

# Open Educational Resources from Vietnamese Students' Perceptions in the Foreign Language Learning Classroom

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> affective learning, cognitive learning, course quality, learning engagement, open educational resources (OER)</p> <p><b>DOI:</b> <a href="http://dx.doi.org/10.21093/ijeltal.v10i2.2103">http://dx.doi.org/10.21093/ijeltal.v10i2.2103</a></p> <p><b>How to cite:</b> Chanh, N. H. (2025). Open Educational Resources from Vietnamese Students' Perceptions in the Foreign Language Learning Classroom. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 10(2), 303-320</p>	<p><i>This study explores students' perceptions of Open Educational Resources (OER) and their impact on cognitive and affective learning. Based on the Rowell's (2015) framework, the research, employed by a mixed-methods approach, combined questionnaire data and semi-structured interviews from a group of students enrolled in an ESP course utilizing OER. A total of 320 undergraduate students voluntarily participated in the study via convenience sampling. Results indicate that students generally had a positive emotional response to OER, appreciating their accessibility, flexibility, and alignment with course objectives. OER were perceived as enhancing learning outcomes, particularly in terms of understanding course materials and fostering critical thinking. However, while students favored OER over traditional textbooks in many aspects, some still found textbooks valuable for certain topics. Additionally, the ability to independently summarize and organize the material was identified as an area where students faced challenges. The study highlights the potential of OER in enhancing educational experiences while emphasizing the need for continuous improvements in content depth and engagement to maximize their effectiveness. It is hoped that OER can play a key role in shaping the future of education by making learning more inclusive and adaptable to diverse learner needs.</i></p>

## 1. Introduction

In recent decades, the educational landscape has undergone a profound transformation through the proliferation of Open Educational Resources (OER), which are freely accessible, openly licensed materials designed to support teaching and learning (Bordoloi et al., 2021; Gardner et al., 2021; Maican & Cocoradă, 2021; Knisely, 2025; Li & Bonk, 2025). These resources, including digital textbooks, corpora, videos, and language learning platforms, are

particularly relevant in foreign language education, where varied input, authentic materials, and learner autonomy play vital roles in language acquisition (Bonk, 2009; Crompton et al., 2021; Chanh, 2023; Quyen & Nguyen, 2025). OER have the potential to democratize education, allowing learners from diverse backgrounds to access high-quality materials without financial barriers (Adedoyin et al., 2025; Stutchbury et al., 2025). This aligns with global efforts to promote lifelong learning and bridge gaps in educational equity (Das, 2011; Chanh, 2021a, 2021b).

Within the field of foreign language teaching, scholars have increasingly examined how OER contribute to pedagogical innovation (Cheung, 2023; Raiaan et al., 2024; Li & Bonk, 2025; Stutchbury et al., 2025). Vyatkina (2020) highlights the value of linguistic corpora as OER, which offer rich, authentic language data for developing learner competence and promoting data-driven learning strategies. Warner and Dupuy (2018) further emphasize a shift toward multiliteracies and learner-centered approaches, advocating for the use of digital tools that support diverse forms of communication and critical thinking. However, the implementation of OER is not without challenges. Krajcsó (2016) notes the importance of establishing clear quality criteria and classifications to ensure the effectiveness and reliability of OER used in language learning contexts. Likewise, Colpaert (2012) warns of academic and institutional barriers such as the “publish and perish” culture, which can hinder open sharing practices.

In Viet Nam, the integration of OER into education—particularly foreign language classrooms - remains an emerging practice (Ngo, 2023). Although technological infrastructure has improved and national policy increasingly supports digital education, the practical use of OER by students and instructors still faces several obstacles, including lack of training, limited access to high-quality resources in Vietnamese, and traditional views of teaching and learning. As Comas-Quinn, de los Arcos, and Mardomingo (2012) explain, virtual learning environments and open platforms often require instructors to adapt their roles and reframe their pedagogical practices - a transition that may be equally challenging for students accustomed to teacher-centered instruction.

