliorated consistently and systematically via convening workshops and in-service training programs.

An important method is to assist teachers develop their computer literacy every once in a while. This can assist them be acquainted with new tremendous developments and accomplishments in the realm of technology.(Trainer 30)

In order to develop EFL teachers’ computer literacy, we may hold some seminars and workshops on the utilization of various newly-developed technologies for language instruction. In fact, I am not sure if the language teaching subsidizers and stakeholders would approve to meet the costs of these seminars and workshops. (Trainer 10)

A few teacher trainers pointed out that a particular level of computer literacy must be a precondition for the employment of EFL instructors.

Computer literacy exams are currently obtainable for EFL superintendents and employers. Before hiring teachers, EFL employers can give exams to asses teachers’ computer literacy capacities. These exams can assist us employ teachers who are more effective and prepared for the language teaching career. (Trainer 34)

If we can differentiate what computer literacy skills are beneficial for language instruction, we can set teachers’ knowledge of computer skills substantial for language instruction to the test. Vividly, particular tests should be constructed for the objectives of language instruction. (Trainer 7)

The subjects highlighted that EFL stakeholders should urge the utilization of CALL in Jordanian EFL training programs. They confirmed that if teachers utilize various technologies for their EFL instruction , they will have to develop their computer literacy.

I believe that conventional EFL instruction should be modified and teachers should utilize technology for their instruction. This utilization of technology will assist them develop their computer literacy. (Trainer 4)

**Conclusions, Discussion and Recommendations**

The present qualitative research study scrutinized Jordanian EFL teacher trainers’ viewpoints on the significance of computer literacy for language instructors. The results implied that teacher trainers perceived computer literacy as an essential element of teachers’ instructional knowledge. Teacher trainers represent a pivotal part in equipping EFL instructors for the felicitous application of CALL in the Jordanian EFL context. It is intrinsic that other EFL stakeholders realize the role of computer literacy for EFL instructors as significant accordingly. Moreover, without considering computer literacy as an essential part of teachers’ knowledge, it would not be potential to develop EFL teachers’ computer literacy skills. Milbrath and Kinzie (2000) maintained that computer literacy is one of the paramount factors in the effective application of CALL in EFL programs. It is also pivotal that other EFL stakeholders, including supervisors ,course designers, and subsidizers, pay particular attention to the issue of teachers’ computer literacy. Teacher trainers are often under the pressure of the limitations of pedagogical policies of language instruction foundations. Definitely, they cannot apply changes in their training courses when they are not corroborative or subsidized by EFL authorities.

Additionally, developing teachers’ computer literacy status is not without challenges. Based on the results, lack of commitment to utilize the computers and technology in the classroom is a significant hindrance. The application of CALL in the Jordanian EFL courses might stimulate teachers to utilize technology and develop their computer literacy and self-esteem to utilize computers. Conventional approaches to teaching languages would be a considerable obstructive factor concerning teachers’ computer literacy improvement. Therefore, in Jordan, a change in orthodox language teaching methods to language teaching should take place so that teachers become able to utilize computers for teaching efficaciously and proficiently. As the subjects revealed, various workshops and training programs can be implemented for teachers of various age groups. In comparison with older generation of teachers, younger ones would be more computer literate because they are more involved in the utilization of technology. More research is required to obtain insights into Jordanian EFL teachers’ computer literacy basic needs and frames on how to develop teachers’ computer literacy. In Iran, Dashtestani (2012) maintained that obstacles and hindrances to the utilization of CALL should be reduced to assist the integration of technology into EFL instruction. Nowadays, because of the existence of various obstacles such as the lack of facilities, teacher training and education, efficient textbooks , and lack of teachers’ knowledge of CALL, the utilization of CALL would not be applicable. EFL stakeholders and subsidizers in Jordan should attempt to develop the local conditions and exorcize these obstacles to CALL utilization and teachers’ amelioration of computer literacy.

Moreover, the subjects emphasized that EFL teachers’ computer literacy should be ameliorated systematically via informing EFL teachers of any new renovations and skills related to computers and their utilization in language instruction. Because of the advent of new technologies, the nature of computer literacy is constantly changing . Thus, EFL teachers should be equipped with sufficient and neoteric computer literacy skills to be able to utilize newly-emerged technologies. Experts and practitioners in the realm of educational technology think that language teaching institutions should convene ceaseless workshops on the utilization of new technology in EFL training programs (Desjardins & Peters, 2007; Peters, 2006; Hong, 2010). In addition , as the teacher trainers proposed , EFL stakeholders can examine teachers’ computer literacy status as a precondition for their employment in language teaching institutions. Obviously, EFL teachers should possess particular levels of computer literacy to have the ability to teach in CALL courses.

Although a vast number of teacher trainers maintained that the EFL teachers needed training for the amelioration of their computer literacy, there was not general consensus among them concerning including computer literacy training in the corpus teacher training programs. For the purpose of including computer literacy training in the corpus of teacher training programs, teacher trainers should struggle to posses satisfied status of computer literacy. Moreover, teacher training programs should include more sections so as to train EFL teachers on their computer literacy. It seems that one momentous obstacle to computer literacy training in teacher training programs is that teacher training programs are under time limitations and there is no time to concentrate on teachers’ computer literacy status. The subjects pointed out that the levels of Jordanian EFL teachers’ computer literacy were not high enough. Furthermore, the teacher trainers claimed that EFL teachers should have adequate knowledge to utilize educational language teaching software programs and Internet-based resources for their instructions. It is pivotal to take these perceived technology-based skills into consideration and struggle to develop them every now and then. Jordanian EFL stakeholders are admonished to take EFL teachers’ low computer literacy status and required computer skills into account and pave the way for developing teachers’ computer literacy status.

In conclusion , as teacher training courses can hold a considerable influence on EFL teachers’ motivation for developing their computer literacy, it seems that further research should be carried out to investigate the issues related to teacher training and teachers’ status of computer literacy. Apparently, future research on computer literacy in EFL should reconnoiter factors which shackle the containment of computer literacy training in the essence of teacher training courses as well as new computer literacy skills that teacher trainers and EFL teachers should posses. Computer literacy is a context-based notion which may vary in various contexts. Therefore, it is paramount to explore and investigate the elements of computer literacy with reference to the characteristics of each particular context and participants.

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