Beliefs and Emotions on Becoming a CALL Teacher: A Narrative Inquiry of Personal–Professional Growth

by Susanto Susanto

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Abstract

Many studies in English as a second or foreign language (ESL/EFL) settings have investigated teacher professional development from the perspective of competency-based approaches, which provide an inadequate account for teacher professional growth. This article employed a narrative inquiry as a qualitative research method based on the conceptions of narrative modes of thought (content) and sequence of events (form). The particular focus was on developing in-service EFL teachers' beliefs about and emotions about becoming a CALL teacher before and after attending online professional development in Indonesian EFL settings for two semesters. The participants involved were two in-service teachers: Diana (female, 39) and Rosalia (female, 42), EFL teachers from a rural school in Gresik, Indonesia. The narrative content of the findings indicated Rosalia's and Diana's long journeys of unpleasant experiences and narrow beliefs about learning English from their primary to tertiary education before they turned their positive views of learning English from knowledge-oriented learning to CALL communicative-based purposes. Their controversies against the school's policy of not allowing students to bring their mobile phones to the classroom and their efforts to solve limited technology access became other assets of becoming a different CALL teacher. Finally, the 'narrative form' of the findings were typological, metaphorical, linguistic, and rhetorical views as personal and social labors during their complex CALL identity journeys.

Keywords: CALL teacher, professional growth, beliefs and emotions, technology access, EFL teacher

Introduction

Computer-assisted language learning (CALL) has recently become an essential vehicle for EFL teachers to smooth the teaching and learning process. The fundamental connection between technology and pedagogy provides a venue for effective teaching and learning practices. The role of CALL teacher education and professional training in preparing EFL teachers to integrate CALL into EFL classes becomes crucial due to the transmission of

the mutual symbiosis between language and technology (Meihami, 2021; Torsani, 2026). CALL teacher education, as the subfield of CALL, aims to enhance the quality of EFL teaching by enhancing the competencies of EFL teachers to integrate technology and language instruction (Meihami, 2021).

EFL teachers' beliefs and emotions are two crucial variables in implementing technology in personal, professional, and teaching activities (Gill & Hardin, 2014; Golombek & Doran, 2014). These two variables are commonly viewed as essential components of language teacher education and professional development (Golombek & Doran, 2014). In CALL pedagogy, beliefs and emotions help to shape EFL teachers' professional identities and competencies to integrate technology and language instruction effectively.

According to Meihami (2021) and Muchnik-Rozanov and Tsybulsky (2021), a narrative view of teacher professional growth can be seen as the personal process of becoming a teacher and construing one's professional identity. When we view professional development from personal processes, a person's affective and emotional factors become essential elements. This outlook is often called an effective-personal dimension of a narrative teacher's professional development. Many studies have applied a narrative approach in the field of EFL/ESL teacher education and professional development (Clandinin & Rosiek, 2019; Remington & Legge, 2017; Sisson et al., 2020; Teng, 2020; Tsui, 2007; Wei, 2021). Many foreign/second language researchers investigate teacher professional development from the perspective of competency-based approaches, which provide an inadequate account for teacher professional growth in their narratives (Harding & Brunfaut, 2020; James & Lee, 2021; Meihami, 2021; Mora et al., 2016; Peercy et al., 2019; Ruohotie-Lyhty, 2018; Tafazoli & Meihami, 2021).

Meihami (2021), for example, conducted narrative research to unveil ten Iranian EFL teachers' voices about the challenges of integrating CALL teacher education in their classes. He uses semantic ethnography to analyze participants' biographical narratives to explore their challenges regarding CALL teacher education. The results indicate that the participants have low motivation and apathy toward participating in the CALL program because of the insufficient CALL infrastructure in schools.

In the same context, Tafazoli and Meihami (2021) investigated the needs of CALL for Iranian EFL teacher preparation programs during the Covid-19 outbreaks. Applying the same autobiographical narrative study, the authors interviewed the 66 EFL teachers using zoom meetings while participating in the webinars. Then, they analyzed the data using inductive and deductive thematic models. The findings indicate that the CALL teacher education program prioritized technological pedagogical knowledge (TPK) and technological content knowledge (TCK). The second finding reveals that teachers, parents, and students must cooperate to support technology-related infrastructures.

To explore language teachers' beliefs, Borg (2011) conducted longitudinal research to explore the impact of a two-month in-service teacher training program on the six English language teachers' beliefs about teaching. The data were collected through interviews (face to face and by telephone), the coursework teachers completed (lesson plans, essays, and reflective writing), and the written feedback tutors provided on their coursework. Then, the author analyzed the data using cyclical and summative analysis. The findings indicate that

the Delta course program impacts the participants' beliefs about teaching English and classroom teaching practices.

