

# SO SÁNH NHẬN THỨC CỦA GIÁO VIÊN TIẾNG ANH TIỂU HỌC MỚI VÀO NGHỀ VÀ GIÀU KINH NGHIỆM VỀ VIỆC SỬ DỤNG CÁC HOẠT ĐỘNG TIẾNG ANH NGOÀI LỚP TRONG DẠY TỪ VỰNG

## COMPARISON OF THE PERCEPTIONS OF ENTRY-LEVEL AND EXPERIENCED PRIMARY SCHOOL ENGLISH TEACHERS ABOUT THE USE OF EXTRAMURAL ENGLISH ACTIVITIES IN VOCABULARY TEACHING

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THÔNG TIN	TÓM TẮT
<p>Ngày nhận: 15/9/2025            Ngày nhận lại: 24/9/2025            Duyệt đăng: 18/10/2025            Mã số: TCKH-S04T10-2025-B09            ISSN: 2354 - 0788</p> <p><b>Từ khóa:</b>            EEA, dạy từ vựng, nhận thức của giáo viên, giáo viên tiếng Anh cấp tiểu học.</p> <p><b>Keywords:</b>            Extramural english activities (EEA), teaching vocabulary, teacher perceptions, English teachers at primary schools.</p>	<p>Nghiên cứu này nhằm so sánh nhận thức của giáo viên tiếng Anh tiểu học về việc sử dụng các hoạt động tiếng Anh ngoài lớp học (EEA) trong dạy từ vựng, dựa trên thâm niên giảng dạy và các yếu tố bối cảnh. Mẫu khảo sát gồm 90 giáo viên, được chia thành ba nhóm thâm niên (&lt; 5 năm, 5-10 năm, &gt; 10 năm). Công cụ nghiên cứu là bảng hỏi Likert với bốn thang đo: nhận thức tính hữu ích, tự tin công nghệ, rào cản nhận thức và hỗ trợ từ nhà trường. Dữ liệu được phân tích bằng Cronbach's Alpha, thống kê mô tả, ANOVA và hồi quy tuyến tính. Kết quả cho thấy nhận thức có sự khác biệt đáng kể theo thâm niên: giáo viên mới vào nghề đánh giá cao hơn PU và TSE, trong khi giáo viên kỳ cựu thận trọng hơn. PB được xác định có tác động tiêu cực và có ý nghĩa đến cả PU và TSE, trong khi IS chưa cho thấy ảnh hưởng đáng kể. Nghiên cứu khẳng định vai trò trung tâm của thâm niên giảng dạy trong khuôn khổ teacher cognition (Borg, 2003) và lý thuyết UTAUT (Venkatesh &amp; cs, 2003). Hàm ý thực tiễn nhấn mạnh sự cần thiết của việc tập huấn công nghệ cho giáo viên kỳ cựu, xây dựng cộng đồng học tập nghề nghiệp và tái thiết kế chính sách hỗ trợ ở cấp trường.</p> <p><b>ABSTRACT</b>            This study compares the perceptions of primary English teachers about the use of Extramural English Activities (EEA) in teaching vocabulary, based on teaching seniority and contextual factors. The survey sample consisted of 90 teachers, divided into three seniority groups (&lt; 5 years, 5-10 years, &gt; 10 years). The research tool is a Likert questionnaire with four scales: Perceived Usefulness (PU), Tech Self-Efficacy (TSE), Perceived Barriers (PB) and Institutional Support (IS). The data were analysed using Cronbach's Alpha, descriptive statistics, ANOVA and</p>

*linear regression. The results showed that perceptions differed significantly by seniority: entry-level teachers rated PU and TSE more highly, while veteran teachers were more cautious. PB was identified to have a negative and meaningful impact on both PU and TSE, while IS has not shown a significant impact. The study affirms the central role of teaching seniority in the framework of teacher cognition (Borg, 2003) and UTAUT theory (Venkatesh et al., 2003). The practical implications emphasise the need for technology training for veteran teachers, building vocational learning communities and redesigning support policies at the school level.*

