

The Use of Edtech Apps in English Language Learning: EFL Learners' Perspectives

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Abstract—The emergence of Edtech apps has contributed to the quality of education in general and English language teaching and learning in specific. With the help of Edtech Apps, learners can experience the real world easily and be motivated in learning. Nevertheless, the proliferation of Edtech Apps varies from one context to another. This mixed methods study aims at exploring the utilisation of Edtech apps in English language learning (ELL) from the learners' perspectives. A group of 122 English as a foreign language (EFL) students from a high school in Vietnam partook in answering the closed-ended questionnaire and fifteen of them taking part in the semi-structured interview. Two types of data, namely quantitative and qualitative data, were generated. The former was processed using the SPSS software, while the latter was analysed thematically. The findings unravelled that EFL students had positive attitudes towards the deployment of Edtech Apps in ELL, and they believed that Edtech Apps in ELL were useful, easy for use, and motivating. The study also highlights some pedagogical implications to leverage the quality of English language teaching and learning.

Index Terms—Edtech, EFL, learners' perspective, mixed methods study, technology

I. INTRODUCTION

Scholars (e.g., Mazman & Uslue, 2010; Tran & Duong, 2022; Tran & Ngo, 2020) have asserted that technology has emerged as a pivotal component in education in general and English language teaching and learning in specific, which has transformed the teaching and learning methods. Technology can help learners to experience the real world and get excited in the learning process (Zengin, 2007), and it can provide them with a chance to learn in a fun and interactive way (Donahoe et al., 2019). Over the course of technology development, Edtech Apps, which have been invented for educational purposes, can provide a more flexible learning environment that can accommodate individual needs and preferences, and they have become the central drive of the evolution of the education system. As such, the use of Edtech Apps in education has caught much attention of researchers worldwide. For example, Polok and Harezak (2018) examined the effectiveness of the utilization of Edtech Apps in English language teaching and learning; Rajendran et al. (2019) did a study on the effects of Quizizz on learners' motivation and learning engagement; Zainuddin et al. (2020) carried out studies on the use of Padlet on learners' participation in class activities. This has proved that Edtech Apps have been extensively employed in education globally.

In the context of Vietnam, the application of Edtech Apps in English language teaching has been strongly encouraged as the investment in the proliferation of information communication technology (ICT) in general and Edtech Apps has been intensified, aiming to optimize the teaching and learning process (Vietnam MOET, 2021). It is observed that EFL teachers are found to be skillful and willing to exploit Edtech Apps to stimulate students' motivation and attitude towards English language learning (ELL). Nevertheless, the effectiveness of using Edtech Apps in English language teaching is seen differently among teachers. Within the current research context, Edtech Apps (e.g., Microsoft Teams, Google Classroom, Nearpod, Padlet, Quizizz) are used as an alternative and supportive teaching modality in teaching and learning as this type of learning ecology is believed to support students' learning. It is noticed that while some teachers and students can adapt themselves to the new teaching and learning approach, others still get stuck in using Edtech Apps because they face several difficulties in working on Edtech Apps. Furthermore, students are still passive and get distracted in learning while using Edtech Apps. When using Edtech Apps for a long time, students can get tired easily and face problems in communication. Besides, other discernible problems are mixed-level classes with big class sizes, inadequate teaching materials for Edtech Apps, and the genuine motivational environment which hinder teachers and students from applying Edtech Apps in English language teaching and learning. As for ELL, many students' English proficiency is low, and they depend on their teachers; consequently, they cannot accomplish their learning tasks.

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From the aforementioned problems in relation to the Edtech Apps application, this study sets out to unpack EFL students' perspectives on the use of Edtech Apps in ELL at the context of a high school in Vietnam.

