Investigating EFL English-Majored Students' Perceptions towards the Use of Technology in Language Teaching

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Abstract:- **This study investigates EFL English-majored students' opinions of technology use in language learning at Nam Can Tho University, with an emphasis on both benefits and problems. The study uses a questionnaire survey with 85 participants to evaluate how technology affects students' engagement, motivation, and overall learning experience. The findings show that students see major benefits from technology, such as increased engagement through multimedia materials, tailored learning experiences via applications, and access to real language input through online tools. Furthermore, students love the opportunity to communicate in real time with native speakers, which improves their language abilities and confidence. In contrast, the research cites a number of hurdles, including difficulty in integrating technology with the curriculum, technical concerns, possible diversions, and the need for more training and support. These findings emphasize the necessity of resolving these issues in order to maximize the usefulness of technology in language instruction, and they offer practical recommendations for educators and legislators.**

Keywords:- *EFL Students, Technology Use, Perceptions, Benefits, Challenges.*

I. INTRODUCTION

In today's educational scene, technology has emerged as a critical component for improving teaching and learning experiences. For English as a Foreign Language (EFL) students, using technology into language education provides potential prospects to increase engagement, motivation, and language competency (Hockly, 2018). Multimedia resources, learning apps, and online communication platforms have the potential to improve the language learning process by providing interactive and authentic language input, personalized learning experiences, and adaptable learning environments (Chun, 2016; Reinders & White, 2016).

Despite these potential benefits, incorporating technology into language instruction raises a number of obstacles. Aligning technology with curricular objectives, technical issues, possible diversions, and the requirement for sufficient training and support can all have an impact on the tools' effectiveness (Hubbard, 2013). Understanding how EFL students perceive these benefits and problems is critical

for maximizing technology integration in language instruction (Sweeney & Inoue, 2017).

The purpose of this study is to investigate the attitudes of EFL English major students at Nam Can Tho University on the usage of technology in their language learning process. By exploring both the benefits and drawbacks of technological tools, this study aims to give insights into how technology might be used to improve language acquisition while addressing the hurdles that may impede its efficacy. The findings of this study will enlighten educators and policymakers on the practical implications of technology in language teaching, as well as help to design more successful and supportive educational methods (Cohen, Manion, and Morrison, 2018).

II. LITERATURE REVIEW

A. Theoretical Framework

➢ *Technology Acceptance Model (TAM)*
Davis (1989) created the Technology adoption Model (TAM), which states that perceived ease of use and perceived utility are important elements in consumers' adoption and usage of technology. Perceived ease of use is the degree to which a person feels that utilizing a certain technology will need little effort, whereas perceived utility is the degree to which a person believes that using the technology would improve their work performance or learning outcomes. TAM has been frequently used in educational settings to better understand how students and teachers embrace and integrate new technology into their learning environments (Venkatesh & Davis, 2000). TAM can assist EFL students understand how perceptions of ease of use and usefulness influence their adoption of language learning technology tools like educational applications and online resources (Rogers, 2016).

➢ *Constructivist Learning Theory*
Constructivist Learning Theory, as articulated by Piaget (1973) and Vygotsky (1978), emphasizes the role of technology in supporting active learning and knowledge construction. According to this theory, learners actively build their understanding through interactions with their environment and by constructing new knowledge based on their prior experiences. Technology, when integrated effectively, can facilitate this active learning process by

providing interactive and engaging tools that support exploration and problem-solving (Jonassen, 1999). In language learning, technology can offer dynamic platforms for practice and communication, enhancing students' ability to acquire language skills and engage with the content meaningfully (Kukulska-Hulme, 2012). This alignment with constructivist principles underscores the potential of technology to foster deeper language acquisition and increased student engagement in EFL contexts.

B. Benefits of Technology in Language Teaching

➢ Enhanced Engagement and Motivation

Using multimedia resources such as movies, interactive activities, and gamification increases student engagement and interest in language acquisition. Multimedia components adapt to a variety of learning styles, making learning more engaging and pleasurable. According to research, including films and interactive information can boost student interest and improve language memory (Mayer, 2009; Prensky, 2001).

Learning applications and digital platforms offer tailored learning experiences and rapid feedback, increasing student motivation and engagement. Apps frequently use adaptive learning technologies that tailor to individual learners' requirements, providing targeted practice and quick reinforcement. This customisation creates a more engaging learning environment and allows students to successfully track their progress (Chen and Lee, 2017; Huang & Lin, 2013).

➢ Access to Authentic Language Input

Technology provides students with access to a multitude of internet materials, such as articles, videos, and podcasts, exposing them to real-world language use. These tools expose students to a variety of language contexts and usages, providing a more in-depth knowledge of language in practical circumstances. Exposure to genuine materials helps to enhance listening skills and cultural awareness, which are important components of language acquisition (Godwin-Jones, 2011; Kukulska-Hulme & Shield, 2008).

