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TEACHERS' VIEWS AND TECHNOLOGY ACCEPTANCE IN TECHNOLOGY-ENHANCED VOCABULARY INSTRUCTION: A CASE STUDY IN A VIETNAMESE SECONDARY SCHOOL

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TEACHERS' VIEWS AND TECHNOLOGY ACCEPTANCE IN TECHNOLOGY-ENHANCED VOCABULARY INSTRUCTION: A CASE STUDY IN A VIETNAMESE SECONDARY SCHOOL

Abstract

This case study explored 5 Hanoi lower-secondary EFL teachers' acceptance of technology-enhanced vocabulary instruction. Using the TAM framework, findings show teachers valued technology for presentation, engagement, and review. However, acceptance remained conditional, heavily influenced by ease of use, digital competence, workload, and infrastructure. Access to technology alone does not guarantee sustained adoption.

Keywords:

Technology-Enhanced Vocabulary Instruction; Teacher Views; Technology Acceptance; Perceived Usefulness; Perceived Ease of Use; Digital Confidence; EFL Teachers; Vietnamese Secondary Education.1. Introduction

Vocabulary is essential for communicative competence (Webb & Nation, 2017), and ICT tools significantly improve vocabulary retention (Hao et al., 2021). Although Vietnamese educational reforms encourage digital integration (Van Loi, 2021), uptake is inconsistent across public secondary schools due to variable access, technical support, and digital competence (Le & Song, 2018). Successful implementation relies heavily on teachers' evaluations of usefulness and feasibility (Szymkowiak et al., 2021).

This case study investigates how EFL teachers at a Hanoi public lower-secondary school perceive and accept technology-enhanced vocabulary instruction.

Main Research Question: How do English teachers in a Vietnamese public lower-secondary school view and accept technology-enhanced vocabulary instruction?

- **RQ1:** What pedagogical value do teachers perceive in this approach?
- **RQ2:** How do perceived ease of use and digital confidence shape acceptance?
- **RQ3:** What contextual conditions act as supports or constraints?

2. Literature review

2.1. Vocabulary knowledge in EFL learning

Vocabulary Instruction & Technology: True lexical knowledge encompasses form, meaning, grammar, and usage (Nation, 2001; Schmitt, 2000). Effective teaching thus demands contextualisation, deep processing, recycling, and learner autonomy (Schmitt & Schmitt, 2020). Technology supports these pedagogical goals by expanding methods to present, practice, and consolidate vocabulary.

2.2 Technology-Enhanced Vocabulary Instruction: Uses digital tools to support vocabulary acquisition (López, 2018) via multimodal input and gamification (Hermagustiana & Rusmawaty, 2017). However, pedagogical value depends on alignment with learning goals, not just tech presence (Temel, 2024; Al-Khresheh, 2025).

2.3 Teachers' Views & TAM Framework: Using the Technology Acceptance Model (TAM; Davis, 1989) as a sensitising lens, adoption hinges on *Perceived Usefulness* (pedagogical value for retention/presentation) and *Perceived Ease of Use* (perceived effort) (Palak & Walls, 2009; Wang, 2024). *Digital confidence* (self-capability) is distinct from ease of use; both dictate selective adoption.

2.4 Barriers & Facilitators: Technical failures, heavy prep time, and poor infrastructure act as

constraints (Bingimlas, 2009; Dang et al., 2012). Professional development, technical support, and institutional recognition act as key facilitators (Redecker & Punie, 2017; Tram et al., 2024).

2.5 Research Gap: Most EFL tech studies focus on higher education or student outcomes (Hoi & Mu, 2021; Pham & Nguyen, 2018). Qualitative research on how secondary EFL teachers in Vietnam navigate pedagogical usefulness against contextual constraints remains scarce (Nguyen et al., 2024).

3. Methodology

3.1 Research Design: A qualitative case-study design was used to conduct an in-depth, context-sensitive examination of teachers' technology acceptance within a public lower-secondary school in Hanoi, Vietnam.

3.2 Participants: Purposive sampling selected five English teachers (from seven department members) based on teaching experience, qualifications, grade levels, and tech confidence. Pseudonyms are used throughout.

