IUG Journal of Educational and Psychological Sciences
Peer-reviewed Journal of Islamic University-Gaza

E-ISSN: 2410-3152
P-ISSN: 2410-2946

IUGJEPS
Vol 34, No 3, 2026, pp 88 - 110

Received on (11-02-2026) Accepted on (05-04-2026)

https://doi.org/10.33976/IUGJEPS.34.3/2026/4

The Effectiveness of a Training Program Based on the Holistic Approach on Enhancing Self-Efficacy and Technology Acceptance Among EFL Teachers in Gaza

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Abstract:
This study aims to examine how a training program based on holistic approach affects English teachers in Gaza by measuring their self-efficacy and technology acceptance. The researchers employed a quasi-experimental approach to achieve the aim of this investigation. The required data were collected through the use of self-efficacy scale and technology acceptance scale. The data analysis results show that the training program significantly improved the self-efficacy of English language teachers in Gaza. Also, the data reveal that teachers accepted technology better because they experienced large effects in usefulness, ease-of-use, attitudes, and behavioral intentions.
Derived from the study's findings, the research provided specific recommendations for academic and professional institutions, EFL teachers, and future research. The recommendations provide a path for teachers to develop their confidence and technology acceptance which requires continuous support of their professional development.
Key words: training program, holistic approach, self-efficacy, technology acceptance, English teachers.

فاعلية برنامج تدريبي قائم على النهج الشمولي لتنمية الكفاءة الذاتية والتقبل التكنولوجي لدى معملي اللغة الانجليزية في غزة

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الملخص:
تهدف هذه الدراسة للكشف عن أثر برنامج تدريبي مبني على النهج الشمولي في تعزيز الكفاءة الذاتية والتقبل التكنولوجي لدى معلمي اللغة الإنجليزية في غزة. ولجمع بيانات الدراسة، استخدمت الباحثة مقياس الكفاءة الذاتية، ومقياساً آخر للتقبل التكنولوجي. وقد أوضحت نتائج تحليل البيانات الأثر الإيجابي للبرنامج التدريبي على الكفاءة الذاتية لمعلمي اللغة الإنجليزية. وأيضاً أشارت النتائج إلى أثر البرنامج التدريبي الإيجابي في تطوير التقبل التكنولوجي في مجالاته الأربعة: وقد ساهم هذا البرنامج التدريبي المبني على النهج الشمولي في تبني المعلمات للتكنولوجيا كمصدر تعليمي قيم.
وبناءً على ما توصلت إليه الدراسة من نتائج، تقدم الدراسة توصيات موجهة إلى المعنيين من مؤسسات أكاديمية ومهنية، معلمي اللغة الإنجليزية، وباحثي الدراسات العليا. حيث ترى الباحثة أن هذه التوصيات تسهم في التحسين المستمر لكفاءة المعلمين الذاتية وتقبلهم للتكنولوجيا، مؤكدةً الدور الأساسي والمهم للتطوير المهني المستمر للمعلمين.
كلمات مفتاحية: برنامج تدريبي، النهج الشمولي، الكفاءة الذاتية، التقبل التكنولوجي، معلمي اللغة الإنجليزية.

Introduction and Theoretical Framework:

The contemporary English language classroom demands that teachers move beyond traditional methodologies to foster genuine communicative competence. In the educational field, teacher is considered as a cornerstone in the process of teaching and learning. Hence, it's crucial to make sure that the skills and qualifications of teachers absorb adequate attention for the prosperity of any educational system (Jadhav et al., 2024). With this in mind, considering the academic, social, and psychological aspects of teachers as priorities is highly significant to promote the efficiency of the educational organizations. With regard to this, teachers in Gaza face unusual hardships and pressures requiring sturdy professional support. Motivated by this, this study is conducted to explore an intervention needed to consolidate not only the pedagogical skills of teachers, but also the psychological aspects as confidence of teachers.

Yoestara et al. (2020) asserted the vitality of professional development programs in fostering the competences of English language teachers, especially their self-efficacy. This critical necessity highlights the significance of promoting teachers' skills, strategies, and competencies in order to become well-qualified and competent teachers of English language. Likewise, Senser and Cokciskan (2017) illustrated that professional development programs are necessary in improving the cognitive, emotional, and practical competences of English language teachers.

One fundamental competence required for teachers to be professional is self-efficacy as it affects their teaching practices, instructional strategies, and learner involvement. Bandura (1997) defined self-efficacy as an individual's belief in their abilities and capacities to carry out tasks effectively. For enhancing teachers' self-efficacy, Dellinger et al. (2008) clarified that effective PD training programs are essential in helping teachers to bridge the gap between theory and practice. Lu and Mustafa (2021); Tschannen-Moran and Hoy (2001) stated that in educational settings, self-efficacy can be defined as teachers' confidence in their abilities to successfully perform certain teaching tasks and duties. A teacher with high self-efficacy is more likely to be confident in their professional skills and apply effective instructional techniques

More importantly, self-efficacy comprises the competencies and practical skills a teacher needs to competently teach language skills and utilize digital and AI tools in their teaching practice. Significantly, a widely held view confirms that technology acceptance plays a critical role in enriching the educational experience. Sharma and Saini (2022) deduced that teachers with higher self-efficacy experience less anxiety when utilizing technological tools technologies in their classrooms. In the same token, Ali and Warraich (2023) pointed out that greater self-efficacy in technology significantly enhances a teacher’s perceived ease of use.

Technology acceptance is defined by Davis (1989) as the readiness and willingness of teachers to adopt and utilize technology to empower the teaching process, formed by perceptions of its usefulness and ease of use. Research by Saud (2025) revealed that the intervention of technology in the educational settings is significantly important for teachers to adjust to the developing educational settings. For integrating technology in education, a PD training is required to equip teachers with the needed skills and to address the pedagogical implications of digital tools, not just the technical skills (Martin, 2015).

Twenge (2023) affirmed the importance of technology integration into language instruction as they improve learners' motivation when using engaging activities, gamified learning experiences, and authentic materials. In this way, technology does not only make learning more interesting but also encourages students to take an active role in their education. Also, technology adoption motivates teachers to engage in ongoing professional development. This is because training programs promote their teaching practices and make them more competent in the developing landscape of language education (Marikyan & Papagiannidis, 2023). The current study adopts the three domains of TAM (Technology Acceptance Model), namely perceived usefulness, perceived

ease-of-use, attitude, and behavioral intention in order to evaluate teachers' acceptance. The successful acceptance of technology among teachers is essentially linked to teacher beliefs and the quality of effective PD training received.