## 1. Introduction

In today's educational context, Extramural English Activities (EEA) such as YouTube, video games, music or social networks are becoming more and more popular, contributing to helping students expand their vocabulary and enhance their motivation to learn. These forms are studied in the concept of informal digital learning of English (IDLE), which has demonstrated its potential to support the development of language skills, communication confidence and positive attitudes towards foreign language learning (Soyoof et al., 2021; Zadorozhnyy, 2023). However, whether the EEA is effectively applied in the classroom depends heavily on the perceptions and pedagogical decisions of teachers who play a central role in teaching innovation (Akram et al., 2022; Zheng et al., 2024).

Although there have been many studies on teachers' perceptions in the application of technology, gaps still exist. Most of the previous works have only stopped at describing general perceptions but have not systematically analyzed the differences according to teaching seniority. Meanwhile, recent studies highlight that seniority is a key variable that determines readiness to innovate young teachers are often more flexible, open to technology and expanded learning methods, while veteran teachers prioritize the stability and safety of the curriculum (Johari et al., 2024; UNESCO, 2023).

From this gap, the study aims to compare teachers' perceptions of usefulness (PU) and technological confidence (TSE) in three seniority groups (< 5 years, 5-10 years, > 10 years) and analyze the role of Perceived Barriers (PBs) and school support (IS). Two research questions were raised:

Is there a significant difference in Perceived Barriers and Tech Self-Efficacy between the three seniority groups when applying EEA in vocabulary teaching?

How do Perceived Barriers and support from schools affect teachers' perceptions?

Answering these two questions not only contributes to filling the academic gap but also brings important implications for education management and the implementation of pedagogical innovation in the context of primary school.

## 2. Content

### 2.1. Literature review

#### 2.1.1. Extramural english activities in vocabulary learning

In recent years, Extramural English Activities has gained attention as an important form of informal learning, often placed within the Informal Digital Learning of English framework. According to Soyoof, Reynolds, Vazquez-Calvo and McLay (2021), IDLE includes activities that use English outside of the formal classroom, such as listening to music, watching online videos, playing video games or participating in social media in English. These

activities take place naturally in daily life, giving learners more opportunities to be exposed to the target language in a diverse and flexible context (Zadorozhnyy, 2023).

Within the scope of this study, the EEA is not merely understood as a recreational "extracurricular activity" but mainly refers to extracurricular learning activities supported by digital technology. Teachers can guide and encourage students to exploit online platforms such as videos, music, games or social networks in English or integrate them into the vocabulary teaching process. This approach both expands the learning space, creates a bridge between the main curriculum and the self-learning process and reflects the trend of technology integration in language education (Akram, Abdelrady, Al-Adwan, & Ramzan, 2022; Barbour & Hodges, 2024).

Previous studies have confirmed that the EEA can contribute to expanding vocabulary, improving communication skills, and enhancing learners' motivation and confidence in the process of acquiring a foreign language (Soyooft et al., 2021; Zadorozhnyy, 2023). Boers (2021) points out that repeated exposure to vocabulary in a practical context outside the classroom enhances long-term memory, thereby demonstrating the value of EEA as an effective method of developing vocabulary competence. As such, the EEA is not only complementary but also plays an important role as a bridge between classroom teaching and language practice in real life.

### *2.1.2. Beliefs and teaching experience: Teacher cognition and experience*

Teacher cognition theory emphasizes that beliefs, knowledge and teaching experience shape how teachers choose and implement methods (Borg, 2003). One of the prominent elements in this theoretical framework is teaching seniority. Young teachers often show openness, flexibility and a willingness to accept innovations, while more experienced teachers

are more cautious, placing an emphasis on the stability and safety of the program (Johari, Ahmad, & Hassan, 2024). UNESCO's GEMR report (2023) also affirms that generational differences are one of the major barriers to the application of technology in education in many developing countries.

