DIGITALEDUCATIONREVIEW

Foreign Language Teacher's Attitudes Towards a Pre-designed Language Learning System

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ABSTRACT

Once the pandemic concluded, the Foreign Languages Department of a Chilean state university hired a Canadian company to implement a pre-designed language learning system (PLLS). This platform was to be used by all teachers and students, as it contained various activities to develop all four language skills, including pronunciation practice through AI-based voice recognition. This study explores the attitudes of 17 university teachers towards using these pre-elaborated resources, activities, and assessments in their communicative English and German courses. A mixed-method approach was used, involving a survey based on the Technology Adoption Model (TAM) and individual interviews. Descriptive statistics were obtained from the survey responses, and qualitative data were analysed using content analysis techniques.

The results indicate that teachers' attitudes towards the PLLS were generally neutral to negative. Instructors expressed their concerns about the system's pre-designed content and perceived functionality. Perceived ease of use and usefulness were rated low, reporting difficulties in navigation and alignment with their teaching styles. Perceived enjoyment received the lowest rating, mentioning issues such as disconnected content and lack of progressive structure. Qualitative data revealed technical problems, increased workload, and concerns about the system's impact on student motivation and learning outcomes. While some positive aspects were noted, the overall attitude towards the PLLS was predominantly negative, highlighting the need for better alignment with pedagogical goals and improved implementation strategies.

KEYWORDS: Teacher attitudes, pre-made language learning system, PLLS, technology acceptance model, TAM, Foreign languages.

1 INTRODUCTION

Investigation in the field of educational technology has long established the central role that teachers play in driving the adoption or rejection of new technologies for supporting learning processes (Alowayr, 2022; Alsharida et al., 2021; Granić & Marangunić, 2019; Motaghian et al., 2013). It is generally accepted that positive attitudes towards technological advancements are a precise predictor of the adoption of these new resources for learning and teaching (Huynh & Nguyen, 2021; Kaushik & Agrawal, 2021; Mousa et al., 2020; Teo et al., 2018).

In teacher attitude research, the relationship between having a favourable disposition towards an idea or object and implementing pedagogical practices consistent with this viewpoint has been emphasised (Taimalu & Luik, 2019). Teacher attitudes are studied because they constitute an important element within teacher cognition (Njiku et al., 2019). They are usually based on beliefs and are understood as mediated by their previous experiences and the social environment that individuals have encountered in their personal and professional lives. Thus, exploring attitudes is a relevant focus of the investigation since they represent learned predispositions to respond favourably or negatively concerning a particular idea or object (Fishbein & Ajzen, 1975 as cited in Davis, 1989, p. 320).

In the field of language teaching, previous research has shown that acceptance of technology is closely related to instructors' favourable tendencies towards the tools proposed by designers and developers (Fearnley & Amora, 2020; Lavidas et al., 2022). In the teaching and learning of English as a second or foreign language, for example, Computer Assisted Language Learning (CALL) and Mobile Assisted language learning (MALL) have been studied ever since the first generation of computer-assisted learning applications were introduced in the late seventies and early eighties (Tafazoli et al., 2019). Since then, the affordability of practical technological tools has grown exponentially, which has prompted language teachers and language teacher educators to adapt their practices to these newly available resources, not without resistance and challenges (Kessler, 2018; Kessler & Hubbard, 2017).

In recent years, the availability of learning management systems (LMS) for language learning has spread widely. These systems are generally organised as a digital platform, accessible online or offline (Aldiab et al., 2019; Dlalisa & Govender, 2020). The platform contains a collection of activities for learners to complete, ranging from grammar or vocabulary exercises to more communicative tasks such as listening, pronunciation, and writing.

1.1 Research questions

The main questions that guided this investigation were:

Q1. What are instructors' attitudes about using a PLLS at a medium-sized state university in Chile?

Q2. What external or internal factors have contributed to their attitudes in this context?

1.2 Technology Adoption Model (TAM): Origins, versions and critique

TAM was developed by Fred Davis in 1989 to explain factors influencing users' acceptance of new technologies. The model was based on the Theory of Reasoned Action by Fishbein and Azjen (1988), later extended into the Theory of Planned Behaviour by Ajzen. This theory attempted to predict individual behaviour from "cognitive self-regulation in the context of a dispositional approach" (Ajzen, 1991, p. 180). Consequently, the TAM suggests that two main factors- perceived usefulness and perceived ease of use- determine a person's disposition or attitude towards technology, which drives the intention to use the systems. In the original TAM, Davis acknowledged external variables broadly, arguing that they are the factors outside the model that influence internal beliefs (e.g. user demographics or system design features).

