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Research Article

EFL TEACHERS' COMPETENCIES TO USE MOBILE TECHNOLOGY FOR ENGLISH TEACHING AT A COLLEGE IN HO CHI MINH CITY, VIETNAM

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ABSTRACT

Mobile gadgets, mobile teaching, and mobile learning aids have quickly risen to prominence in the industrial revolution 4.0. Mobile devices' intelligent features enable teaching and learning anywhere and at any time under wireless networks. Mobile-assisted language learning (MALL) is therefore anticipated to improve learners' English proficiency. However, before mobile teaching and learning applications are developed, the teachers' capacity to use wireless mobile technology should be verified. The present paper examines how EFL instructors in Ho Chi Minh City, Vietnam used mobile devices to instruct English. Quantitatively, 45 EFL teachers participated in the study and responded within 15 minutes to a questionnaire containing 12 statements. Three open-ended interview questions were given to seven teeachers, and the data was obtained through a qualitative one. The findings show that EFL teachers are self-assured in their ability to employ mobile technology and adjust to the unpredictable changes of modern high-tech portables to aid in their English teaching.

Keywords: EFL teachers; MALL; Mobile devices

1. Introduction

The majority of people around the globe use mobile devices because of their "handy and lightweight" appearance (Iqbal & Bhatti, 2015). Mobile phones are viewed as compact, user-friendly gadgets that are frequently used by individuals (Nguyen, 2016b). As consequently, mobile phone capabilities are fast changing, leading to a rise in teen ownership. In developing countries, 72% of young people aged 18 to 24 have smartphones and other portables (Deloitte, 2013). With the advancement of both mobile devices' forms and functionalities, mobile phones attached data sources supporting human communication, knowledge, and demands in both offline as well as online settings. It serves as a motivation

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for researchers' efforts to create novel applications for them in teaching and learning. Handheld devices can offer students of all levels access to a wealth of knowledge via the internet and educational possibilities (Trinh, 2014). Mobile device types and functions enable human needs involving offline and online learning at any time and anywhere by connecting material data sources. In addition, mobile devices can give students of all levels access to a wealth of information via the Internet and learning prospects (Putra, 2020).

Mobile learning is currently being encouraged in plenty of educational institutions in Vietnam. However, it is important to look into how ready and competent teachers are to use mobile devices to support their English teaching. Thereby, the current study's goals are to evaluate how effectively EFL teachers use mobile devices to teach English and offer some mobile technology-related topics for future studies in higher English education. The key research issue it addresses is "How do EFL teachers use mobile devices to help their English teaching?"

2. Literature Review and Methodology

According to Quinn (2001) and Sharples (2006), some researchers have argued that learning with information technology (IT) entails using portable devices like tape players, DVD players, televisions, and portable LCD projectors. Others have referred more recent advancements that include learning on mobile devices like smartphones, laptops, and tablets (Kukulska-Hulme & Traxler, 2005; Vo & Vo, 2020). M-learning often has two main characteristics: it allows for learning to occur at all times, and it mostly uses mobile or palmtop technologies. According to Walker (2006), mobile learning has been used extensively as a novel way to learn in a variety of settings. Although the phrasing of the descriptions can vary, all of them generally pertain to the mobility of students when judging a surface.

According to Vo (2019), the notions of M-learning from earlier studies contain a variety of connected elements, including learner mobility, mobile device apps, and the connection between M-learning and E-learning. Others are worried about device screen size, although some people are worried about electrical technology or technical mobility (Traxler, 2009). Moreover, M-learning is defined by the context in which it is used, users' backgrounds, and experiences (Sharples, 2006). M-learning can be defined as "learning, training, content management, sharing, and interaction achieved by using mobile devices on the wireless network technology" (Trinh, 2014). Being acknowledged in the current study, students have been in the middle golden age of up-to-date mobile technology that they tend to utilize their smart mobile devices to direct their learning throughout classroom activities (Piccioli, 2019). This description fits the study because the use of mobile devices by students is crucial to learning activities. After examining the aforementioned definitions of M-learning, it becomes apparent that such a platform of instruction enables students to approach

their classes with a variety of levels and a substantial amount of content using mobile devices at any time and anywhere.

According to Pham (2021), M-learning has provided the user community, particularly students, with a variety of advantages. There are a lot of benefits to this teaching strategy for the education of children. Students will be positive about having access to a variety of material resources at any time and any location as they approach their classes and study whatever they choose. M-learning has developed as an important tool for contemporary education (Alalwan et al., 2013). Some of its benefits include (1) low cost, (2) persistent connectivity and synchronized content, (3) support for social inclusion and community building, (4) support for personalized, lifelong, and informal learning, (5) convenience of temporal and spatial limitations, and (6) convenience of a personal and secure environment.