At the same time, research by Pfenninger and Singleton (2022) shows that this difference not only comes from age but also is tied to professional values: young teachers tend to see the EEA as a tool to increase interest in learning, while veteran teachers consider conformity with formal testing standards and teaching objectives. From there, the seniority factor not only affects technology skills but also determines how to perceive the role and value of the EEA in teaching vocabulary.

### *2.1.3. Perceived Barriers to technology application (PB)*

Although the potential of the EEA has been demonstrated, actual implementation often encounters significant hurdles. These barriers can come from limited facilities, program pressures, workloads, as well as disparities in technology competencies among teachers (Cukurova, Miao, & Brooker, 2023). When barriers exist, positive perceptions of the EEA tend to decline, resulting in teachers prioritizing less adoption. Especially in the primary school context, where the curriculum framework is heavy and the teaching schedule is dense, the barriers are even more pronounced, reducing the ability to maintain the mainstreaming of expanded activities. Empirical research also shows that, without removing these barriers, even if teachers are aware of the benefits of the EEA, it is still difficult for them to apply them on a regular and effective basis (Huang et al., 2024). This shows that identifying and addressing barriers is a prerequisite for the EEA to be effective in teaching vocabulary.

### *2.1.4. Institutional Support (IS)*

Along with barriers, Institutional Support (IS) plays an important role in raising awareness and promoting teachers' willingness to innovate. IS can include providing equipment, organizing professional development, encouraging peer collaboration and building a community of vocational learning. Studies have demonstrated that when teachers receive practical support such as hands-on training, opportunities to share experiences and participate in professional groups, they become more confident in using technology and see the EEA as a useful tool (Huang et al., 2024; Wijnen, Walma van der Molen, & Voogt, 2024).

However, if the support only stops at the level of formal policies without cohesion with actual needs, the effectiveness will not be high. Cukurova et al. (2023) emphasize that effective support must be associated with increasing occupational autonomy, reducing workload, and maintaining innovation dynamics. Therefore, for the EEA to be applied sustainably, IS needs to be designed in a way that combines infrastructure investment, management policies and recognition of teachers' individual efforts.

#### 2.1.5. *Research gap*

From the synthesis of the above studies, the EEA brings many benefits in expanding vocabulary and promoting learning motivation, and at the same time, personal factors (seniority, professional beliefs) and contextual factors (barriers, support from schools) both impact teachers' perceptions. However, current studies mainly approach from the perspective of learners or analyze the phenomenon on a large scale, while the systematic comparison of cognitive differences between groups of teachers by seniority in the context of primary education in Vietnam has not been given enough attention.

This gap highlights the need for in-depth research into how barriers and support from schools affect teachers' perceptions of usefulness (PU) and technological confidence

(TSE), thereby contributing to the strengthening of the theoretical framework of teacher perceptions (Borg, 2003) and UTAUT theory (Venkatesh, Thong, & Xu, 2003). At the same time, the analysis of the differences between seniority groups will bring important implications for education management and teacher professional development in the context of innovating English teaching methods in primary schools.

## 2.2. *Research model*

### 2.2.1. *Research variables*

Based on the theoretical framework and previous work, this study uses five core variables to analyze teachers' perceptions of the application of Extramural English Activities (EEA) in vocabulary teaching. These variables reflect both personal and contextual factors, and are tied to the two main theoretical foundations, Teacher Cognition (Borg, 2003) and UTAUT (Venkatesh, Thong, & Xu, 2003). Concrete:

TE (Teaching Experience): is divided into three groups (< 5 years, 5–10 years, > 10 years), reflecting the role of professional experience in the formation of perceptions and method selection. According to teacher cognition theory, seniority is an important variable that determines the level of willingness to innovate.