The main components of the model were established as Perceived usefulness (U), the degree to which a user believes using the system will enhance his/her performance and Perceived ease of use (E), the degree to which a user believes using the system will be free of effort. Attitude towards using (A) was defined as the user's evaluation of the system's desirability. Behavioural intention to use (BI) was explained as the user's intention to use the system. Finally, in this model, actual system use corresponded to the usage behaviour of the system. Figure 1 presents the original components of the TAM:

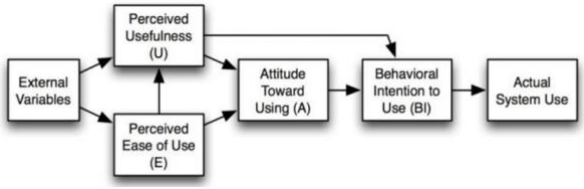

Figure. 1. Technology Adoption Model (TAM)
Source: Davis, 1989.

In a later version of the TAM, known as TAM2, Venkatesh and Davis (2000) incorporated external factors which may influence the core variables. In particular, they proposed that perceived usefulness was impacted by external variables, from which the most relevant was the subjective norm, understood as an individual's belief about whether the majority of significant people in their life think they ought to or shouldn't engage in a specific behaviour (Venkatesh & Davis, 2000). Figure 2 introduces the revised model.

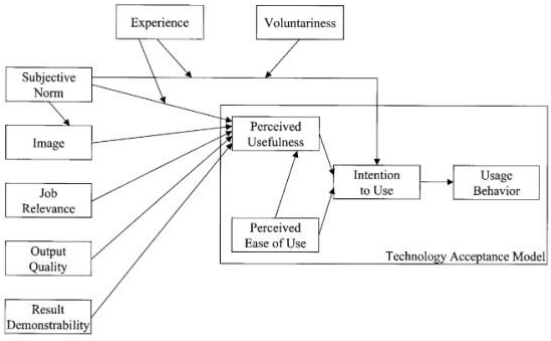

Figure. 2. TAM2.
Source: Venkatesh & Davis, 2000.

Venkatesh and Davis (2000) framed their discussion of the extent to which social subjective norms may or may not influence people's behaviours within the concepts of compliance, internalisation of, identification with, and changes of social influence. They explained: "The compliance effect of subjective norm on intention is theorised to operate whenever an individual perceives that a social actor wants him or her to perform a specific behaviour, and the social actor can reward the behaviour or punish non-behaviour (p. 188). Thus, TAM2 suggests that in the context of technology usage, the influence of subjective norms on intention will be significant only in situations where system usage is mandatory, not voluntary because even when users perceive system use as mandatory within an organisation, their intentions to use the system can vary due to differing levels of willingness to comply with such mandates.

Finally, the authors highlighted that experience with a technological system could override the influence of compliance, internalisation, and identification in time, as the influence of these may subside with an increased practical understanding of the system. Apart from the influence of social norms, these authors suggested three cognitive processes that the user may perceive as instrumental in enhancing the action for which new technology is introduced, which can affect their perception of its usefulness. These are job relevance, output quality and result demonstrability. These factors may influence perceived usefulness because the impetus for engaging in specific behaviours stems from a mental representation linking these instrumental behaviours to higher-level goals or purposes.

The notion of job relevance corresponds to "an individual's perception regarding the degree to which the target system applies to his or her job". Output quality was explained as an individual's perception of:" how well the system performs (relevant) tasks", which is directly related to result demonstrability, which was defined as: "tangibility of the results of using the innovation" (p. 191). Individuals are likely to develop a more favourable perception of a system's usefulness when they can easily observe a clear relationship between using the system and achieving positive outcomes.

Later, Venkatesh et al. (2003) compared the TAM with a few other models that had been proposed to assess technology acceptance. Their investigation yielded the formulation of a Unified Theory of Acceptance and Use of Technology (UTAUT). The UTAUT retained perceived usefulness, perceived ease of use and subjective norms as core variables and added facilitating conditions as a central factor in the new model. Additionally, factors influencing the core variables were identified, such as gender, age, previous experience with similar technological tools, professional level and type of user, among others (Venkatesh, et al., 2003).

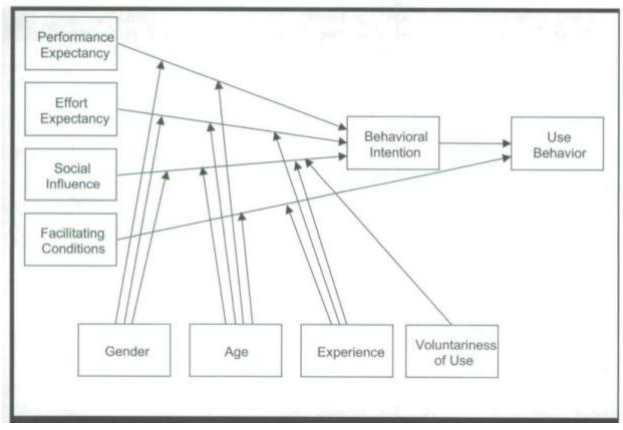

Figure.3. UTAUT.
Source: Venkatesh, et al., 2003

Finally, Venkatesh and Bala (2008) proposed TAM3, expanding the model by adding self-efficacy, external control, anxiety, and playfulness as the basic determinants of perceived ease of use while considering perceived enjoyment and objective usability as "adjusting variables" that influence perceived usefulness.