The above studies have reported some studies addressing language teachers' views on becoming professional EFL teachers and CALL teachers in general. Applying narrative inquiry as a research method, the study's findings revealed the importance of teacher identity, beliefs, and challenges of becoming an effective English teacher and CALL teacher (Meihami, 2021; Tafazoli & Meihami, 2021). The studies have provided preliminary information regarding language teachers' teaching competencies and technology integration in their instructional practices. Meanwhile, Borg's (2011) study has explored EFL teachers' beliefs about becoming English teachers from pedagogical and content knowledge perspectives. Separating language teachers' 'beliefs' from the perspective of 'emotions' could not provide comprehensive views of teachers' understanding of CALL and language instruction (Gill & Hardin, 2014; Golombek & Doran, 2014; Rosiek, 2003). Researchers in the field of educational psychology have pointed out that teachers' beliefs reshape emotions shape and. These suggest that beliefs and emotions are fundamentally interrelated in teachers' decision-making processes. In this vein, emotions provide the necessary incentive for change, and beliefs provide a course of action. Consequently, to comprehensively understand EFL teachers' beliefs on becoming a CALL teacher, it is critical to have a rich understanding of these connections (beliefs and emotions). However, relatively few studies have elaborated on this connection in applied linguistics.

This narrative approach can thus donate to our understanding of how EFL teachers cope with the development of their beliefs, emotions, and potential challenges as CALL teachers in the context of secondary education. The research may also offer some practical implications for EFL teachers' professional training and policy-makers in terms of supporting them with positive and continuous learning in their professional development contexts. The paper intends to discuss the characteristics of a good CALL teacher, factors easing CALL teacher's anxiety, and factors facilitating a change of beliefs.

Method

This study presents a narrative inquiry as a research method in the field of EFL teacher education. It emphasized how we could apply a narrative approach when elaborating on developing EFL in-service teachers' beliefs and emotions toward CALL pedagogy. The reasons for using a narrative approach behind the elaboration of teacher professional growth were based on Bruner's (1986) dichotomy of different ways of thinking and knowing. Bruner (1986) argues that people commonly manage their knowledge using paradigmatic (logical scientific) and narrative modes. These two approaches seemed appropriate for understanding the physical aspects of an individual and knowing his or her life. Since teacher educational growth involved a complex story of a teacher's experience, the narrative was a suitable way to represent and understand his/her teaching experience (Chaaban et al., 2021; Clandinin & Rosiek, 2019; Golombek & Johnson, 2021).

Context and participants

The context for the study was online English teacher professional training for in-service (ETPT) teachers taught over two semesters. The ETPT was a nationally recognized program for practicing online teaching, and it consisted of three modules. The three modules aimed to develop participants' capabilities in identifying, developing, and applying project-based learning using available technologies. The participants received 180 contact hours (36-40 credits) using the Indonesian online learning system (IOLS). During synchronous training, the participants engaged in regular discussion to help them identify and develop their lesson plan, teaching media, and evaluation before they conducted peer-teaching and teaching practice in their schools. During the asynchronous training, the participants reported their project development in the IOLS. Then, they conducted peer-teaching and teaching practice in their schools after accomplishing the first and second stages (Arifani et al., (2021). The research participants involved two EFL teachers: Diana (female, 39) and Rosalia (female, 42). They were pseudonyms and from a rural school in Gresik. All two were Indonesian and worked in public senior high schools. Table 1 summarizes the characteristics of the participants.

Table 1
Participants' biographical information

Name	Gender	Age	Education	Year of Teaching	School	Ministry
Diana	Female	39		12 years	Public senior high school	The Ministry of Religion
Rosalia	Female	42	Bachelor	14 years		

The narrative procedure and analysis

The concept of a narrative approach has been widely defined in different ways. In this research, we employed the definition of a narrative used by Denzin (1989), stating that a narrative approach is a story from an individual that tells a sequence of events containing an internal logic for the narrator and his or her audience. A narrative also contains a plot, a beginning, a middle, and an end to the story. For the study, we emphasized two key concepts of a narrative definition proposed by Denzin (1989): 'plot and audience'. We ponder that 'a plot' brings together goals, causes, and chance within the temporal unit of a whole event.

