

**INVESTIGATING THE USE OF TECHNOLOGY DEVICES IN THE ENGLISH
CLASSROOM FROM THE PERSPECTIVES OF THE STUDENTS
AT VINH LONG CAMPUS – UEH UNIVERSITY**

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INTRODUCTION

In recent years, the proliferation of technology devices and their integration into various aspects of our daily lives has become increasingly evident. Among the various demographic groups, university students are known to be avid users of mobile devices, relying on them for communication, information access, and entertainment. However, the use of cellphones in educational settings, particularly in the classroom, has sparked debates and concerns among educators and researchers regarding its impact on students' learning experience and academic performance. This research paper aims to explore the opinions and habits of university students regarding the use of technology devices in the classroom. By examining the attitudes of students and their actual habits during class time, this study intends to shed light on the reasons behind this behavior and its potential consequences.

LITERATURE REVIEW

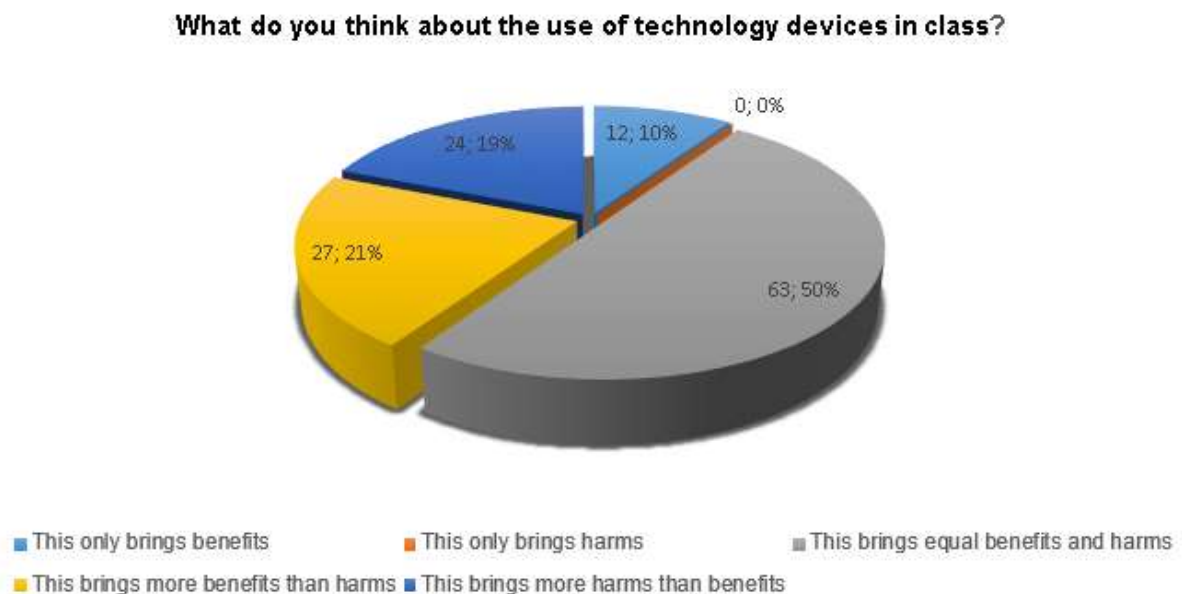
Several educationists have explored the topic of using mobile phones and other electronic devices in the university classroom. Junco and Cotten (2012) found that students who used their cellphones for non-academic purposes during class had lower levels of academic achievement and were more likely to be distracted. Similarly, Thornton (2016) highlighted that cellphone use in the classroom significantly impeded students' ability to concentrate on the lecture material. According to Smith (2018), integrating cell phones into the classroom can have both positive and negative effects on student learning. On one hand, cell phones can enhance collaboration, engagement, and idea-sharing among students. They can also facilitate teaching digital responsibility and connect students with school activities. On the other hand, improper use of cell phones can lead to academic dishonesty, cyberbullying, and sexting, negatively impacting student well-being. In line with this, Johnson (2019) argued that educators should carefully balance students' individual rights with their safety and well-being when developing or revising policies on cell phone use in classrooms. Enforcing regulations on cell phone use can be challenging, but implementing guidelines that promote responsible and purposeful use of these devices is crucial. Moreover, Brown (2020) highlighted the potential benefits of using cell phones and other electronic devices in the university classroom.