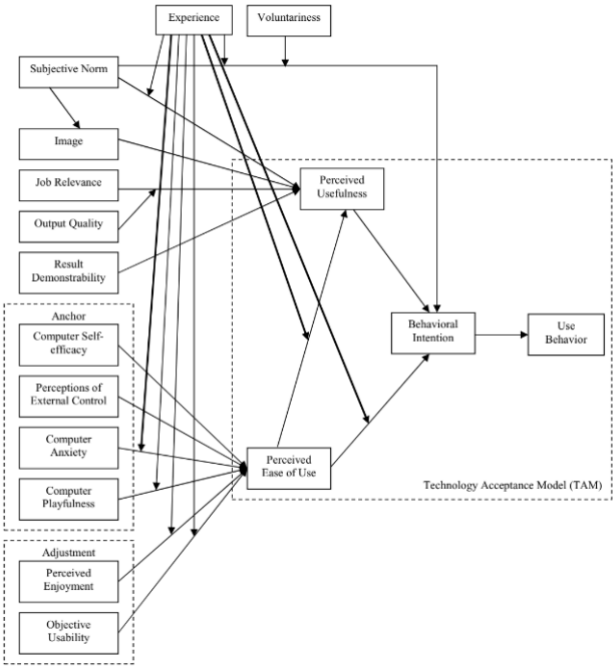

Figure.4. TAM3.
Source: Venkatesh and Bala, 2008.

Even though the model has been widely used to predict users' adoption and usage of technological tools, it has also been criticised for not predicting user performance and demonstrating limited explanatory power. Critics have objected, for example, to the assumption that any particular sample of behaviour was a demonstration of a general disposition towards action and have pointed out that the context and the type of action being observed can potentially influence an individual's disposition towards the use of a new technological system (Ajibade, 2018; Roig-Vila et al., 2022). Notwithstanding, an important body of research has used the TAM as a theoretical framework. For example, Alsharida-Hammond and Al-Emram (2021) reviewed literature about the use of the TAM in studies that focused on learners' attitudes towards technology, particularly in 17 investigations about the adoption of mobile learning. They were able to assert that "self-efficacy (was) the most frequent factor affecting m-learning adoption" (p. 153), followed by subjective norm, enjoyment, anxiety and facilitating conditions.

Other researchers who have investigated teachers' attitudes towards technology adoption have also found perceived usefulness to be the most critical factor affecting intention and actual use of a new system, and information quality, service quality, subjective norm and self-efficacy as influential formative factors for increasing perceived ease of use (Motaghian, et al., 2013). However, when the concept of the subjective norm is considered within a context that imposes an obligation on users, results tend to be more nuanced, and it seems that the TAM model's predictive ability is reduced. For example, Huang et al. (2019) conducted a study comparing Spanish and Chinese teachers' attitudes towards technology use. In their discussion of the TAM, they emphasise the "theoretical saturation point" the model has reached, with the development of TAM2 and TAM3 and the addition of adjusting and anchoring factors as presented here. They assert the need to conduct investigations that address inconsistencies when contextualising technology acceptance theories and models in different cultures and settings. The TAM has retained the notion of the subjective norm as a central factor in the model ever since it was first introduced in TAM2. However, Davis (1989) called for further investigation of the conditions and mechanisms through which social factors influence people's behaviour. Subjective norms seem to be influenced by the characteristics of their culture of origin and their actual decision-making in a particular context of use.

Later, Huang & Teo (2020) conducted a study where they used the TAM to investigate a group of Chinese teachers' attitudes towards the adoption of new technology, and they found that these teachers' perceived organisational culture and school policy were more influential to their intention to use new technology than any other factor investigated. In another study, Huang et al. (2021) sought to understand Chinese FL teachers "non-volitional use of online" teaching resources. The authors highlight the benefits and limitations of the TAM and, consequently, include the concept of facilitating conditions in their research model. They conclude that, even though the TAM helps explain these FL teachers' attitudes about the adoption of online teaching, the fact that the study was conducted during the global pandemic upended any possible objection or further consideration that these teachers may have had about the use of online resources, underscoring their strong level of compliance, and minimising the influence of perceived ease of use in their attitudes. These results align with the idea that subjective norms can be highly impacted in the context of the non-voluntary use of technology.

1.3 LMS for language teaching

An LMS is a software application or digital platform designed to facilitate the administration, delivery, and management of educational courses, training programs, or learning materials (Gamede et al., 2022; Kraleva et al., 2019; Simanullang & Rajagukguk, 2020). An LMS designed specifically for language learning can be categorised based on the source of the learning content. Some language systems come with pre-made content created by the system developer, such as textbook publisher-created materials, activities, and assessments (Lee, 2021; Paguirigan, 2023).

