Perception of vietnamese students on technology enhanced language learning – a descriptive study

Viet Hoang Le*

*MA. International School, Vietnam National University, Hanoi

Abstract: *Technology is one of the most important forces that drives human life in the twenty first century. A mutual agreement can be reached is that technology has a significant and powerful influences into all aspects of our daily activities. It changes the way we live, shapes the way we think, and unavoidably, alters the way we learn. The article present the perception of vietnamese students on technology enhanced language learning – a descriptive study*

Keywords: *Technology, language learningon, teaching and learning activities, student, uiversity*

1. Introduction

There is currently a plethora of different methods for learning foreign languages compared to the pre-Internet era. As can be seen for the last twenty years, there has appeared a rapid and significant expanse in the application of technology, particularly multimedia tools into foreign language classrooms. It supports the fact that the most prominent one is the increasing use of technology-enhanced language learning (TELL) that takes advantage of not only computers but also internet, smartphone phone of other technology devices to support both learning and teaching activities in languages program (Coryell and Chlup, 2007). Though the concept is usually considered to be interchangeable with Computer Assisted Language Learning (CALL), researchers pointed out the differences between these two approach are that TELL not only mentions a wider range of technology devices than just computer, it also includes technology as a part of language teaching and learning process rather than just a tool to assist those activities.

2. Research Content

2.1. Methodology

One of the significant elements that decide the success of a research is research designs as it is a systematic guideline that allow researchers follow a correct pathway to collect, analyze and interpret data to measure the intended variables and therefore achieve the research targets.

In this part, the choice of research methodology which is the descriptive study will be justified with the explanation of the data collection and analysis procedure. Adopting such design, the research limitations, reliability and validity and ethical requirement will be discussed in the ending sections.

Research design:

A descriptive design was adopted as the research attempts to reflect and describe the "perception of Vietnamese students on technology enhanced language learning". Descriptive data can provide the answer for "what is" question which is the key theme of the research while inferential analysis of both qualitative and quantitative data can find the causes and relation if any of these perceptions.

Sample and sampling Procedure of the Study

As the researcher is currently studying outside of his country, a convenient sample was chosen when taking into consideration of limited time and resources to carry out the research. The sample of this research are students from two Universities in Hanoi including 50 students from Hanoi University and 50 students from Hanoi University of Science and Technology.

Data analysis:

The result of quantitative survey will be analyzed using SPSS version 20 while the qualitative interview analysis will be conducted with verbatim transcription to transcribe recorded interview.

Regarding the quantitative survey, the data will be collected via google online form with convenient sample of 100 students from two universities in Hanoi to find out the main theme of student's perception. The result analysis would be conducted with the support of the SPSS (Statistical Package for the Social Sciences) program, version 21.

Reliability and Validity

Before the official survey, a mock version was trialed on 25 second-year English majoring students. After this experiment, some participants gave contributing suggestion to improve the effectiveness of the study which resulting in the addition of

several questions whose purposes is to make the information obtained clearer and more reliable. The internal validity and contend validity test was taken to made appropriate amendment to the survey and consequently ensure the reliability and validity of the research. Besides, to ensure the reliability of the interview, the interview schedule was sent to one of my lectures who is an academic expert for approval of the face validity.

Ethics

The conduct and writing of this dissertation complies the British Educational Research Association Ethical Guidelines (BERA, 2011) which required the significant respect to individual differences, equality and freedom (BERA, 2011).

Project Plan

With the attempt to submit the Thesis in January 2019, the project is intended to start from early October starting by submitting the first draft of research proposal, designing questionnaire and interview schedule to collect the tutor's feedback. Necessary adjustments will be made accordingly to finalize the proposal and questionnaire before starting to collect data using Google Survey in the end of October. The data collection is expected to takes 2 weeks but the data analysis will be twice longer.

2.2. Findings

Participant profiles

The summary of the respondent profiles can be found below. The majority of participants are female students (64.3 %) which is twice as many in comparison with male students (35.7%). Most of them are forth year students (42.9%) followed by second and first year students (21.4% and 14.3% consecutively) with a small ratio of third year students.

Findings

University TELL facilities:

Two third of the students agree or strongly agreed that the technology facilities either in their library or classroom are sufficient for their language learning. Only 7.1% of students disagreed with this statement when indicating the opposite. Students described the computers in their library are mostly or all connected to the internet. On one side, it shows noticeable effort of Hanoi University in renovating and providing students with technologies devices for their language study in comparison with the humble facilities or other University in Vietnam that mentioned in the literature reviews. On the other side, this statistic number is not yet a positive signal about the adequacy and sufficient of the technology as it should be when analysing question 2.

