TEACHERS' PERCEPTION TOWARDS THE USE OF ICT IN VIETNAM: USING ACTIVITY THEORY TO IDENTIFY CONTRADICTIONS

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Abstract:

This paper presents the findings of a study which was undertaken at five different primary schools in Vietnam. The participants were 5 teachers of English aged 28 to 35 in Quang Ngai province. This quantitative study aims to explore teachers' perception towards the use of ICT in their schools in Vietnam. Activity Theory is employed as the framework for guiding the study owing to the fact that its focus is on the identification of contradictions occurring in the activity system. From Activity Theory analysis, several contradictions could be located. The study provides implications for future research in terms of teachers' adoption of ICT at different levels as well as recommendations for ICT use improvements.

Key words: Activity theory; Contradictions; ICT; Perception; Teacher.