3.3 Data Collection: Data were collected via an online background questionnaire (demographics, tech confidence, future intention) followed by 30–45 minute audio-recorded semi-structured interviews. Interviews focused on TAM constructs (usefulness, ease of use, barriers, and support conditions) and were transcribed verbatim.

3.4 Data Analysis: Questionnaire data were analyzed descriptively. Interview transcripts were analyzed manually using Braun & Clarke's six-phase thematic analysis, combining deductive TAM coding with inductive theme identification.

3.5 Trustworthiness & Ethics: Trustworthiness was established through piloting instruments, systematic documentation, reflexive journaling, and supervisory consultation. Participation was voluntary with informed consent, assured confidentiality, and secure data storage.

4. Findings

4.1 Theme 1: Perceived Pedagogical Usefulness: Teachers valued technology when it served a clear pedagogical purpose (enhancing retention and multimodal clarity) rather than mere novelty.

- *Ms. An:* "Technology should galvanise attention and deepen retention. A flashy game... is just decoration."

- *Mr. Long:* "A textbook gives you the word, but a video gives you the punch."

- *Mr. Nam:* Student-generated digital content (e.g., Quizlet/Padlet) deepens vocabulary memory.

4.2 Theme 2: Perceived Ease of Use & Digital Confidence: Ease of use involved preparation time, technical reliability, and lesson flow. Low digital confidence heightened anxiety over tech failures and lost instructional control.

- *Workload & Tech Risk:* "Wi-Fi and speakers are my biggest enemies... crafting a bespoke Kahoot set costs an evening" (Ms. An).

- *Vulnerability:* "Wordwall is like fireworks—beautiful if everything works, embarrassing if one spark misfires... students forgive mistakes in English, but they laugh if technology doesn't work" (Ms. Hien).

4.3 Theme 3: Barriers, Facilitators, and Conditional Acceptance: Acceptance was selective, balancing pedagogical value against time, effort, and technical risk. Key constraints included spotty Wi-Fi and superficial training focused on software mechanics rather than vocabulary methodology.

- *Pedagogical PD Gaps:* "Nobody showed us how to design a task around a clip—only how to click the button" (Mr. Long).

- *Conditional Willingness:* Adoption relies heavily on reliable infrastructure and subject-specific professional development (Ms. Mai).

5. Discussion

Conditional TAM Dynamics: Tech acceptance is conditional and non-binary. Teachers balance

expected vocabulary-learning gains against preparation time, technical uncertainty, and institutional risk.

Pedagogical Alignment: Usefulness depends on pedagogical value (multimodal input, retention; Hermagustiana & Rusmawaty, 2017) aligned with teacher beliefs (Wang, 2024), not tool novelty.

Ease of Use & Recoverability: Ease of use is tied to digital confidence and **perceived recoverability**—the perceived ability to handle technical failures smoothly during class.

Systemic Supports: Technical barriers (Bingimlas, 2009) foster cautious adoption. Sustained acceptance requires reliable infrastructure and professional development centered on vocabulary pedagogy rather than tool mechanics (Redecker & Punie, 2017).

6. Implications

□ **Targeted PD:** Focus training on vocabulary pedagogy rather than tool mechanics; build digital confidence through workload-reduction and technical troubleshooting skills.

□ **Infrastructure & Support:** Access alone is insufficient—policy must provide stable Wi-Fi, working hardware, tech assistance, and designated prep time.

□ **Core Takeaway:** Technology acceptance is a context-dependent balance between perceived pedagogical benefit and practical feasibility. Real adoption requires tools to be pedagogically meaningful, reliable, and manageable.

7. Limitations

This study examined a small, purposive sample (5 teachers at one school), limiting statistical generalizability. Relying primarily on self-reported interview data, it captured perceived technology acceptance rather than observed classroom behaviors or learning outcomes. Additionally, the researcher's insider position may have subtly influenced participant accounts despite reflexive precautions.

8. Conclusion

This study shows that Vietnamese secondary EFL teachers view technology-enhanced vocabulary instruction favorably yet conditionally. Grounded in TAM, findings reveal that acceptance hinges on perceived usefulness, ease of use, digital confidence, prep demands, and infrastructure reliability. Beyond technology access, sustained adoption requires pedagogy-focused professional development, reliable hardware, and clear alignment with vocabulary learning needs.

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