

Using GenAI for TPACK Development: Comparing EFL Preservice Teachers Across Genders

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The rapid advancement of Generative Artificial Intelligence (GenAI) has created new opportunities for strengthening Technological Pedagogical Content Knowledge (TPACK) in English as a Foreign Language (EFL) Teacher Education Programs (TEPs). Equipping preservice teachers (PSTs) with robust TPACK enhances their ability to navigate technical challenges in technology-enhanced teaching into English language teaching (ELT). Yet, the role of gender in shaping TPACK development through using GenAI remains underexplored. This study examined gendered experiences of TPACK development through an interpretative phenomenological approach. Eight EFL PSTs (four male, four female) participated in semi-structured interviews, and data were thematically analyzed. Findings revealed gendered variations in how GenAI supports TPACK growth. Female PSTs emphasized GenAI as a scaffolding tool for pedagogical strategies, exploration of basic technological knowledge, and aligning digital tools with teaching topics, while male PSTs highlighted its role in enhancing content knowledge, advancing technological expertise, and generating teaching ideas. The findings reveal distinct gendered trajectories in TPACK development with GenAI where female EFL PSTs focus more on pedagogical alignment and practical usability, whereas male PSTs highlight innovation and the exploration of advanced technological applications.

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