Meanwhile, the element of 'audience' implicitly refers to a rhetorical dimension. When we present a narrative story, we often consider our audience and adapt what we tell and how we tell it accordingly. In making a narrative inquiry, we were interested in exploring not only EFL teachers' views of CALL but also how they talked about them and the long journeys of becoming a CALL teacher. Next, we were interested in the content of the narrative themes (e.g., characteristics of a good CALL teacher, factors easing CALL teacher's anxiety, and factors facilitating a change of beliefs) that the protagonist had raised in his or

her narratives. Finally, we were also interested in the 'forms' of narratives in which the protagonist related 'the content' of stories, like changes in his or her CALL teacher identity. Analyzing both aspects (form and content) of a story could provide exciting results (Kaasila, 2007; Lieblich et al., 1998). During the data analysis processes, we cautiously coded the interview records and field notes with specific attention paid to the two participants' beliefs and emotions on becoming a CALL teacher in their situated work contexts. A range of narrative categories was generated, including characteristics of a good CALL teacher, factors easing CALL teacher's anxiety, and factors facilitating a change of beliefs. We composed mini-narratives led by those three categories with a focus on 'plot' (past experiences, present situation, and future projections), 'personal and social relationships' (values and emotions), and 'context' (school and socio-cultural settings). The constructed stories were also shared with the two participants to invite their further comments. It was applied to enrich and validate the narrative inquiry. The authors obtained ethical approval from the school, the board of professional training program, and the research participants before the study started.

Narrative Findings

Narrative content

I had been learning English experiences for years at school.

A quote from Diana, "I was frustrated with my English lesson," was drawn to represent her first journey of disappointment in learning English for years at school. The quote also symbolized her negative experience of learning English lessons and teachers from her school years. At the beginning of learning English for four years, from the fourth to the sixth grade of primary school, she said, "Spoke me because I was so bad in English vocabulary and pronunciation". "I usually pronounced English words using Indonesian pronunciation patterns". "That was why I did not pass my English course and got five on the national exam". These initial identity themes crystallized her traumatic recollections from her English course during her primary education.

In the first interview, Diana said: "I recalled an event that occurred in my fifth grade". "My teacher asked me to pronounce some words and to fill in some missing vocabulary, like pronouncing the words *mountain, elephant,* and *eleven*". "I pronounced them into /maintain/ and /eleven/ using the Indonesian pronunciation patterns". "I still remembered another vocabulary test where I wrote go house instead of home". "I had extreme difficulty reading them out correctly". "I was very frustrated, and it was not very good". The core episode revealed her strong deprecation. Diana hated herself because she could not figure out simple collocation or word partner and pronunciation. She mentioned that this experience negatively impacted the development of her self-confidence. Diana had similar negative experiences with other English topics: "It was so difficult for me to distinguish between the use of *doing* and *does* in a question form, *verb 1-s/es* and *to be is, am, are* under the simple present tense

patterns. I was frustrated when I tried to solve various simple present problems, "I wondered how my classmates learn them very well."

The same trend continued in her junior high school: "My English learning continued to go downhill." Diana had mainly negative memories of her English teachers. She hated her English teachers because they always gave more attention to intelligent pupils. Diana's impression of her English teachers mainly asked the students to read, memorize, and do grammar tests afterwards. She interpreted learning English as grammar minded. The students who were good at grammar would be good in English lessons. She also assessed her teacher as being a teacher-centered approach to delivering English lessons in her class. The teacher always asked her to read a book, explain, and do the English grammar worksheet. She believed that teaching English relied mainly on grammar and doing grammar exercises through explanation, reading a book, and doing grammar exercises to master basic English skills. In senior high school, she was impressed by one of her English teachers who taught English differently as he did not focus on grammatical patterns during whole teaching activities. Her teacher always motivated the students to speak English confidently without being afraid of making grammatical errors. He noticed that speaking was more important than grammatical mastery. Therefore, Diana had a different positive experience. She felt that her teacher's motivation erased her low grammatical ability. On one occasion, Diana was appointed to attend a student exchange program in her city. In the program, she was convinced that the confidence to speak became an essential key in communication. Since then, she started to love English lessons, although her English written score was unsatisfactory because she got six on her national exam, while other pupils got eight.