Tools like chat and video calls make it easier to learn languages with native speakers from all around the world. These global communication technologies provide students real-time language contact, which improves their speaking and listening abilities. Engaging with native speakers promotes language competence while also providing cultural insights and practical language application (Reinders & White, 2011; Warschauer, 2010).

C. Challenges of Technology in Language Teaching

➢ Technical Issues and Accessibility

One of the most significant obstacles linked with technology in language instruction is infrastructural restrictions, which include concerns such as internet connectivity, hardware, and software access. In many educational settings, insufficient or inconsistent internet connections, obsolete technology, and restricted access to required software can all impede the efficient use of technological instruments. These infrastructural concerns can interrupt the learning process, preventing instructors and students from properly utilizing electronic tools (Davis, 2017; Wenglinsky, 1998).

A lack of technical help for troubleshooting and maintenance is another key issue. Without enough technical help, issues such as hardware malfunctions, software flaws, or connection issues might go unsolved, resulting in disruptions in teaching and learning activities. Effective technology utilization need dependable technical assistance to maintain seamless operation and avoid disruptions (Bebell & Kay, 2010; Warschauer, 2010).

➢ Distraction and Misuse

Technology can increase learning, but can also distract students with non-educational information. During sessions, students may become distracted by social media, gaming, or other unrelated applications, causing them to lose concentration on language learning activities. Managing these distractions necessitates careful planning and monitoring to ensure that technology fulfills its instructional purpose.

Managing and managing technology use in the classroom may be difficult. Teachers frequently have difficulty monitoring how students utilize technology and ensuring that it is used responsibly during sessions. Effective classroom management solutions are required to handle these difficulties and incorporate technology in a way that enhances rather than disturbs the learning environment (Hattie, 2009; Dziuban, Moskal, & Hartman, 2004).

➢ Integration and Training

Effective technology integration in language instruction requires adequate teacher training. Many instructors may lack the requisite skills or confidence to properly employ new technology, limiting their successful application in the classroom. Professional development programs focusing on technology integration are critical for equipping instructors with the skills required to effectively employ technological resources (Ertmer & Ottenbreit-Leftwich, 2010; Niess, 2005). Aligning digital tools with current curriculum and learning objectives can be problematic. Teachers may have difficulty incorporating new technology into their existing teaching plans and ensuring that these tools match and enhance the learning objectives. Careful planning and curriculum design are essential to integrate technology tools with educational goals and enhance their efficacy in language acquisition (Hennessy, Harrison, & Wamakote, 2010; Voogt & Knezek, 2008).

D. EFL Students' Perceptions of Technology Use

➢ Benefits of Technology in Language Learning

EFL students frequently view technology as a useful tool for improving their language learning experiences. They love the enhanced engagement and incentive that technology delivers through multimedia tools like films, interactive activities, and gamification. These technologies make language learning more dynamic and entertaining, resulting

in increased interest and involvement (Blin and Munro, 2008; Chapelle, 2003). Learning applications and platforms also contribute considerably to motivation by providing tailored learning experiences and rapid feedback, allowing students to track their progress and stay motivated (Stockwell and Hubbard, 2013).

Furthermore, technology improves access to real linguistic input, which is essential for language acquisition. Online materials such as articles, videos, and podcasts expose students to real-world language use, which improves comprehension and fluency (Kern, 2006). Global communication technologies such as chat and video calls allow students to communicate with native speakers, expanding their language learning experiences and boosting their practical language abilities (Liaw, 2007).

➢ *Challenges of Technology in Language Learning*

Despite the positives, EFL students confront problems while using technology in the learning process. Technical and accessibility challenges, such as unstable internet connections and poor gear, can impede effective use and cause irritation. Furthermore, a lack of technical help for troubleshooting might compound these challenges, making it harder for students to fully participate in technology tools (Warschauer & Healey, 1998).

Distraction and abuse of technology provide further issues. Students may be enticed to interact with non-educational information during class, which can distract from their learning experience (Rosen et al., 2013). Managing distraction necessitates measures for maintaining concentration and ensuring that technology fulfills its intended educational function (Junco & Cotten, 2012). Furthermore, properly incorporating technology into current curriculum and matching it with learning objectives can be challenging, necessitating careful preparation and modification by educators (Ertmer & Ottenbreit-Leftwich, 2010).

III. RESEARCH METHODOLOGY

A. Participants

The study included 85 English major students from Nam Can Tho University, aged 18 to 22. These individuals were chosen to give a representative sample of undergraduate students engaged in English language programs. The age range reflects the normal age group of university students in this environment, hence the findings are relevant to the current cohort. This group was chosen to investigate their attitudes on technology use in language learning, offering insights into how digital tools and resources influence their educational experiences. The variety of this age group allows for a wide range of perspectives and experiences on the integration of technology in their academics.