Other platforms like Moodle, Blackboard, Canvas, or Google Classroom, are essentially platforms that allow instructors to create and curate their learning content (Bryson & Andres, 2020; Sharma & Singh, 2017). Both types of LMS require teachers to play several roles, such as instructional designers, educational technology specialists, and digital instructional facilitators, to play several roles as users (Farmer & Ramsdale, 2016; Persico et al., 2018).

A PLLS provide ready-to-use language lessons, exercises, and tests focused on developing grammar, vocabulary, reading, writing, listening, and speaking skills (Mikheeva, (2019). They are organised into progressive levels based on language proficiency frameworks like the CEFR. The exercises range from fill-in-the-blanks to multiple-choice questions to more communicative tasks. Some include speech recognition technology for speaking and pronunciation practice. However, this fixed content may not align

well with all language course objectives. Instructor-created content systems offer templates and tools for building custom language learning activities (Gordon et al., 2021). Teachers can tailor the lessons to their syllabus, course topics, student interests, and proficiency levels. However, this requires more work input from the instructor for material creation and system management. A blended approach combining pre-made resources with teacher-created activities is also possible.

Instructors' attitudes are key in adopting an LMS for language teaching (Alshorman & Bawaneh, 2018; Benbaba & Lindner, 2021; Fathi et al., 2023; Tayşi & Başaran, 2018). Acceptance depends on perceived usefulness for communicative teaching and learning, ease of integrating activities into the curriculum, and enjoyment of the technology experience for both students and teachers.

2 METHODOLOGY

2.1 Design

A mixed-method approach was used in the present study to investigate the attitudes of 17 FL instructors about using a learning system with pre-made content for language learning in their FL classes. The TAM was used for a 15-item survey from which basic statistics were obtained. However, qualitative research methods were chosen to compensate for the weakness of the quantitative questionnaire measures and to explain the tendencies described. In using this strategy, we have followed the suggestions of several investigators who have analysed the inherent capacity of the TAM to yield comprehensive information about the topic studied. As Alsharida, Hammood, and Al-Emran (2021) propose: "The use of mixed methods can help in better understanding the respondents' perceptions quantitatively and qualitatively" (p. 158).

2.2 Contextual information

Foreign language competency is required for graduation in all undergraduate programs at the state university where this study was carried out. The Department of Foreign Languages offers courses in French, German, and English for students to choose from, being the English language courses the most commonly sought-after by learners in this context. The courses are offered in a four-semester sequence to achieve intermediate communicative ability and share a standard syllabus based on the Common European Framework of Reference (CEFR) for language learning. After the four semesters of study, learners are expected to attain a level of competence between B1 and B2, depending on individual differences and differing focuses based on their area of expertise. Even though the courses share a common communicative syllabus, these are adaptable enough for instructors to emphasise topics, vocabulary, and grammar related to the learner's field of study.

Language teachers in this institution relied on their own resources to complement their classes, which varied depending on the instructors' experience, reflective teaching ability, and technology adoption. However, after the pandemic ended, the Department's faculty agreed to implement ready-made materials in a LMS for English and German language learning, providing resources for all CEFR levels.

The system adopted in this study consisted of language activities classified into five levels in the Common European Framework of Reference for Language Learning (A1-C1). The materials are organised into chapters and subsections for each level, including grammar, vocabulary, listening comprehension, reading comprehension, and speaking activities.

The teacher interface consists of two columns: one on the right containing all the pre-made activities provided by the system and one on the left where the teacher can place the content to be included in the specific lesson sequence. Through a drag-and-drop procedure, teachers move folders with activities from one column to another to make activities available to the learners (See Figure 2).

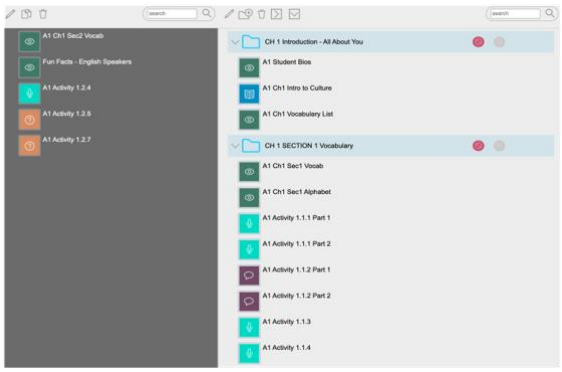

Figure 5. Cllass dashboard. Teacher's interface.
Source: PLLC screenshot.

Each level contains four chapters, comprising folders of all the previous subsections. Within each subsection folder, instructors had 8 to 10 exercises, ranging from fill-in gaps exercises, sentence order, and multiple choice. In addition, the system allowed teachers to create their own exercises from the templates provided.

This LMS provides teachers with a general report of learners' work completion, which presents them with a percentage of exercises done and an estimate of the time spent on the platform. The most innovative feature is using algorithms in the speaking exercises, which require learners to listen to a sentence and repeat it to be recorded. Then, the speech recognition capabilities of the LMS check their pronunciation, compare it to the source, and assign a score according to the achievement percentage.