II. LITERATURE REVIEW

The terms Attitude can be variously defined. According to the Oxford Learner's Dictionary attitude is understood as the way one thinks or feels about something or the way one behaves toward someone or something. Likewise, Baker (1992) describes attitude as one's behavior's course and persistence. Attitudes may reflect positive or negative views towards a person, something, or an event; these views may be contradictory at times. Attitude is composed of three interrelated components, viz. cognitive, affective, and behavioral attitudes (Solomon et al., 2010). Cognitive attitude refers to one's mental activities showing knowledge and expectations (Schiffman & Kanuk, 2004). Affective attitude is about one's thoughts and emotions towards an object, thing, or event (Feng & Chen, 2009). Behavioral attitude indicates one's tendencies, behaviors, or reactions to respond or behave towards a particular object (Jain, 2014). In this study, attitude refers to students' feelings or acting, a dynamic mental state that includes emotions, beliefs, and the ability to behave in other ways, and it consists of cognitive, affective, and behavioral attitudes towards the use of Edtech Apps in ELL. Cognitive attitude refers to students' beliefs or disbeliefs about the use of Edtech Apps in ELL; the affective attitude indicates students' emotional response (likes or dislikes) towards the use of Edtech Apps in ELL; and the behavioral attitude is about students' actions or observable responses towards the use of Edtech Apps in ELL.

The deployment of Edtech Apps (e.g., Quizizz, Nearpod, Padlet, etc.) in English language teaching is seen to be effective in terms of usefulness, ease of use, and motivation (e.g., Buttrey, 2021; Singh et al., 2014; Zainuddin et al., 2020). Edtech Apps are considered useful tools with different features helping to implement differentiated instructions and provide learner-centered activities to encourage collaborative and creative activities in the classroom (Singh et al., 2014). Learners are eager to get engaged in the learning process as their knowledge and language skills can be improved. Moreover, Edtech Apps are easy to use as they are innovative, free, user-friendly, and supportive and they can be compatible with different technological devices (Buttrey, 2021; Wang & Chia, 2020). Edtech Apps can have a positive effect on learners' learning engagement and improve their motivation in ELL. Learners can feel motivated in using Edtech Apps in ELL as it is interesting, enjoyable, and fun for them to use Edtech Apps in ELL (e.g., Rajendran, 2019; Zainuddin et al., 2020).

Previous studies have examined aspects of technology in general and Edtech Apps in specific in relation to ELL. Internationally, Monerah (2010) conducted a study to examine students' attitudes towards the use of technology in the classroom in an ESL context. A group of fifty students were involved in responding to the questionnaires. This study indicated that participants showed positive attitudes towards the use of technology in the classroom, and they reckoned that it was effective to learn with the use of technology as it could help them increase their knowledge and skills in English. In another context, Kalanzadeh et al. (2014) explored the impact of technology use on EFL students' motivation in Iran. The participants were a group of sixty Iranian EFL university students. The instrument for collecting data was the questionnaire. Findings revealed that research participants showed positive attitudes towards the technology use in English classes. A relationship between learning English and technology use in EFL classroom was found. Izadpanah and Alavi (2016) investigated high school students' technology use and attitude towards technology use in ELL. A cohort of 638 EFL students sampled from a high school in Iran answered the questionnaires. It was found that participants had positive attitudes towards the technology use in learning English language skills, vocabulary, and grammar. Hani (2021) carried out a study to determine the effectiveness of Quizizz on reading ability. There were 324 students eleventh-grade students and one English teacher of Muhammadiyah Kramat participating in the research. Data was collected through questionnaires, observations, and interviews. Observations were carried out in 2 meetings. From the results of data processing, it was found that the application of Quizizz gets a positive response from students and it is essential to apply an assessment method that is not boring for students. Not long ago, Srisakonwat (2022) conducted a study to investigate the impact of using Nearpod to enhance students' vocabulary knowledge and their satisfaction with learning vocabulary via the Nearpod application. The participants were 3 students at Sansai Withayakhom School in Chiang Mai province, Thailand. The study was conducted by quantitative research and the researcher used instruments including vocabulary lessons via the Nearpod application, a vocabulary knowledge test, and a Satisfaction questionnaire. The findings suggested that vocabulary lessons via the Nearpod application bring many effects and students have good perceptions of Nearpod when using it to learn vocabulary. In the Vietnam context, Tran and Duong (2021) studied non-English majors' attitudes towards autonomous technology-based language learning at a University in Da Lat city. For the purpose of data collection, 450 non-English majors answered the closed-ended questionnaire, and joined in the semi-structured interview. The results revealed that the participants showed positive attitudes towards autonomous technology-based language learning. Nguyen and Nguyen (2021) conducted a study to discover the influence of Mobile-Assisted Language Learning (MALL) on freshmen's vocabulary learning and their perception of the use of this method. Twenty-six students at Thanh Dong University, Hai Duong province, Vietnam attended the eight-week course. Participants partook in pre-tests, post-test, questionnaires, and interviews. The finding showed that MALL could impact students' learning mood positively. Students were keen on taking part in activities for vocabulary learning. In short, many studies have been done to examine the aspects of technological tools in ELL, and positive results have been gained. Nonetheless, a scarcity of studies on the use of Edtech Apps in ELL in the context of Vietnam has been found.