Furthermore, students' perceptions are shaped by a complex interplay of factors including language proficiency, digital literacy, and the perceived relevance of OER to their academic needs (Chounta et al., 2022; Haleem et al., 2022). Personalized language learning, as examined by Chen et al. (2021), demonstrates that when learners have access to resources tailored to their goals and contexts, engagement and outcomes improve. Yet, as Ponomarenko et al. (2018) observe in the Russian higher education context, the evolution of electronic education often involves tensions between innovation and tradition, a dynamic similarly observable in Vietnamese classrooms.

Most prior OER studies focus on educators' perspectives or are conducted in Western, resource-rich contexts. There is limited empirical research on how students from developing, non-Western, and traditionally teacher-centered educational systems, such as Viet Nam, perceive and adapt to OER in foreign language learning. This study seeks to explore Vietnamese students' perceptions of using OER in the foreign language learning classroom and identify the underlying factors influencing these perceptions. By analyzing students' experiences and attitudes, the research aims to offer insights into the opportunities and challenges associated with OER implementation in Viet Nam's language education system. It also contributes to the global discourse on how open educational practices can be

effectively adapted to local contexts, enhancing accessibility, learner autonomy, and instructional quality.

Therefore, the current study aims to answer the following questions:

- 1- What are the Vietnamese students' perceptions of using open educational resources in the foreign language learning classroom?
- 2- What underlying reasons contribute to Vietnamese students' perceptions of using open educational resources in the foreign language learning classroom?

## **2. Literature Review**

### **2.1 The Promise of OER in Language Learning**

OER have opened new pathways for equitable and flexible language learning (Hennessy, 2022; Liang et al., 2023). Bonk (2009) describes the global expansion of open learning as a disruptive force that challenges traditional education systems and offers learners unprecedented access to content. Das (2011) supports this view, particularly in developing contexts such as India, where OER are instrumental in advancing lifelong learning goals.

In the domain of language education, Vyatkina (2020) explores the use of linguistic corpora as OER, demonstrating their potential to foster data-driven learning and learner autonomy. Similarly, Krajcso (2016) categorizes and evaluates OER in terms of their pedagogical quality, noting that linguistic appropriateness and cultural relevance are crucial in determining their effectiveness in language learning.

However, despite their accessibility, not all learners benefit equally from OER. As Ponomarenko et al. (2018) show in the Russian higher education context, the digital shift often coexists with conservative educational norms, which can stifle innovation. In Viet Nam, where classroom instruction is traditionally teacher-centered, OER integration may face similar cultural and institutional barriers. Colpaert (2012) also points to systemic obstacles in academia, where open publishing may be undervalued, and innovation is discouraged by prevailing performance metrics.

### **2.2 Learner-Centered Perspectives and Personalization**

Understanding how learners perceive and engage with OER is central to their successful implementation. Chen et al. (2021) trace two decades of personalized language learning and suggest that digital tools, when adaptive and learner-specific, greatly enhance motivation and outcomes. However, personalization alone is not enough. Learner agency, as emphasized by Larsen–Freeman (2019), plays a critical role in shaping how students interact with open resources. Students must have both the autonomy and the confidence to use these tools effectively.

Language anxiety is another key factor influencing learner engagement. Russell (2020) identifies heightened anxiety among online language learners, especially in less-structured environments. In the Vietnamese context, where students may be less accustomed to self-directed study, this anxiety could influence how OER are perceived and utilized.

Creativity and digital literacy also shape learner experiences. Huh and Lee (2020) found that SMART learning environments, which include dynamic and interactive OER tools, significantly improved both language skills and creativity in Korean EFL learners. Carreira and

Kagan (2018) extend this discussion to heritage language learners, emphasizing the importance of culturally relevant and identity-affirming resources, which aligns with the need for localized OER in Vietnamese classrooms.