Learning English experiences from years at university

In 2003, Diana decided to continue her study in the undergraduate program at one of the private universities in Malang. She took an English major, motivated by her English teacher at her senior high school. She was shocked in her first and second years of study because the English course was fragmented into various subjects. Writing and grammar classes made her traumatic since she usually had terrible experiences with grammar lessons in her elementary and secondary schools. In a grammar course, Diana said, "I learned English grammar from a very famous book at that time because many students from different universities also learned from the same book. It was entitled, "Understanding and Using English Grammar *by Betty Schrampfer Azar*". I read it many times to improve my grammatical abilities, but again, there were too many things to learn, understand and memorize. However, my grammar and writing teachers were very nice in their teaching. They liked to give detailed explanations, examples, discussion, and feedback, but it was too hard for me to learn various grammar concepts at once. "I failed my final exam as I got a score of five at that time." The same negative experience happened during her writing class as she always had low scores in her writing class, and she did a remedial course in the second semester because she had many language problems in her compositions. Diana said, "Anytime the teachers announced the exam scores in front of the classroom, I was unhappy because I never got the best in all English subjects." Diana also reported that most of the teaching activities at the university were done using face-to-face platforms since there was

no internet technology then. Therefore, in presentations, all students often designed their PPT and presented it using an LCD projector.

In the fifth and sixth semesters, Diana learned pedagogical content knowledge and preparation courses as part of classroom teaching practice with her peers/classmates before teaching English at a private senior high school affiliated with the department. During the peer teaching practicum, she taught simple present tense to her classmates, a specific topic for her practicum class. During her teaching practicum, she did not feel confident in teaching grammar in front of the classroom. As she mentioned, "I felt nervous because I did not know what to do with simple present-tense topics". "I wrote the formula of simple present tense on the whiteboard, explained it, gave examples, and asked them to make good sentences." Diana also wrote about her negative experiences in external teaching practice at a private senior high school. She was assigned to teach a reading class, but she did not know how to teach. "I did not know how to teach a reading class". I asked my students to read a passage one by one and asked them to answer reading questions. The students were noisy then because my teaching strategies were not acceptable. I got low scores in my micro-teaching and teaching practicum courses. I felt jealous of my colleagues who could handle the classroom very well during the teaching practicum program, but I could not. During teaching practice reflection once a week, my colleagues, school teachers, and supervisor showed us our teaching strengths and weaknesses. During the reflection session, one of my classmates, Yoga (pseudonym), delivered his excellent teaching experience in teaching simple present tense. He gave his students some English texts and asked them to work in a group to find some sentences which contained simple present tense formulas. Then, he asked his students to analyze and find how the formulas of simple present tense were implemented in the sentences in group presentations. Diana felt so impressed with Yoga's experiences during the reflection session. Since then, she has learned a new concept of teaching using communicative problem-solving and a student-centered approach.

CALL teaching experiences at schools

Diana began her online teaching practice just two years after accomplishing her undergraduate program and graduated from her undergraduate program in 2009. She taught three subjects in the first grade of a public senior high school in Gresik under the Ministry of Religion which mainly emphasized the religion-based curriculum as the primary goal. English subject at the school was compulsory from the first to the third grade, given twice a week. The school under this category was commonly not well-facilitated with technological support. Therefore, she mostly used English songs, short videos, and CDs from her English books that were easy to find as additional teaching sources. Once a month, she always inserted songs and videos in her regular based-book teaching to motivate her students. She applied songs and videos in her classroom, teaching vocabulary, listening, and grammar subjects. The topic of her first lesson was listening comprehension and vocabulary. During her first lesson, she took a song entitled "Imagine" by John Lennon. She prepared ten comprehension questions containing three vocabulary questions, filled the blank format, and distributed the question sheets to the students. She usually played the song three times before the students were assigned to answer the questions and retell the song's content at the end of

her teaching. After she finished playing the song, she always clarified to her students whether they had understood or not. After the third time, she let the students do their tasks while she walked around to check their progress. Interactive dialogues with her students during her walks often led them to do their tasks. She assessed her first technology-mediated teaching critically: "I was not satisfied with my first teaching with the song and learning activities. I dominated the class and talked too much to my students. I was also aware that beginning teaching with technology is always difficult."

In the second lesson, Diana gave more space for her students to discuss the tasks with their groups and took a step toward learner-centricity. She assessed her teaching with songs and videos as valuable learning aids in her first teaching activities. She made more learner-centricity in her second lesson. During task accomplishment, the students could discuss with their peers, and it could fulfill students' learning expectations. "I felt more confident and relaxed during my second lesson." She also mentioned that collaborative problem-solving activities could establish her teaching confidence and provide more space for her to be more relaxed in teaching. She just took her role to observe how her students shared their opinion with their team and changed their answers during the group discussion. Diana's reflections on her second lesson indicated a positive turn had begun in her view of herself as a CALL teacher through her simple technology aids. Her firm work was paid, and her previous negative experience in learning and teaching English at schools faded away.