As such, this study aims at exploring the EFL students' perspectives on the use of Edtech Apps in ELL in the context of a high school in Vietnam.

III. METHODOLOGY

A. *Research Setting and Participants*

This study, which adopted the mixed methods sequential explanatory design model (Creswell, 2014; Creswell & Creswell, 2018) to collect data, was conducted at a high school in Vung Tau City, Vietnam. This school is a state-run school famous for its students' English achievements. The school is equipped with modern teaching and learning facilities (e.g., language lab, internet system, interactive whiteboard). This school has both non-native English teachers (Vietnamese) and native English teachers teaching English to students. Teachers are required to use Edtech Apps (e.g., Nearpod, Quizizz, Padlet, etc.) in their teaching in class. Moreover, this study was conducted during the Covid 19 pandemic outbreak, so the teaching and learning took place online.

A cohort of 122 high school students were chosen based on the convenience sampling method. Among them, there were 71 (58.2 %) students from grade 10, 11 (9.8 %) students from grade 11, and 39 (32 %) students from grade 12. Regarding their English proficiency, it was reported that the majority of participants (72.1%) were Intermediate, 20.5% were Elementary, beginners accounted for 4.1%, and 3.3% were Advanced. With respect to the use of Edtech Apps in ELL, students often employed Quizizz, Padlet, Nearpod, and Azota for English study learning. Fifteen out of 122 students were invited for interviews based on their willingness.

B. *Research Instruments*

Two research instruments, viz. closed-ended questionnaire and semi-structured interview, were utilized for data collection. The questionnaire which was adapted from Tran and Duong's (2021) study consists of two main parts: Part A contains the general background questions; Part B features the main questionnaire content. There are two main sections in the content. Section I is composed of 18 items which seek for EFL students' attitudes towards the use of Edtech Apps in ELL, and section II includes 20 items asking EFL students' perceptions of the use of Edtech Apps in ELL. All the items were designed with a five-point Likert scale (from strongly disagree to strongly agree). The Cronbach's alpha was .92 and .90 for section I and section II, respectively, which means the questionnaire was very reliable. Regarding the semi-structured interview, five main interview questions were designed based on the purpose of the study and preliminary results from the questionnaire. The content of the questionnaire and interview was translated into students' mother tongue to make sure that they did not encounter any language barrier in understanding and answering the questions.

C. *Data Collection and Analysis Procedures*

Prior to data collection, the two research instruments were piloted with ten students sharing similar characteristics with those in the main study. After being modified, the questionnaire in the Google form was administered to students via email and social networks, and it took students around 20-30 minutes to answer the questionnaire. The returned results of the questionnaire were checked for content validity. After two weeks of preliminary data analysis of questionnaires, semi-structured interviews were conducted with fifteen students via Google Meet. Each one-to-one interview was carried out in the student's mother tongue, lasting around 25-30 minutes. All the interviews were recorded with students' consent for later analysis.