These devices have been shown to improve motivation, support pedagogical innovation, and promote greater interactivity among students. They also enable content creation, differentiation of instruction, and reflection. Additionally, cell phones offer various applications such as digital cameras, video recorders, internet access, social networking, and text messaging, which can be effectively utilized in the classroom.

METHODOLOGY

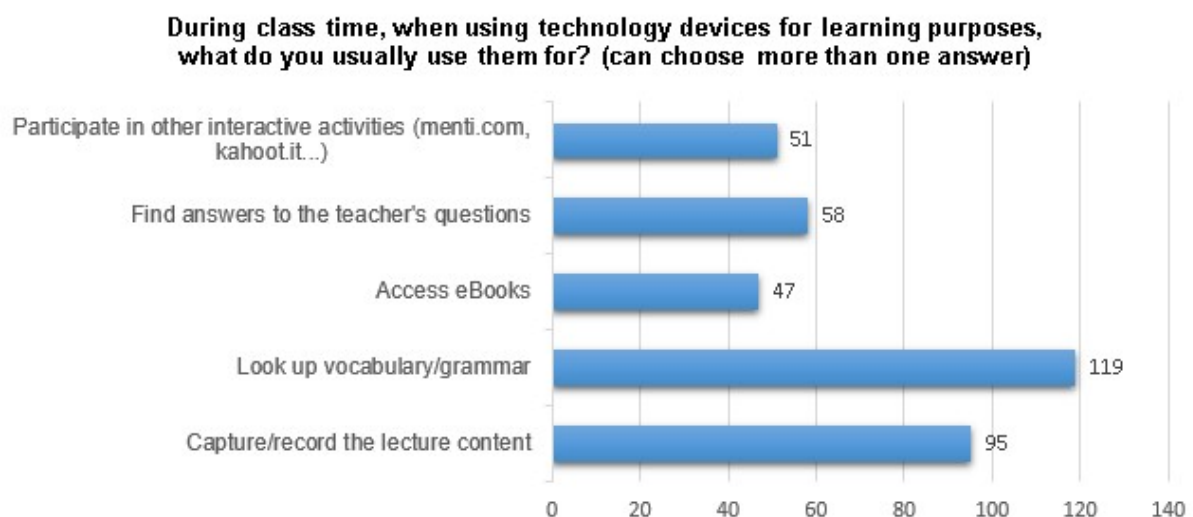
To investigate students' perspectives and usage habits of technology devices in the English classroom at Vinh Long Campus – UEH, a quantitative research survey was conducted. The survey utilized a three-item questionnaire to gather data on learners' opinions and attitudes towards the topic. To guarantee both convenience and mobility, the questionnaire was distributed online via Google Form. A total of 126 students, aged 19, participated in the survey, with an equal representation from seven classes of varying proficiency levels. All participants had recently completed the four-module English course at UEH. They were fully informed about the research's purpose and felt no pressure or judgment as the collected information remained anonymous.