In accordance with Pollara (2011), mobile devices have developed into multimedia access tools, connectivity tools, capture tools, representation tools, and analysis tools. These tools have advantages for teaching and learning which involve boosting students' motivation, fostering their sense of responsibility, enhancing their commitment, and fostering their learning and retention. Additionally, mobile learning supports independent, constructivist, and contextualized learning; offers personalized and socially interactive learning environments; encourages interactions between students and teachers; supports independent, constructivist, and contextualized learning; and provides active and experiential learning opportunities that enable quick learning (Raaij & Schepers, 2008).

2.1. Technology Acceptance Model (TAM)

Davis (1989) established the Technology Acceptance Model (TAM) to measure how easily and useful technology is viewed by its users. The TAM has been regarded as a crucial study paradigm for analyzing how users embrace and use information technology. Napitupulu et al. (2017) assert that it was the most commonly applied model. According to Raaij and Schepers (2008), among the various models in the literature on information systems for describing individual acceptance of information technology, TAM constitutes a methodical theory. The perceived utility (PU) and perceived ease of use (PEOU) of technology handlers were theoretically evaluated by combining the TAM of Venkatesh and Davis (2000) and the adapted TAM of Venkatesh and Davis (1996). The researcher employs this hypothesis to examine the usability of mobile devices among EFL teachers due to the persuasiveness and evidence around user perceptions, psychology, and expectations, as depicted in Figure 1.

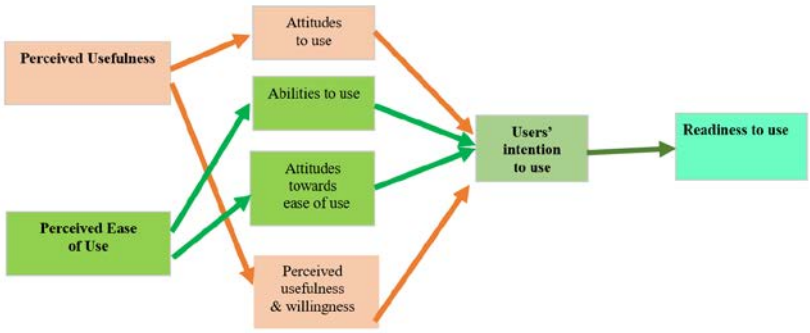

Figure 1. *Model of readiness to use mobile technology in EFL learning and teaching*

The preceding TAM is characterized as Perceived Usefulness (PU): The degree to which an individual believes in employing technology to enhance his or her teaching, as per the present investigation's material. According to Lefievre (2012), it is used to examine EFL teachers' opinions regarding the value of mobile devices in teaching English language proficiency to EFL students, including listening, speaking, reading, writing, and grammar. Perceived ease of use (PEOU) is a metric that indicates how at ease a person feels utilizing technology to learn. PEOU is frequently used by EFL instructors to convey their thoughts on how convenient using mobile devices in English courses is. ATUT is a reflection of how EFL teachers feel about using mobile technologies to teach English. The motivation to use technology (IU) is a representation of the practice and propensity of EFL teachers to employ portable devices to help their English teaching. A questionnaire and in-depth interview were used in this study to investigate EFL the abilities of instructors to use mobile devices in English teaching using the capacity to use, one of four sub-factors published by PU. Additionally, survey information was gathered and examined to address the study topic by the answer to the research question, "How do EFL teachers use handy devices in their English teaching?"

2.2. Instruments and Participants

A questionnaire with 12 statements and a five-point Likert scale to rate each was used in a mixed-methods study, in which quantitative data were collected first, then in-depth interviews, and finally qualitative data. The use of quantitative assessments was seen as a valuable addition to an expansion of the implementation of handheld gadgets to instruct English. With 45 EFL lecturers who presently teach or have previously taught EFL English were included in the study. The participants included English lecturers from the Ho Chi Minh City campus of a college under investigation. Within 15 minutes of the in-depth interview, 4 men and 3 women voluntarily agreed to join interviews to answer three open-ended English questions.