As for data analysis, this study which adopted the direct approach (Nykiel, 2007) garnered two types of data, quantitative data from questionnaires and qualitative from interviews. The former was processed by the software SPSS (version 22) in terms of descriptive statistics (Mean: M; Standard deviation: SD). The interval scale for the five-point Likert scale was interpreted as 1.00-1.80: Strongly disagree; 1.81-2.60: Disagree; 2.61-3.40: Neutral; 3.41-4.20: Agree; 4.21-5.00: Strongly agree (Kan, 2009). The latter was analysed thematically. The codes as S1, S2 to S15 were labeled to interviewees. All the interviews were transcribed and translated into English. Based on the purpose of the study, key concepts and themes were generated from reading and re-reading the transcripts. The findings were sent back to the interviews for the content check-up, and the intra-rating approach was carried out to double-check both quantitative and qualitative data analysis.

IV. RESULTS AND DISCUSSION

A. *Results*

(a). *AEFL Students' Attitudes Towards the Use of Edtech Apps in ELL*

The results in Table 1 show that the total mean score of EFL students' attitudes towards the use of Edtech Apps in ELL was rather high (M=3.66; SD=.64). That is, students had positive attitudes towards the use of Edtech Apps in ELL. In detail, students' cognitive, affective, and behavioral attitudes were comparatively high. Students' affective attitudes

($M=3.79$; $SD=.74$) were the highest component, followed by behavioral attitudes ($M=3.67$; $SD=.72$). In comparison with the other two components, students' cognitive attitudes had the lowest mean score ($M=3.53$; $SD=.68$).

TABLE 1
ATTITUDES TOWARDS THE USE OF EDTECH APPS IN ELL

No.	Attitudes towards the use of Edtech Apps in ELL	N=122	
		M	SD
1	Cognitive	3.53	.68
2	Affective	3.79	.74
3	Behavioral	3.67	.72
	Average	3.66	.64

1. ELL Students' Cognitive Attitudes Towards the Use of Edtech Apps in ELL

From the results in Table 2, it can be found that EFL students strongly agreed that learning English with Edtech Apps helped them to “enrich [their] vocabulary” (item C1: $M=3.77$, $SD=.78$), “improve [their] English grammar” (item C2: $M=3.58$; $SD=.78$) “reading skills” (item C7: $M=3.60$; $SD=.86$), “listening skills” (item C4: $M=3.46$; $SD=.92$), and “writing skills” (item C5: $M=3.45$; $SD=.92$), “exchange English knowledge in Speaking class” (item C3: $M=3.48$; $SD=.91$), and “pronounce words correctly” (item C6: $M=3.39$; $SD=.93$).

TABLE 2
EFL STUDENTS' COGNITIVE ATTITUDES TOWARDS THE USE OF EDTECH APPS IN ELL

No.	Cognitive attitudes Learning English with Edtech Apps helps me to...	N =122	
		M	SD
C1	enrich my vocabulary.	3.77	.78
C2	improve my English grammar.	3.58	.78
C3	exchange English knowledge in Speaking class.	3.48	.91
C4	improve my listening skills.	3.46	.92
C5	improve my writing skills.	3.45	.92
C6	pronounce words correctly.	3.39	.93
C7	improve my reading skills.	3.60	.86

Regarding the qualitative data, all interviewees shared positive agreement on the impacts of Edtech Apps on ELL. Some remarkable examples are:

...I think using Edtech Apps is effective for my learning because I can learn more vocabulary and review a lot of knowledge. Also, they create enjoyment, encourage learning... (S2)

...Edtech Apps are really effective for improving my English skills. My English is getting better day by day thanks to Edtech Apps ... (S9)

...I know Edtech Apps are usefulness for English grammar and vocabulary... (S13)

...I can correct my grammar mistakes easily by doing English grammar exercises and tests online designed by my teacher... (S10)