In accordance with this, Almajnuni & Alwerthan (2024) highlighted that engaging teachers in effective training programs is vital to encourage them to perform their teaching tasks and duties professionally, and consequently helps in reforming the educational system. Emphasizing the practical effectiveness of PD programs allows teachers to bridge the gap between theoretical knowledge and practical application and address challenges faced when applying their pedagogical knowledge in the classroom. By the same token, Naeem et al. (2024) confirmed the effectiveness of professional development opportunities that enhance flexibility in instruction and reflective practices. In addition, Younas et al. (2025) recommended teacher preparation programs to focus on communicative language instruction through a comprehensive holistic approach.

Reviewing various studies conducted in this field, the researcher decided to adopt the holistic approach as a basis for the study intervention. Many studies' findings reveal the effectiveness of the holistic approach for teaching English language. For instance, Kizi (2024) inferred that the holistic approach doesn't focus on separated skills, rather it comprises the learner's cognitive, social, and emotional aspects as a whole. This approach was established by Goh and Burns (2012) and functionalized through their Teaching Speaking Model. The holistic approach is based on a methodology built on four dimensions: task design, speaking competence components, metacognition, and speech quality.

This approach is operationalized through Goh and Burns' (2012) Teaching Speaking Model, which is predicated on a methodology built on four dimensions: task design, speaking competence components, metacognition, and speech quality. Burns (2016) outlines a holistic framework for teaching the speaking cycle, which consists of seven stages. These stages involve providing input and guidance for planning, conducting speaking tasks, emphasizing language, and strategies, repeating tasks, prompting learners to reflect on their learning, and facilitating feedback. The researcher believes that employing a holistic approach is an effective strategy for addressing challenges in speaking classes. The holistic approach, as clarified by Burns (2016), offers a structured framework for organizing educational tasks, which encourages the development of cognitive, linguistic, social, and affective aspects of speaking. Figure (1) clarifies the seven-step speaking model for teaching.

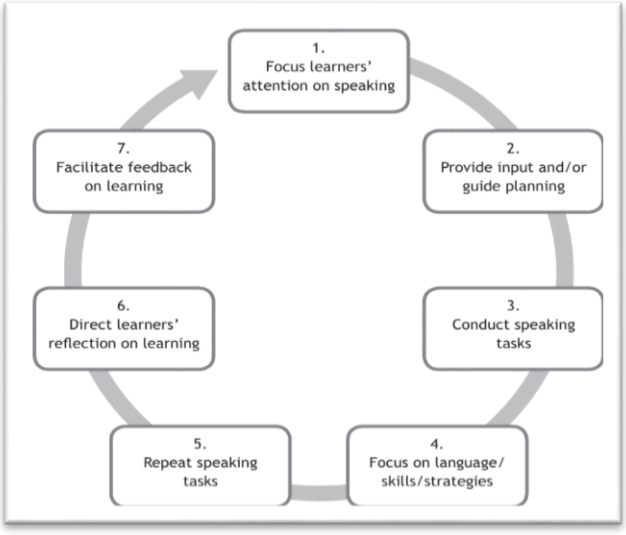

Figure (1): The speaking cycle for teaching (Guh & Burns, 2012).

Sabnani and Renandya (2019) note that the holistic approach takes into account both the process and the product of speaking, offering focused instruction alongside opportunities for planning and preparation, with an intentional design to enhance metacognition, and thus this consideration make the approach effective in teaching. The emphasis on metacognition is vital, as it allows individuals to exert greater control over their education by understanding their thought processes. By focusing on the importance of metacognition, the model encourages learners to reflect on their speaking processes, boosting their self-efficacy and engagement, and eventually improving teachers' self-efficacy. Sabnani and Renandya (2019) further confirms the model's focus on critical thinking, clear instruction, and opportunities for practice, fostering students' overall oral development. By providing mastery experiences and positive psychological states through successful skill acquisition, the holistic training program can foster self-efficacy.

Besides, as explained by Martin (2015), the holistic training integrates technology use meaningfully in teaching, and this enables teachers utilize the digital tools appropriately and understand their pedagogical and practical implications. Due to this integration of technology, teachers are better qualified to deliver content and engage students in the digital age, which helps them adjust to the changing educational landscape (Saud, 2025). As a result, incorporating blended delivery models has become a particularly successful tactic for improving PD access, flexibility, and engagement. Teachers can learn at their own pace and review materials as needed with blended professional development, which combines in-person instruction with synchronous webinars and asynchronous digital modules to accommodate a variety of schedules and learning preferences (British Council Nepal, 2021).

The current study is particularly designed to investigate the impact of a training program built upon the holistic approach to teaching speaking, which blends direct and indirect instructional methods, with a strong emphasis on pre-task planning, task repetition, and metacognition (Thomas, 2019). The program’s effectiveness will be measured by its influence on two teacher variables: self-efficacy and technology acceptance. By focusing on these interrelated factors within a holistic training context, this study aims to contribute evidence-based strategies for sustained professional development and improved teaching quality in challenging educational environments.

Although earlier studies have primarily concentrated on investigating how training programs impact teachers' self-efficacy or their acceptance of technology, the findings might not be very applicable for solving the problems faced by primary and preparatory EFL teachers in Gaza. The reason is that there are significant differences in teaching issues among educators at various educational levels and subject areas. Therefore, the present research aimed at filling these gaps by designing a training program for primary and preparatory school teachers in Gaza that would help them strengthen their self-efficacy beliefs in the use of AI-based technology for teaching English skills.

The proposed training program is intended to close the gap between the perceived advantages of holistic approach in theory and the real, practical requirements of English teachers in Gaza. Holistically, it would cover simultaneously teaching skills, self-confidence, and willingness to use technology, all these being different sides of professional development of a teacher. Currently, there is little research showing how the holistic framework influences these aspects in the Gaza setting. This is one compelling reason for looking at this investigation to deal with the obstacles that Palestinian English language teachers face continuously.

The designed training program based on the holistic approach, which encompasses the technical skills needed for technological integration and the emotional, social, and pedagogical dimensions of teaching, could enhance teachers' efficacy and adoption of technology. This study endeavors to explore the effectiveness of such a training program in enhancing both self-efficacy and technology acceptance among English language teachers in Gaza, thereby contributing to their professional development and improving student outcomes.

Statement of the Problem:

As a teacher of English for (12) years in Gaza, the researcher has been experiencing unique obstacles and difficulties in the English language instruction. Also, observing other teachers of English facing many challenges that hinder their improvement, self-efficacy, and productivity motivate the researcher to conduct a study to explore this problem.