2.3 Participants

The participants of this study were 17 instructors, 15 English language teachers, and 2 German language teachers who used the LMS for two semesters in 2022. All instructors were experienced teachers with more than ten years of experience at the university level. The largest group (N=9) had been teaching between 15 and 20 years; the second largest group of participants (N=6) had between 10 and 14 years of experience. Furthermore, two survey respondents had over 20 years of experience teaching a foreign language at this level. All instructors responded to the written questionnaire; a subset (N=7) was also interviewed.

2.4 Instruments

2.4.1 Written Questionnaire

In the first part, the written questionnaire for this study included a few questions on demographic characteristics: language of expertise, years of experience teaching, number of courses taught

at the university, and previous experience with similar LMSs for language learning.

In the second part of the questionnaire, a 15-item survey was conducted, divided into three dimensions. As mentioned before, the Technology Adoption Model was the basis for the survey to gather information about these teachers' attitudes towards the new technology being implemented. We decided to include a third variable in the survey, perceived enjoyment, to complement the two core TAM factors, perceived ease of use and perceived usefulness.

The survey was submitted to expert judgment to revise the language and the pertinence of each explored factor. A Likert scale was used, which asked respondents to react to each statement by indicating their agreement with the statement on a five-point scale, with 5 indicating "strongly agree," 4 signalling "somewhat agree," 3 stating "not agree nor disagree," 2 meaning "somewhat disagree" and 1 indicating "strongly disagree" (see the list of the items used in the survey in the appendix).

The alpha reliability coefficient was calculated for all items to evaluate the internal consistency of the survey. These results are shown next in Table 1. This high alpha coefficient lends support to the survey content's reliability.

Cronbach's Alpha	N items
0.97	15

Table 1. Reliability coefficient- survey.
Source: Authors

The last section of the written questionnaire consisted of an open-ended question that asked teachers to express their opinions about the LMS.

2.4.2 Interviews

Interviews were conducted with the instructors who agreed to participate in this second stage of data gathering after completing the survey. The basis for the questions was the three dimensions of the survey created for the study. However, after conducting the content analysis of the written responses at the end of the questionnaire, it was decided to add three questions to deepen our understanding of the contributing factors mentioned by the participating teachers in their comments: learner autonomy, instructional design, and interaction.

2.5 Data analysis

Descriptive statistics were calculated for the survey and each dimension, including means (M) and standard deviations (SD). The general attitude results were cross-examined with demographic variables to elucidate the internal and external factors influencing participants' perspectives.

Content analysis procedures were used to examine the qualitative data gathered from the answers to the open-ended questions and the interviews. The procedure started with classifying all comments based on the main emerging themes being discussed. Some were closely related to the three dimensions of attitude being studied, but not limited to those. The comments were later reorganised into 15 charts by topic and further categorised into positive or negative orientations.

3 RESULTS

The general results indicate that the three dimensions of attitude that formed the basis of the survey were relevant in shaping these language teachers' opinions about the system. Table 2 below shows that the mean for the attitude of all the participants in this study was M = 43,18, with a standard deviation of SD = 14,93. These results indicate that instructors' attitudes regarding the imposed system with pre-made content were somewhat neutral.

N	Minimum	Maximum	Mean	SD
17	17	66	43.18	14.93

Table 2. General Attitude- Descriptive statistics.
Source: Authors

As can be seen, there was significant variation among these teachers' responses to the attitude scale. However, the results show more negative attitudes than positive responses since most general scores fell under 60 points, well below the maximum score of 75.

Two topics were more relevant to their experience, as indicated by the comments obtained with the qualitative methods employed: the system's pre-made content and the platform's perceived functionality. The orientation of these comments was generally negative. Table 3 shows the frequency and codification of the main themes from all written responses to the open-ended and interview questions.

Main emerging themes	N positive	N negative	N Total
1.Program of contents (POC)	7	42	49
2.Functionality (F)	10	37	47
3.Learner autonomy (LA)	17	6	23

Table 3. Classification of main emerging themes, orientation, and number.
Source: Authors

3.1 Perceived ease of use (E)

Regarding E, one of the core factors in the TAM, the Mean for this dimension was M = 15,53 points on the scale, 10 points under the highest possible score in this section (25). The participants generally considered the system not user-friendly and expressed frustration with several practical issues they encountered during the implementation. The results in Table 4 below indicate that, generally, the participants did not agree with the statements that described ease of use in the survey.

N	Minimum	Maximum	Mean	St. Dev.
17	5	25	15.53	6.23

Table 4. Perceived ease of use (E)
Source: Authors

They commented, for example:

"(...)I have a little experience with platforms in general, and when facing (this one), it was difficult for me to follow all the steps to start creating activities; I couldn't get used to the processes and the difficulty accessing all the features."

These difficulties were evident even though the teachers were given the instructions for usage in an induction process consisting of up to three one-on-one sessions with a technician from the company that designed the PLLS.