PU (Perceived Usefulness): refers to the degree to which teachers are aware of the value of EEA in teaching vocabulary. This variable is inherited from UTAUT, which emphasizes that technology application behavior depends on whether teachers assess the EEA as actually delivering learning outcomes for students.

TSE (Tech Self-Efficacy): reflects the confidence of teachers in applying technology to implement the EEA. This variable shows the level of readiness and technological competence of teachers - a key factor in bringing the EEA into teaching practice.

PB (Perceived Barriers): includes the difficulties teachers perceive when applying the

EEA such as lack of time, limited facilities, or program pressure. These barriers can degrade both PU and TSE, which in turn negatively affects teachers' decisions to innovate.

IS (Institutional Support): represents the level of support that teachers receive from the school, including professional development, provision of digital resources and encouragement of innovation. This is an important contextual variable, helping to increase motivation and strengthen teachers' confidence in implementing the EEA.

### 2.2.2. Theoretical framework and research hypothesis

The research model is based on a combination of Borg's Teacher Cognition theory (2003) and the UTAUT model (Venkatesh, Thong, & Xu, 2003). Both theoretical frameworks emphasize that teachers' professional behavior is not only shaped by personal experiences and beliefs but is also influenced by supportive conditions or barriers in the organizational context. In the field of language learning, especially when applying the EEA, these factors become prominent because they determine whether teachers perceive the EEA as a useful tool, whether they are technologically confident enough to use it and ultimately whether they actively incorporate it into the vocabulary teaching process.

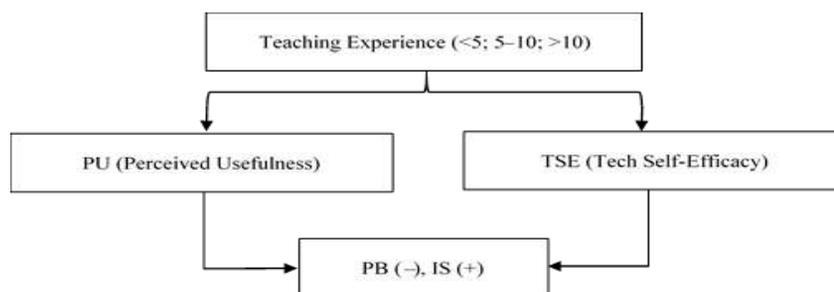
This study also builds on and expands on recent IDLE/EEA results. Soyoof et al. (2021) and Zadorozhnyy (2023) demonstrate that the

EEA produces significant improvements in vocabulary and learning motivation. Boers (2021) points out that repetition in real-world contexts increases long-term vocabulary retention, showing the practical value of incorporating EEA into teaching. From a teacher's perspective, Pfenninger and Singleton (2022) emphasize that professional experience and personal value systems strongly influence how teachers evaluate the effectiveness of the EEA. In addition, studies on teacher training in the digital transformation period (Huang et al., 2024; Wijnen, Walma van der Molen, & Voogt, 2024) show that institutional support, particularly professional fostering and building vocational learning communities, has an important role to play in enhancing technological competencies (TSEs) and promoting pedagogical innovation.

From this theoretical foundation and empirical evidence, the study proposes four specific hypotheses as follows: H1: There are statistically significant differences in PU between seniority groups; H2: There are statistically significant differences in TSE between seniority groups; H3: PB has a negative effect on PU and TSE; H4: IS has a positive effect on PU and TSE.

### 2.2.3. Model diagram

The research model is illustrated in figure 1, where TE directly impacts PU and TSE, and PU and TSE are influenced by PB (negative) and IS (positive).



**Figure 1.** Research model framework: Teaching seniority perceived barriers and institutional supports affecting PU and TSE

(Source: Borg, 2003 and UTAUT; Venkatesh et al., 2003)

2.2.4. Methodology

The study was conducted quantitatively with 90 primary English teachers, divided into three seniority groups: “less than 5 years, 5-10 years and more than 10 years”. The survey tool is a Likert questionnaire consisting of 12 statements, divided into four scales: PU, TSE, PB and IS (3 questions each).