Teacher assistant

Despite the strong development of technology and classroom program, Vietnamese students still prefer physical interaction with their teacher rather than merely learning with computer. Though percentage of students who wants to study in regular classrooms and computer lab are toward the computer lab (more than 50% students agree and strongly agree while most of the rest are neutral), mostly all of the students agreed that teacher's support and facilitation are very important or important (90%) while only 10% students indicated that it is moderately important and no students stated that it is not important. The reason for this answer can be found in the next questions as the appearance of the instructor increase the productivity and effectiveness of the classroom (10.8% strongly agree, 56.4% agree). This perception supports other studies emphasizing the importance of teachers and instructors in computer or technology mediated classroom (Glisan et al., 1998; Kern, 1996; Kirkwood, 2013). Respondents indicated that teachers also support them in solving difficulties involving computer usage or language. However, it seems that instructors' interactions in computer lab are not yet meet the expectation of students while they evaluate the teacher's supports and interaction just close to neutral level (mean = 3.4).

During the interview, the interviewers also mentioned the less-active attitude of the instructor inside TELL classroom, in particular in the computer lab. The teachers only played the role of information provider and supporter while the students expected they can inspire an active learning environment in the classroom.

Students' technology usage

Those students actively engage into activities involves technology but it seems their language learning using technology outside of classroom environment are quire moderate.

Schools related task are still the main reasons for students to use technology to enhance their language learning. More than 50% of students reported to use technology to do assignments with interactive CD or complete their homework from school while. Doing internet and entertaining with movie and multimedia resources are also main reasons for students to use technology and students think it is also a supportive activity for language learning. A noticeable low rate of students use computer to read online book (14%)

However, when it comes to another important language skill which is writing, only 50% of the students believed that they had improved when

evaluating the general effect of technology-enhanced instruction on writing skills. Furthermore, since less than half of the students (43%) attributed learning value to the Internet activities, it is apparent that they did not find any of the writing activities (Internet or threaded discussion) contributed significantly to the development of writing skills. Conrad (1999) found that when compared to fourth semester students, second semester language students gave low priority value to writing skills. Therefore, since the large majority of students in this study were second year students, this may explain our findings. Furthermore, the activities in TELL classes were also closely matched with what suggested by Sanaoui and Lapkin (1992). In this e-mail project, while students improved aspects of their language use, researchers found that there was a "...need to emphasize the procedural aspects of writing through an explicit process-centered approach". They warned instructors that "...second language writing instruction directed mostly to the ... use of the second language will not necessarily improve learners' writing abilities" . Moreover, from a study conducted at Florida State University, the graduate teaching assistants (TAs) working in classes noticed that students often complete writing assignments hurriedly and in a lack-luster manner in order to get the job done. It appears that students rushed to finish their tasks before the end of lab, which probably resulted in lower quality work and, consequently, lower work value acquired. This represented a very different situation from the networking project reported by Beauvois (1994), where students reported feeling less pressured for time and can carefully compose a response. In that project, students stated that the lab was not stressful and that they could take their time to monitor grammar and express ideas, writing at their own pace.

Effectiveness of TELL in improving student's engagement:

During this research, it seems like TELL has not believed to improve students' engagement and motivation during learning process. While the result is equal between options, students seems to remains a balance between the regular classrooms and TELL classrooms. Though they believe that it is effective for learning, the students have not felt more attractive to TELL activities rather than their traditional classrooms which now being more active with the effort from the teachers. Among the choices of choosing their language classrooms, students preferred a regular classroom with TELL supports and teacher interaction. Their second choice is a regular class, then a TELL class with teacher interaction. Only one fifth of the students indicated that they want to attend a purely TELL classroom.

Limitations and Recommendations for further research

This study has several limitations. The information is self-reported, and factors that may influent student perceptions such as student's ability, prior experience with technology, prior background in English, and personality types, were not considered. Nevertheless, since little research is available on student perceptions about language learning using a variety of multimedia, this study may provide insights to universities currently implementing or contemplating the implementation of technology enhanced instruction. More empirical studies should be conducted concerning the effect of multimedia instruction on student perceptions and the relationship between such perceptions and the actual achievement of specific languages acquiring skills. In addition, other studies should be conducted concerning the role of the instructor in the TELL environment, in order to identify the teachers' behaviors and interactions most favorable to students' second language acquisition. Such studies may contribute to a future knowledge base that will shape and improve curriculum and instruction mediated by technology

3. Conclusion

As the students perceived a TELL classroom as a lab session where students mainly interact with interactive CD which now become back-dated and boring with the development of internet. As they used interactive CD-room as a tool to drill for the exam, it has failed in improve student's engagement. Internet, on the other hands, are students' favourable activities. Interviewee explored a huge interest when talking about the online projects that they are joining under the instruction of teachers.

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