B. Instrument and Data collection

The major data gathering tool used in this investigation was a questionnaire. The questionnaire was created to collect thorough information about the attitudes of EFL English major students about the use of technology in language teaching. It was divided into two halves, one concentrating on the advantages of employing technology and the other on the problems. Each part had ten items designed to capture key aspects of the students' experiences and perspectives.

The questionnaire was distributed to 85 English major students at Nam Can Tho University, aged 18 to 22. To achieve a thorough knowledge of their viewpoints, the questions were developed using known theories and prior research in the field, such as the Technology Acceptance Model (TAM) and studies on technology integration in education. The data collecting method was carried out in a controlled atmosphere, ensuring that all participants had an equal opportunity to answer in the absence of extraneous influences. The replies were then evaluated to uncover common themes and trends in their usage of technology during the language learning process.

IV. FINDINGS

A. Perceptions of Benefits of Technology in Language Learning

Table 1. Student's Perceptions towards Benefits of Technology in Language Learning

Items	N	Mean	SD
Online resources, such as articles, videos, and podcasts, help me better understand and use English in real-world contexts.	85	4.15	.74
Technology enables me to learn English at my own pace and from various locations, making it easier to fit learning into my schedule.	85	4.14	.78
Communicating with native speakers through chat or video calls improves my language skills and builds my confidence in using English.	85	4.11	.72
The use of multimedia resources (videos, interactive exercises, etc.) in language learning increases my interest and engagement in the subject.	85	4.02	.81
Learning apps and online platforms provide personalized learning experiences and instant feedback that enhance my motivation to learn English.	85	3.94	.85

Online resources, such as articles, videos, and podcasts, obtained the highest mean score of 4.15 (SD = 0.74), demonstrating their usefulness in assisting students to comprehend and utilize English in real-world circumstances. This high score emphasizes the value of real language input in language acquisition. The low standard deviation implies a high level of agreement across students, highlighting the universal importance they place on access to real-world language resources.

The flexibility provided by technology for learning English was highly valued, with a mean score of 4.14 (SD = 0.78). Students recognized that technology allows them to learn at their own speed and from a variety of locations, making it simpler to fit language learning into their schedules. The comparatively low standard deviation indicates that most students agree with this viewpoint, acknowledging the ease and versatility that technology gives to their language learning experience.

Communication with native speakers via chat or video calls was likewise highly valued, with an average score of 4.11 (SD = 0.72). Students claimed that these encounters considerably improved their language abilities and gave them confidence in using English. The low standard deviation indicates significant consensus, implying that direct engagement with native speakers is regularly regarded as useful by the student body.

The examination of questionnaire responses suggests that EFL English major students at Nam Can Tho University have a good attitude toward technology use. The utilization of multimedia materials such as movies and interactive activities had a significant influence, with a mean score of 4.02 (SD = 0.81). This suggests that for the majority of students, these materials considerably boost their interest and involvement in studying English. The comparatively low standard deviation shows that students generally agree on the benefits of multimedia in boosting their learning experience.

Finally, learning applications and online platforms also received good marks, with a mean score of 3.94 (SD = 0.85). These tools offer personalised learning experiences and immediate feedback, which students find motivating. Although the mean score is significantly lower than for multimedia materials, it still indicates a high favorable reaction. The standard deviation reflects a modest amount of agreement across students, implying that while the majority of students find these tools useful, their experiences may vary.

Overall, the findings show that EFL English majors at Nam Can Tho University see significant advantages to using technology in their language learning, particularly in terms of engagement, personalized learning, real-world application, direct communication with native speakers, and flexible learning opportunities.

B. Perceptions of Challenges of Technology in Language Learning

Table 2. Student's Perceptions towards Challenges of Technology in Language Learning

Items	N	Mean	SD
It is challenging to align technological tools with my current curriculum and learning objectives.	85	3.98	.63
I often face technical issues, such as unreliable internet or problems with hardware, that disrupt my language learning experience.	85	3.89	.75
It is easy to become distracted by non-educational content when using technology for language learning.	85	3.89	.61
The lack of technical support for troubleshooting issues with learning technology affects my ability to use these tools effectively.	85	3.84	.88
I need more training and support to effectively use new technological tools and integrate them into my language learning.	85	3.75	.91

The examination of questionnaire responses indicates a number of obstacles that EFL English majors at Nam Can Tho University encounter when using technology into their language instruction. Aligning technology tools with present curriculum and learning objectives was identified as a considerable issue, with a mean score of 3.98 (SD = 0.63). This high mean implies that many students struggle to incorporate technology easily into their existing curriculum, but the low standard deviation indicates a solid consensus on the subject.