### **2.3 Pedagogical Practices, Teacher Roles, and Technological Integration**

The effectiveness of OER in language learning environments depends heavily on how they are embedded within pedagogical practices. Warner and Dupuy (2018) argue for a multiliteracies approach, which positions learners as active participants in diverse communicative practices. This framework requires educators to facilitate, not dominate, learning, thereby aligning well with OER's ethos of openness and learner autonomy.

However, such integration demands new competencies from teachers. Son (2018) emphasizes ongoing teacher development in technology-enhanced language teaching, noting that digital tools—especially OER—require a shift in instructional philosophy and skill set. Stickler, Hampel, and Emke (2020) propose a developmental framework that maps how teachers progress from basic digital literacy to strategic online pedagogy, a trajectory many Vietnamese teachers are still navigating.

The role of interaction in online and blended settings is also critical. Hampel and De Los Arcos (2013) critically review how ICT can either strengthen or weaken the learner–context interface. When used effectively, OER and online tools create rich, interactive learning experiences. However, when poorly integrated, they can lead to isolation or superficial engagement.

Comas-Quinn, de los Arcos, and Mardomingo (2012) discuss how virtual learning environments redefine teacher roles, pushing instructors to mediate digital content and foster meaningful learner interaction. In contexts like Viet Nam, where instructor authority is culturally significant, such shifts may require both structural and attitudinal changes in language education.

Despite the growing body of literature on OER and technology-enhanced language learning, several research gaps remain. First, much of the existing research has focused on the perspectives of educators or institutional strategies for OER integration, while learners' voices, especially those from non-Western, developing educational contexts, are underrepresented. Studies such as those by Vyatkina (2020), Russell (2020), and Hampel and De Los Arcos (2013) provide valuable insights into learner interaction with digital tools, but are largely situated in Western, resource-rich environments. Furthermore, the intersection of cultural learning styles, language anxiety, and learner autonomy in OER use remains insufficiently explored. In particular, there is a lack of empirical research on how students from traditionally teacher-centered educational systems, such as Viet Nam, perceive and adapt to open educational practices in the foreign language classroom. This study seeks to address these gaps by providing context-specific insights into Vietnamese students' attitudes, challenges, and motivations regarding the use of OER in language learning.

## **3. Research Methodology**

### **3.1 Research Design**

This study employed a convergent mixed methods design to explore Vietnamese students' perceptions of Open Educational Resources (OER) in the foreign language learning

classroom. The mixed methods approach was selected to provide a more comprehensive understanding by combining the breadth of quantitative data with the depth of qualitative insights. Drawing on Rowell's (2015) framework, the study examined five key dimensions: Quality to Learn, Value of OER, Cognitive Learning, Affective Learning, and Course Quality. These dimensions provided a structured lens through which both the survey and interview data were developed, collected, and analyzed. The integration of data occurred during the interpretation phase, enabling triangulation and deeper exploration of student experiences.

To ensure the validity of the questionnaire and semi-structured interview used in this study, several steps were taken. Content validity was established by consulting two experts in foreign language education and OER to review the instruments for relevance, clarity, and comprehensiveness, ensuring that the questions accurately captured students' perceptions of OER. Additionally, a pilot study was conducted with a small group of Vietnamese students similar to the target population to identify any ambiguous items and to refine the instruments accordingly.

Reliability was measured by assessing the consistency of the questionnaire responses and interview data. For the questionnaire, internal consistency reliability was tested using Cronbach's alpha, ensuring that the items within each scale coherently measured the intended constructs. For the semi-structured interviews, reliability was enhanced through the use of a consistent interview protocol and by training interviewers to minimize variability in data collection. Additionally, transcripts were coded independently by two researchers to establish inter-rater reliability and ensure consistent interpretation of qualitative data.

### **3.2 Participants and Instruments**

Participants in this study were undergraduate students enrolled in English language courses at a university in Viet Nam. A total of 320 students participated in the quantitative phase through a questionnaire, selected via convenience sampling. To gain deeper insight, 10 students were purposively selected from the larger sample for semi-structured interviews. This subset was chosen to reflect variation in OER usage frequency, English proficiency levels, academic performance, and gender, ensuring a more nuanced understanding of learner perspectives. All participants had prior experience using OER as part of their language learning.

