VIETNAMESE UPPER SECONDARY SCHOOL EFL TEACHERS' ATTITUDES AND SELF-EFFICACY BELIEFS ON THE INTEGRATION OF ICT IN THE CLASSROOMS

NGO THANH NHA [*], *TRUONG BACH LE* [*]
Học viên Cao học, Đại học Cần Thơ
Đại học Ngoại Ngữ, Đại học Huế
Email: tbachle@hueuni.edu.vn

Tóm tắt: Việc tích hợp Công nghệ Thông tin và Truyền thông (ICT) vào giáo dục đã mang lại những thay đổi đáng kể trong việc học và giảng dạy tiếng Anh. Do đó, nghiên cứu này nhằm khảo sát thái độ và niềm tin tự hiệu của giáo viên tiếng Anh THPT tại Việt Nam đối với việc tích hợp ICT và tìm hiểu mối liên hệ giữa niềm tin tự hiệu của giáo viên và thái độ của họ đối với việc tích hợp ICT trong lớp học. Nghiên cứu này sử dụng phương pháp định lượng (bằng câu hỏi khảo sát) để thu thập dữ liệu. Tổng cộng 53 giáo viên tiếng Anh THPT tại các trường ở Đồng Bằng Sông Cửu Long đã tham gia nghiên cứu. Kết quả cho thấy giáo viên tiếng Anh THPT tại Việt Nam nói chung có thái độ tương đối tích cực đối với việc tích hợp ICT. Bên cạnh đó, giáo viên cảm thấy tự tin trong việc thực hiện các nhiệm vụ đơn giản khi dùng ICT trong lớp học, nhưng thiếu niềm tin khi tích hợp ICT vào các nhiệm vụ phức tạp hơn. Cuối cùng, nghiên cứu cũng phát hiện mối liên hệ đáng kể giữa niềm tin tự hiệu của giáo viên và thái độ của họ đối với việc tích hợp ICT trong lớp học.

Từ khóa: tích hợp ICT, giáo viên tiếng Anh phổ thông, thái độ, niềm tin tự hiệu

1. INTRODUCTION

Information and Communication Technology (ICT) is a top priority for education reform in many Asian nations. The foundation and promise of effective ICT integration in teaching and learning constitute the basis of new policies for educational reform (Richards, 2004). Viet Nam, one of the Asian countries, is quickly changing and rewriting its practices.

According to research, teachers' attitudes toward the use of ICT in the classroom have a significant impact on its performance (Albirini, 2006; Emhamed & Krishnan, 2011). This is why teachers' attitudes are seen to be key factors in predicting the usage of technologies in educational settings (Albirini, 2006). In addition to teachers' attitudes, numerous studies that examined the use of ICT in teaching language found that, despite the fact that many teachers were aware of the ICT resources that were available to them for instructional purposes, for a variety of reasons, they

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did not take advantage of the unique opportunities to absorb and integrate such resources into their classroom practices (Esvelt, Smidler, Catteruccia, & Church, 2014). Besides, Teo (2009) and Sun and Chen (2016) discovered that teachers who are uneasy using ICT are less likely to use it, and they linked this underutilized ICT to teachers' low levels of self-efficacy. Thus, it has been argued that the principal enabling or hindering variables in the effort to integrate ICT in the EFL classroom are teachers' attitudes and their sense of self-efficacy (Gilakjani & Leong, 2012).

To this end, the current study aims to investigate how Vietnamese upper secondary school EFL instructors integrate ICT in their instruction. More specifically, this study focuses on examining the attitudes and self-efficacy beliefs of the teachers in relation to integrating ICT in teaching practice. Yet, this study also seeks to examine whether there is a correlation between teachers' attitudes and self-efficacy beliefs of the integration of ICT in their classroom. In attempt to fulfill the aims of the present study the following questions are addressed:

(1) What are the attitudes of upper secondary school EFL teachers in Viet Nam towards integrating ICT into their teaching?

(2) What kind of self-efficacy beliefs about ICT integration do they hold?

(3) What are the correlations between teachers' attitudes and self-efficacy beliefs of the integration of ICT in classroom?