The data obtained were tested for reliability using Cronbach's Alpha, and then descriptive statistics (mean and standard deviation) were conducted to outline the general trend. Next, the differences between the seniority groups were examined using the ANOVA one-way with the

Tukey post-empirical comparison. Finally, linear regression is used to determine the extent to which PB and IS affect the two main dependent variables, PU and TSE. This method ensures both grasping the differences by seniority and clarifying the influence of contextual factors on teachers' perceptions.

2.3. Findings & discussion

2.3.1. Overview of results

To ensure the validity of the scales and to outline the general picture of the data, the study first conducted reliability testing using Cronbach's Alpha and statistically described the key variables. The results are shown in table 1 and table 2 below.

Table 1. Descriptive Statistics

	PU_mean	TSE_mean	PB_mean	IS_mean
Valid	90	90	90	90
Missing	0	0	0	0
Mean	3.700	3.504	3.485	3.570
Hours of deviation	0.557	0.495	0.477	0.351

The descriptive statistical results show that teachers tend to evaluate English activities outside the classroom positively.

The average values of PU (3.70) and IS (3.57) were higher than TSE (3.50) and PB

(3.49), reflecting that they perceived the EEA as useful and received a certain level of support from the school but were still reserved in using technology and perceived Perceived Barriers at an average level.

Table 2. Scale reliability (Cronbach's Alpha) and descriptive statistics

Item	Cronbach's $\alpha$	Item	Cronbach's $\alpha$
PU_Mean	0.591	TB_Mean	0.259
PU1	0.557	PB1	0.016
PU2	0.524	PB2	0.294
PU3	0.365	PB3	0.232
TSE_Mean	0.540	IS_mean	-0.226
TSE1	0.552	IS1	0.153
TSE2	0.443	IS2	-0.293
TSE3	0.311	IS3	-0.316

However, reliability analysis shows that the scales have not reached the expected level of stability. PU ( $\alpha = 0.591$ ) and TSE ( $\alpha = 0.540$ ) are only at the acceptance threshold, while PB ( $\alpha = 0.259$ ) and IS ( $\alpha = -0.226$ ) exhibit a marked lack of consistency. This suggests that the PU and TSE scales can still be used

for further analysis with caution and that PB and needs to be reconsidered in terms of how questions are designed and phrased. Overall, the results reflect the initial positivity in teacher awareness and point to limitations in the measurement tool that need to be improved in further studies.

2.3.2. Differences in Perceived Usefulness (PU) by teaching seniority

After presenting the results of the overview of reliability and statistics described in section 5.1, this section delves into the analysis of differences in the

perception of usefulness (PU) according to teachers' teaching seniority. The objective was to determine whether the teaching experience made a significant difference in the way teachers assessed the usefulness of EEA activities.

**Table 3.** ANOVA results for PU\_mean by teaching seniority

Cases	Sum of Squares	df	Mean Square	F	p	h <sup>2</sup>
Group	14.496	2	7.248	48.242	<.001	0.526
Residuals	13.071	87	0.150			

**Table 4.** Descriptive statistics PU\_mean by teaching seniority

Descriptives - PU_mean					
Group	N	Mean	SD	SE	Coefficient of variation
5–10 năm	25	3.733	0.397	0.079	0.106
<5 năm	35	4.124	0.428	0.072	0.104
>10 năm	30	3.178	0.324	0.059	0.102

The ANOVA results in Table 3 show that there is a statistically significant difference in the perceived usefulness of the EEA (PU) between the three seniority groups,  $F(2,87) = 48,242, p < .001, \eta^2 = 0.526$ . The  $\eta^2$  value at 0.526 reflects a very large effect, meaning that the seniority factor significantly explains the difference in teacher perception. The statistics described in Table 4

show that the group with less than 5 years of experience has the highest GPA ( $M = 4.124, SD = 0.428$ ), the 5-10-year group is at the intermediate level ( $M = 3.733, SD = 0.397$ ), while the group over 10 years has the lowest ( $M = 3.178, SD = 0.324$ ). The coefficient of variation fluctuates narrowly (0.102–0.106), indicating a low degree of dispersion and stable in each group.