### **3.3 Data Collections**

For the quantitative phase, the questionnaire was developed based on Rowell's (2015) framework and consisted of 21 Likert-scale items divided across the five focal dimensions. The instrument also gathered demographic data including age, gender, and frequency of OER usage. Five main categories were examined, including active learning, value of OER, cognitive learning, course quality and quality to learn. These categories were chosen from the framework of Rowell (2015) since it represented different characteristics of the open educational resources. Prior to full deployment, the questionnaire was piloted with 15 students to ensure clarity and internal consistency. The final version was distributed electronically using Google Forms.

For the qualitative phase, semi-structured interviews were conducted with 10 selected participants. The interviews were designed to explore each of the five dimensions in more detail and included open-ended prompts. Interviews lasted approximately 30–40 minutes and

were conducted in either English or Vietnamese, depending on the participants' comfort. All sessions were audio-recorded with consent and later transcribed for analysis.

### 3.4 Data Analysis

Quantitative data from the questionnaire were analyzed using descriptive and inferential statistics. Descriptive statistics (means, standard deviations) provided an overview of participants' perceptions across the five dimensions, while inferential tests examined relationships between variables like OER usage frequency and perception scores. Internal consistency for each subscale was checked using Cronbach's alpha, with acceptable reliability set at  $\alpha \geq 0.80$ .

Qualitative data from interviews were analyzed thematically using both deductive and inductive coding. Initial codes were based on Rowell's (2015) framework dimensions, but new themes were allowed to emerge to capture unique or unexpected insights. Thematic patterns were identified across interviews and compared with survey findings to enhance interpretation, ensure validity through triangulation, and reveal deeper insights into the underlying reasons behind student perceptions.

## 4. Results

This section presents the quantitative findings based on the students' responses to the Open Educational Resources (OER) perception questionnaire. Besides, the qualitative findings are also presented to illustrate the underlying reasons of Vietnamese students' perceptions of using open educational resources in the foreign language learning classroom. The analysis is organized into five primary categories derived from Rowell's (2015) framework: Affective Learning, Value of OER, Cognitive Learning, Course Quality, and Quality to Learn. Descriptive statistics such as mean and standard deviation were calculated for each of the items in the questionnaire using SPSS, providing insight into students' perceptions of OER in their foreign language learning environment, as presented in Table 1.

**Table 1:** Students' responses to the Open Educational Resources

No.	Items	Min	Max	Mean	SD
1	I enjoy learning in an environment that incorporates open educational resources.	1	5	4.56	.93
2	I would describe using open educational resources as interesting.	1	5	3.55	.90
3	If given a choice, I prefer learning using open educational resources.	1	5	4.28	.91
4	I do not like the learning environment when open educational resources are used.	2	5	3.48	.92
5	I cannot produce an outline of the topics covered in this course for future students.	2	5	2.90	.89
6	Open educational resources make me feel more engaged with my learning.	1	5	2.87	.99
7	Open educational resources directly improve the quality of my learning experience in this course	1	5	4.78	.97
8	There is a match between the open educational resources' content and specific learning objectives of this course.	1	5	4.48	.96
9	I think this course is of less value to me because anyone can access the materials.	1	5	4.00	.95

10	Open educational resources are not as good as purchased textbooks.	1	5	3.00	.93
11	Textbooks help me understand topics better than open educational resources.	1	5	2.95	.99
12	I believe I can learn more through open educational resources than through a textbook.	1	5	3.89	.89
13	Open educational resources help me understand topics better than textbooks.	1	5	4.83	.91
14	Open educational resources do not offer any advantages to me.	1	5	4.50	.93
15	I have changed my attitudes about the course subject matter as a result of this course.	1	5	3.79	.99
16	I can intelligently critique the open educational resources used in this course.	1	5	3.99	1.01
17	I feel I am a more sophisticated thinker as a result of this course.	1	5	4.96	.90
18	I would like to take more courses that use open educational resources.	1	5	4.84	.93
19	I would recommend a course that incorporates open educational resources to others.	1	5	4.82	.88
20	Overall the learning experience in this course was positive.	1	5	4.00	.93
21	Overall the quality of the open educational resources content of this course was excellent.	1	5	3.84	.99