2. LITERATURE REVIEW

2.1. Information and Communication Technology (ICT) in language teaching and learning

There are various definitions of ICT in the literature, reflecting its diverse and evolving nature. The International Telecommunication Union (ITU) defines ICT as "the tools and applications that are used to communicate, manage, access, and exchange information" (ITU, 2020, p.1). Another definition of ICT is provided by UNESCO, which describes it as "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (UNESCO, 2011, p. 1).

In the context of education, ICT has been defined as "the use of digital technologies to support and enhance teaching and learning" (UNESCO, 2011, p. 8). This definition highlights the pedagogical aspect of ICT and its potential to transform teaching and learning processes. Besides, Dang (2013) defined ICT as computer-based and internet-based technologies when examining the role of ICT in teaching foreign languages. This definition includes both generic software applications (like word processors, presentation software, email packages, web browsers, search, and download) and CALL software applications in addition to websites helpful for teaching foreign languages.

The integration of ICT into language education has many benefits, including increased student motivation, engagement, and autonomy. According to Hoang and Nguyen (2020), using technology in the classroom can boost students' enthusiasm to study and enhance the quality of language instruction. Additionally, as noted by Lai and Wu (2015), ICT gives students greater freedom and control over their learning experience. Furthermore, according to Nguyen (2017), using ICT in language instruction can give students real-world and interactive learning opportunities, which can improve the development of their language skills. Simply put, the integration of ICT into language education has many potential benefits, including increased student motivation, engagement, and autonomy, as well as enhanced language skills development.

2.2. Teachers' attitudes and ICT integration in language teaching and learning

Many prominent academics have defined and examined attitudes, which are a crucial construct in social psychology. Gordon Allport (1935) defined attitudes as a mental and neurological state of readiness that is organized by experience and exerts a directive or dynamic impact on the individual's behavior to all objects and situations with which it is associated. In more present-day research, several influential scholars have also defined attitudes. Van Bavel and colleagues (2012), for example, define attitudes as positive or negative evaluations of a particular object, person, group, or issue. Attitudes were described similarly by Maio and Haddock (2015) as relatively stable, positive or negative evaluations of a person, group, object, or concept.

Examining the concept of teachers' attitudes is crucial to comprehending how they contribute to the integration of ICT into the classroom. One model frequently associated with teachers' attitudes towards ICT is Davis' (1996) Technology Acceptance Model (TAM) (Figure 1.)

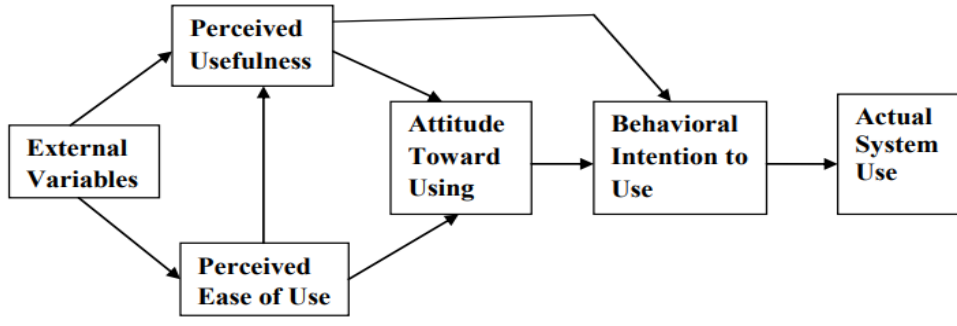

Figure 1. Davis' TAM model (Venkatesh and Davis, 1996)

By considering Davis' Technology Acceptance Model (TAM) and exploring teachers' attitudes, and intentions, researchers can gain a more comprehensive understanding of how teachers' attitudes influence the integration of ICT in their classroom practices.

2.3. Teachers' self-efficacy beliefs and ICT integration in language teaching and learning

Self-efficacy beliefs are key concepts in psychology. In the 1970s, Bandura established the concept of self-efficacy, which he defined as belief in one's ability to organize and execute the courses of action required for controlling potential problems. Bandura (1999) also suggested that self-efficacy beliefs pertain to an individual's belief in their ability to undertake specific actions required to accomplish specified performance attainments. The greater an individual's self-efficacy beliefs, the greater the chances of completing an action successfully. Individuals with a high level of self-efficacy are thus more likely to achieve their goals, whereas individuals with a low level of self-efficacy are more likely to fail (Tsakiridou, 2016).