2. ELL Students' Affective Attitudes Towards the Use of Edtech Apps in ELL

Table 3 shows that EFL students agreed that they enjoyed learning English with Edtech Apps because the apps were “convenient” (item A2: $M=3.91$, $SD=.81$) and “easy to use” (item A1: $M=3.84$; $SD=.84$). Additionally, students felt “more relaxed to engage in classroom activities when teachers [used] Edtech Apps” (item A3: $M=3.87$; $SD=.80$), “more confident doing tests with Edtech Apps” (item A6: $M=3.68$; $SD=.96$), and “confident in learning English with Edtech Apps” (item A4: $M=3.61$; $SD=.94$). They also reported that “using Edtech Apps to test [their] English language [was] less stressful” (item A5: $M=3.84$; $SD=.91$).

TABLE 3
EFL STUDENTS' AFFECTIVE ATTITUDES TOWARDS THE USE OF EDTECH APPS

No.	Affective attitudes	N =122	
		M	SD
A1	I enjoy learning English with Edtech Apps because they are easy to use.	3.84	.84
A2	I enjoy learning English with Edtech Apps because they are convenient.	3.91	.81
A3	I feel more relaxed to engage in classroom activities when teachers use Edtech Apps.	3.87	.80
A4	I feel confident in learning English with Edtech Apps.	3.61	.94
A5	Using Edtech Apps to test my English language is less stressful.	3.84	.91
A6	I feel more confident doing tests with Edtech Apps.	3.68	.96

It was clear from the qualitative data derived from the interviews that students had favorable affective responses regarding Edtech Apps. They acknowledged the appeal, fun, and interactivity of Edtech Apps. The following are some comments:

...Edtech Apps will create a game to help learn English more conveniently, thereby creating excitement for learners to make learners remember for a long time... (S13)

...Edtech Apps make my English learning interesting, enjoyable, and less stressful... (S1)

...When using Edtech Apps online, I feel more comfortable, excited and active...(S8)

However, there are also some difficulties which students commented:

....Bad network connectivity sometimes makes my study interrupt...(S12)

....There are a few physical interactions between students and peers as well as teachers. I can be easily distracted by games online or other social networks when learning online...(S7)

3. *EFL students' Behavioral Attitudes Towards the Use of Edtech Apps in ELL*

As seen in Table 4, EFL students agree that they would like to “take part in games which teachers create with Edtech Apps” (item B5: M=3.80; SD=.89), “continue learning English with Edtech Apps” (item B1: M=3.71; SD=.84), and “interact with [their] classmates more via Edtech Apps” (item B2: M=3.55; SD=.91), and “introduce Edtech Apps to [their] friends” (item B3: M=3.57; SD= .89). Furthermore, they would like “[their] teacher to use more Edtech Apps in the class” (item B4: M=3.70; SD=.82).

TABLE 4
EFL STUDENTS' BEHAVIORAL ATTITUDES TOWARDS THE USE OF EDTECH APPS IN ELL

No.	Behavioral Attitudes	N=122	
		M	SD
B1	I would like to continue learning English with Edtech Apps.	3.71	.84
B2	I would like to interact with my classmates more via Edtech Apps.	3.55	.91
B3	I would like to introduce Edtech Apps to my friends.	3.57	.89
B4	I would like my teacher to use more Edtech Apps in the class.	3.70	.82
B5	I would like to take part in games which teachers create with Edtech Apps.	3.80	.89

The quantitative findings supported qualitative ones. The interviewed students shared their behavioral attitudes towards the use of Edtech Apps in ELL. They said:

...I would like to continue learning English with Edtech Apps in the future ...(S11)

...I want my teacher to use more Edtech Apps in the class and I can take part in games to improve my English skills... (S6)

(b). *EFL Students' Use of Edtech Apps in ELL*

Table 5 indicates that the. The total mean score of high school students' use of Edtech Apps is 3.62 (SD=.67) out of five. Specifically, the mean scores of the three components are 3.74 (SD=.82) for Ease of Use, 3.58 (SD=.74) for Motivation, and 3.58 (SD=.69) for Usefulness. This can be interpreted that high school students believed that Edtech Apps played an important role in ELL since they were easy for use, motivating, and useful.