First, the researcher organized a workshop with four English educational specialists and three schools' principals to analyze and decide on the professional needs of English language teachers. The English education specialists who participated in the workshop highlighted certain problems they have noticed through their classrooms' visits for supporting and guiding teachers of English. They observed that teachers of English need more pedagogical and instructional support and training in implementing effective instructional strategies, updated and learner-centered approaches, real-life examples integration, and constructive feedback. They further emphasized the need for developing teachers' competences in operating the tech tools independently and enhance positive feelings towards technology integration into teaching English language.

Having a long experience, the schools' principals mentioned certain areas to be improved, as developing socio-emotional aspects of students, foster strong family-school connections to build students' confidence, and using technology to accomplish tasks more quickly. They showed that schools need to implement structured teaching improvements which would help teachers handle their teaching responsibilities while dealing with the challenges brought on by changes in educational systems and developments in technological tools.

Second, the researcher held informal interviews with a focus group consisting of (10) English language teachers. The teachers' responses underscored their need for professional support and development due to the continuous problems that prevented them from teaching effectively because they lacked proper resources needed to improve their self-efficacy and technology acceptance.

Moreover, the previous studies reviewed by the researcher press a critical need for enhancing the teachers' self-efficacy and technology acceptance. The studies conducted by Kizi (2024), Naeem et al. (2024), Gunwan et al. (2024), and Miseliunaite & Cibulskas (2024) advocate for an all-inclusive approach which should contain teaching competencies while making theoretical knowledge and practical skills available to learners. Also, the studies conducted by Parhamnia et al. (2025), Zhang & Sihes (2023), Almajnuni & Alwerthan (2024), and Aldahdouh (2023) demonstrate that training programs which include pedagogical training and complete training programs deliver evidence-based benefits to teachers because they help teachers develop their self-efficacy during teaching. Additionally, the research conducted by Alshehri (2025), Suhatmady (2025), and Runge et al. (2025) show that educational organizations need to design professional development programs which teach educators how to use technology for their work while having different training needs. It's believed that professional training programs need to be created because many studies found out that they help teachers gain necessary teaching skills which establish their ability to use technology effectively and boost their self-efficacy.

Thus, this motivated the researcher to investigate the study problem related to the self-efficacy and technology acceptance of teachers through creating a comprehensive training program which uses the holistic method. It's expected that this training program improves self-efficacy and technology acceptance skills of English teachers in Gaza. The program functions as a solution to existing teaching deficits because it trains teachers to build better educational settings which create more exciting learning experiences for students.

Questions of the Study:

The problem of the study can be stated in the following major question:

What is the effectiveness of a training program based on the holistic approach on enhancing self-efficacy and technology acceptance among English language teachers in Gaza?

Sub-questions of the Study:

The study is trying to answer the following sub-questions which are derived from the major one:

1. What is the framework of the training program based on the holistic approach designed by the researcher?
3. What is the effectiveness of a training program based on the holistic approach on developing self-efficacy for English language teachers in Gaza?
4. What is the effectiveness of a proposed training program based on the holistic approach on developing technology acceptance for English language teachers in Gaza?

Hypotheses of the Study:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre and post application of the self-efficacy scale among the teachers.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre and post application of the technology acceptance scale among the teachers.

Objectives of the Study:

The main research objectives are:

1. To clarify the nature of the suggested training program based on the holistic approach, establishing a clear framework for the English language teachers.
2. To find out the effectiveness of the training program based on the holistic approach on developing self-efficacy among English language teachers.
3. To explore the effectiveness of the training program based on the holistic approach on developing technology acceptance among English language teachers.

Significance of the Study:

The current study contributes to:

1. Providing a comprehensive framework with clear and specific teaching steps to be used by teachers and educators for teaching English language.
2. benefiting supervisors while carrying out their supervisory duties, especially to guide pre-service and in-service teachers to use the holistic approach in teaching English skills.
3. Promoting teachers' self-efficacy through the implementation of the training program based on the holistic approach.
4. Enhancing teachers' acceptance of technological tools while teaching English through implementing the training program based on the holistic approach.

Limitations of the Study:

1. Human Limits:
   This study was applied to Teachers of preparatory graders (5_9).
2. Objective Limits:
   The suggested program based on the holistic approach for improving self-efficacy and technology acceptance among the teachers of English for Palestine for grade 5, 6, 7, 8, and 9.
3. Time Limits:
   The study took place in the first semester of the academic year (2024-2025).

Operational Definitions of terms:

Effectiveness:

Effectiveness is the change in the preparatory teachers' level of self-efficacy and technology acceptance that may result from implementing the training program based on the holistic approach.

Holistic Approach:

One approach put forward in recent years that exploits the idea of blending indirect and direct approaches to speaking instruction is Goh and Burns' (2012) holistic approach. Not only does

it incorporate aspects of both indirect and direct approaches, but it also includes a heavy focus on pre-task planning, task repetition, and metacognition to help guide and regulate these processes.

The researcher defines the holistic approach as a way for teaching speaking to preparatory graders which brings together theoretical and pedagogical perspectives on teaching speaking within a coherent methodological framework. The 'teaching–speaking cycle' involves stages from drawing students' attention through input, conducting and repeating the task, reflecting on learning, and providing feedback.

Self-efficacy:

It's an essential construct in the Social Cognitive Theory of Bandura (1997), is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment".

The researcher defines it as the preparatory graders teachers' judgments about their ability to perform certain teaching tasks in a specific teaching speaking skill. The dimensions adopted in this study are: pedagogical/ instructional support, linguistic domain, and social and emotional domain.

Technology Acceptance:

Technology acceptance is defined as the readiness and willingness of both teachers and students to adopt and use technology as a means to enrich the educational experience. This concept includes the beliefs, attitudes, and behaviors of individuals regarding technology, shaped by their perceptions of its usefulness, ease of use, and prevailing social norms (Davis, 1989). The researcher adopted four domains to assess teachers' acceptance through their perceived usefulness, perceived ease-of-use, attitude, and behavioral intention.

Methodology

Study Approach and Design

Since this study aims at exploring the effectiveness of a training program based on the holistic approach on enhancing self-efficacy and technology acceptance among teachers of English, the researcher utilized a quantitative research design. The quantitative method involves a quasi-experimental design utilizing pre- and post-experiment questionnaires for measuring self-efficacy and technology acceptance.

The program is designed to take place within six weeks and uses a one-group pre- and post-design to evaluate its effectiveness in enhancing self-efficacy and technology acceptance. To assess the program's impact, statistical analysis is implemented, allowing for a comprehensive assessment of the data collected before and after the program.