In the context of education, Friedman and Kass (2002) relocated the definition of self-efficacy in the classroom context in an updated version of Bandura's definition, suggesting that teacher self-efficacy refers to a teacher's perception of his or her ability to perform required professional tasks, regulate the relationships involved in the process of teaching and educating learners, and perform organizational tasks and become part of the organization and its political and social processes. It might then be stated that teachers' self-efficacy has a significant impact on their educational practices as well as the outcomes of these activities (Smith & Johnson, 2014).

2.4. Previous studies

Previous research has demonstrated that teachers' attitudes towards the integration of ICT in ELT play a significant role in the successful implementation of ICT tools in the classroom (Huang et al., 2018; Tondeur, van Braak, & Valcke, 2007; Zhonggen & Zhenzhen, 2020). Specifically, teachers' positive attitudes towards ICT and their self-efficacy beliefs in using ICT for teaching have been identified as a key factor in successful ICT integration in ELT (Agyei, Voogt, & Tondeur, 2014; Huang, Liaw, & Chen, 2018).

In the context of secondary school ELT, studies have found that teacher attitudes towards ICT integration are often influenced by a variety of factors, including their prior experience with ICT, their level of training and support, and their perceived usefulness of ICT in the classroom (Huang et al., 2018; Tondeur, van Braak, & Valcke, 2007). Additionally, teacher self-efficacy beliefs or their perceived ability to successfully integrate ICT in their teaching have been found to be strongly linked to teacher attitudes towards ICT integration (Agyei et al., 2014; Zhonggen & Zhenzhen, 2020).

In Vietnam, there have also been more than a few studies on this field. For example, a study by Doan and Khuat (2019) examined the current status of ICT integration in ELT in Vietnam, highlighting the barriers to integration and strategies for overcoming these barriers. Another study by Tran and Nguyen (2020) investigated English language teachers' perceptions of and

readiness for technology integration in ELT in Vietnam, finding that while teachers had positive attitudes towards ICT, they lacked the necessary skills and resources to effectively integrate technology into their teaching. Similarly, Nguyen and Nguyen (2020) explored that teachers' self-efficacy beliefs and attitudes towards ICT were key factors in their use of ICT in ELT, and identified factors such as access to ICT resources, technical support, and professional development opportunities as important for supporting teacher ICT integration. Furthermore, the study by Vu and Nguyen (2021) also identified the importance of training, support, and access to ICT resources in enhancing teacher self-efficacy and promoting successful ICT integration in ELT.

Comparing these studies, it is supposed that there is general agreement on the importance of the need for adequate training, support, and access to ICT resources and especially teacher attitudes and self-efficacy beliefs towards ICT integration in ELT. However, little research has been done to investigate their attitudes and what kind of self-efficacy beliefs about ICT integration that they hold as well as the correlation between their attitudes and self-efficacy beliefs of the integration of ICT, especially, in the upper secondary teaching and learning contexts in the Mekong Delta, Vietnam. This present study, therefore, fills the gap.

3. RESEARCH METHODOLOGY

3.1. Research context

Different educational policies are implemented for each national educational system depending on the rationales and demands underpinning each country (Fragkouli, 2006). Furthermore, in recent years, there has been a rising acknowledgment of the potential benefits of incorporating ICT in educational settings, particularly language learning contexts. As Vietnam welcomes technology improvements, there is a growing emphasis on utilizing ICT tools and resources into English teaching and learning (Trinh & Pham, 2020). Understanding teachers' attitudes and self-efficacy beliefs toward ICT integration is therefore critical for successful deployment and effective use of technology in the classroom. For these reasons, the study is aimed at investigating upper secondary school EFL teachers' attitudes toward ICT integration as well as teachers' self-efficacy beliefs in their ability to effectively integrate ICT into their instructional practices in the Vietnamese upper secondary school context.