Ease of use seems to be impacted by the teachers' personal preferences regarding instructional design, such as their guiding principles about language teaching. The ones who favoured language analysis and constant evaluation of knowledge about the language seemed to find it easier to use.

However, many respondents expressed frustration because the PLLS did not allow them to fulfil their own teaching style. One commented:

"When I wanted to upload my videos, they didn't turn out well."

Moreover, although some comments were intended as positive feedback about the PLLS, the underlying situation did not demonstrate ease of use.

3.1 Perceived usefulness (U)

The results obtained for this dimension were slightly lower than those discussed previously. Table 5 shows the mean, standard deviation, and minimum and maximum scores obtained. The mean was M = 14,59, not far from the one in Perceived ease of use but 10 points below the maximum possible (25). The SD = 4,82 shows less variation among the participants' attitudes about the usefulness of the technology.

N	Minimum	Maximum	Mean	St. Dev.
17	5	22	14.59	4.82

Table 5. Perceived usefulness.
Source: Authors

Perceived U was one of the most commented topics, but most comments were of negative orientation. Even when the teachers attempted to provide a favourable comment, the reality of their struggle to find its practicality was evident, as can be seen from the language they used. For example:

"From my knowledge perspective, the platform is not useful."
These results underscore the underlying need for teachers' compliance. Once authorities and their peers decided to implement this new system, teachers could not object to or refuse to use it.

Moreover, some instructors also commented that the technical and functional issues that the learners had with the resource negatively affected their self-efficacy. One of them illustrated the problem like this:

"Many students who were good at English, who I assumed would use the platform, did not use it because they told me that when they completed exercises, the system evaluated them wrong. And I knew they had the right answers."

3.2 Perceived enjoyment (E)

The results obtained in this dimension were the lowest of the three. In Table 6 below, we present the mean, M = 13,06. This finding confirms that the experience was not enjoyable for these teachers. The standard deviation shows that the mean from the participants' responses fell, on average, 5 points away from that of the whole group.

N	Minimum	Maximum	Mean	St. Dev.
17	5	20	13.06	5.10

Table 6. Perceived enjoyment (E)
Source: Authors

Perceived E is a triggering factor for Perceived U in the TAM. Consequently, it is unsurprising that this was the dimension with the lowest mean in the attitude survey and the one about which the participants commented the most. They were unsatisfied with the program's content and the PLLS functionality. They had the most to say about these topics, as demonstrated by the frequency and orientation of their written comments and interview responses. They complained:

"The contents between one topic and the next lacked a progressive connection."

Another methodological problem mentioned by the participants, which affected their enjoyment of the PLLS, was the lack of opportunities for students to interact with teachers.

Finally, one of the topics with the most negative comments in this exploration of teacher attitudes was the conditions for implementation. This aspect has considerably impacted their attitudes. They mentioned, for example:

"It has too many activities, which, although it was supposed to make our work easier, you have to dedicate time to see what activities to assign since you can't assign them all. Also, reviewing the audio is time-consuming."

Table 7 below presents a summary of the main findings per dimension. These findings suggest that adopting this PLLS can be influenced by perceived ease of use, usefulness, enjoyment, and facilitating conditions. Various factors can shape these attitudes, including training, design, and technology alignment with pedagogical goals:

Dimension	Main findings
1. Perceived Ease of Use	1. Teachers did not find the PLLS easy to use. Lack of proper training contributed to this perception. 2. Some instructors preferred a more traditional approach to language learning, finding it easier to incorporate exercises. 3. Subjective norm-influenced attitudes.
2. Perceived Usefulness	1. Perceived usefulness received even more negative opinions than ease of use. 2. PLLS had functional issues and inflexibility in scoring exercises. 3. Learners' motivation was affected. 4. Autonomous learning was seen as a positive aspect but not for language ability development. 5. Lack of interaction and feedback.
3. Perceived Enjoyment	1. Enjoyment was the least favourable aspect of the evaluation. 2. Activities were disconnected from the program of studies. 3. Difficulties in connecting areas of interest to general topics. 4. Lack of facilitating conditions affected enjoyment.
4. Facilitating Conditions	1. Technical issues, such as problems with enrollment and mobile device access. 2. Lack of organisational involvement and imposition of the technology added to teachers' workload without compensation.

Table 7. Summary of the main findings.
Source: Authors

4 DISCUSSION

The results of this study suggest that TAM can help predict users' acceptance of new technologies since it was possible to establish the relationship between negative attitudes and contributing internal and external factors (Davis, 1989). However, it is central to complement the model with qualitative information, which can provide information to help understand the results in a contextualised manner. These results align with the conclusions reached by investigators who have studied TAM from a critical perspective (Huang et al., 2019; Huang & Teo, 2020; Huang et al., 2021; Venkatesh & Davis, 2000).