Diana taught a listening and speaking class using a video in the third lesson. She then applied integrated skills mixing listening and speaking simultaneously in her teaching activities. She also carefully selected a video that was suitable for students' real-life situations. The video topic she gave was "At a restaurant." The video contained how to order food in a restaurant. She expected her students to comprehend the context and specific vocabulary and practiced making a group conversation about ordering food in different situations. In the next meeting, she asked her students to practice the conversation in the classroom. Diana felt satisfied with her third lesson. She successfully connected her teaching topic to students' everyday life. She began to turn her view of teaching English into contextual teaching. She also turned her old view of teaching English as grammar-based teaching into a more communicative and contextual approach. Diana said that her supervisors and colleagues doing their teaching practice in the same or different classes were pivotal for her creative teaching journeys.

CALL teaching experience during and after the online professional teacher education

Diana's CALL teaching experiences occurred in 2019 after her ten years of teaching at her school and after her third failure to take entrance tests for attending online professional training funded by the Ministry of Education. She got a low score on her TOEFL-like test, especially in the grammar test section. After her demanding work, she passed the test and was accepted as one of the participants in the online training program. During her enrollment in the two-semester online EFL teacher professional training, she learned how to design lesson plans, teach using the Indonesian e-learning platform system, and conduct an online assessment. In the lesson planning phase, she learned from peers' critiques to improve the quality of her lesson plan design. She wrote: "I still remember Dewi (pseudonym), one of the

participants, who criticized me for using external videos in my lesson plan which were not suitable for the students, and she suggested to me that I should create a teacher-made video learning for teaching integrated English skills." Diana also felt nervous because her English accent and grammar were neither native-like nor acceptable to her colleagues. Diana also learned the video editing process during the online training. As she was not capable enough in video editing, she extended her learning by watching YouTube. Therefore, she learned it from both the trainer and YouTube. Then, she gradually could finish creating her video teaching material after her hard work and repetitive editing processes.

Next, after she finished making teaching video supplies, Diana had to learn how to upload her lesson plan, videos, online learning activities, forum discussion, and scoring rubric using an e-learning platform (SPADA) that the government prepared for the training. During this phase, a university trainer helped her and other participants understand how to use the e-learning platform. After myriad practices and discussions with her trainer and peers, she could use the e-learning platform very well. This was reflected in Diana's comments: "It was wonderful as I could learn a lot for my technology-mediated course to be implemented in my school . . . The experience I had was perfect indeed. It opened up my view of teaching English. I felt ready to perform my online teaching in my school. It would be a wonderful experience for me and my students." During the online teaching practice with her peers, Diana felt more confident as she could perform her online teaching practices very well with no significant complications. Beyond her positive experiences of her online training program, Diana also expressed her worries regarding technical problems in online learning with her students when connected to the school's internet because most students are from low economic families. It would be hard for them to download the video and quiz from the e-learning system from their home. In her notes: "I should find an alternative way to make the students familiar with the e-learning platform, and all the online learning can run smoothly."

In the online teaching practices with her students, Diana had another challenge where she should read all students' works one by one, give comments on their works, and email back their works to their students timely. She still remembered when she worked hard to assess her students' writing performance, as she mentioned: "I could not imagine how I could finish assessing the three online classes at the same time. I think I might use peer feedback to lighten my jobs." Diana's expressions revealed her future challenges and strategies she should take to prepare the online teaching in her school.

In early 2020, Diana began implementing her online teaching. Her experiences from the online training very much influenced her online teaching strategies. As she taught, it was hard for some students who did not have a good internet connection at home or even those who did not have a laptop. She decided to ask 10 of her students who did not have a laptop and internet connection to come to the school (with strict health protocol because of the Covid-19 pandemic). She also asked her students to practice with their laptops and mobile phones to have an authentic experience using the e-learning platform. This story was also reflected in Diana's comments: "Applying an e-learning platform while facilities did not support the learning process would be hard, but it did not mean that we should stop learning. Therefore, I worked hard for them. I hope all my students could learn their English subjects through the e-learning platform because it would be useful for them in the future."