**Table 5.** Accreditation of Levene's Test and Post Hoc Test for PU\_mean

Test for Equality of Variances (Levene's)			
F	df1	df2	p
0.432	2.000	87.000	0.650

Post Hoc Comparisons - Group					
		Mean Difference	SE	t	pTukey
5–10 years	<5 years	-0.390	0.101	-3.847	< .001
	>10 years	0.556	0.105	5.293	< .001
<5 years	>10 years	0.946	0.096	9.810	< .001

Levene's Test results show  $p = 0.650 > .05$ , proving that the assumption of uniform variance is met and that the ANOVA results are reliable. Tukey's post-empirical analysis indicates significant differences between all group pairs ( $p < .001$ ). The largest difference was between the

group of less than 5 years and the group over 10 years (mean difference = 0.946), followed by the group of 5 – 10 years versus over 10 years (mean difference = 0.556) and the smallest group was the group of 5 – 10 years versus less than 5 years (mean difference = -0.390). Thus, the level of

usefulness assessment of the EEA gradually decreases with the number of years of experience.

2.3.3. Differences in Tech Self-Efficacy (TSE) by teaching seniority

After analyzing the differences in perceived usefulness (PU), this section goes on to look at the second variable, the level of technological confidence (TSE), to determine whether teaching seniority makes the same difference as with PU.

Table 6. ANOVA results for TSE\_mean by teaching seniority

ANOVA - TSE_mean						
Cases	Sum of Squares	df	Mean Square	F	p	$\eta^2$
Group	11.131	2	5.565	45.246	< .001	0.510
Residuals	10.701	87	0.123			

Table 7. Descriptive statistics TSE\_mean by teaching seniority

Descriptives - TSE_mean					
Group	N	Mean	SD	SE	Coefficient of variation
5–10 years	25	3.573	0.340	0.068	0.095
<5 years	35	3.857	0.390	0.066	0.101
>10 years	30	3.033	0.308	0.056	0.101

The ANOVA results in Table 6 show that there is a statistically significant difference between the three seniority groups,  $F(2,87) = 45,246, p < .001, \eta^2 = 0.510$ . The  $\eta^2$  effect is huge, reflecting that teaching experience explains a significant proportion of variation in the level of technological confidence. The statistics described in Table 7 show that the

group with less than 5 years of experience has the highest GPA ( $M = 3,857, SD = 0.390$ ), followed by the 5-10-year group ( $M = 3,573, SD = 0.340$ ), while the group over 10 years has the lowest ( $M = 3,033, SD = 0.308$ ). The coefficient of variation in the range of 0.095 – 0.101 reflects a high level of stability in each group of respondents.

Table 8. Levene's test and post hoc test for TSE\_mean

Test for Equality of Variances (Levene's)			
F	df1	df2	p
2.400	2.000	87.000	0.097

Post Hoc Comparisons - Group					
		Mean Difference	SE	t	$p_{Tukey}$
5–10 years	<5 years	-0.284	0.092	-3.090	0.007
	>10 years	0.540	0.095	5.686	< .001
<5 years	>10 years	0.824	0.087	9.441	< .001

The results of Levene's Test in Table 8 show that  $p = 0.097 > .05$ , meaning that the assumption of uniform variance between groups is satisfied, so the ANOVA results can be considered reliable. Tukey's post-empirical analysis went

on to confirm meaningful differences in all pairs. The largest gap occurred between the group of less than 5 years and the group over 10 years (mean difference = 0.824,  $p < .001$ ), followed by the 5-0-year group versus over 10

years (mean difference = 0.540,  $p < .001$ ), and the smallest was the 5-0 year vs. less than 5 years group (mean difference = -0.284,  $p = .007$ ). These results point to a systemic trend: technology confidence levels decline as teaching seniority increases, with entry-level teachers having the highest confidence, and veteran teachers being more reserved about adopting and using technology.