Population and sample of the study

The population of this study consists of all teachers of English language of grades (5-9) in the first semester of the scholastic year 2023-2024 at Schools. Due to the use of non-probability sampling, the researcher selected a purposive sample of (16) teachers of English who were deemed to possess the necessary qualifications and experience.

Table (1): One group design

Group	**Experimental**
No. of sample	**16**

The Variables

The study investigated the following variables:

• The independent variable: the training program based on a holistic approach.

• The dependent variables: teachers' self-efficacy and technology acceptance.

Instrumentation

To collect data for the study, the researcher used the following tools,

1. A training program based on the holistic approach.
2. Self-efficacy Scale
3. Technology acceptance Scale

The Suggested Training Program

This training program based on the holistic approach is the cornerstone of the current study, so the researcher wants to know how effective is it in enhancing the self-efficacy and technology acceptance among English language teachers in Gaza.

The researcher developed the program through ADDIE procedures to establish a holistic framework which improves English language teachers' speaking skills and their self-efficacy and technology acceptance. The instructional design process followed ADDIE model guidelines which Molenda (2003) described through these specific steps:

1. Analysis: The research team studied existing literature on the holistic approach to determine the essential needs of English language teachers who require training to enhance self-efficacy and technology acceptance.

2. Design: Tools of the study, instructional strategies, methods, and activities that would be most effective in developing the self-efficacy, and technology acceptance for English language teachers were determined. The program content and activities were created through seven steps of a holistic approach which addressed EFL teachers' specific requirements.

The approach follows a flexible process which allows educators to select their teaching steps based on their students' particular requirements. Stage one needs teachers to focus learners' attention on speaking to get students ready for a particular speaking activity. The second stage introduces a new language which enables learners to develop their speaking skills through open-ended input and guided planning and comprehension of new vocabulary. The third stage involves speaking tasks which enhance fluency through practice of suitable contexts. The fourth stage provides students with language and skills and strategies which they need to improve their language accuracy. Then, the fifth stage requires learners to practice speaking tasks multiple times to enhance their performance abilities. After that, the sixth stage requires learners to evaluate their learning progress by evaluating their understanding of previous knowledge. At last, the process enables students to evaluate their learning progress through evaluation of their performance in all previous educational stages.

3. Development: The training materials for the project included course content, trainer and teacher guides, and assessment tools which developed from the design phase. The materials were created to support EFL teachers who need specific resources to overcome their difficulties in teaching.

4. Implementation: The English language teachers received the program through face-to-face delivery and online delivery methods. The program helped English teachers develop their self-efficacy and technology acceptance.

The researcher followed the upcoming procedures when implementing the training program:

• Conducting a survey to assess participants' current knowledge and teaching practices related to English language instruction. This assisted the researcher build and organize the program to meet teachers' needs.

• Organizing a welcome and introductory session in which trainer and trainees inferred the goals, objectives, and framework of the program modules.

• Carrying out interactive workshops concerning the five skills of teaching speaking based on the holistic approach model which integrates technology use.

• Encouraging small group discussions after each session to motivate participants to share their perspectives and exchange ideas. This enhances peer learning and enables teachers to explore various insights.

• Employing various group and peer feedback activities to help the trainer develop the training program and to give participants chances practice giving and receiving constructive feedback.

• Implementing reflection activities throughout the program, such as journaling or group reflections after each session. This helps participants to internalize their learning and recognize areas for progress and weakness.
• Guiding trainees in developing their own action plans that clarify the ways they applied the methods learned in the session of the training program.
• Following up online forums or coaching sessions after the training sessions in order to provide teachers with ongoing scaffolding and guidance. This is also helpful to encourage participants to share their experiences implementing the strategies and to continue collaborating with their peers.

Evaluation:

To assess the effectiveness of the training program, the researcher conducted two scales, namely self-efficacy scale and technology acceptance scale. This is to assure that the training program achieved its objectives. The results of the evaluation provided valuable feedback for developing the training program for the future.

The researcher designed the framework of the program based on a holistic approach which focuses on enhancing technology acceptance and self-efficacy for teachers of English language.

Self-efficacy Scale

A questionnaire is defined by Bhandari (2021) as an instrument of research that includes a list of items or questions used to collect data from respondents about their attitudes, experiences, or opinions. To create the self-efficacy scale, the researcher reviewed a variety of resources that used the self-efficacy scale as one of their tools such as the studies of Parhamnia, Farahian, & Sheikhbanooie (2025), Almajnuni & Alwerthan (2024). In addition, the researcher got benefit from the studies of Aldahdouh (2023), Baghli (2023), Zhang & Sihes (2023), and Dewi, Sugiyati, & Yunita (2022). These studies contribute significantly to the understanding of teacher self-efficacy in English language teaching contexts, emphasizing the need for targeted training programs and supportive environments to foster teacher confidence and effectiveness.

Constructing the self-efficacy scale:

The researcher followed a number of organized steps to develop the self-efficacy scale:
• Conducting a literature review which included past research about self-efficacy scales to create the instrument and identify its different domains and items.
• Interacting with professors, EFL instructors, teachers, and subject matter experts to establish the assessment areas and measurement criteria for the questionnaire.
• Completing the first draft of the questionnaire.
• Consulting expert in the field to assess the questionnaire and make adjustments to ensure that the instrument could accurately assess teachers' self-efficacy.
• Carrying out changes to the scale which included item adjustments, removals, and additions based on the received feedback.
• Creating the scale using Google Forms which provides a practical and user-friendly platform for thoroughly understanding teachers' self-efficacy.

The aim of the scale:

The self-efficacy scale aimed at investigating the effect of a suggested program based on the holistic approach on improving teachers' self-efficacy.

Description of the Self-efficacy Scale

The assessment tool began with (30) items which were later reduced to (27) items that were distributed across three assessment domains: (13) items for the pedagogical domain, (6) items for the linguistic domain, and (8) items for the social emotional domain. It was conducted before the experimental phase and after its completion. The assessment used a Likert Type Scoring Format which is shown in Table 2. It requires teachers to evaluate each statement by choosing one option from a five-point scale which ranges from strongly agree to strongly disagree, as follows.
(1) represents never, (2) represents seldom, (3) represents sometimes, (4) represents often and (5)

represents always.

Table (2): Table of self-efficacy scale domains

Domain	No.
Pedagogical/ Instructional support	**13**
Linguistic Domain	**6**
Social and emotional domain	**8**
Total	**27**

Table (2) describes the self-efficacy scale for English language teachers.

Validity of the Self-efficacy Scale:

The researcher checked the validity of the pre-post self-efficacy scale. The following types were adopted:

A- Referees' Validity:

The cognitive Self-efficacy Scale was administered by a team of knowledgeable English language and methodological experts from Gazan universities and education experts from Gaza schools. Some changes were made as a result of their recommendations.