After her efficacious efforts to solve technical problems, Diana implemented her experience in her online teaching. She also involved her students in designing teaching materials using student-made videos. She involved some smart students in making conversation videos and storytelling videos for her listening, speaking, and writing classes. She also involved her students in peer assessment to lessen her teaching loads and enhance their learning. She believed that involving the students in peer assessment could foster their learning. Diana also reported her online teaching elaboration in her class. She wrote, "I felt contented when I assigned my students to upload their conversation videos to YouTube channels to get likes and comments. I usually gave good scores to the students who got the highest comments and likes from the viewers. I assigned my students to engage in wider EFL communities and events, like giving comments on YouTube content regarding English lessons or to have pen pals to give them real experiences of communicating with people from different cultures." Diana also reported her teaching innovation in teaching listening using a short movie video. She divided the class into two cohorts. The first group was assigned to watch the video without subtitles, and the other group was assigned to watch the video with its subtitles. Afterwards, she assigned her students to make a short film based on the video they had watched before and uploaded it to YouTube. She responded: "I wanted my students to practice their English as I believed that English is best learned through practice."

Plotlines

Connecting Diana's story to the theoretical framework

At this phase, I connected Diana's biographical teaching journeys to the broader theoretical framework used to interpret the content of the narrative. One of the critical themes in Diana's (and also Rosalia's) biographical journeys was her capability to identify her weaknesses in learning English during her studies at schools and universities. Then, she used her negative learning experiences as a stepping stone in her teaching improvement. In other words, Diana used her earlier negative experiences of learning English, negative impressions from her English teacher at school, different views of teaching English at university, and positive feedback from peers before and after her professional training to define her present identity as a CALL teacher. Comparing her negative and positive experiences during her biographical journeys shaped her identity formation. She entered into an internal dialogue with her past English teaching identity and then newly defined her CALL teacher identity more positively (Golombek & Johnson, 2021; James & Lee, 2021). During her internal dialogue, Diana thought that it was her fault that she was terrible in her English learning journeys from elementary to university: "I hated myself because at that time it was very challenging for me to learn English ..." What we learn from her first learning experience here is an uncontrollable cause that is an external factor (Yuan & Lee, 2016).

Then, in her first interview, Diana also mentioned external factors that caused her negative impression of her English teacher's teaching strategy as old-fashioned: "I did not like my English teacher's teaching English because he always taught grammar most of the time, and I was bad in grammar." The interview results implied that Diana's reason for her difficulties in learning English and demotivating her learning lay mostly in her English

teachers and how she had been taught at school (Gaspard & Lauermann, 2021). Gaspard & Lauermann (2021) indicate that a teacher's way of teaching significantly influences learners' learning motivation and views of the lesson they are learning. A positive teaching impression can enhance learners' learning and inspire their students to shape their future actions (Mora et al., 2016). At the same time, her earlier identity, beliefs, and practices gradually changed through her new experiences and perspectives. From her narrative during teaching practice as part of her teaching practicum course, Diana learned from collective reflection with her colleagues. Then, she started to transform her teaching from teacher-centered to student-centered approach.

Nevertheless, it is essential to notice that interaction with her peers and supervisor can enhance her innovative teaching (Zhan et al., 2021). Her environment erased her past negative experiences (Kaasila, 2007). Diana's identity changed from face-to-face teaching to CALL teaching and was influenced by her experience and interaction with more knowledgeable colleagues and tutors while attending the online professional training.

Narrative form

After presenting Diana's stories as an example of a narrative plot, we would focus on how the second teacher—Rosalia—told her teaching experiences. The analysis took explicitly up the form of the narrative, namely: (a) typology, (b) coherence, (c) linguistics features, and (d) rhetorical devices. Typologically, Diana's CALL teacher narrative could be illustrated as a story of change because it symbolized a regressive story at the beginning of her story (learning English at school memories). After all, she fell down into a period of deterioration: "My English learning continued to go downhill." The end of the narrative (after attending CALL professional development) represented a progressive story, which indicated her positive change in teaching English. When Diana described her experiences during her school years at school, the plot of the stories was colored by her negative experiences or English learning tragedy. A turning point in Diana's English teaching identity occurred during teaching practices, interactions with her colleagues, and after attending CALL professional development. From the label of the story of change, Diana had worked hard to change her negative past experiences into positive attitudes.

Regarding the coherence of the narrative, some people like Meihami (2021) and Mora et al. (2016) commonly believe that a person's life story is essentially incoherent. However, he or she retrospectively attempts to construct a coherent biography through his or her life journey. In creating coherent stories, Diana showed her flexibility in formulating her conception of teaching English using CALL and her roles as a CALL teacher. She wrote: "A CALL teacher's role was to create a positive and safe learning environment using relevant technology. By using technology, learners would be active, independent, and confident."