2.3.4. *Impact of Perceived Barriers (PB) on PU and TSE*

After having shown significant differences in PU and TSE between seniority groups, the next step is to consider the role of Perceived Barriers (PBs) in shaping teacher perceptions. The goal was to determine whether the level of Barriers perceived by teachers affected how they rated usefulness and technological confidence.

**Table 9.** Regression results impact of PB\_mean on PU\_mean and TSE\_mean

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sub>0</sub>	0.000	0.000	0.000	0.557
H <sub>1</sub>	0.400	0.160	0.141	0.516

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
H <sub>1</sub>	Regression	4.414	2	2.207	8.292	<.001
	Residual	23.153	87	0.266		
	Total	27.567	89			

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
H <sub>0</sub>	(Intercept)	3.700	0.059		63.070	<.001
H <sub>1</sub>	(Intercept)	5.316	0.749		7.095	<.001
	PB_mean	-0.466	0.116	-0.400	-4.013	<.001
	PB_mean	-0.290	0.107	-0.280	-2.722	0.008

The regression results in Table 9 show that PB has a negative and meaningful impact on both PU and TSE. For PU, the normalized Beta coefficient is -0.400,  $t = -4.013$ ,  $p < .001$ , with  $R^2 = 0.160$ .

This means that PB explains 16% of the PU variance and the higher the level of barrier, the less teachers find EEA to be useful. For TSE, the normalized Beta coefficient is -0.280,  $t = -2.722$ ,  $p = .008$ , with  $R^2 = 0.107$ , reflecting that

PB explains about 11% of the change in technology confidence levels.

2.3.5. *Impact of Institutional Support (IS) on PU and TSE*

Following an analysis of the impact of Perceived Barriers, this section examines the effect of school support on teacher perceptions. The goal is to determine whether policy, facility or professional support will help improve usefulness and technological confidence.

**Table 10.** Regression results impact IS\_mean on PU\_mean and TSE\_mean

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sub>0</sub>	0.000	0.000	0.000	0.495
H <sub>1</sub>	0.326	0.107	0.086	0.473

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
H <sub>1</sub>	Regression	2.327	2	1.163	5.189	0.007
	Residual	19.505	87	0.224		
	Total	21.832	89			

Coefficients						
Model		Unstandardized	Standard Error	Standardized	t	p
H <sub>0</sub>	(Intercept)	3.504	0.052		67.111	<.001
H <sub>1</sub>	(Intercept)	3.868	0.688		5.625	<.001
	IS_mean	0.003	0.158	0.002	0.017	0.986
	IS_mean	0.181	0.145	0.128	1.249	0.215

The regression results in Table 10 show that IS has no statistically significant impact on both PU and TSE. Specifically, with PU, the normalized Beta coefficient = 0.002,  $t = 0.017$ ,  $p = 0.986$ , does not reach the meaningful level at all. For TSE, the normalized Beta coefficient = 0.128,  $t = 1.249$ ,  $p = 0.215$ , is also not statistically significant. As a result, the model's  $R^2$  reached 0.107 but much of the explanation came from PB rather than IS.