B-The pilot study for the Self-efficacy Scale:

A randomly sample of (12) teachers were chosen. The reliability had been measured after recording and analyzing the results statistically. The self-efficacy scale items were modified in the light of the statistical results.

C- Internal consistency validity:

The researcher used Pearson correlation coefficient to compute the internal consistency of the self-efficacy scale items. To calculate the internal consistency validity,Pearson Correlation was also used to compute the, the items with the total self-efficacy scale, and the domains with the whole self-efficacy scale.

Table (3) describes the internal consistency of the self-efficacy scale questions.

Table (3): Pearson correlation coefficient of each item and the whole self-efficacy scale

No. of questions	Pearson Correlation	Sig	No. of questions	Pearson Correlation	Sig
1.	0.81**	0.001	**16**	0.64*	0.024
2.	0.64*	0.023	**17**	0.86**	0.001
3.	0.71**	0.009	**18**	0.82**	0.001
4.	0.60*	0.021	**19**	0.80**	0.002
5.	0.73**	0.006	**20**	0.84**	0.01
6.	0.64*	0.025	**21**	0.74**	0.006
7.	0.74**	0.006	**22**	0.73**	0.007
8.	0.90**	0.001	**23**	0.87**	0.001
9	0.59*	0.0**43**	**24**	0.86**	0.001
10	0.88**	0.001	**25**	0.77**	0.003
11	0.84**	0.001	**26**	0.87**	0.001
12	0.62*	0.031	**27**	0.813**	0.001
13	0.71**	0.009			

Table (4) shows that the correlation coefficient of each item within its level is significant at level (0.01). It can be concluded that the self-efficacy scale highly consistent and valid as a tool for this study.

Table (4): Pearson Correlation coefficient of every domain and the whole self-efficacy scale

Domain	Pearson Correlation	Sig
1) Pedagogical/ Instructional support	0.98**	0.001
2) Linguistic Domain	0.93**	0.001
3) Social and emotional domain	0.93**	0.001

Table (4) shows that all the domains of the self-efficacy scale have statistically significant correlations with the total Self-efficacy Scale, which indicates a high internal consistency that reinforces the validity.

Reliability of the scale

Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2012). The reliability of the test was measured by the Alpha Krumbach.

a. Reliability of the self-efficacy scale:

Reliability means that a Self-efficacy Scale should give the same results if it is administered twice to the same group. The researcher used the following ways to confirm the reliability of the Self-efficacy Scale:

Alpha Krumbach:

The scale is reliable when it gives the same results when applying it again in the same conditions. The researcher used the pilot study to calculate the reliability of the writing self-efficacy scale, which was measured by Alpha Cronbach.

Table (5): Alpha of the self-efficacy domains

Domain	N	Alpha
1) Pedagogical/ Instructional support	13	0.92
2) Linguistic Domain	6	0.89
3) Social and emotional domain	8	0.94
Total Self-efficacy Scale	27	0.97

As shown in the table (5), Alpha is (0.970). This means that the self-efficacy scale is reliable.

The Technology Acceptance Scale

To create the technology acceptance scale, the researcher reviewed a variety of resources that used technology acceptance scale as one of their tools such as the studies of Suhatmady (2025), Yao and Liu (2025), Nobis and Hashem (2024), Vásquez et al. (2024), Alshehri (2025), Runge et al. (2025), and Zarnigorxon (2025). In fact, the studies reviewed provide valuable insights into the factors influencing technology acceptance among teachers. By examining different methodologies, tools, and samples, the research highlights the importance of teacher perceptions, training, and support in fostering effective technology integration in education.

Description of the Technological Acceptance Scale

The pre-post- technology acceptance scale consists of four domains, named perceived usefulness, perceived ease-of-use, attitude, and behavioral intention and of (18) total with the following scale:

(1) Strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The scale consists of four domains as following table shows.

Table (6): Domains of the technology acceptance scale

Domain	No.
Perceived Usefulness	**6**
Perceived Ease-of-use	**5**

Domain	No.
Attitude	**4**
Behavioral intention	**3**
Total	**18**

Table (6) describes the technology acceptance scale for English language teachers.

Procedures of constructing the scale:

The researcher followed a series of steps to develop the technology acceptance scale:

1. Reviewing existing literature on technology acceptance models (e.g., TAM, UTAUT) to identify key constructs and variables.
2. Clearly defining the constructs to be measured, such as perceived ease of use, perceived usefulness, attitude towards use, and behavioral intention.
3. Developing a set of items (questions) that reflect the identified constructs. This can be done through brainstorming or adapting items from existing scales.
4. Consulting with experts in technology, education, and psychometrics to evaluate the relevance and clarity of the items.
5. Conducting a pilot test with a small sample of the target population to identify any issues with item clarity or comprehension.
6. Analyzing feedback from the pilot test to modify, delete, add, or clarify items as necessary.
7. Determining the format of the scale (Likert scale) and finalize the structure of the questionnaire.
8. Conducting statistical analyses (e.g., factor analysis, Cronbach's alpha) to assess the scale's validity and reliability.
9. Preparing the final version of the scale based on the findings from the validity and reliability tests.
10. Distributing the scale to the target population for data collection, ensuring proper instructions for completion.
11. Analyzing the collected data to draw conclusions about technology acceptance and make recommendations based on the findings.

Validity of the technology acceptance scale:

The researcher checked the validity of the pre-post technological acceptance scale. The following types were adopted:

A- Referees' Validity:

The technology acceptance scale was administered by a team of knowledgeable English language and methodological experts from Gazan universities and education experts from Gaza schools. Some changes were made as a result of their recommendations.

B-The pilot study for the technology acceptance scale:

A randomly sample of (12) teachers were chosen. The reliability had been measured after recording and analyzing the results statistically. The technology acceptance scale items were edited in the light of the statistical results.

C- Internal consistency validity:

The researcher used Pearson correlation coefficient to compute the internal consistency of the technology acceptance scale items. To calculate the internal consistency validity, Pearson Correlation was also used to compute the, the items with the total technology acceptance scale, and the domains with the whole scale. Table (7) describes the internal consistency of the technological acceptance scale items.

