

Exploring Non-English Major Students' Attitudes towards Technology and Preferred Learning Tools at Ho Chi Minh City University of Food Industry

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ABSTRACT

Several methods are being used by a growing number of pupils to better their grasp of the English language. The purpose of this research was to collect student feedback on how best to implement and leverage technology in the classroom. The term "technology" is used interchangeably with "digital technology" throughout this study. The primary objectives of this study are to (1) investigate the attitudes of students at Ho Chi Minh City University of Food Industry (HUFI) toward the use of technology in the classroom, (2) identify the types of technological resources that are most popular among HUFI students, and (3) investigate the ways in which these attitudes differ between different groups of students. These three inquiries are designed to learn more about them. The author surveyed 153 students enrolled in English 2 after completing English 1 for a total of 30 weeks. These students came from the Chinese Language, Business Administration, Mechanical Engineering, and Tourism departments. The research points to connections between learner dispositions, cognitive factors, and technological participation. Another key distinction is that boys, in general, are better at using technological devices than girls.

Keywords: Technology, Attitude, Devices, Learning, Students.

1 Introduction

There are many approaches to assist people who don't speak English as their primary tongue acquire the language, but electronic devices is very important for this reason due to the increasing enthusiasm via people and classrooms throughout the nation as well as given that it has more options than the conventional approaches to instruction that have been used for many decades in learning environments (Gottlieb, 2006). Everyone lives in an era with a lot of innovative technological advances, and most people start learning about it at an early stage. Participants are able to quickly pick up fresh language proficiency when they are exposed to a range of innovative technologies. The enthusiasm generated with such novel mediums can also keep learners motivated for a long time. The research carried out by (Xiao & Jones, 1995) shows that when technological advances is used well, it can be interesting and help people learn quickly. However, it is important to remember that new technology tools are not as great as they are made out to be.

There is no doubt that technology is everywhere. (Johansson, L., 2009) says that teens and young people have a range of feelings about tech schooling and jobs. If we want to change the way students think about innovation, we need to know more about what makes people think the way they do. Also, knowing how students feel about technological improvements could help shape future efforts to get more people to study and work in areas that require a lot of technical knowledge and help them do well in those fields.

The goal of this study is to give a more complete picture of the electronic devices that students choose to use to do certain educational tasks in a school setting. The other goal of this study is to find out if students prefer to study with technology tools like tablets and computers for certain school tasks. Also, the goal of this study is to find out how students feel about using technology in the classroom so that ideas can be made about the best ways to use technology in the classroom. When it comes time to make decisions about how technology should be used in the classroom and across the school, it is expected that the results of



this study will help both university teachers and administrators. Before trying to change someone's way of thinking, it's important to know what that person's current thoughts are. If you intend to apply technological advances well for both instruction and learning English as a second tongue (EFL), it can be helpful to understand how college students with different fields react regarding their utilization of technological devices. It is additionally beneficial to be aware of the manner in which opinions of learners change based on their gender as well as their level in technological skill. Therefore, the purpose of this research is to obtain responses.

1. How many hours a day do non-English major students at HUFU use technological devices to learn English?
2. What devices do they prefer to use to learn English?
3. What do they do with their gadgets?

2 Literature review

2.1 Background of the study

Using different kinds of technology to improve your English language skills has been the subject of many studies. By connecting to the internet, people at all levels may participate in the language learning process worldwide. It is equally likely to be found in primary education as it is in adult education. In addition, the Internet contains versions of virtually anything that are kept up to date, and we can discover practically anything on it. Students can use this access to find study materials and learning software that lets them use and open resources from well-known universities all over the world. By using their own photo as their profile picture in an online learning environment that mimics the real world, learners can immerse themselves in one place while experiencing different situations. While they are not in class, students have the opportunity to connect and collaborate with other students through the use of Second Life. Students can also learn on their own, talk to each other, and fully immerse themselves in the language they're learning. One of the many benefits of using technology to learn English is that it can keep students interested in new ways. The author, Arifah, (2014), says that readers would be more motivated to learn if they had access to the Internet. We could teach them, but we could also show them pictures, show them videos, or play music for them. This would help build their brains and make them more intellectually aware. Students also have the benefit of being able to use apps on their own phones that help them with English. Students of the English language who make use of technology will have a competitive advantage. In today's day and age, we make use of technology in a wide variety of contexts, particularly in educational settings. According to Hopkins (2017), individuals in the past only knew things that were personally relevant to them. Yet, the advancement of technology has caused everyone to rethink their positions. Students now have the ability to instantly contact their friends, family, and teachers thanks to cell phones. When lessons are facilitated by technology, students are able to widen the scope of their academic pursuits (Freeman & Anderson, 2011). According to Ahmadi (2018), learners who use technology are able to study more efficiently; nonetheless, we should consider using technology as a support tool when we are learning. There are a variety of approaches to the teaching of vocabulary, such as the utilization of mobile applications or mobile phones. In addition to this, these things allow students to learn outside of the traditional classroom setting. On the other hand, educational activities will not restrict the areas everywhere that students may participate with their lecturers and other students. This is because educational activities are not limited to classrooms (Hashemifardnia et al., 2018). The Internet and computer technology will be used to take advantage of the benefits of learning, improving, practicing, and growing one's public speaking skills. Students of English as a Foreign Language (EFL) have access to the Internet through various technological