### 2.3.6. Synthesis and general discussion

The combined results show that teaching seniority is a clear differentiating factor in teachers' perceptions. Entry-level teachers tend to have a higher appreciation of usefulness and technological confidence, while veteran teachers tend to be cautious and place less importance on the EEA as a central part of teaching. This is in line with the teacher cognition theoretical framework (Borg, 2003), argues that long-term experience easily creates stable habits and limits openness to innovation. This trend also coincided with international research, where young teachers were noted to be more active in adopting technology and extended learning methods, while experienced teachers prioritized program certainty (Johari et al., 2024). Perceived Barriers emerge as a factor that has a negative and consistent impact on perceptions. The regression coefficient shows that when faced with difficulties such as lack of

equipment, time constraints or constraints from the program, teachers both have less confidence in the usefulness of the EEA and are less confident in the application of technology. This finding is consistent with the findings of research on blended learning implementation, where a lack of training facilities and policies was identified as a direct cause of innovation effectiveness (Nguyen, 2024).

In contrast, support from schools has not shown a clear role in raising positive perceptions. The coefficients do not reach the statistically significant level, indicating that the current support level is not strong enough or has not been accurately reflected by the measurement tool. This is also confirmed in recent research, which argues that effective support should be accompanied by increased ownership, reduce the workload and build a professional community instead of just surface policy (Cukurova et al., 2023).

Viewed from the UTAUT theoretical framework, the readiness to apply technology depends not only on personal beliefs but also on social and organizational contexts. Variables such as seniority, Perceived Barriers and support directly reflect the "experience" and facilitating conditions in the original model, which are seen as determinants of behavior (Venkatesh et al., 2003).

The practical implications of the research results suggest that education managers need to

focus on two directions of action. Firstly, minimizing practical Perceived Barriers through equipment investment, reasonable timing and program flexibility. Secondly, instead of formal support, it is necessary to implement more substantive activities such as in-depth training, encouraging innovation initiatives and building a community of professional practice, thereby both maintaining the motivation of new teachers and encouraging change in veteran teachers.

### 3. Conclusion and implications

The results of the study show that teachers' perceptions of English activities outside the classroom differ markedly according to their teaching seniority. Young teachers are often more flexible in their receptivity to innovation, while veteran teachers are more cautious and less likely to see the EEA as an essential part of teaching. At the same time, perceived barriers have a negative and stable impact on both perceived usefulness and technological confidence, while school support has not shown a significant impact. From these findings, three groups of key solutions can be proposed to improve the applicability of the EEA in vocabulary teaching:

*Technology training for veteran teachers.* Refresher courses need to be designed in a modular manner, focusing on practical classroom situations rather than theoretical. One possible form is a "lesson study" on the application of EEA in vocabulary teaching, with the mentorship of young colleagues to increase practice and direct support. The "hands-on" fostering model has been proven effective in enhancing technological capacity and reducing

the reluctance of long-standing teachers to innovate (Akram, Abdelrady, Al-Adwan, & Ramzan, 2022; Huang et al., 2024).

*Building a vocational learning community.* Schools can organise periodic professional groups for teachers to share their experiences, experiment and give feedback on the application of the EEA. This activity both reduces psychological barriers and creates a motivation for innovation through peer support. International studies also confirm that the vocational learning community is the foundation for sustaining pedagogical change (Barbour & Hodges, 2024; Trust & Whalen, 2021).

*Redesign support policies at the school level.* Instead of just providing equipment or software, schools need to issue a framework to guide the implementation of the EEA, allocate reasonable time in the teaching plan and provide incentives such as emulation assessment associated with method innovation. UNESCO (2023) emphasizes that only systematic support and regular monitoring make a real impact. Recent studies have also shown that policy and management at the school level play a decisive role in maintaining teachers' motivation to innovate (Wijnen, Walma van der Molen, & Voogt, 2024).

In addition to the positive results, the study is still limited when the sample size of the survey only includes 90 teachers in one locality, so it is not comprehensive enough to reflect comprehensively. Further studies need to be expanded to many provinces and cities and comparative between public and private schools to assess differences in perceptions as well as policy contexts (Zheng, Liu, Feng, & Gu, 2024).

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