#### 4.1. Affective Learning

Overall, students expressed a positive emotional response to the use of Open Educational Resources. They generally enjoyed learning in an environment where OER were integrated, with a high average score reflecting their enjoyment of this learning approach ( $M = 4.56$ ,  $SD = 0.93$ ). This suggests that students appreciate the innovative nature of OER and the dynamic learning environment they provide. When asked whether OER was interesting to use, the average response was somewhat lower ( $M = 3.55$ ,  $SD = 0.90$ ), indicating that, while many found it engaging, there were others who may not have been as captivated by it.

S10 shared:

*"I liked using OER because I could learn at my own speed. But sometimes, the materials were boring and not fun. I think adding more activities would help make it better."*

From this response, S10 expressed appreciation for the flexibility of using Open Educational Resources (OER), stating that they allowed for self-paced learning. However, S10 also noted a lack of engagement in some materials and suggested that including more interactive activities could improve the learning experience. This comment highlights a mixed perception: while the student valued the autonomy provided by OER, the limited interactivity negatively affected their overall engagement.

Interestingly, when students were asked whether they disliked the learning environment created by OER, the responses showed that negative emotions toward OER were rare, with a mean score of 3.48 ( $SD = 0.92$ ). While some students may have had reservations, the overall sentiment was favorable, suggesting that any aversion to OER was relatively minor.

S8 stated:

*"I didn't dislike using OER, but sometimes I felt a little confused or lost. Overall, I think it was okay, and I still enjoyed learning with it."*

From this response, S8 provided a neutral-to-positive perspective on using Open Educational Resources (OER). This response indicates that while the student had a generally favorable experience, they encountered moments of uncertainty or difficulty navigating the materials. Despite these challenges, S8 maintained a positive attitude and found the overall experience enjoyable.

#### **4.2. Value of OER**

Students perceived OER as offering significant value to their learning experiences. A majority of the students strongly agreed that OER enhanced the quality of their learning experience ( $M = 4.78$ ,  $SD = 0.97$ ), and they felt that the content of the OER aligned well with the course objectives ( $M = 4.48$ ,  $SD = 0.96$ ). These high scores suggest that students found OER to be well-integrated into the course structure and perceived them as contributing positively to their educational outcomes.

S1 mentioned:

*"I think OER really helped me understand the course better. The materials matched the lessons well, and I felt they improved my learning experience a lot."*

From this response, S1 expressed a positive perception of Open Educational Resources (OER), stating that the resources "really helped me understand the course better." The student noted that the OER materials were well-aligned with the course lessons and felt that this alignment significantly enhanced their overall learning experience. This feedback highlights the perceived effectiveness of OER when integrated closely with classroom instruction.

Additionally, students did not believe that the availability of OER diminished the value of their course. In fact, the majority of students disagreed with the idea that the public availability of OER reduced the perceived worth of their course ( $M = 4.00$ ,  $SD = 0.95$ ). This points to the fact that students valued the openness and accessibility of the resources, without viewing it as a detractor to the course quality. Furthermore, when asked whether OER offered no benefits, the majority of students disagreed strongly ( $M = 4.50$ ,  $SD = 0.93$ ), affirming that they saw tangible advantages in using OER. In comparison with traditional textbooks, OER were regarded as providing superior learning experiences, with many students disagreeing with the statement that textbooks are more effective for understanding course topics ( $M = 2.95$ ,  $SD = 0.99$ ).