Table (7): Pearson correlation coefficient of each item and the whole technology acceptance scale

No. of questions	Pearson Correlation	Sig	No. of questions	Pearson Correlation	Sig
1.	0.75**	0.001	**10.**	0.76**	0.001
2.	0.83**	0.001	**11.**	0.83**	0.001
3.	0.80**	0.001	**12.**	0.88**	0.001
4.	0.65**	0.001	**13.**	0.73**	0.001
5.	0.83**	0.001	**14.**	0.78**	0.01
6.	0.88**	0.001	**15.**	0.84**	0.001
7.	0.80**	0.001	**16.**	0.89**	0.001
8.	0.81**	0.001	**17.**	0.78**	0.001
9.	0.80**	0.001	**18.**	0.88**	0.001

Table (7) shows that the correlation coefficient of each item within its level is significant at level (0.01). It can be concluded that the technology acceptance scale highly consistent and valid as a tool for this study.

Table (8): Pearson correlation coefficient of every domain and the whole technological acceptance scale

Domain	Pearson Correlation	Sig
Perceived Usefulness	0.93**	0.001
Perceived Ease-of-Use	0.88**	0.001
Attitude	0.90**	0.001
Behavioral Intention	0.93**	0.001

Table (8) shows that all the domains of the technology acceptance scale have statistically significant correlations with the total technological acceptance scale, which indicates a high internal consistency that reinforces the validity.

Reliability of the scale

Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2012). The reliability of the test was measured by the Alpha Krumbach.

b. Reliability of the self-efficacy scale:

Reliability means that a technology acceptance scale should give the same results if it is administered twice to the same group. The researcher used the following ways to confirm the reliability of the technology acceptance scale:

Alpha Krumbach:

The scale is reliable when it gives the same results when applying it again in the same conditions. The researcher used the pilot study to calculate the reliability of the writing technology acceptance scale, which was measured by Alpha Cronbach.

Table (9): Alpha of the technology acceptance domains

Domain	Items	Alpha
Perceived Usefulness	6	0.92
Perceived Ease-of-Use	5	0.94
Attitude	4	0.91
Behavioral Intention	3	0.90
Total Technology Acceptance Scale	18	0.96

As shown in the table **(9)**, Alpha is (0.96). This means that the technology acceptance scale is reliable.

Statistical analysis:

Wilcoxon Signed Ranks Test was used to analyze data. Effect size level by using Z value and Eta square were employed to check the effect volume (extent) of the evident significant differences in the mean ranks of teachers' responses on the pre and post.

Study Procedures

The procedures for this study were systematically executed as follows:

1. Investigated existing studies and literature regarding the holistic approach, focusing on its effects on self-efficacy and technology acceptance.
2. Consulted with experts, including university instructors, education specialists, supervisors, and teachers, to determine the specific challenges faced by English teachers.
3. Developed a self-efficacy scale to evaluate teachers' confidence in their ability to teach speaking skills effectively.
4. Developing a technology acceptance scale to evaluate teachers' acceptance of adopting and using technological tools for teaching speaking skills.
5. Constructed a suggested program based on a holistic approach to enhance teachers' self-efficacy and technology acceptance.
6. Selected a study sample that included one experimental group of 16 teachers of English language.
7. Administered the pre-self-efficacy scale and the pre-technology acceptance scale to the sample to establish baseline measurements.
8. Delivered the suggested program that consists of five modules based on the holistic approach.
9. Conducting the interactive sessions, including engaging strategies, group discussions, practical activities from English text-books, feedback exercises, and reflection activities.
10. Conducting the post-self-efficacy scale and post-technology acceptance scale to measure any changes and improvements.
11. Analyzing and interpreting the findings, comparing results from pre- and post-intervention assessments.

Data Analysis

1. **Answer of the first question:** What is the framework of the proposed training program designed by the researcher?

To answer this question, the researcher followed the ADDIE procedures to design the suggested program based on the holistic approach to develop the teaching of speaking skills, self-efficacy, and technology acceptance for English language teachers. This question is answered in detail in methodology section.

Answer of the second question What is the effectiveness of a training program based on the holistic approach on developing self-efficacy for English language teachers in Gaza?

Based on the third research question, the first hypothesis is formulated as: **There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre and post application of the self-efficacy scale among the teachers.**

To test this hypothesis, Wilcoxon Signed Ranks Test was used. It was used to check the differences between the participants' performance in the pre and post application of the scale. The mean ranks and z value were also calculated. Table (10) below presents the results.

Table (10): Wilcoxon signed ranks test for results of differences between the pre and post application of the self-efficacy scale among the teachers

Domain	G	M	S.D	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig.

Pedagogical/ Instructional support	Before	45.31	10.05	Negative Ranks	2	3.25	6.50	3.18	0.001
	After	57.56	4.95	Positive Ranks	14	9.25	129.50		
				Ties	0				
Linguistic Domain	Before	20.75	4.46	Negative Ranks	1	2.50	2.50	3.27	0.001
	After	26.43	2.65	Positive Ranks	14	8.39	117.50		
				Ties	1				
Social and emotional Domain	Before	26.06	7.07	Negative Ranks	3	3.67	11.00	2.94	0.003
	After	34.5	4.44	Positive Ranks	13	9.62	125.00		
				Ties	0				
Total Self-efficacy Scale	Before	92.125	20.77	Negative Ranks	2	3.5	7.00	3.15	0.002
	After	118.5	11.76	Positive Ranks	14	9.21	129.00		
				Ties	0				

"Z" table value at (0.01) sig. level equal 2.58

The results outlined in Table (10)

Regarding measuring the effect size of applying the proposed program based on the holistic approach in improving self-efficacy among English language teachers in Gaza in the post application of the scale, Eta square equation is used.

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (11): "Z" value, eta square " η 2 ", for each domain and the total degree

Domain	**Z**	**Z^2**	**Z^2+4**	**η^2**	**Size effect**
1) Pedagogical/ Instructional support	3.18	10.11	14.11	0.71	**Large**
2) Linguistic Domain	3.27	10.73	14.73	0.72	**Large**
3) Social and emotional domain	2.94	8.69	12.69	0.68	**Large**
Total Self-efficacy Scale	3.15	9.95	13.95	0.71	**Large**

Table (11) reveals a substantial effect size of (0.713) for every single domain as well as for the overall score of the self-efficacy scale. This denotes that the designed training program based on a holistic approach was successful in boosting self-efficacy of the English language teachers in Gaza at the post-application stage.

An effect size of (0. 713) is considered large, which means that the training program had a substantial impact on self-efficacy of the teachers of English language. This effect size demonstrates that the program was not only statistically significant but also practically meaningful. Generally, a holistic approach is understood as one that considers several aspects of learning including cognitive, emotional and contextual factors. This strategy could have given the teachers an opportunity to interact with the content in a thorough way leading to deep learning and acquiring of skills. Looking at how different teaching competencies (pedagogical knowledge, classroom management, interpersonal skills) are interrelated, the training program might have developed a more integrated notion of successful teaching practices.