3.2. Research design

The study employed a single-method design, including quantitative data collected through a questionnaire. According to Morrison (2007), employing a single-method design offers advantages as it allows for a focused exploration of the research topic using a specific methodology. While a mixed-method approach combines multiple methodologies to provide a comprehensive picture, a single-method design can still yield valuable insights by employing a

single research tool. On the word of O'Leary (2014), one advantage of conducting questionnaires is that it can provide a relatively quick, cheap, and efficient way of gathering a large amount of information from a large sample of people. Following this study, Bell (2005) emphasizes the importance of administering the questionnaires because it allows the researchers to explain the purpose of the study and increases the likelihood of receiving completed questionnaires in return. This is useful when there is a large population size and interviews are impractical.

3.3. Participants

This study included 53 Vietnamese upper secondary EFL teachers from a variety of high schools in Vietnam. The vast majority of participants in this study (69.8%) were female, with only a tiny sample of male teachers (30.2%) (N=16) taking part. In terms of academic qualifications, a minor proportion (30.2%) of the sample held a BA degree in English Language Teacher Education, whereas a significant proportion of the teachers (69.8%) were highly qualified because they held a Master of Arts (MA) in teaching specializations such as Principles and Methods in English Language Education, and Teaching English to Speakers of Other Languages (TESOL). Furthermore, no responders (0%) possessed a Doctorate degree (Ph.D). In terms of years of teaching experience, a large majority of research participants (86.8%) were experienced teachers with more than ten years of in-service experience. In contrast, just a small percentage of the sample (13.2%) had 5 to 10 years of experience, and no participants had less than 5 years of teaching experience (0%). The questionnaire was to be completed by all participants using Google Forms.

3.4. Data collection tool and data analysis

The questionnaires consisted of 49 items divided into three main parts. In terms of the first part, it included participants' general information with five items such as name, age, gender, qualifications and duration of teaching experience. The second part which consisted of 40 items was adapted from the concepts in the research model shown in Figure 1. The third part with 9 items, which investigated teachers' self-efficacy beliefs in integrating ICT, was designed based on Friedman and Kass (2002)'s concepts of self-efficacy beliefs in the field of education which was presented above. This questionnaire employed a five-point Likert scale, ranging from 1 to 5, corresponding to Strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly agree (5).

The data collected from the questionnaire were entered into the software SPSS 26.0 version. The researcher ran the scale test to test the reliability of the questionnaire. The result was presented in the table below:

Table 1. *The reliability of the questionnaire*

Number of participants	Number of items	Reliability (α)
53	49	α = .96

Table 1 showed the reliability coefficient of the questionnaire reaching the statistical reliability (α = .96). Consequently, the questionnaire was reliable for data collection.

4. FINDINGS

4.1. Teachers' attitudes toward integrating ICT into their teaching

4.1.1 Perceived usefulness

Table 2 shows the results of a Descriptive Statistic test used to measure the mean scores of the teachers' respondents regarding their perception of the usefulness.

Table 2. *The mean of teachers' perception of the usefulness*

Statements	N	Min	Max	Mean
1. Using ICT can improve the quality of English teaching and learning.	53	3	5	4.74
2. ICT can help students develop critical thinking and problem-solving skills.	53	1	5	4.36
3. ICT can enhance student engagement and motivation in English learning process.	53	3	5	4.53
4. The use of ICT can help meet the diverse learning needs of students.	53	3	5	4.60
5. The use of ICT can enhance communication and collaboration among students and teachers.	53	3	5	4.49
6. ICT can help create a more interactive and dynamic English learning environment.	53	3	5	4.62
7. The use of ICT can improve student assessment and evaluation.	53	2	5	4.38
8. ICT can help improve the efficiency and effectiveness of English teaching practices.	53	3	5	4.51
9. The use of ICT can help students access a wider range of English learning resources.	53	2	5	4.77

As can be seen from the table, the mean score of statement 9 (The use of ICT can help students access a wider range of learning resources) (M=4.77) was the highest, followed by statement 1 (Using ICT can improve the quality of teaching and learning) (M=4.74), and statement 2 (ICT can help students develop critical thinking and problem-solving skills) got the lowest score (M=4.36). It may be inferred that ICT could improve the quality of teaching and learning and help students access a wider range of learning resources. However, the teachers were less convinced of the role of ICT in developing critical thinking and problem-solving skills.

Besides, a one sample t-test was run on the total mean score of perceived usefulness and the test value 4.5. The results indicated that there was no significant difference between teachers' perceived usefulness of ICT in English teaching and learning (M = 4.56, which is considered a high level) and the test value of 4.50, which is also considered highly acceptable according to the Oxford framework (t = .86; p = .39 > .05). Therefore, the overall attitudes towards the use of ICT in this context is positive.