devices, including computers, tablets, and smartphones, which they may use to engage with native speakers of other languages and develop their language skills (Alsied & Pathan, 2013).

2.2 Definition of technology

What exactly is this thing called technology? Technology can be defined as the creation, modification, use, and knowledge of various tools, machines, techniques, professional skills, systems, and organizational methods, with the purpose of resolving a problem, improving an already existing solution, accomplishing a goal, or carrying out a particular function. Educating with the aid of technological devices Downloadable applications or programs for use on personal computers or mobile devices may make learning English easier. Application software is utilized, including but not limited to Duolingo, Elsa Speaking, and Oxford's Dictionary, amongst others. Using technology to learn a language has been the subject of a number of studies and polls.

2.3 Previous Research

Shyamlee and Phil conducted a study in (2012) on the topic of "Use of Technology in English Language Teaching and Learning," which was published in 2012. Two writers used qualitative research methods to look into the pros and cons of using different kinds of multimedia technology in teaching and learning the English language. These technologies include e-mail, the Internet, electronic dictionaries, PowerPoint, and many more. The findings make it abundantly clear that the utilization of multimedia technology has the potential to improve the teaching effect as well as the interaction between instructors and students. Additionally, the use of technological tools improves the adaptability of the curriculum.

(Yang & Chen, 2007) wrote their study, which shows how using Internet-connected devices can help people learn English as a second language. Because this commentary is part of the foundation course, students will have more chances to use technology. The main goal of this research is to show students that if they want to use multimedia technology to learn English, they need to come up with new ways to learn and become more self-directed in their studies. This study paper requires the participation of 44 individuals, all of whom are male students enrolled in the tenth grade. The participants all have the same number of people to finish it. In addition to this, 12% of people have never used the Internet before, while the remaining 88% of people have experience utilizing technological gadgets (Internet, e-mail, and so on). The process of collecting data may be broken down into a lot of different phases, some of which include document analysis, conversation, surveys, and email. The goal of this research is to demonstrate technological tools that can be helpful in strengthening students' English language abilities, as well as in upgrading students' communication skills and teaching approaches.

(Lee & Choi, 2017) say that using technology in the classroom can help students think in more complex ways, instead of just remembering things by heart. (Lee & Choi, 2017). Those who are capable of doing higher-level thinking have a greater chance of being successful academically (Zohar & Dori, 2003). It was discovered by (Richardson, 2006) that children prefer adopting higher-order learning techniques over rote memorization, and (Lee & Choi, 2017) proved that technology helps promote these tactics. Students' positive perspectives about technology have a knock-on effect on their ability to engage in complex reasoning, which in turn improves their grades. In order for design methods to have the desired effect, it is crucial to investigate attitudes while creating advanced technologies (Lee & Choi, 2017).

The advancement of technology has been of great assistance in removing the constraints of time and location in the field of education. In the event that those with unique requirements are provided with the necessary level of assistance, this may make it feasible for them to pursue relevant educational possibilities. According to the Technology for All Americans Project (TAAP) of 1996 and the International Technology Education Association (ITEA) of 1993, one of the goals of technology education is to increase the level of

technological literacy in a way that is both comprehensive and all-encompassing. To reach this goal, students' technological education needs to teach them how to understand, control, and use technology. Students need to be taught how to adjust to the rapid advancement of technology as well as how to negotiate with the external forces that shape their lives and could determine their destinies (Waetjen, 1985).