The results in the first area, **pedagogical/instructional support**, indicate that teachers had a significant improvement in their pedagogical skills. Training probably gave them strategies on how to effectively plan lessons, teach, manage classrooms, give feedback, use real-life activities, and practice which led to teachers being more confident in their teaching skills. Besides, the holistic approach training program helps teachers use non-linguistic activities to enable students to form and elaborate knowledge, ask questions that highlight the main points of learning, use suitable grouping strategies and promote cooperative learning, and change teaching methods to different learning styles and abilities of students in the class.

In the **linguistic domain** (second one), a major increase occurred since the participants felt that their higher linguistic knowledge and skills are sufficient to handle the tasks. It could be that language proficiency, grammar, and vocabulary teaching improvement, as well as the effective implementation of language, focused activities, were first on the list. On the other hand, the results show that professional development has improved teachers' skills in developing students' argumentation, the use of debates to reinforce the student's persuasive language, offering students plenty of opportunity to practice language skills, and using language games to make the learning of a language more fun and effective, as well.

The remarkable increase in the third sector, **social and emotional domain**, suggests that the teacher training has improved their emotional health and interpersonal skills. This may help them create a warm and loving educational environment, handle stress, and build positive student-teacher relationships. Besides, through the execution of a training program, teachers are more capable of emotionally supporting students and encouraging empathy among them through open communication and active listening. Also, strengthening family-school links helps teachers to boost students' self-esteem and adapt to new cultures. Though all areas experienced improvement, the social and emotional area still held the lowest average score (2, 949). This means that teachers' emotional resilience and interpersonal skills probably need continuous aid to achieve mastery level.

Comparing the results of the current study to other studies, the researcher noted that many previous studies revealed the effectiveness of training programs on improving teachers' self-efficacy. For instance, Parhamnia et al. (2025) and Almajnuni and Alwerthan (2024) highlight significant relationships between training effectiveness and self-efficacy, while Aldahdouh (2023) points to pedagogical development as a result of training. Baghli's research (2023) suggests that varying levels of self-efficacy influence teaching methods and classroom management. Additionally, findings from Zhang & Sihes (2023) indicate that a supportive school culture is vital for enhancing self-efficacy. Likewise, Parhamnia, et al. (2025) indicated a statistically significant correlation between the effectiveness of training programs and the self-efficacy of English language teachers.

Eventually, the results shown in Table (11) emphasize the effectiveness of a holistic training approach in enhancing self-efficacy among English language teachers in Gaza. The large effect size signifies substantial improvements across various teaching domains, reinforcing the importance of comprehensive teacher training programs.

Answer of the third question: What is the effectiveness of a training program based on the holistic approach on developing technology acceptance for English language teachers in Gaza?

Based on the third research question, the second hypothesis is formulated as: **There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre and post application of the technology acceptance scale among the teachers.**

To test this hypothesis, Wilcoxon Signed Ranks Test was used. It was used to check the differences between the participants' performance in the pre- and post-application of the technology acceptance scale. The mean ranks and z value were also calculated. Table (12) below presents the results

Table (12): Wilcoxon signed ranks test for results of differences between meanranks of pre and post technology acceptance scale

Domain	G	M	S.D	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig.
Perceived Usefulness	Before	21.81	5.02	Negative Ranks	3	4.83	14.50	2.389-	0.017
	After	26.18	2.68	Positive Ranks	11	8.23	90.50		
				Ties	2				
Perceived Ease-of-use	Before	15.75	5.13	Negative Ranks	4	3.38	13.50	2.644	0.008
	After	21.437	2.06	Positive Ranks	11	9.68	106.50		
				Ties	1				
Attitude	Before	14.37	4.5	Negative Ranks	2	5.5	11.00	1.82	0.009
	After	18.18	1.6	Positive Ranks	12	7.83	94.00		
				Ties	2				
Behavioral intention	Before	11.12	2.25	Negative Ranks	3	5.33	16.00	2.297	0.022
	After	13.37	1.96	Positive Ranks	11	8.09	89.00		
				Ties	2				
Total Technology Acceptance Scale	Before	63.06	16.1	Negative Ranks	4	4.63	18.50	2.561	0.010
	After	79.18	6.7	Positive Ranks	12	9.79	117.5		
				Ties	0				

"Z" table value at (0.05) sig. level equal …….

"Z" table value at (0.01) sig. level equal …….

The results outlined in Table (12)

Regarding measuring the effect size of applying the proposed program based on the holistic approach in the post application of the technology acceptance scale, Eta square equation is used.

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (13): "Z" value, eta square " η 2 ", for each domain and the total degree

Domain	Z	Z^2	Z^2+4	η^2	Size effect
Perceived Usefulness	2.38	5.70	9.70	0.58	**Large**
Perceived Ease-of-use	2.64	6.99	10.99	0.63	**Large**
Attitude	1.82	3.32	7.32	0.45	**Large**
Behavioral intention	2.29	5.27	9.27	0.56	**Large**
Total Technology Acceptance Scale	2.56	6.55	10.55	0.62	**Large**

The results in table (13) show that there is a large effect size of (0.621) for each domain and for the total score of the technology acceptance scale, indicating that the proposed training program based on the holistic approach was highly effective in enhancing technology acceptance among English language teachers in Gaza in the post-application.

The effect size of (0. 621), as reported, is considered large and significant. This implies that not only training-associated changes in teacher attitudes toward technology use were statistically significant, but also that the degree of attitudinal change was substantial enough to indicate the effectiveness of the training program in positively transforming teachers attitudes towards technology use in educational delivery.

Mixing a broad spectrum of elements like teaching methods, technology skills, and emotional sensitivity in the training is what is meant by a holistic approach. This most likely equipped the teachers with deep understanding of the role technology plays in the training and preparing of teachers which consequently, and significantly, raised their chances for taking up technology.

A major change in effect size entails that teachers also made considerable progress in the other aspects of technology acceptance such as the way they perceived the usefulness and ease of use of the technology, as well as their general attitude towards the integration of the use of technology in the classroom. Technology integration into the curriculum is undoubtedly an indispensable step towards enhanced teaching and learning. Besides, the marked increase in teachers' technology acceptance is indicative of the fact that they saw themselves as not only confident but able to integrate technology into their teaching post-training.

In the findings for the first area, the notable increase in **perceived usefulness** shows that teachers have come to identify technology as a tremendous help in accomplishing the goal of their teaching. Probably, they view it as a great instrument for making teaching effective and for promoting student engagement and productivity. Training that incorporates digital and AI tools heightened their perceived usefulness to the extent that they feel using technological tools not only enables them to carry out tasks quickly but also improves their teaching performance and helps students understand the language better.