TABLE 5
EFL STUDENTS' USE OF EDTECH APPS IN ELL

No.	The use of Edtech Apps in ELL	N=122	
		M	SD
1	Usefulness	3.58	.69
2	Ease of use	3.74	.82
3	Motivation	3.58	.74
Average		3.62	.67

1. *EFL Students' Use of Edtech Apps in ELL in Terms of Usefulness*

As can be seen from Table 6, participants reckoned that they could practice their English “freely” (item PU9: M=3.89; SD=.95) and “autonomously” (item PU10: M=3.75; SD=.94) by using Edtech Apps, and “[their] English learning outcomes [were] improved after [they used] Edtech Apps” (item PU1: M=3.42; SD=.78). Moreover, they concurred that Edtech Apps helped them to “finish [their] assignments quickly” (item PU4: M=3.70; SD=.98), made their learning “meaningful” (item PU7: M= 3.64; SD=.91) and “more flexible” (item PU8: M=3.68; SD=.884), and enhanced their “English knowledge” (item PU2: M=3.58; SD=.88) and “English skills” (item PU3: M=3.70; SD=.805). Nevertheless, they were unsure if that Edtech Apps helped to expand social interactions with their “classmates” (item PU6: M=3.31; SD=.82) and “teachers” (item PU5: M=3.34; SD=.71).

TABLE 6
EFL STUDENTS' USE OF EDTECH APPS IN ELL IN TERMS OF USEFULNESS

No.	Ease of Use	N= 122	
		M	SD
PU1	My English learning outcomes are improved after I use Edtech Apps.	3.42	.78
PU2	Edtech Apps enhance my English knowledge.	3.58	.88
PU3	Edtech Apps enhance my English skills.	3.70	.80
PU4	Edtech Apps helps me to finish my assignments quickly.	3.70	.98
PU5	Edtech Apps help me to expand social interactions with my teachers.	3.34	.71
PU6	Edtech Apps help me to expand social interactions with my classmates.	3.31	.82
PU7	Edtech Apps make my learning meaningful.	3.64	.91
PU8	Edtech Apps make my learning more flexible.	3.68	.88
PU9	I can practice my English freely by using Edtech Apps.	3.89	.95
PU10	I can practice my English autonomously by using Edtech Apps.	3.75	.94

Regarding the qualitative findings, all interviewees mentioned that Edtech Apps were really useful in learning English. They shared as follows:

...Nearpod helps me practice all the skills and when I submit the assignment the teacher can cover it... (S1)

...There is nothing better than being able to learn English with Edtech Apps in a contemporary, efficient, and correct manner. They are quicker and more affordable, and I can learn at my own pace without having to pay for English storybooks that are already available on the app... (S5)

... Quizizz benefits a lot of things from helping teachers to engage students to compete with each other, students can also understand more before or after they finish a lesson through a friendly quiz game... (S3)

...They are practical apps that support students in their online learning and can simply raise the standard of upcoming courses. On Quizizz, multiple choice questions and flashcards assist students in familiarizing themselves with material, retaining it, and testing their factual knowledge. With Padlet I can create an online post-it board or ideas that I can share with any student or teacher I want. Furthermore, all my reports and essays will be saved immediately by Padlet so that I easily open and learn whenever I want... (S9)

2. EFL Students' Use of Edtech Apps in ELL in Terms of Ease of Use

With regard to the ease of use, the results in Table 7 indicate that the participants agreed that they found Edtech Apps easy to use (item PE1: M=3.84; SD=.99) as Edtech Apps were easy to "download" (item PE2: M=3.86; SD=.94) and "install on many technological devices" (item PE3: M=3.8; SD=.94). Additionally, participants shared that they "[could] use Edtech Apps to test [their] English language level easily" (item PE5: M=3.73; SD=.87) and "[did not] get any difficulty in using Edtech Apps" (item PE4: M=3.43; SD=.86).