Concerning Perceived Ease of Use, the findings indicate that these language teachers did not consider the system easy to use. The phrase "not user-friendly" was repeated by several participants in this exploration. One of the factors that affected this perception was the lack of proper training to use it, which can be construed as a lack of self-efficacy. Several studies have highlighted the concept of self-efficacy as one of the central variables in deciding whether a new technology is adopted (Venkatesh & Bala, 2008).

Another factor that influenced the teachers' attitudes was that the system's design had a traditional approach to language learning, even though the developers advertised it as a progression of communicative abilities based on the CEFR. The results show that the system resembles a delivery system rather than a learning management system for developing skills. Thus, instructors who preferred a more traditional approach to language learning found it easier to incorporate the exercises into their teaching practice and found value in the possibility of evaluating learners on their knowledge of the vocabulary and grammar being studied in their lessons. However, other instructors found it more challenging to relate the language form practice to their more theme-based communicative lessons. In this sense, the issue revealed was the influence of the subjective norm on the participants' attitudes, which relates to an internal factor previously identified in investigations that used the TAM as an analytical tool (Al Sharida et al., 2021).

The second dimension of attitude explored in this study was perceived usefulness, which was found to have instigated even more negative opinions than perceived ease of use from the participants. This most practical factor was the most negatively impacted by the functional issues of the PLLS. One of the problems encountered was that the system was not adaptable or flexible in scoring exercises, which demanded that learners provide an answer exactly as the developers had expected. The participating instructors were aware of the array of possible answers in some exercises and felt that this had a negative impact on the learners' motivation. This finding relates to previous investigations about the role of perceived external control, thus also lending support to the TAM as a proper strategy for predicting acceptance (Motaghian et al., 2013).

The most favourable comments about the usefulness of the PLLS were connected to the concept of autonomous learning. However, this meant it was useful for language study and not necessarily for language ability development. Along the same line, many respondents had an opinion about the communicative approach in the PLLS activities and noticed this lacking feature. They complained, for example, that they could not fully understand the connection between the topics proposed by the platform contents. They also reported difficulties incorporating their own input sources, such as audio or video, into the system. Another important aspect of communicative language learning and teaching that was not present in this system was interaction. This PLLS did not allow for this either, which meant that teachers could not provide pertinent feedback to support learners, and learners could not help each other in collaborative work. All these issues relate to the system's methodological approach, which can be interpreted as a lack of objective usability from the viewpoint of language teaching.

The final dimension of the attitudes investigated was Perceived Enjoyment. This dimension was the least favourable aspect of the teachers' evaluation of this new technology, which, according to previous studies, is also a contributing factor that predicts the adoption of new technology in more recent versions of the TAM. A relevant drawback of the activities offered by the PLLS was their disconnection from the program of studies. As explained, these general language courses have a similar curriculum based on the CEFR for language learning. The main objective of all the courses is the development of language skills at an intermediate communicative level. However, before this PLLS was introduced, teachers could adapt their lessons and materials to the different areas of interest in the learners' undergraduate programs of study. When implementing the more homogeneous materials, they encountered difficulties connecting the areas of interest to the more general topics proposed by the system's activities. Once again, issues with objective usability and subjective norms proved to be pertinent to developing negative attitudes.

The results in this study support the relevance of facilitating conditions as a predictor of acceptance. One of the most common problems regarding this factor was the system's lack of functionality. Many complaints about the technical functions ranged from issues when enrolling learners to other problems, such as connecting from mobile devices or trouble with the required passwords.

Finally, the lack of facilitating conditions from the organisational and administrative viewpoint also affected the dimension of enjoyment in the teachers' attitude. Although the instructors agreed upon the choice to put this new technology into effect in all language classes, not all of them had been involved in the decision-making process. Using this PLLS was an imposition for many of them, adding to their workload without extra compensation.

5 CONCLUSIONS

The results of this study have supported the use of the TAM as a proper analytical model to help explain the factors that influence the adoption or rejection of technological advances, such as a learning management system with pre-made contents, into language teaching practices. Internal factors such as subjective norms and self-efficacy have impacted the process. External factors such as functionality perceived external control, and objective usability were also relevant in shaping the attitude towards the resource implemented.

New materials and resources should be sampled and thoroughly analysed to discover functionality problems before adoption. Proper conditions for the implementation should be secured to avoid overload and frustration for the instructors in charge.

Another factor to be considered from the point of view of the school administrators, generally in charge of proposing these changes, is the subjective norm to which teachers adhere. This consideration should be done before adopting a particular technology to support pedagogical practice. Efforts need to be made to help language teachers deconstruct and reflect upon their own instructional principles and, thus, have them participate in the selection process,

allowing them to choose the materials that are most appropriate for their own beliefs and style of teaching.

In the context of this study, further research on adopting this system into general language classes will focus on the learners' perceptions of implementing this platform. From the point of view of the teachers who have adopted it, we will aim to find out in which ways it has been incorporated. It has come to our attention that instructors have used different methods, some of which involve using the activities directly in their lesson, while others have chosen to assign the exercises as autonomous learning activities for students outside the class. It will be relevant to explore the reasons behind these methodological decisions and how they impact student learning and attitudes towards using technology in language teaching and learning.