As for the results in the second area, the rise in **perceived ease-of-use** is an indication that the training has well prepared the teachers by providing the needed skills and confidence to handle technological tools effectively and use them with ease and accessibility. This decline in the perception of complexity is a very important factor in the encouragement of technology adoption.

Despite the fact that the size of the effect is still great int the third domain (**attitude**), it is comparatively smaller than the effect sizes in the other domains. Use of technological tools in teaching speaking is promoted by the training the teachers in the third domain. A change in attitude

resulting in a positive shift towards technology is made evident by the increase which also show a growing appreciation and willingness to embrace the technological tools.

As for the domain of **behavioral intention**, it's noticed that it has been improved among teachers. Besides being a short-term predictor of usage, behavioral intention is also a long-term predictor.

Compared with the previous studies' findings, the researcher deduced that many findings of the reviewed studies align with the current study findings. For instance, the findings of Runge et al. (2025) revealed that the participation of pre-service teachers in AI-related courses within the technology acceptance model positively influenced AI-TPACK and perceptions of AI's usefulness.

In the same way, the findings of Zarnigorxon (2025) agree with the current study findings as Zarnigorxon (2025) indicates that integrating technology-driven methodologies significantly improves prospective teachers' readiness to support primary school students' speech development. By integrating these approaches into teacher training programs, educators can create a more dynamic, inclusive, and effective learning experience, ultimately enhancing students' communication skills and linguistic competence.

To conclude, the results of the current study reveal a meaningful positive effect of the training program on the technology acceptance of English language teachers in Gaza, with large effect sizes in perceived usefulness, perceived ease-of-use, attitude, and behavioral intention. This holistic training approach has effectively equipped teachers to adopt technology as a valuable educational resource.

Conclusion

The current study aims to investigate the effectiveness of a training program based on the holistic approach on the teachers' self-efficacy and technology acceptance and establishes a considerable contribution in this regard.

The first sub-question examined how the training program developed its design and training elements. The program followed the holistic approach speaking cycle by using workshops and webinars together with practical exercises and peer learning and feedback and reflective practices. The program aimed to assist EFL teachers to utilize digital and AI resources for developing their self-efficacy and technology acceptance skills through a comprehensive holistic approach.

The second sub-question investigated how the training program affected teacher self-efficacy among English language educators. The training program achieved positive results because it increased the self-efficacy of the participants. The program led to an increase in self-efficacy which resulted in teachers gaining more confidence to teach English effectively and this development will boost their teaching performance and student involvement. Teachers who possess higher self-efficacy tend to be more resilient which results in their readiness to test out new teaching methods while handling classroom challenges. However, the social and emotional dimension showed the lowest mean score among all areas while all domains demonstrated substantial progress. According to these findings, teachers need ongoing support and guidance to enrich their emotional resilience and social skills through ongoing professional development and training.

In terms of the results of the third question, the analysis of the data highlights significant enhancements in technology acceptance among English language teachers in Gaza. Teachers' attitudes toward technology improved through holistic training which produced major results over all training dimensions. Comprehensive training which deals with all aspects of technological integration shows its value for educational purposes. The positive attitude shift produced the least impact size of all the dimensions. Successful technology use in teaching requires ongoing support together with real-world evidence of success based on technology use in teaching. The technology training results can improve through ongoing training and support. The initial gains will be maintained through extra resources which provide teachers with mentorship and teamwork opportunities. The acceptance of technology by teachers will be strengthened through professional

development activities that continue throughout their careers. The educators will benefit from workshops which will provide them with learning opportunities through peer interactions and technology updates.

Based on the findings of this study, the researcher concludes practical implications in the educational field. Training programs in the future need to adopt methods that strengthen teaching practices, language expertise and emotional intelligence. The incorporation of feedback systems enables training programs to undergo ongoing enhancements that ensure their alignment with educators' requirements. Assessment of self-efficacy evolution through extended evaluations will reveal the enduring effects of training programs. The assessment will establish the need for ongoing assistance in particular areas.

The research findings clarify how training programs that focus on technological acceptance require a complete approach through their design. The programs should provide teachers with both technical abilities, teaching strategies, and emotional support which they need to execute their duties successfully. The training program enables teachers to accept technology which results in classroom methods that are both creative and captivating.

To summarize, a holistic approach to teaching English language that encompasses diverse pedagogical and instructional strategies and effective technology use enriches a supportive environment for teachers. Likewise, it promotes ongoing improvement, and eventually enhances both self-efficacy and technology acceptance among educators.

Recommendations

The current research study provides practical recommendations to academic and professional institutions, EFL teachers, and future research. Academic institutions should embrace the implementation of training programs based on the holistic approach as a means to enhance the practices of teaching, self-efficacy, and technology acceptance among the teachers and provide resources and support for the development and implementation of such programs. It's highly advocated to keep ongoing professional development in order to maintain and deepen these gains in technological acceptance and self-efficacy of teachers.

By providing opportunities for EFL teachers to engage in communities of practice, workshops, and conferences that focus on teaching speaking methodologies and its best practices, professional institutions can foster a supportive and collaborative environment for EFL instructors to connect, share experiences, and exchange best practices. Furthermore, they should provide teachers with comprehensive guidelines and resources that outline effective teaching practices, covering topics such as course design, instructional strategies, student engagement techniques, assessment methods, and technology integration.

More importantly, teachers are recommended to engage actively in the training program and take advantage of the opportunities provided to enhance their teaching practices and investigate the transferability and adaptability of these steps to different skills, contexts and disciplines within the field of education to inform comprehensive training programs for EFL instructors.

Recommendation for further research

Based on the findings of the current study, the researcher provides recommendations for other researchers, as follows:

• to conduct studies on the implementation and effectiveness of the holistic approach in various educational contexts and in different school subjects.

• to carry out longitudinal studies to investigate the long-term effectiveness of the training program based on the holistic approach on EFL teachers' practices of teaching English skills, listening, reading, speaking, or writing.

• to implement comparative studies to evaluate the effectiveness of different training approaches, including the holistic approach in enhancing speaking teaching practices.

• to utilize qualitative research methods, such as interviews or focus groups to provide deeper insights into teachers' experiences and challenges in integrating technology into their classrooms.
• to conduct studies that explore the effectiveness of an instructional environment based on the holistic approach on developing the students' self-efficacy and other skills related to the school subject.

The above suggested recommendations endeavor to enhance the effectiveness of the training programs on continuous improvement in self-efficacy and technology acceptance among the teachers of English language.

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