4.1.2. Perceived ease of use

Table 3 shows the results of a Descriptive Statistic test used to measure the mean scores of the teachers' respondents regarding their perception of the ease of use.

Table 3. *The mean of teachers' perception of the ease of use*

Statements	N	Min	Max	Mean
10. Using ICT in English teaching practices is easy to learn.	53	1	5	4.25
11. The use of ICT can save time in English teaching practices.	53	3	5	4.60
12. Integrating ICT into existing English teaching practices is easy.	53	1	5	4.00
13. ICT can be easily integrated into teaching different English skills.	53	2	5	4.36
14. The use of ICT can be easily adapted to meet different student needs.	53	3	5	4.32
15. Using ICT in English teaching practices is compatible with other teaching tools and resources.	53	2	5	4.40
16. The use of ICT in English teaching practices is easy to maintain and update.	53	2	5	4.45
17. The use of ICT in English teaching practices can be easily monitored and evaluated.	53	2	5	4.43
18. The use of ICT can be easily monitored and evaluated.	53	2	5	4.49

It is obvious that, the mean score of statement 11 (The use of ICT can save time in teaching practices) (M=4.60) was the highest, followed by statement 18 (The use of ICT can be easily monitored and evaluated) (M=4.49), and statement 12 (Integrating ICT into existing teaching

practices is easy) got the lowest score (M=4.00). It may be inferred that that while the respondents generally perceived ICT as easy to use and potentially beneficial, there may be some challenges that need to be addressed to ensure the successful integration of ICT into teaching practices.

Besides, a one sample t-test was run on the total mean score of teachers' perception of the ease of use and the test value 4.6. The results suggested that teachers perceive the use of ICT in English teaching and learning as highly stress-free (M=4.37), which is close to the test value of 4.50 (considered as a highly acceptable level according to the Oxford framework). The t-value of -1.86 and p-value of .07 (which is greater than the standard significance level of .05) indicated that the difference is not significant. This means that the teachers' perception aligns with the highly acceptability level.

4.1.3. Attitudes towards ICT

Table 4 shows the results of a Descriptive Statistic test used to measure the mean scores of the teachers' respondents concerning their attitudes towards ICT.

Table 4. *The mean of participants' attitudes*

	N	Min	Max	Mean
19. Using ICT in teaching practices is important for student success in English learning.	53	1	5	4.32
20. I am interested in learning more about the use of ICT in English teaching practices.	53	3	5	4.57
21. Using ICT in teaching English is essential in today's digital age.	53	3	5	4.70
22. I am interested in learning more about the use of ICT in English teaching practices.	53	3	5	4.62
23. Using ICT in English teaching practices is a priority for me.	53	3	5	4.19
24. I believe that ICT is a valuable tool for enhancing English teaching practices.	53	3	5	4.45
25. I am comfortable using ICT in English teaching practices.	53	3	5	4.40
26. I am confident in my ability to use ICT in English teaching practices.	53	3	5	4.26
27. I believe that the use of ICT can improve student outcomes in all English skills.	53	3	5	4.38
28. ICT can help English teachers increase their professional development and networking opportunities.	53	2	5	4.58

29. Using ICT can help teachers tailor their teaching practices to meet students' cultural and linguistic backgrounds.	53	3	5	4.47
30. I am willing to take risks and try new ICT tools and resources in my English teaching practices.	53	3	5	4.36
31. Using ICT in English teaching practices can help teachers improve their communication and collaboration with students, parents, and colleagues.	53	2	5	4.36
32. I believe that the use of ICT can help teachers create a more dynamic, engaging, and meaningful English learning environment.	53	3	5	4.62

For the results presented in the table, the mean score of statement 21 (Using ICT in teaching English is essential in today's digital age.) (M=4.70) was the highest, followed by statements 22 and 32 (I am interested in learning more about the use of ICT in teaching practices; I believe that the use of ICT can help teachers create a more dynamic, engaging, and meaningful learning environment.) (M=4.62), and the statement 23 (Using ICT in teaching practices is a priority for me) got the lowest score (M=4.19). It may be inferred that while the respondents had positive attitudes towards the use of ICT in teaching practices, there may be some variation in their priorities and interests regarding the use of ICT in English teaching and learning.