Similarly, Rosalia created a flexible conception of applying CALL principles in EFL teaching. She conceptualized her teaching based on the theory of learning. She believed that CALL learning happened when pupils were engaged in actual EFL events and environments using technology. Rosalia created coherent stories by integrating the theory of learning into her teaching using technology. Her strategies provide a framework that gives coherence to her narrative (James & Lee, 2021; Meihami, 2021).

The researchers also used metaphorical patterns to add to the quality of coherence of the narration. Rosalia had a negative experience with her English lessons and teachers from their school years. She wrote, "I felt that studying English was extremely difficult. I had tried hard, but again I failed. For me, a grammar test was like a beast. I looked at my classmates and saw how good they were at answering grammar tests. I felt jealous of them, and My English teacher was like a monster. As a punishment, he made me stand in front in front of the classroom when I could not memorize sixteen English tenses." The metaphorical expression of *the grammar test was like a beast*, and *my English teacher was like a monster* who crystallized Rosalia's English identity as a negative experience toward learning English in her school.

Diana, too, used many metaphorical expressions in her story. To narrate the changes in English identity, we compared Diana's metaphors before and after attending the online professional development. Before teaching practice, Diana's view of herself as a CALL English teacher was very uncertain, which appeared as another metaphor. *Being an English teacher was like a puzzle* with no single acceptable teaching method. Through her utterance, she questioned whether she could teach English or not. After attending the online teacher training, her metaphor for a CALL teacher was like *a tourism guide*. Her metaphor implied that while learning English with technology, a CALL teacher should be able to engage his/her students in relevant EFL/ESL events and communities using technology. It was a learning journey; students should visit lovely places in every learning situation. Here, she prioritized her learner's centricity over others. She wrote, "It was important to give real-life learning experiences for the pupils. They would learn if they were involved in real-life learning situations using technology." She also adopted socio-cultural approaches in her teaching practices (Sisson et al., 2020; Teng, 2020; Wei, 2021). The transformation of teaching in Diana's metaphors before and after teaching practices using technology was highly significant.

Next, we analyzed the linguistic features and emphasized how the two teachers' emotional attributes were manifested in their utterances/discourses. Various researchers commonly apply this analysis model to cope with emotional attributes in the discourse (Chaaban et al., 2021; Gaspard & Lauermann, 2021). The uses of adverbials such as "suddenly," "seldom," "really," "but," and "very" indicate expected or unexpected events, controversies, and difficult emotions. We analyzed some linguistic features in this narrative to interpret teachers' evaluative, negative, contrastive, and repetitive utterances.

Rosalia had positive experiences in learning English. In this episode, we looked for useful excerpts in which the teacher used the above linguistic features during their teaching journeys. "One of my colleagues, Yoga (pseudonym), told me that teaching English using YouTube should be meaningful and interactive. He often shared his teaching experiences with others in a discussion forum. He often showed me how to use short videos from YouTube to teach integrated skills. He suggested that I should split the class into two groups. The first group received a short video without captions, and the second group watched a short movie with the caption. Then, the pupils were required to find the right expressions between the performance and captions from it. I was so impressed with his suggestion. I often used YouTube in my English class, but I could not design an interactive and fun learning for my pupils like him."

From the above stories, we could find many exciting features when we analyze the core episodes. First, Rosalia used indirect discourse; her colleague was her main character and hero for her. Rosalia used evaluative language when she compared her teaching with YouTube to her Colleague, Yoga. This story undoubtedly altered Rosalia's view of himself as a CALL teacher. Diana also used contrastive discourse in her utterances, "I often used YouTube in my English class, but I could not design an interactive and fun learning for my pupils." She used contrastive features to express her inability to present interactive English teaching using technology. Regarding this negative statement, Kaasila (2007) also finds that negative statements often express a person's contrastive opinion and turning points.

Discussion

This study elaborates on developing EFL in-service teachers' beliefs and emotions toward CALL pedagogy using a narrative inquiry. Analyzing how the two EFL in-service teachers talk about their experiences before and after online professional training using narrative content and form helps us understand their motives, purposes, and actions. The findings from narrative content and form indicate turning points in in-service teachers' views of CALL teacher identity as a result of identification, negotiation, and ownership of meanings from various learning communities' engagement (Sisson et al., 2020; Teng, 2020; Wei, 2021). Diana's and Rosalia's identities as CALL teachers were deeply rooted in their lived experiences of learning English from primary to tertiary education. With minimal access to technology, they constructed their CALL identities through peers, teachers, and tutors while attending online teacher professional training. They had to grab every learning opportunity for teaching improvement. The teaching and learning strategies they developed for different online learning tasks were part of their ownership of meanings, inseparable from the socio-cultural frameworks (Kaasila, 2007; Tsui, 2007).