2.4 The Importance of Having the Right "Attitude" in Education

Webster's Third New International Dictionary of the English Language says that an attitude is "the way a person is inclined to judge any sign, object, or part of this world in a positive or negative way." Both positive and negative attitudes are possible". (Katz, 1960, p. 168). Attitudes are not natural but are instead learned through one's encounters with other people. Attitudes may vary considerably from person to person and group to group as a result of a person's or group's unique combination of cultural and social experiences. It is possible to describe an attitude as a "learned, worldwide evaluation of an item (person, place, or problem)" (Perloff, R. M. 2020, p. 43), and it is composed of beliefs (Pajares, 1992). Beliefs are the individual's own personal convictions or ideas. An attitude may be defined as a "learned, global judgment of an item" (Perloff, R. M. 2020, p. 43). (Haney et al., 2017). Clusters of beliefs have the potential to give rise to attitudes or action agendas, both of which, in turn, have a significant influence on behavior (Nespor, J. (1987), Pajares, 1992). Behavior, which can be defined as the manner in which an individual thinks and behaves in relation to social communities, can be thought of as the manner in which an individual interacts with social communities (Perloff, R. M. 2020). It is possible to infer a person's attitude toward something based on the actions that person takes in relation to that object in question. "People regulate their quantity of effort and distribution of effort in line with the outcomes they expect their actions to create," as stated by (Davis, 1985). As a direct result of this, it is easier to predict behavior based on beliefs than the actual consequences of acts. This is because people adjust the level and distribution of the effort they put forth in accordance with the outcomes they anticipate their actions will produce.

Like many other behaviors, a person's attitude is one of the most important parts of their personality. It incorporates aspects of behavior, emotion, and psychology. It affects how much people do things that are expected of them. The perspective or conduct of an individual can be used to operationalize attitude. It evaluates a person's words and actions and expresses their attitude. One of the most significant aspects of learning a new language is attitude. It has a tremendous influence on student engagement and motivation to learn. Even though many academics wanted to study problems in an EFL setting, Gardner's (1985) important work gave many researchers the framework they needed to start their research on motivation and attitude. According to the study, attitudes play a role in language learning motivation. He thinks that a good way to learn a language must be based on motivation. He continues by stating that a person's attitude toward non-native speakers in general, as well as the target audience and language in particular, influences their capacity to acquire a foreign language.

2.5 Attitudes regarding the use of various forms of technology

Learners of English as a Foreign Language (EFL) often have good things to say about using technology to help them learn. (Tri & Nguyen, 2014) study of how 149 university students in Vietnam who were learning English as a second language (EFL) used technology showed that most of them liked the idea of using it to learn EFL (82.6%). Liu, (2009) did a survey of 140 non-English major college students in China to find out what they thought about technology. The students were very aware of its potential and generally optimistic about it.

Although the vast majority of students have reported having positive views regarding the use of gadgets in EFL study, some students have negative sentiments. In the research conducted by Liu, (2009) with students of English as a foreign language in China, some of the students reported having unfavorable feelings against

the use of technology in EFL learning. Due to the fact that these students' English classes did not make practical use of technology, they claimed that they were not prepared to employ it for language learning both inside and outside of the classroom. This conclusion is similar to the findings of previous research, which imply that a lack of experience utilizing information and communication technologies in English as a foreign language classrooms might contribute to unfavorable attitudes about gadgets in ESL students (Tri & Nguyen, 2014) perspectives on the role of various technology tools in the development of their English language skills. The way they saw things changed how they felt. a wide range of technological characteristics, such as efficiency, compatibility, simplicity, and transparency (Liu, 2009).

2.6 There is variation in mentalities between the sexes and their respective groupings

There have been reports that contradict each other about the views that male and female students have toward technology. Different people of different genders and different degrees of technological expertise might have quite different perspectives. It has been shown that male students are less enthusiastic than female students about making use of technology (Liu, 2009). In this particular instance, it was felt that the female students were more motivated in studying English and had more confidence in themselves when compared to their male counterparts in this regard (Liu, 2009). In contrast, male students were shown to have a more positive attitude about the use of computer technology and computer-assisted language learning (CALL) applications in a research study that involved two hundred Taiwanese students. According to Lai & Kuo, (2007), it was hypothesized that male students preferred CALL programs because they were less worried about utilizing technology in their EFL study. The authors of this study concluded that societal notions that technology is more suited for males might have had a role in shaping the opinions of the students, particularly those who identified as being female.