2.3. Data Collection and Analysis

Throughout eight weeks, the survey was completed in the third semester of the academic year 2018–2019. The study was conducted on the main campus of the college in

Ho Chi Minh City. Given the approach employed in earlier studies and the accessibility of data resources, the present study, on the one hand, used a 12-item questionnaire with three representative clusters of utilization, manipulation, and adaptation to modifications in portable technology. On the other hand, 5-point Likert scales were designed to collect participants' choices by ticking into just one of five (1) strongly disagree (SD), (2) disagree (D), (3) no idea (NI), (4) agree (A), and (5) strongly agree (SA). Meanwhile, three semi-structured questions were utilized to change the quantitative data from the questionnaire to regard EFL teachers' ability to use mobile devices in in-depth interviews with seven lecturer participants. The following is a summary of the data collection process:

- Step 1: Developing a research framework,
- Step 2: Developing a questionnaire and open-ended questions for a thorough interview,
- Step 3: Delivering the questionnaire,
- Step 4: Gathering completed questionnaires,
- Step 5: Running in-depth interviews,
- Step 6: Analyzing interview responses,
- Step 7: Data analysis.

2.4. Data Analysis Process

The outcomes of surveys and in-depth interviews were examined in light of the survey's description to gauge EFL teachers' technological proficiency. The steps involved in data analysis were outlined as follows:

Step 1: coding in-depth interviews, adding together questionnaire data numerically,

Step 2: figuring out and converting percentages from figures from surveys, counting the frequency of in-depth interview coding,

Step 3: examining the information from the surveys and in-depth interviews,

Step 4: analyzing analytical results to deduce conclusions,

Step 5: reporting the results.

2.5. Research Ethics

To ensure precision and high-quality results, the survey methodology and data collecting were conducted precisely and methodologically. The participants were also carefully chosen, however, it is completely forbidden to discriminate based on factors such as gender, age, ethnicity, education, level, and income. Through the terms of the agreement paper signed by all participants prior to completing questionnaires and in-depth interviews, their voluntary involvement is much appreciated and ensures the limitations and safety of the contents.

3. Results and Discussions

The outputs of the questionnaire were revealed by counting the ticks on a ticking scale for each statement that was collected using a quantitative approach. This survey aims to

provide an answer to the question: "How do EFL teachers use mobile devices to help their English teaching?" To gauge their behavior and acceptance of M-learning, the researcher looks at how many of the participants' ideas are represented in each debate.

The Statistical Package for Social Sciences (SPSS) version 20 was used to analyze the quantitative data of the questionnaire for validity, frequency, percentages, and mean score of each statement. Twelve items in the concept of the questionnaire were examined for reasonability before the survey using Cronbach's Alpha. Participants typically agree with the statement if the mean scores are greater than a value of 3 and close to a value of 5. Teachers disagree, however, when the mean is less than 3. The quantitative findings from the survey of the teachers suggested that EFL instructors could use mobile devices in their English teaching.

Average mean scores for EFL teachers are higher than a value of 3, with 3.75, 3.42, and 3.37 higher than the average mean score of 3. They believe in manipulating mobile devices and are ready to adopt new technical advancements (Table 1).

Table 1. *EFL teachers' answers to the questionnaire*

Statements	Strongly disagree	Disagree	No idea	Agree	Strongly agree	Mean
Utilization						**3.73**
1. I can use mobile devices for my demands, like notes, alerts, calls, messages, photos, videos, recordings, etc	2.4%	12%	12.1%	48.7%	23.7%	*3.85*
1. I can use mobile devices to access the internet for my entertainment like facebook, music, zalo, line, We chat, WhatsUp, blog, etc	3.4%	20%	6.3%	58.9%	11.4%	*3.84*
2. I can use mobile devices to support my English teachings like downloading games, electronic lectures, and contact with students and colleagues	7.4%	17.4%	10.7%	50.7%	22.7%	*3.81*
3. I can use mobile devices offline and online everywhere and every time as a handy tool in English teaching	7.4%	20.4%	9.2%	57.4%	7.4%	*3.42*
Manipulation						**3.42**
4. I can use mobile devices under the Wi-Fi network masterly	9.4%	14%	8.3%	48.7%	19.6%	*3.41*
5. I solve technical errors on my mobile devices like standstill, slow, and fuzzy	8.4%	16%	9.6%	53.6%	12.3%	*3.42*
7. I usually ask technical staff for help when I encounter errors on my mobile devices	8.9%	18%	15%	48.3%	15.8%	*3.41*
8. I usually update the programs on my mobile devices	11.4%	9.4%	15%	50%	14.1%	*3.41*
Adaptation to modifications						**3.38**