FINDINGS AND DISCUSSIONS



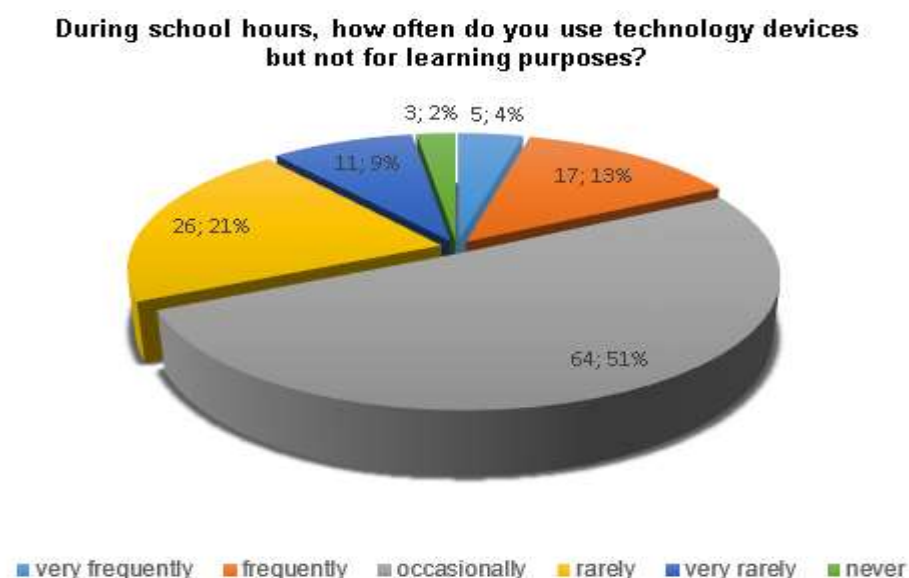
Based on the responses of 126 students to the question about the use of technology devices in class, it is evident that a majority of the students believe that technology brings both benefits

and harms. Out of the total respondents, 63 students, accounting for 50% of the sample, expressed this viewpoint. Interestingly, none of the students believed that the use of technology devices in class only brings harms, indicating a positive perception towards technology in an educational setting. This suggests that students recognize the potential advantages of technology and acknowledge its role in facilitating learning. Furthermore, a significant portion of the students, 27 in total, comprising 21% of the sample, stated that technology brings more benefits than harms. This indicates that these students view technology as a valuable tool that enhances their learning experience and provides them with various advantages. Conversely, 24 students, accounting for 19% of the respondents, believed that technology brings more harms than benefits. This minority opinion suggests that these students may have had negative experiences or encountered challenges associated with the use of technology devices in the classroom. It is worth noting that a small fraction of the students, 12 in total, representing 10% of the sample, expressed the belief that the use of technology devices in class only brings benefits. While this viewpoint is not shared by the majority, it highlights the positive impact that technology can have on certain individuals' educational experiences. Overall, the responses indicate a mixed perception among students regarding the use of technology devices in class. While a significant number of students recognize the benefits of technology, an almost equal number acknowledge its potential harms. This suggests the need for a balanced approach to integrating technology in the classroom, considering both the advantages and disadvantages it may bring.



The analysis of responses from 126 students regarding the use of technology devices in class reveals interesting insights into their preferred activities. The majority of students, comprising

75.4%, indicated that they use technology devices to capture or record the lecture content. This highlights the practicality and convenience of technology in facilitating note-taking and revision. Additionally, an overwhelming 94.4% of students reported using technology devices to look up vocabulary and grammar, underscoring the value of digital resources in English learning and comprehension. The statistics also indicate a significant interest in accessing eBooks, with 37.3% of students utilizing technology devices for this purpose. This reflects the growing popularity of digital reading materials and the ease of carrying multiple books in a single device. Moreover, 46% of students reported using technology devices to find answers to the teacher's questions, showcasing the efficiency and speed with which information can be retrieved through online resources. Interestingly, 40.5% of students expressed engagement in other interactive activities such as menti.com and kahoot.it. This suggests that technology is not only used for passive learning but also for actively participating in class activities and assessments. These interactive platforms promote student engagement, collaboration, and gamification, enhancing the overall learning experience. Generally, the statistics highlight the multifaceted role of technology devices in the classroom. They serve as valuable tools for capturing and revisiting lecture content, supporting language learning, providing access to digital reading materials, assisting in finding information, and promoting active participation. These findings underscore the importance of integrating technology effectively and purposefully into the curriculum, utilizing its strengths to enhance student learning outcomes. However, it is crucial to strike a balance and ensure that technology is used in a way that complements and supplements traditional teaching methods, rather than replacing them entirely.