3 Methodology

3.1 Participant

One hundred and fifty-three students representing the Chinese, Business Administration, Mechanical Engineering, and Tourism departments were selected at random to participate in this sample. Participants in the mechanical competition were only male. There are 37 guys out of a total of 153. The bulk of them had begun their study of English when they were in the sixth grade. In addition, during the first English semester, which lasted for a total of fifteen weeks, they read the Vietnamese edition of the book titled "Life," which was written by John Hughes, Helen Stephenson, and Paul Dummett. In other words, students had almost four months to learn English using the methods that were taught to them by the instructors at HUFU. As a result, they had sufficient experience studying English to articulate their choices in an understandable manner. Even if they did not choose to take part in the study, the students were informed that they were free to continue taking the class if they wished to do so. The participation of the students in the experiment did not result in any sort of payment of any kind. Nobody, not even the officials of the university, would be able to get their hands on the data. They were also aware that the information gathered would only be utilized for the purpose of the study. The respondents to the survey were not shown the author's point of view at any point. The people who were interviewed were very generous in offering some insightful recommendations for a more effective solution. The participants had complete freedom in deciding how to respond to the questions. The researcher spoke with a few educators in a few different classrooms during the lunch break, and the results of those interviews were meticulously recorded. Some students do an online Google Form survey questionnaire. The outcome is presented as a numerical value. In the end, a good methodology section gives a clear, concise, and well-organized description of the study's research design and methods. It should talk about any possible limitations and biases, give a clear

explanation of how the data were analyzed, and explain the sampling method in detail. Ethical considerations should also be addressed, and the methodology section should be written in a way that is consistent with the research question or problem being addressed.

3.2 Research design

The survey was prepared by the authors, and it had questions based on a four-point Likert scale, questions based on yes/no answers, a ranking of preferred learning aids for certain educational objectives, and open-ended items at the finish of the questionnaire. Due to the fact that the questionnaire was the primary method utilized in this investigation for collecting information, its format needed to be meticulously constructed.

3.3 Design of the Study

In order to gather information, the researcher will employ the research technique. Each question had a total of four different parts. Inside the survey, there were three questions in total. Question 1 tackled the topic of students' mentalities towards their English studies. The students' preferred technological aids in English language study were discussed. In the second question, "Effectiveness," is the last one with the questions. The study anticipates that students will provide the author with trustworthy information in order to get accurate information on the views of HUFU students regarding the utilization of technology.

4 Results and Discussion

4.1 Findings for RQ 1: How many hours a day do non-English major students at HUFU use technological devices to learn English?

There is no doubt that innovation plays an important role in the lives of a significant number of today's young people. People utilize them for different requirements.

There was a wide range of differences in how and how long they used digital equipment. Raised in this study from a little less than an hour to well over six hours in length, giving a wide range of possible times. The majority of respondents said that, over the course of 24 hours, they utilized their electronic devices for anywhere between just under an hour and more than six hours. When asked what proportion of the time the gadgets were used for studying or other academic activities, respondents gave a broad variety of answers. While 26.1% of participants, or 40 participants, indicated that they do not use their technical devices sufficiently in an hour, 52.3% of participants, or 80 participants, representing the bulk of students who participated in this survey, stated that they utilize their gadgets within two hours every day. Just 18.3% of respondents said that they use their electronic devices between 3 and 4 hours per day, and only 5 persons said that they use their electronic devices for more than 6 hours each day.