Besides, a one sample t-test was run on the total mean score of attitudes towards ICT and the test value 4.5. The results suggested that teachers' attitudes toward ICT in English teaching and learning as highly positive (M=4.45), which is indeed close to the test value of 4.50 (considered as a highly acceptable level according to the Oxford framework). The t-value of -.72 and p-value of .48 (which is greater than the standard significance level of .05) indicated that the difference is not significant.

4.1.4. Behavioral intentions

Table 5 shows the results of a Descriptive Statistic test used to measure the mean scores of the teachers' respondents in relation to their behavioral intentions toward ICT.

Table 5. *The mean teachers' behavioral intentions toward ICT*

	N	Min	Max	Mean
33. I am willing to take an online course or attend a professional development workshop on using ICT in English teaching practices.	53	3	5	4.62
34. I am willing to invest in ICT equipment and resources to enhance my English teaching practices.	53	1	5	4.30
35. I am willing to invest time and effort to learn how to use ICT effectively in teaching English.	53	3	5	4.47

36. I am committed to using ICT in a way that promotes student engagement and achievement in learning English.	53	2	5	4.40
37. I believe that using ICT in English teaching practices is an ethical responsibility of teachers.	53	2	5	4.28
38. I am willing to evaluate and reflect on my use of ICT in English teaching practices to improve student outcomes.	53	3	5	4.47
39. I believe that using ICT in teaching practices can help teachers provide differentiated instruction to students.	53	1	5	4.30
40. I am willing to seek out and use feedback from students, parents, and colleagues to improve my use of ICT in English teaching practices.	53	3	5	4.53

The table shows that the mean score of statement 33 (I am willing to take an online course or attend a professional development workshop on using ICT in teaching practices.) (M=4.62) was the highest, followed by statement 40 (I am willing to seek out and use feedback from students, parents, and colleagues to improve my use of ICT in English teaching practices.) (M=4.53), and the statement 37 (I believe that using ICT in English teaching practices is an ethical responsibility of teachers.) got the lowest score (M=4.28). It may be inferred that while they had positive behavioral intentions towards using ICT in their teaching practices, they may not view the use of ICT in teaching as an ethical responsibility to the same extent as they do in other capacities.

Besides, a one sample t-test was run on the total mean score of behavioral intentions and the test value 4.5. The results suggested that teachers' behavioral intentions towards ICT in English teaching and learning were highly positive (M=4.42), which is close to the test value of 4.50 (considered as a highly acceptable level according to the Oxford framework). The t-value of -1.05 and p-value of .30 (greater than the standard significance level of .05) indeed indicated that the difference was not significant.

4.2. Teachers' self-efficacy beliefs in relation to ICT integration

Table 6 shows the results of a Descriptive Statistic test used to measure the mean scores of the teachers' respondents in relation to their self-efficacy beliefs regarding ICT integration.

Table 6. *The mean of teachers' self-efficacy beliefs*

	N	Min	Max	Mean
41. I feel confident in my ability to use word processing software such as Microsoft Word, Google Docs… to create lesson materials.	53	2	5	4.38
42. I feel competent in my ability to use email to communicate with students and colleagues.	53	1	5	4.72

43. I feel confident in my ability to use multimedia software such as Windows Media Player, Camtasia, PowerPoint… to create engaging instructional materials.	53	2	5	3.85
44. I feel competent in my ability to use the internet to find resources for my lessons.	53	2	5	4.40
45. I feel confident in my ability to troubleshoot basic problems with classroom technology.	53	2	5	3.64
46. I feel competent in my ability to use educational software such as Teams, Google Classroom, Canvas… to support students learning.	53	2	5	3.66
47. I feel confident in my ability to use online learning platforms such as Google Meet, Zoom, E-learning… to deliver instruction.	53	2	5	4.19
48. I feel competent in my ability to use digital tools like Moodle, Google Forms, Quizziz... to assess student learning.	53	1	5	3.57
49. I feel competent in my ability to use technology to facilitate differentiated instruction for diverse learners.	53	1	5	3.49

Based on the results, the highest mean score was obtained for statement 42 (I feel competent in my ability to use email to communicate with students and colleagues) (M=4.72). This indicates that the participants felt confident in their skills to effectively use email for communication purposes. Following closely was statement 44, (I feel competent in my ability to use the internet to find resources for my lessons) (M=4.40), indicating a high level of confidence in utilizing the internet for resource gathering. However, the lowest mean score was observed for statement 49 (I feel competent in my ability to use technology to facilitate differentiated instruction for diverse learners) (M=3.49). This suggests that the participants expressed lower confidence in their ability to effectively use technology for implementing differentiated instruction to meet the diverse needs of their learners.