TABLE 7
EFL STUDENTS' USE OF EDTECH APPS IN TERMS OF EASE OF USE

No.	Ease of Use	N= 122	
		M	SD
PE1	I find Edtech Apps easy to use.	3.84	.99
PE2	Edtech Apps are easy to download on many technological devices.	3.86	.94
PE3	Edtech Apps are easy to install on many technological devices.	3.86	.94
PE4	I don't get any difficulty in using Edtech Apps.	3.43	.86
PE5	I can use Edtech Apps to test my English language level easily.	3.73	.87

Furthermore, most interviewees shared that Edtech Apps were easy to use in many ways. They stated:

...I think Edtech Apps are easy to join and use interface, and have no fees. I can get my own results... (S2)

.... As online examinations are frequently assessed and recorded automatically, EdTech Apps can also significantly speed up grading and data collection. I can review their responses immediately rather than having to wait for a teacher to grade each.... (S9)

3. EFL Students' Use of Edtech Apps in Ell in Terms of Motivation

The results in Table 8 reveal that EFL students believed that Edtech Apps "[enabled them] to practice better by playing games" (item PM3: M=3.88; SD=.88) and "[motivated them] to learn English because they [were] enjoyable" (item PM1: M=3.48; SD=.92). They also concurred that they "[felt] great after using Edtech Apps because they [provided] many forms of non-judgemental feedback" (item PM5: M=3.66; SD=.90), "[were] interested in learning English" (item PM2: M=3.49; SD=.85), and "[could] work harder whenever [they used] Edtech Apps to study" (item PM4: M=3.39; SD=.87).

TABLE 8
EFL STUDENTS' USE OF EDTECH APPS IN TERMS OF MOTIVATION

No.	Motivation	N= 122	
		M	SD
PM1	Edtech Apps motivate me to learn English because they are enjoyable.	3.48	.92
PM2	I am interested in learning English by using Edtech Apps.	3.49	.85
PM3	Edtech Apps enable me to practice better by playing games.	3.88	.88
PM4	I can work harder whenever I use Edtech Apps to study.	3.39	.87
PM5	I feel great after using Edtech Apps because they provide many forms of non-judgemental feedback.	3.66	.90

With respect to qualitative findings, most interviewees expressed that Edtech Apps motivated them to learn English very much. They mentioned:

...Quizizz, Padlet, and Nearpod look very eye-catching with the color schemes, and funk or EDM music in the background creates a comfortable atmosphere and makes the lessons more intriguing for us students...(S3)

... My teachers can inspire children to be creative by using Padlet. By posting them on the Padlet wall, we will also have the ability to share essays or reports with other classmates. Additionally, Quizizz enables me to learn from nearly anywhere, at any time. A good number of the materials on the site come from thousands of teachers around the globe and can be creatively applied to any subject or grade level.... (S9)

...When using Edtech Apps, I am more active in learning and acquiring additional knowledge from the outside. Edtech Apps help me increase my motivation...(S7)

... I feel that using Edtech Apps is effective because they motivate me to learn English because they can entertain and help me to broaden my English knowledge ...(S10)

B. Discussion

The finding of the study showed in general students had positive attitudes towards the use of Edtech Apps ($M=3.66$; $SD=.64$). Students gained an understanding of the benefits of Edtech Apps such as Quizizz, Padlet, and Nearpod, which resulted in an increase in their preference of using Edtech Apps in English language learning. Among the three components of attitudes, students were found to express their highest positive affective attitudes towards Edtech Apps ($M=3.79$; $SD=.74$). Students of the study reported that learning English lessons through Edtech Apps made the lessons more interesting and attractive. With respect to cognitive attitudes, students were also found to have positive cognitive attitudes towards Edtech Apps ($M=3.53$; $SD=.685$). This finding may imply that students were aware of the importance of Edtech Apps, and they believed that technology could support them to enhance their English language skills. Students shared that learning English with Edtech Apps helped them to enrich their vocabulary, and improve their grammar and reading skills. Similarly, their behavioral attitudes towards Edtech Apps were positive. The findings were aligned with studies conducted by Monerah (2014), Kalanzadeh et al. (2014), Izadpanah and Alavi (2016), and Tran and Duong (2021). In terms of Behavioral, students felt Edtech Apps were useful for their learning, so they intended to continue to use it in the future ($M=3.67$; $SD=.72$). This finding is supported by Kara (2009) who has stated that positive behaviors can result from positive attitudes, which can enable students to be more eager to get engaged in the learning process.