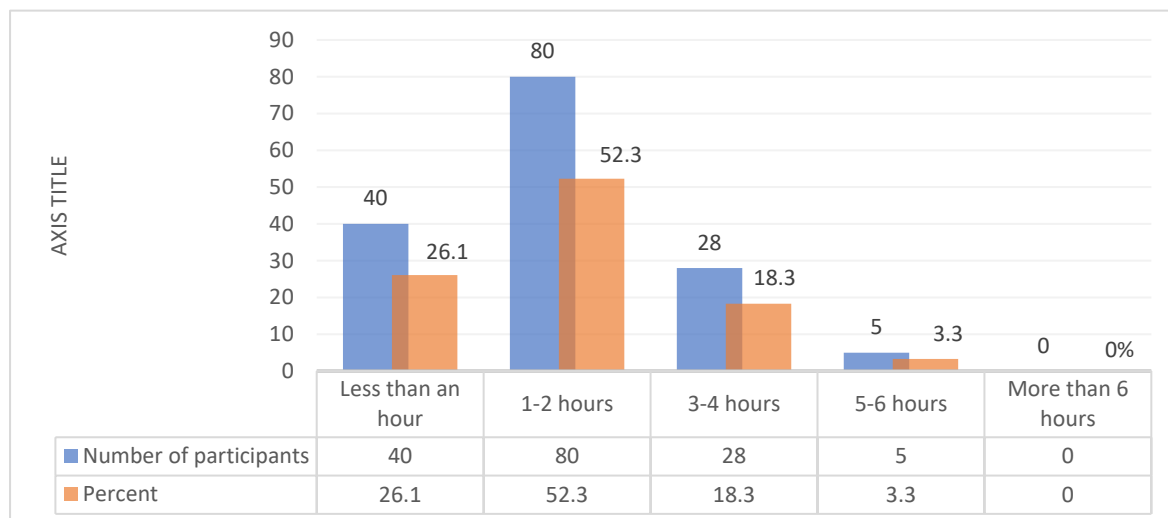


Figure 1: Hours per day using technology devices by non-English major students HUF1

Without a shadow of a doubt, each and every student makes use of a variety of forms of technology during the course of a typical school day. However, the amount of time they spend using technology for educational purposes is shockingly. The writer believes that they just use the Internet for their English courses out of a sense of responsibility. On the other hand, they lack the initiative and drive necessary to make the most of the technologies available to them in order to improve their English language skills.

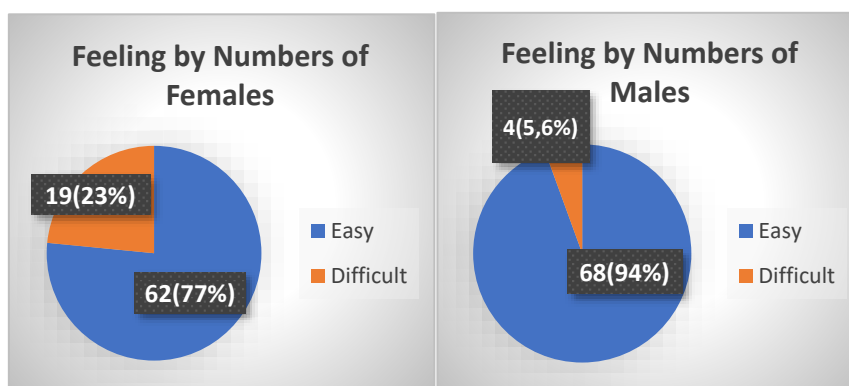


Figure 2: The feeling of participants using gadgets

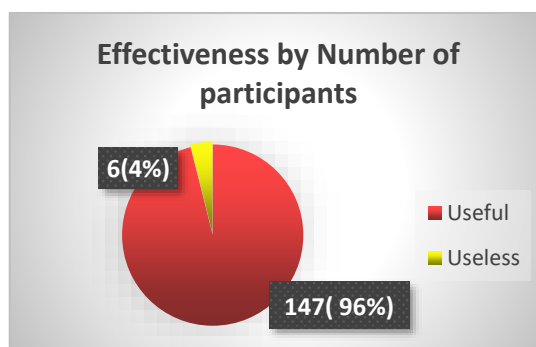


Figure 3: Technology is useful for participants in learning English

According to charts 2 and 3, a high percentage of students are selecting technology that is both helpful in English language study and simple to use. The rates for these two charts are 96% and 91%, respectively. It indicates that they are successful in making use of technology, that they like doing so, and that it is difficult to see any drawbacks for the students. They are convenient to access at any time and in any location. Just 4% of students are of the opinion that technology does not have any positive effects. This is a very low proportion, but it demonstrates that perhaps they have not utilized technology in the appropriate manner, which is why it has not been successful for them as of yet.

There were 72 male participants in this study, and 81 female participants in total. Among the population as a whole, just 4 males (5,6%) believe that technological gadgets are tough for them to use, while 19 females (23,4%) believe that using such devices is challenging for them. According to the data, it was found that certain men experience difficulties whenever they utilize technical gadgets.

