

Investigating Vietnamese EFL Teachers' Willingness to Implement Educational Technology Tools Following Professional Development

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Abstract:

This reflection discusses my experience conducting a mixed-methods study on Vietnamese EFL teachers' willingness to implement educational technology (EdTech) after participating in professional development (PD). While the Technology Acceptance Model (TAM) (Davis, 1989) provided a robust theoretical foundation, I encountered challenges in adapting quantitative scales, ensuring conceptual clarity, and conducting intricate statistical procedures. The qualitative strand necessitated heightened reflexivity, particularly in striking a balance between explanation and neutrality during interviews. Through these experiences, I have gained a clearer understanding of how teachers' willingness is shaped by both measurable constructs and lived realities, which in turn enhanced my methodological confidence.

My interest in teachers' willingness to adopt EdTech grew from observing how colleagues responded very differently to technology-focused PD. Some were eager to apply new tools, while others remained hesitant even

when institutional support was available. To understand these divergent responses more systematically, I joined a research project examining teachers' willingness to implement EdTech after training and the factors that influenced their willingness.

One of the earliest and most significant challenges I faced involved adapting quantitative scales for our context. TAM (Davis, 1989; Venkatesh & Davis, 2000) offered clear constructs—perceived usefulness, perceived ease of use, and behavioral intention—yet the process of modifying validated items proved to be



much more demanding than I anticipated. With my background primarily in qualitative inquiry, I felt lost when navigating psychometric concepts such as reliability coefficients, construct alignment, and translation equivalence. I had to consult research methodology books, seek guidance from colleagues with stronger quantitative expertise, and revise the scale several times before I felt confident the adapted scale accurately measured Vietnamese teachers' attitudes and intentions toward EdTech adoption after PD.

Designing the online questionnaire also required continuous refinement. We learned that even minor problems—such as an unclear example or a slightly ambiguous verb—could lead to distortion in interpretation. Pilot testing forced me to rethink several questions that were initially assumed to be straightforward. Managing the data afterward was equally challenging. I had not yet fully developed the skills needed to clean the data, check internal consistency reliability and run factor analysis. These stages pushed me to expand my statistical literacy and helped me understand the rigor behind quantitative research.

The qualitative phase posed a different set of challenges. Although I am comfortable with conducting interviews, I found that interviews in an explanatory mixed-methods design demand a more strategic approach. My questions needed to connect directly to specific quantitative patterns while still allowing for open reflection. Several interviewees hesitated, seemingly searching for the “right” answer, which made me aware of how important the interviewer's presence is. To maintain authenticity, I learned to slow

down, normalize the participants' hesitation, reassure them that uncertainty was acceptable, and avoid offering examples too early. These adjustments improved the quality of the data and made me appreciate reflexive interviewing.

From these experiences, I learned that adapting research instruments is not merely a linguistic exercise; it also requires cultural sensitivity and conceptual translation. I also realized that quantitative research is far from mechanical since it demands iterative thought, transparency, and constant questioning. At the same time, the quantitative strand reminded me that human perspectives – shaped by identity, institutional and technological environment, and emotion – are important to understand why teachers are unwilling to implement EdTech.

Ultimately, this project expanded my methodological repertoire and changed how I view teacher development. By investigating willingness through both numerical evidence and lived experience, I was able to see the issue more holistically. This reflection illustrates not only the challenges I navigated but also the professional growth I achieved through the adoption of unfamiliar methods, the scrutiny of my assumptions, and a more critical engagement with the research process.

References

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