9. I can catch up with the changing trend of new technology for using my mobile devices	12.4%	15.4%	14.5%	45.5%	12.1%	*3.22*
10. I am confident to use mobile devices for English teaching by my IT knowledge among modern technology changes	11.4%	14.9%	14.5%	48.6%	10.5%	*3.41*
11. I need to be trained more about using mobile devices course for English teaching	8.2%	14.8%	15.7%	40.2%	21.1%	*3.40*
12. I expect to enjoy modern technology on my mobile devices upcoming	11%	9.4%	11.1%	41.5%	27%	*3.49*

These graphs displayed the overall percentage of respondents from the study sample that chose Likert scales for each claim. The results for the Utilization cluster demonstrate that most academics are in favor of using mobile devices to teach English. The vast majority of participants strongly agreed with each argument and assessed their abilities to use mobile devices skillfully at the levels raised by the Likert scales. In comparison to a value of 3, the mean scores of 3.85, 3.84, 3.81, and 3.42 are all higher. Mobile devices can assist EFL teachers with their daily lives and English teaching. People of all ages were increasingly using handheld gadgets, particularly those used by instructors.

Additionally, for the Manipulation packet, M = 3.41, 3.42, 3.41, 3.41 showed that participants could utilize mobile devices under Wi-Fi networks expertly due to their quick touch and slide, even though they ran into technical issues on their mobile devices without the help of technical staff. Ultimately, under the Adaptation to change part, the majority of respondents (M=3.22, 3.41, 3.40, 3.49) were likely to enjoy new technologies connected to their mobile devices in the near future. EFL teachers learned that by updating frequently and learning how to use Google to solve difficulties, along with a helpful manual, they would obtain new and varied functionalities that will enable them to accomplish a number of things that will make teaching English easier. Overall, the survey's median reveals that EFL instructors readily employ mobile devices to instruct English.

Seven instructors' replies were gathered and coded in terms of three categories for the qualitative data, including (1) Utilization, (2) Manipulation, and (3) Adaptation to modifications, which was equivalent to two more distinct subcategories for each participant's response including possible and impossible. The frequency interpretation of the responses to the semi-structured questions served as the basis for the qualitative analysis (see Table 2).

Table 2. *EFL teachers' responses for an in-depth interview*

Themes	Sub-themes	Frequencies	EFL teachers' responses
What can you use your mobile devices for?			
Utilization	Positive	6	"I am able to communicate with my family via messenger while using a mobile device to make calls, send messages, and browse the internet for leisure. I download a few programs to help me teach English to my adolescents."
	Negative	1	"I merely make calls and send messages using my mobile cellphone. I rarely investigate the advanced features of mobile devices because I am too busy. When I'm fatigued, I occasionally watch comedies on my mobile devices."
How can you do activities on your mobile devices? Can you do it quickly? Have you ever encountered errors on mobile devices? How can you solve these errors?			
Manipula-tion	Possible	7	"My mobile devices' screens slide open while I connect to WiFi, watch videos, and download apps. I am capable of using mobile devices without assistance from technological professionals."
Are you able to use mobile devices among the ceaseless changes of modern technology? If yes, how can you learn these changes to use mobile devices?			
adaptation to modifications	Possible	6	"I adore taking advantage of new technological amenities. I'm hoping to talk about technology 5.0 shortly. On my mobile devices, I can explore all the latest innovations and upgrade them. Absolutely."
	Impossible	1	"I am unmotivated to make any changes. I simply want to utilize modern technology. I can't be taught new things right now. The ability to implement technology is inadequate."

Six among seven respondents highlighted how they engage with their mobile devices for normal tasks and entertainment, such as calling, sending messages, receiving alerts, playing games, listening to music, watching videos, etc. Next, all EFL teachers felt confident in their ability to quickly execute activities on their mobile devices. They admitted that they did not need professional assistance to resolve technical issues with their mobile devices. Up to six out of seven participants in in-depth interviews expressed surprise at the new technology and appeared eager and expecting to appreciate it. Their willingness to acquire and learn how to use the features of clever new portable devices also gave them the appearance of being confident in their ability to adapt to and stay up with the innovation trends of modern technology.