From these numbers, it appears that there are still some restrictions in place. For instance, in order for students to utilize English learning applications, they are required to have a strong internet connection both at school and at home. Moreover, adverts might be distracting for students when they are using software or a computer to study.

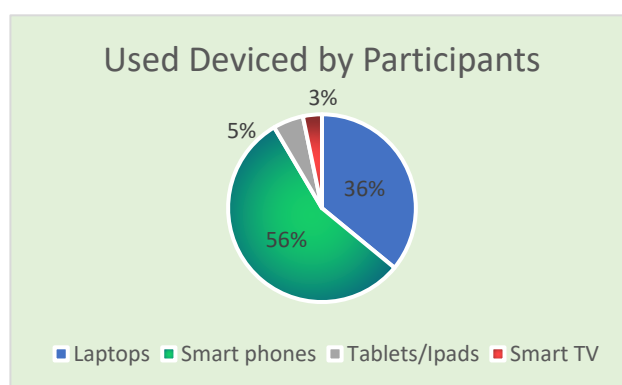


Figure 4: *The students' preferred technological aids in English.*

4.2 Findings for RQ 2: What devices do they prefer to use to learn English?

Students now make use of a variety of electronic devices as part of their educational experience in the classroom. This is not surprising given that we live in an era characterized by increased connectedness and technological advancement. The use of these tools has resulted in the continuous development and expansion of various educational approaches that can be utilized by students. Tablets, cell devices, and laptops are the electronic devices that are utilized the most frequently by students. Likewise, the increased demand in terms of requirements from pupils is supported by these technological gadgets. Activities and teamwork are easier with software accessible for academic reasons.

In order to collect the replies from the participants, the survey asked them questions regarding the various electronic devices that they possessed personally. This helped us build the framework for our research on views on innovation and choices for multiple kinds of gadgets by providing us with relevant background information. Every single person was the ecstatic possessor of their very unique piece of technology. The vast majority of students enrolled do not have any difficulties in the area of economics. This is due to the fact that the majority of devices do not require a significant amount of money, and the students are financially capable of acquiring a variety of devices. An examination of the data collected from the students at HUFU regarding their ownership of various types of electronic gadgets is shown in Figure 4, Laptop ownership came in at a distant second, followed by tablets like iPads, and finally smart televisions took the top spot. The percentage of respondents who owned a smart phone was the highest; considering that figure to be approximately 99% at the institution, the remainder of this investigation will use the terms "phone"

and "smart phone" interchangeably to refer to a mobile phone that can also function as a computer and that has access to the internet. The possession of portable electronic devices like tablets or iPads came in third, while the choice of a smart TV came in last.

Table 1: Reasons why participants preferred laptops, smart cells, tablets, and smart TVs

Laptop	Smart cells
Easy / easy to use	Easy /easy to use
Portable/ save information	Portable Light
Search / find information	Search / find information
Type / writing is better on laptop	Easier for taking photos the important information
Big screen	Convenient using in classes
Easier to access educational apps	Easier to access educational apps
Tablet	Smart TV
Easy / easy to use	Easy / easy to use
Portable	Loud Big screen

Easy/easy to use was the most prevalent theme, specifically for laptops and, to a lesser extent, for smart cells. Portability was the second most common theme specifically for smart cells, followed by the use of laptops for storing information. Smart cells were also considered better for taking photos. Another benefit of using a smart phone for bringing into classes is reflected in one participant’s comment: "I believe that a smart phone is really convenient since it is small." While the benefit of a laptop was reported in the focus group interviews, the participants stated that "a laptop has a big screen, so it doesn’t harm my eyes like a smart cell", and "I like using my laptop because I can type." In response to the question of why some participants found that learning using their smart phones was more beneficial to them than studying with their laptops, tablets, or smart TVs, several common themes arose. The convenience of smart phones was mentioned 44 times, and the benefit of typing or writing on laptops appeared 32 times, followed by themes such as the ability to save work (22), better for learning (16), and the larger screen (13). A participant in the focus group interview explained their preference for smart cells by stating that they are the best tool for learning because "I can take photos of my teachers’ explanations in class and necessary materials and share them easily."