When 126 students were asked the question regarding the use of technology devices for non-learning purposes during school hours, the majority of them (51%) reported using technology devices occasionally, indicating that they engage in non-learning activities on their devices from time to time. This suggests that students may find it tempting to use their devices for entertainment or personal purposes during school hours, potentially leading to distractions and a decrease in productivity. A significant portion of students (21%) reported rarely using technology devices for non-learning purposes. This indicates that while these students occasionally succumb to the temptation of using their devices, they generally prioritize their educational responsibilities and refrain from excessive use during school hours. On the other hand, a smaller fraction of students (13%) reported using technology devices frequently, suggesting that they frequently engage in non-learning activities, which may have a negative impact on their focus and academic performance. Interestingly, a small percentage of students (4%) reported using technology devices very frequently for non-learning purposes. This group of students may be highly susceptible to distractions and find it challenging to resist the allure of their devices, leading to a significant diversion from their educational tasks. It is worth noting that a minority of students (9%) reported using technology devices very rarely for non-learning purposes, and an even smaller percentage (2%) claimed to never use their devices for non-learning activities during school hours. These students demonstrate a high level of self-control and prioritize their educational commitments over other distractions. To summarise, these statistics highlight the prevalence of non-learning device usage among students during school hours. The findings suggest that while many students engage in occasional or frequent non-learning activities on their devices, there is also a significant portion of students who prioritize their education and limit their non-learning device usage. Educators and policymakers should consider these findings when formulating strategies to minimize distractions and promote a focused learning environment.

CONCLUSION

This research paper has conducted a comprehensive survey and utilized statistical analysis to gain valuable insights into university students' opinions and habits regarding the use of technology devices in the classroom. The study's findings contribute to the ongoing discourse on technology's role in education and aid in the development of evidence-based policies and guidelines for educators and institutions. Understanding students' perspectives is vital for devising effective strategies to address challenges posed by cellphone usage and ensure an

optimal learning environment. By providing empirical evidence, this paper aims to contribute to the existing body of knowledge, informing educators and policymakers in developing strategies that balance technology integration and a focused learning atmosphere. While the use of technology devices in the university classroom presents challenges and opportunities, a complete ban may not be feasible or effective. Instead, educators should aim to integrate technology meaningfully, offer support for personal challenges, and foster social interaction to enhance students' learning experiences.

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APPENDIX

SURVEY: EXPLORING STUDENTS' VIEWS ON THE INTEGRATION OF TECHNOLOGY DEVICES IN CLASSROOM SETTINGS

At this juncture, it can be stated that English Module 4 has been completed. With an aim to understand students' perspectives on the incorporation of technology devices in classroom settings and thereby to enhance the English teaching and learning experience at our school, we kindly request your participation in a brief questionnaire. Please be assured that the information you provide will solely be used for research purposes and will have no impact on your academic performance. Thank you for your valuable contribution to this survey. We wish you abundant joy and success.

1. What do you think about the use of technology devices in class?

☐ This only brings benefits

☐ This only brings harms

- ☐ This brings equal benefits and harms
- ☐ This brings more benefits than harms
- ☐ This brings more harms than benefits

2. During class time, when using technology devices for learning purposes, what do you usually use them for? (can choose more than one answer)

- ☐ Capture/record the lecture content
- ☐ Look up vocabulary/grammar
- ☐ Access eBooks
- ☐ Find answers to the teacher's questions
- ☐ Participate in other interactive activities (menti.com, kahoot.it...)

3. During school hours, how often do you use technology devices but not for learning purposes?

- ☐ very frequently
- ☐ frequently
- ☐ occasionally
- ☐ rarely
- ☐ very rarely
- ☐ never

Thank you again for your valuable feedback!