

Vietnamese English-majors' Perceptions and Intention to Use A Web-Based Tool for Data-Driven Learning (DDL) Purpose

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ABSTRACT

Data-driven learning (DDL) is a corpus-based pedagogical approach where language learners are allowed to actively search and explore linguistic features of a corpus or an authentic text. This pedagogy is increasingly embraced among English as a foreign language (EFL) educators for its potential to enhance learners' learning motivation, autonomy, and L2 achievements. Yet, the implementation of DDL approach is commonly constrained with various contextual factors, for example installation requirement or difficulty to use. This purpose of this paper is two-fold. First, it reports on the usage of a web-based tool, LambNLP (Cong-Lem, 2020), for language learning of a group of English majors. Second, it presents findings of a pilot study examining the students' perceptions and intention to use LambNLP. A Technology Acceptance Model (TAM) questionnaire, adapted from Wu and Chen (2005), was administered to the participants whose data was then subject to statistical analyses with R software.

Findings indicate that the participants overall had moderately positive perceptions and attitudes toward the web-based DDL tool. Significant and positive correlations were found between participants' perceived usefulness ($r = .60, p < .01$), perceived ease of use ($r = .67, p < .01$) and attitude ($r = .76, p < .01$) and the participants' continued intention to use. Pedagogical and future research implications are discussed.