4.3 Findings for RQ 3: What do they do with their gadgets?

It is impossible to ignore the significance of gadgets in education given that the great majority of today's students spend their leisure time occupied with a variety of electronic devices. In the same way that it tries for the same approach in the classroom, electronic devices serve their purpose well. This goal ranges from the gamification technique to collaboration and the enhancement of overall performance. When one takes the configurability of electronic devices into closer consideration, one is able to show a great many advantages for the field of education

In this study, the writer required the participants to give their opinions about the purposes of using gadgets for learning English. The findings are organized under nine views.

Table 2: *The purposes of students using gadgets for learning English*

	Purposes	Numbers' participants
1.	I use an online dictionary to search for new words and translate.	98
2.	I check pronunciation	67
3.	I do-in class activities like tests on Quizzes	35
4.	I do exercises in My ELT	150
5.	I find samples of topics/sentences	26
6.	I read information	15
7.	I make video clips	8
8.	I share information to my group	22
9.	I take part in the English clubs on Facebook	6

The majority of comments point to my ELT as the primary motivation for buying gadgets. As this is a compulsory assignment, the next step is to look up unfamiliar words in a dictionary. This implies that students of foreign languages utilize online dictionaries to learn not only the meanings of words but also how to properly pronounce them. Nevertheless, there are occasions when students rely excessively on their electronic gadgets to do their coursework.

To provide a synopsis of the material presented in the interview, the response to research questions 2 and 3 was unequivocally that cellphones are the most popular tool utilized by students when they are studying English since they provide us with a flexible capacity to access information and mobility. Apart from that, the most important reason people use technology is to improve their English language abilities by consulting online dictionaries. Students have the chance to acquire a comprehensive comprehension of the meaning of new terms through the use of an online dictionary. In addition, concentrating on these four aspects of English will assist students in becoming more proficient in the language. Everyone is required to work through the activities provided by educational apps.

5 Conclusions and suggestions

It appears, based on the responses to questions one through three in the research, that an increasing number of individuals are making use of technology to learn English and that it is assisting them in doing so. In addition to this, the advancement of technology makes the accumulation of information much easier. A little less than one quarter of students at HUFU use electronic devices for less than an hour, and almost half of those students spend between one and two hours studying English while supporting their peers with their electronic device use. In addition to this, the advancement of technology makes the accumulation of information much easier. A little less than one quarter of students at HUFU use electronic devices for less than an hour, and around half of them spend between one and two hours studying English each week. This is a non-active approach to improving one's English skills. Learners frequently make use of particular pieces of technology, such as laptop computers, cellphones, tablets, and smart televisions, because of the accessibility of these devices. Yet, there are still certain downsides associated with utilizing technology to learn English, such as having to listen to particular advertising and use an internet connection at the same time. On the other hand, the data from the findings suggest that men have a greater facility with the various pieces of technical equipment than women do. Participants make use of the technological gadgets they are learning with in order to complete a variety of activities, most notably the obligatory instructional software programs. The vast majority of respondents are of the opinion that the use of technology in education is really beneficial. Acquiring the necessary information is not a simple task. In order to collect responses, researchers are required to post questions on Google Forms and then review them. At the moment, this

study has not been distributed to all of HUFU's students who are not majoring in English. The responses to the questionnaire were gathered from 153 different students (this result is not much). The research was carried out by the first-year students, therefore it did not link students studying in other departments or in other years to the same extent that the former did.

Pupils have varying priorities for studying on various electronic devices, including laptops, tablets, and phones. If you are going to formally implement an innovative educational policy, our recommendation is that you adopt a "bring your own device" policy. This proposal gives students the ability to select the device that best suits their needs. In addition, educators guide how to use electronic devices for learning English effectively, so suggests some online free educational applications and encourages *their learners to use technology as much as possible*.

6 Declarations

6.1 Study Limitations

The most significant limitation of this investigation is that the methods employed to collect data were predominately concentrated on how the students made use of the technology provided by Google Form. In order to gain a clearer sense of how students feel about technology, the poll could have asked additional questions regarding how students utilize technology for learning outside of the classroom. Also, additional open-ended survey items may have been used to study student attitudes toward technology and the reasons why participants prefer utilizing various tools for specific educational activities. This would have allowed for a more in-depth investigation of student opinions. In conclusion, the outcomes of research are displayed by simple numbers; thus, it is essential to do the study on a scale that can be trusted.

6.2 Acknowledgements

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