The identity conflicts that Diana and Rosalia experienced as English learners during their school years occurred when their English teachers' teaching goals differed from their learning expectations. During their school years, they questioned whether learning English meant learning about the language or using it for communication. While their friends defined learning English as an intensive study of language grammar and pronunciation, they perceived learning English for communicative purposes. Having two contradictory conceptions of learning English from their old-fashioned English teacher, they found another exciting conception of teaching English from their senior high school teachers. The latter taught English very nicely, neglecting students' grammatical errors during communication sessions and relying much on students' confidence to use English for communicative purposes in and outside the classroom. The way the teachers treated their students' grammatical errors the following day while they had informal talks, such as in a school canteen, made the students comfortable and close to the teachers. These experiences became 'meaning discovery' journeys for Diana and Rosalia to find an ideal conception of teaching English. Finally, they defined the meaning of EFL as 'fun' and 'communicative.'

Consequently, during meaning-making in their CALL identity, both Diana and Rosalia applied the concept of fun and communication to their CALL instructional practices. In implementing the concept of 'fun,' for example, Diana used short movies, divided the class into two groups, and asked them to match the English subtitles and movie performance. At the end of her teaching, she found that their students were enthusiastic about her CALL teaching strategy. Rosalia often asked her students to create communicative projects and uploaded them to YouTube to get comments from viewers. Both Diana and Rosalia's CALL teacher identities were much more inspired by their previous learning experiences, willingness to change, and opportunity for practice.

Diana's and Rosalia's teaching reflections, dominated by 'dissatisfaction' during their first year of teaching, also became another interesting finding to discuss. While Diana's teaching strategies were book-oriented, Rosalia taught a teacher-centered model. Becoming new English teachers was not easy because they often felt their teaching was a lockstep model, but their 'hard work and 'serious reflection' through discussion with their students, colleagues, and senior teachers made them successful. The findings indicated the importance of internal and external factors regarding the connections between reflective teaching and socio-cultural function in enhancing Diana's and Rosalia's teaching quality. In this case, reflective teaching was applied to show the learning dissatisfaction indicator, socio-cultural engagement with students, colleagues, and CALL tutors during their online professional training became 'a discussion venue' to solve their lockstep CALL teaching issues. Again, reflective practice, willingness to change, discuss, engage in learning, communicate, and practice become essential precursors for effective CALL teachers (Golombek & Johnson, 2021; James & Lee, 2021).

Finally, Diana and Rosalia's hard work in facilitating their students with limited technology facilities, access to personal internet connections, and different teaching schedules beyond their regular schedule indicates their commitment to CALL teaching. Having adequate technological and pedagogical knowledge is not enough to become ideal CALL teachers. CALL teachers require their students ' joy of helping' (James & Lee, 2021).

Conclusion

The narrative inquiry of Rosalia's and Diana's experience as English teachers shows that CALL teachers' identity construction is highly complex. Becoming a CALL teacher requires abilities not only to integrate technology into instructional practices but also to solve technological barriers during online learning. Rosalia's and Diana's stories reveal that CALL identity formation cannot be separated from social identity theory as a robust framework for becoming CALL teachers. CALL teacher identity formation involves relational, experiential, participative, reflective, individual, and social access. The process of interactions with different communities (their English teachers, colleagues, and CALL tutors) before, during, and after attending professional development significantly supports their CALL identity formation. Equally important, the participants' identity conflict with their English teachers' teaching formulations, self-teaching interpretation, and peers' ideas could lead to new

ownership of meanings. This study further reveals that CALL identity formation is not just limited to how the teachers' metamorphosis, as a result, forms their community engagements but also how a CALL teacher could solve and accommodate technology limitations during CALL teacher fundamental practices in the classroom. The two research participants have shown how they promote students' CALL abilities within limited school internet and computer access.

This study is not without limitations. First, the study involved a small size, and the two participants were Indonesian. Therefore, the transferability of the findings should be carefully interpreted because of the specific context of the narrative. Second, the narrative findings also lacked observational data on the two participants because the authors collected the data from the interviews. Future studies can thus explore similar issues through field observation.

Acknowledgments

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