Besides, a one sample t-test was run on the total mean score of teachers' self-efficacy beliefs in relation to ICT integration and the test value 4.5. The results showed that there was a significant difference in teachers' self-efficacy in relation to integrating ICT. With a mean score of 3.99 (M= 3.99), the t-value was found to be -6.00, and the p-value was less than .05 (p = .00). This indicated that the teachers' self-efficacy in integrating ICT was different and their self-efficacy beliefs was at an acceptable level.

4.3. The correlation between teachers' attitudes and self-efficacy beliefs of the integration of ICT into their teaching

In order to examine the third research question "What are the correlation between teachers' attitudes and self-efficacy beliefs of the integration of ICT in classroom?" the Pearson test was run with the use of SPSS. The results were presented below:

Table 7. *The correlations between teachers' attitudes and self-efficacy beliefs*

		Self-efficacy beliefs	Attitudes
Self-efficacy beliefs	Pearson Correlation	1	-.16
	Sig. (2-tailed)		.25
	N	53	53
Attitudes	Pearson Correlation	-.16	1
	Sig. (2-tailed)	.25	
	N	53	53

The results showed that there was a weak negative correlation between teacher's attitudes and self-efficacy beliefs regarding the use of ICT in teaching ($r = -0.16$, $p = 0.25$). However, this correlation was not statistically significant, suggesting that the observed relationship may have occurred by chance (Field, 2013). On average, teachers reported moderate self-efficacy beliefs ($M = 3.99$) and positive attitudes ($M = 4.45$) towards ICT integration. These findings suggest that while attitudes and self-efficacy beliefs were not strongly related, teachers generally held moderate levels of confidence in utilizing ICT tools and positive views towards incorporating technology in their teaching practices.

In summary, the results demonstrated that a substantial majority of teachers hold positive attitudes towards the integration of ICT in language classrooms. Their favorable disposition suggests a readiness and willingness to utilize technology as a significant instructional tool. This high level of acceptance is in line with the understanding that teachers who acknowledge the educational advantages of technology are more inclined to incorporate it into their teaching methods. Their consensus underscores the pivotal role of ICT in enriching EFL lessons and fostering learner development, reinforcing previous research that highlights the benefits of technology in language teaching and learning.

5. DISCUSSION

The majority of EFL teachers, according to the research findings, have good attitudes about integrating ICT into language classrooms. This agreement amongst teachers indicates that they recognize the value of ICT in boosting EFL instruction and promoting student growth. These optimistic attitudes are consistent with other studies. Liu & Chen (2010), for example, emphasized that educators that are receptive to integrating ICT frequently discover that it is simpler to design engaging and dynamic lessons, which can enhance student engagement and academic results. Almekhlafi & Almeqdadi (2010) also noted that instructors who have a good attitudes toward ICT are more likely to employ it successfully in the classroom, raising the standard of instruction as a whole.

Regarding EFL teachers' self-efficacy beliefs in relation to ICT integration, the research findings indicate that teachers do not appear to feel self-efficacious in their ICT skills. The low level of self-efficacy reported by the teachers suggests that they may lack the confidence and belief in their ability to effectively integrate ICT in their instructional practices. Similar findings involving EFL teachers' self-efficacy in ICT abilities have also been emphasized by recent studies. For instance, a study by Smith and Johnson (2019) discovered that a large number of EFL teachers had low self-efficacy when it came to using technology for teaching. They conveyed emotions of insecurity and low self-esteem regarding their capacity to successfully use ICT into their instruction. Similar findings were found in another study conducted by Chen and Wang (2020), which suggested that EFL teachers thought they were not very proficient or confident using ICT in the classroom.