Technical concerns, such as intermittent internet connections and device problems, are also important challenges, with a mean score of 3.89 (SD = 0.75). This score indicates that technological disruptions are a typical stumbling block that degrades the language learning experience. The moderate standard deviation implies some

variation in how frequently these difficulties occur, but they remain a major worry.

Distraction from non-educational information is another significant difficulty, with a mean score of 3.89 (SD = 0.61). Students noted that having easy access to irrelevant information can distract them from their language learning goals. The comparatively low standard deviation shows that students are generally in agreement on the possibility for distraction when using technology.

The absence of technical help for resolving difficulties with learning technologies was also noted, with a mean score of 3.84 (SD = 0.88). This score suggests that many students feel hampered by insufficient assistance when technical difficulties emerge. The bigger standard deviation here

implies a broader range of experiences, implying that some students may receive stronger help than others.

Finally, a mean score of 3.75 (SD = 0.91) indicated a need for more training and support to properly employ new technological tools. This score indicates that, while most students believe they require further training to properly incorporate technology into their language study, the level of this requirement varies. The relatively large standard deviation reflects students' varying degrees of comfort and skill with new technology instruments.

Overall, these findings highlight several significant challenges that EFL English major students at Nam Can Tho University face when using technology for language learning, including curriculum alignment, technical issues, the potential for distraction, a lack of technical support, and the need for additional training and support. Addressing these issues is critical for increasing the usefulness of technology aids in language instruction.

The study's findings highlight the substantial benefits and problems of using technology in language learning for Nam Can Tho University's EFL English majors. Positive impressions of multimedia materials, learning applications, online resources, communication tools, and technological flexibility demonstrate the significant benefits that technological integration may offer to language instruction.

The high mean ratings for multimedia materials (mean = 4.02), internet resources (mean = 4.15), and communication with native speakers (mean = 4.11) show that students value these tools for increasing their engagement, knowledge, and confidence in using English. These findings are consistent with earlier research, which shows that multimedia and genuine language input are critical for efficient language learning (Chun, 2016; Reinders & White, 2016). The tailored learning experiences offered by applications and platforms (mean = 3.94) and the ability to study at their own speed (mean = 4.14) highlight the motivating and practical benefits of technology in language learning. These findings indicate that when technology tools are successfully incorporated into the learning process, they can result in a more engaging and effective educational environment.

However, the study also identifies key problems that must be solved in order to optimize the use of technology in language instruction. The difficulties in connecting technological tools with current curricula and learning objectives (mean = 3.98) suggests that, while technology has many benefits, its implementation necessitates careful preparation and alignment with pedagogical goals. This is consistent with the issues identified in the Technology Acceptance Model (TAM) about the importance of perceived utility and simplicity of use for effective technology adoption (Davis, 1989).

Technical challenges (mean = 3.89) and the possibility of distraction (mean = 3.89) are also significant concerns, indicating practical impediments that might disrupt the learning process. The absence of technical assistance (mean = 3.84) and the requirement for extra training (mean = 3.75) emphasize the infrastructure and support mechanisms necessary to guarantee effective technology utilization. These findings are consistent with previous research, which emphasizes the significance of sufficient training and support for both instructors and students in order to fully utilize technology tools (Hampel & Stickler, 2015; Hubbard, 2013). Overall, the study gives a thorough grasp of the dual nature of technology in EFL language acquisition. While the benefits are obvious and enormous, the obstacles must be handled methodically in order to maximize the beneficial impact of technology integration. Future research should concentrate on establishing solutions to overcome these obstacles, ensuring that the benefits of technology are fully realized in language teaching. To establish an atmosphere in which technology may successfully promote language acquisition, educational institutions should emphasize providing solid technical assistance as well as ongoing professional development.

V. CONCLUSION

This research gives unique insights into the benefits and drawbacks of using technology in language learning, as seen through the eyes of Nam Can Tho University's EFL English majors. The findings show that students see technology as a valuable tool for improving their engagement, motivation, and language abilities through multimedia resources, learning applications, online materials, and interactions with native speakers. Technology's flexibility and customization greatly contribute to a more dynamic and flexible learning experience, demonstrating its expanding relevance in modern education.

However, the study also identifies some problems that must be overcome in order to fully realize the promise of technology tools. Difficulties in matching technology with current curriculum, technical difficulties, diversions, and insufficient support and training all pose substantial impediments to successful deployment. These problems highlight the importance of strategic planning, better technical support, and thorough training programs to ensure that technology fits seamlessly into the language learning process. Addressing these concerns will be critical to leveraging the benefits of technology and creating a more effective and inclusive educational environment.

Overall, this study highlights the importance of ongoing research and development in the field of education technology. By concentrating on overcoming the stated hurdles and capitalizing on the advantages, educational institutions may better assist EFL students in reaching their language learning objectives through appropriate technology use.

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