Another major finding is that the participants had strong beliefs that using Edtech Apps in ELL was useful, easy, and motivating. There are many reasons for this finding. Firstly, the participants possessed technology-based devices (e.g., Smartphone, Tablets, iPad) for different purposes of use, so they found using technology convenient in ELL. Secondly, students had been using Edtech Apps for some years because of lockdown period and the spread of Covid-19 pandemic. It is clear that the participants got used to using such Apps in ELL. Thirdly, Nearpod, Quizizz, and Padlet were available and free for students; therefore, students could use them anytime and anywhere to improve their learning process. Regarding the perceptions of the usefulness of the use of Edtech Apps, participants believed that Edtech Apps could be used to improve all four language skills: speaking, writing, listening, and reading as well as pronunciation and grammar. The finding was partially supported by the previous research carried out by Hani (2021), Nguyen and Nguyen (2021) and Srisakonwat (2022). As for motivation in using Edtech apps, students positively stated that Edtech Apps motivated them and they felt confident using Edtech Apps in ELL. This finding may be the result from the participants' perceptions of Edtech Apps in terms of usefulness and ease of use, which could link to the perception of motivation in using Edtech Apps in ELL.

V. CONCLUSION

The results of the study have brought out a better understanding of how EFL students think about the use of Edtech Apps in ELL. It was found out that ELL students in this study had positive attitudes towards the use of Edtech Apps as they realized the benefits of using Edtech Apps in ELL. Additionally, EFL students believed that Edtech Apps were useful, easy for use, and motivating as they realized that Edtech Apps helped them to improve their English language skills and sub-skills (pronunciation, grammar, and vocabulary), and Edtech Apps helped them to feel engaged and motivated in ELL. From such gained results, the pedagogical implications are recommended. Firstly, as Edtech Apps are seen to be effective and motivating, EFL teachers should be trained how to use Edtech apps in English language teaching appropriately and effectively. Teachers should help their students and parents to fully understand the usefulness and

effectiveness of English learning through Edtech Apps so that students' parents can support their children in using Edtech Apps in ELL. Besides, teachers should instruct students on how to use Edtech Apps in ELL effectively, and they should check students' use of Edtech Apps regularly so that they can give further instruction and feedback on students' use of Edtech Apps. Secondly, EFL students should take responsibility for their use of Edtech Apps under teachers' and parents' supervision as they can be easily distracted by social media and games online. Moreover, students should be introduced to useful and reliable websites and internet resources for Edtech Apps so that they can select suitable resources by themselves. Finally, administrators should consider equipping the school with an internet system as well as technology-supported devices (e.g., LCD TV, Laptop, iPad, etc.) so that teachers and students can embed the use of Edtech Apps in their English language teaching and learning. Apart from that, administrators should have appropriate incentive policies to encourage teachers to apply Edtech Apps in their teaching.

This study still limits itself in some ways. The first limitation derives from the research design which is a survey using questionnaire and interview, so the findings may not reflect the true phenomenon of EFL students' use of Edtech Apps. The second one is the small sample size, so the generalization of the findings may be applicable to other contexts. Therefore, future studies should consider employing the transformative design in collecting data to see the effectiveness of Edtech Apps in ELL. Another study should be conducted to involve a bigger sample size so that the findings can be generalized to other contexts. In another aspect, further research on learner autonomy in the use of Edtech Apps should be conducted.

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