Acknowledgments

The authors would like to acknowledge the support offered by the Department of Foreign Languages at UPLA for developing this investigation. This study is an initiative of the research network "Knowledge and Practices in the Teaching and Learning of the Humanities" in the Faculty of Humanities at Universidad de Playa Ancha.

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ACTITUDS DELS PROFESSORS DE LLENGÜES ESTRANGERES ENVERS UN SISTEMA D'APRENENTATGE DE LLENGÜES PREDISSENYAT

Un cop acabada la pandèmia, el Departament de Llengües Estrangeres d'una universitat estatal xilena va contractar una empresa canadenca per implementar un sistema d'aprenentatge d'idiomes pre-dissenyat (PLLS). Aquesta plataforma havia de ser utilitzada per tots els professors i estudiants, ja que contenia diverses activitats per desenvolupar les quatre habilitats lingüístiques, inclosa la pràctica de la pronunciació mitjançant el reconeixement de veu amb intel·ligència artificial. Aquest estudi explora les actituds de 17 professors universitaris envers l'ús d'aquests recursos, activitats i avaluacions pre-elaborades en els seus cursos d'anglès i alemany. Es va utilitzar un enfocament de mètodes mixtos, que va incloure una enquesta basada en el Model d'Adopció de Tecnologia (TAM) i entrevistes individuals. Es van obtenir estadístiques descriptives de les respostes de l'enquesta i es van analitzar les dades qualitatives utilitzant tècniques d'anàlisi de contingut.

Els resultats indiquen que les actituds dels professors envers el PLLS van ser generalment neutres a negatives. Els docents van expressar preocupacions principalment sobre el contingut pre-dissenyat del sistema i la seva funcionalitat percebuda. La facilitat d'ús i la utilitat percebudes van ser qualificades com a baixes, ja que els professors van informar de dificultats en la navegació i l'alineació amb els seus estils d'ensenyament. La percepció de gaudi va rebre la qualificació més baixa, esmentant problemes com el contingut desconnectat i la falta d'estructura progressiva. Les dades qualitatives van revelar problemes tècnics, augment de la càrrega de treball i preocupacions sobre l'impacte del sistema en la motivació i els resultats d'aprenentatge dels estudiants. Tot i que es van notar alguns aspectes positius, com el potencial per a l'autonomia de l'alumne, l'actitud general envers el PLLS va ser predominantment negativa, destacant la necessitat d'una millor alineació amb els objectius pedagògics i estratègies d'implementació.

PARAULES CLAU: Actituds docents, sistema d'aprenentatge d'idiomes predissenyat, Model d'Acceptació Tecnològica, idiomes estrangers

ACTITUDES DE LOS PROFESORES DE LENGUAS EXTRANJERAS HACIA UN SISTEMA DE APRENDIZAJE DE IDIOMAS PREDISEÑADO

Una vez concluida la pandemia, el Departamento de Lenguas Extranjeras de una universidad estatal chilena contrató un sistema de aprendizaje de idiomas pre-diseñado (PLLS) con una empresa canadiense. Esta plataforma debía ser utilizada por todos los profesores y estudiantes ya que contenía diversas actividades para desarrollar las cuatro habilidades lingüísticas, incluida la práctica de la pronunciación mediante el reconocimiento de voz con inteligencia artificial. Este estudio explora las actitudes de 17 profesores universitarios hacia el uso de este tipo de recursos, actividades y evaluaciones pre-elaboradas, para sus cursos comunicativos de inglés y alemán. Se utilizó un enfoque de métodos mixtos, que incluyó una encuesta basada en el Modelo de Adopción de Tecnología (TAM) y entrevistas individuales. Se obtuvieron estadísticas descriptivas de las respuestas de la encuesta, y los datos cualitativos se analizaron utilizando técnicas de análisis de contenido.

Los resultados indican que las actitudes de los profesores hacia el PLLS fueron generalmente neutrales a negativas. Los docentes expresaron preocupaciones principalmente sobre el contenido pre-diseñado del sistema y su funcionalidad percibida. La facilidad de uso percibida y la utilidad percibida fueron calificadas como bajas, reportando dificultades en la navegación y alineación con sus estilos de enseñanza. La percepción de disfrute recibió la calificación más baja, mencionándose problemas como el contenido desconectado y la falta de estructura progresiva. Los datos cualitativos revelaron problemas técnicos, aumento de la carga de trabajo y preocupaciones sobre el impacto del sistema en la motivación y los resultados de aprendizaje de los estudiantes. Si bien se notaron algunos aspectos positivos, la actitud general hacia el PLLS fue predominantemente negativa, destacando la necesidad de una mejor alineación con los objetivos pedagógicos y estrategias de implementación.

PALABRAS CLAVE: Actitudes docentes, sistema de aprendizaje de idiomas prediseñado, PLLS, Modelo de Aceptación Tecnológica, TAM, idiomas extranjeros