In terms of the correlation between EFL teachers' self-efficacy beliefs regarding ICT integration, there is a modest negative link between teachers' attitudes and their self-efficacy beliefs about the integration of ICT in the classroom and EFL teachers' attitudes about it. According to this, teachers' self-efficacy beliefs or confidence in their capacity to use ICT effectively may somewhat decline as their opinions regarding its use become more positive. However, the correlation was not statistically significant, implying that the observed relationship might be due to random variation rather than a true underlying relationship (Field, 2013). Teachers generally reported having good attitudes toward ICT integration and modest beliefs in their own abilities. This shows that teachers usually have good attitudes regarding integrating technology into their teaching methods and feel quite confident in their abilities to use ICT resources, despite the modest negative relationship. This is in line with research by Ertmer et al. (2012), which found that attitudes about technology do not always align with teachers' self-efficacy ideas about using it. In contrast, Teo's (2009) study discovered a favorable correlation between instructors' views on ICT and their convictions about their own efficacy. This disparity can result from variations in the sample or the particular metrics that were applied. It might also imply that there is a complex relationship between these variables that could be impacted by other elements like teachers' perceived support for technology use, their prior experiences with it, or their opinions about its applicability to the classroom (Ertmer & Ottenbreit-Leftwich, 2010).

6. IMPLICATIONS

ICT tools provide chances for learner-centered instruction in the context of ICT integration in EFL classrooms, empowering students to actively engage with the language and take charge of their education. In order to do this, educational approaches should place a high priority on using ICT to create collaborative and interactive learning environments. Teachers should use digital resources, online platforms, and multimedia materials to create activities that promote discovery, production, and communication in the target language. It is also possible for ICT integration to foster students' critical thinking and creative thinking abilities. Teachers should

create assignments and projects that compel students to use ICT tools for problem-solving, information analysis, and creative idea expression in order to stimulate these skills. They can also promote higher-order thinking abilities and active learning by getting students involved in online forums, digital content creation, and project collaboration. Lastly, differentiation and customized learning are made possible by ICT integration. Teachers can use educational apps, online tests, and adaptive learning systems to meet the needs of each individual student. Teachers can tailor interventions, scaffold learning, and give enrichment opportunities based on students' interests, learning styles, and language ability by utilizing technology. Teachers can establish a more customized and productive learning environment by utilizing these technologies.

7. Limitations and suggestions

Initially, the study's concentration on a high school setting restricts how far the results may be applied. Thus, further comparative researches should be carried out in a variety of educational settings, such as a university or lower secondary school. Secondly, the study only included a small number of teachers, particularly when it came to the teachers who agreed to participate in an interview. Thus, next studies should increase the sample size and broaden the participant pool to encompass a greater variety of EFL instructors. Lastly, measurement bias may have been introduced by the research's possible reliance on subjective measures to evaluate teachers' attitudes and opinions about their own efficacy. Therefore, further study should use mixed-methods research designs that make use of both objective (like classroom observations or student performance data) and subjective (like surveys and interviews) measurements. A more complete and solid knowledge of instructors' attitudes and self-efficacy beliefs can be attained by triangulating data from several sources.

8. CONCLUSION

According to the study's findings, teachers are usually in favor of ICT integration in language classrooms and acknowledge its advantages and worth for education. This is consistent with other studies that show how beneficial technology is for language learning. Teachers' favorable attitudes notwithstanding, they indicated low levels of self-efficacy in their ICT skills, suggesting a lack of confidence in their ability to successfully integrate technology into their teaching practices. The study also discovered a minor negative relationship between teachers' attitudes and self-efficacy beliefs toward ICT integration, indicating that instructors' self-efficacy beliefs may slightly decline as their attitudes toward ICT use become more positive. Nevertheless, the lack of statistical significance in the correlation suggests that there may be other factors influencing the link between these variables and that more research is necessary. Given these results, it is imperative that educational institutions offer thorough instruction, continuous assistance, and a collaborative environment that promotes information exchange and expert advice from technology specialists. Educational institutions can enable instructors to successfully

integrate technology in the language classroom and improve the standard of instruction by addressing the issues impacting teachers' self-efficacy and encouraging favorable attitudes toward ICT integration.

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