In brief, the researcher's implementation of TAM2 (Venkatesh & Davis, 1996) and PEOU by Venkatesh and Davis (2000) was successful. According to PEOU, EFL teachers thought using mobile devices to teach English was fun and simple. The majority of EFL teachers, however, agreed that using mobile devices to help teach English is advantageous because those are convenient everywhere and at any time, according to TAM's PU. In addition, the studies conducted by Vo et al. (2017), Pham (2020), Ngo and Gwangyong (2014), Kuciapski (2016), Vo and Vo (2020), as well as those who used Davis' TAM of Venkatesh and Davis (1996), and TAM 2 of Venkatesh and Davis (2000) to employ users' actions, expectations, and attitudes towards the use of portable technology in language education, were all compared to each other. The current study was comparable to studies that used questionnaires to gather information on users' habits, even though it did not involve in-depth interviews. In examining how teachers and students learned English using mobile devices, the researchers paid more attention to the attitude of the participants than to their technical prowess.

The findings of the current study showed that (1) EFL teachers had well-trained knowledge of using mobile devices; (2) they were capable of expertly manipulating mobile technology without help from technical professionals; above all others, and (3) teachers were adept users who could keep up with the constant advancements of new technologies in the contemporary digital environment. Thus, it was completely confirmed that EFL teachers possess the trustworthiness necessary to use mobile devices for English instruction in both current and future technologically advanced scenarios. Consequently, the answers to the research question "How do EFL teachers use mobile devices to help their English teaching?" were revealed by the findings of the questionnaire and in-depth interviews. The results of the data analysis showed that the goal of EFL teachers to use technology (IU) was doable. In reality, EFL instructors were open to using mobile technology to teach English. A poll on teachers' ability to utilize mobile devices to learn English, however, was where the research into English teaching through mobile technology. EFL teachers' ability to use mobile devices has not yet been put into practice.

4. Conclusion

In conclusion, EFL lecturers were confident to manipulate and adapt the unpredicted progress of ultramodern portable technology. Smart mobile device features would be used by EFL instructors to support their English teaching at the current college. Future studies are anticipated to compensate for the research's limitations, particularly when it comes to teaching and learning English at the college level and in other educational settings in Vietnam and around the world. For EFL teachers to decide if the use of mobile devices in English learning and teaching is necessary, this research has identified teachers' attitudes and opinions concerning mobile teaching in higher education. In light of the study's constraints, which excluded ESP and ESL teachers and students, it solely polled EFL teachers. Future

studies may analyze variances based on available areas, resources, and teachers' technology training. They may also include numerous institutions and additional studies that could compare the perspectives of undergraduate and graduate students and involve graduate students. The researcher wishes to look into upcoming M-learning applications that will be implemented in a vast of school affiliations.

❖ ***Conflict of Interest:*** *Author have no conflict of interest to declare.*

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KHẢ NĂNG SỬ DỤNG THIẾT BỊ DI ĐỘNG CỦA GIẢNG VIÊN DẠY TIẾNG ANH TỔNG QUÁT TẠI MỘT TRƯỜNG CAO ĐẲNG Ở THÀNH PHỐ HỒ CHÍ MINH, VIỆT NAM

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TÓM TẮT

Giữa kỉ nguyên cách mạng công nghệ 4.0, các tính năng vượt trội của công nghệ di động cho phép dạy và học được tiến hành mọi lúc, mọi nơi qua hệ thống mạng không dây (Wireless, Wi-Fi). Do đó, việc học ngôn ngữ dưới sự hỗ trợ của thiết bị di động (MALL) được kì vọng sẽ cải thiện trình độ tiếng Anh của người học. Tuy nhiên, năng lực sử dụng công nghệ di động của người dạy cần được kiểm chứng nghiêm túc trước khi phát triển các ứng dụng dạy và học năng động. Bài viết này tìm hiểu khả năng sử dụng thiết bị di động để giảng dạy tiếng Anh của giảng viên tiếng Anh tổng quát (EFL) tại một trường cao đẳng ở Thành phố Hồ Chí Minh, Việt Nam. Bằng phương pháp định lượng, 45 giáo viên dạy tiếng Anh tổng quát (EFL) được chọn tham gia vào nghiên cứu qua việc hoàn thành bảng hỏi gồm 12 phát biểu trong 15 phút. Thêm vào đó, 3 câu hỏi phỏng vấn mở được đưa ra cho 7 đáp viên trong số họ và dữ liệu phỏng vấn được thu thập bằng phương pháp định tính. Kết quả nghiên cứu cho thấy giảng viên EFL tự tin vào khả năng sử dụng công nghệ di động và xử lí tốt những thay đổi liên tục của công nghệ di động hiện đại để phục vụ công tác giảng dạy tiếng Anh của họ.

Từ khóa: giảng viên dạy tiếng Anh tổng quát; MALL; thiết bị di động