S5 pointed out:

*"I don't think OER made the course less valuable. In fact, I liked that the materials were free and easy to access. I felt that OER helped me learn better than traditional textbooks, and I didn't miss having to buy a textbook."*

From this response, the student expressed a positive attitude towards Open Educational Resources (OER), emphasizing that the free and easy accessibility of the materials enhanced their learning experience. They specifically noted that OER helped them learn better than



traditional textbooks and reported no sense of loss or disadvantage from not having to purchase a textbook.

#### **4.3. Cognitive Learning**

The perception of cognitive enhancement through the use of OER was notably positive. Students generally believed that OER helped them understand course topics better than textbooks, with a particularly high average score ( $M = 4.83$ ,  $SD = 0.91$ ). This suggests that OER are seen as more effective tools for understanding material compared to traditional textbooks. When asked whether they could learn more through OER than through textbooks, students once again leaned toward agreeing ( $M = 3.89$ ,  $SD = 0.89$ ), emphasizing the advantages of OER in facilitating deeper learning.

S2 highlighted:

*"OER helped me understand the topics much better than textbooks. I felt I could learn more because I had easy access to all the resources, and they were more engaging than traditional books."*

From this response, the student reported that Open Educational Resources (OER) enhanced their understanding of the topics more effectively than traditional textbooks. They emphasized that easy access to a variety of resources and the engaging nature of OER contributed to a more productive learning experience.

Despite these favorable ratings, there was a slight preference for textbooks when compared to OER in certain areas. For instance, when students were asked if textbooks helped them understand topics better than OER, the responses were more moderate, indicating that textbooks may still hold value for some students ( $M = 2.95$ ,  $SD = 0.99$ ). Similarly, the idea that OER are inferior to purchased textbooks also received a modest score, suggesting that while OER are preferred by many, textbooks are still regarded as useful by some learners ( $M = 3.00$ ,  $SD = 0.93$ ).

S7 shared:

*"While I liked using OER, I still found textbooks helpful for some topics. They provide more detailed explanations, and sometimes I feel like they are easier to understand than OER."*

From this response, the student expressed a generally positive attitude toward using Open Educational Resources (OER) but acknowledged that traditional textbooks remained helpful for certain topics. They noted that textbooks often provided more detailed explanations and were sometimes easier to understand than OER materials.

Furthermore, students indicated that their critical thinking and intellectual development were positively influenced by OER. Many students reported feeling like more sophisticated thinkers as a result of their engagement with the course content ( $M = 4.76$ ,  $SD = 0.90$ ), and they also felt that their attitudes toward the subject matter had changed in a positive direction ( $M = 3.79$ ,  $SD = 0.99$ ). These results suggest that OER may foster cognitive growth by encouraging students to engage with the material in a more reflective and critical manner.

S8 mentioned:

*"Using OER made me think more about the lessons. I feel like I understood the subject better and had a more positive attitude towards it."*

#### 4.4. Course Quality

The overall quality of the courses incorporating OER was highly rated by students. When asked about their general learning experience, the majority of students reported positive outcomes ( $M = 4.00$ ,  $SD = 0.93$ ), indicating that OER contributed to a favorable course experience. Students also expressed a desire to take more courses that integrate OER ( $M = 4.84$ ,  $SD = 0.93$ ), with a similarly high score for their willingness to recommend OER-based courses to others ( $M = 4.82$ ,  $SD = 0.88$ ). These responses demonstrate strong satisfaction with the OER experience and indicate that students would advocate for the continuation and expansion of OER use in their educational settings.

S2 stated:

*"I had a great experience with OER in this course. I would definitely take more classes that use OER, and I would tell others to try them too because they made learning easier and more interesting."*

From this response, the student reported a very positive experience using Open Educational Resources (OER), expressing enthusiasm for future courses that incorporate OER. They noted that OER made learning easier and more interesting, and indicated a willingness to recommend OER-based courses to others.

However, the quality of the OER content itself received a slightly lower average score ( $M = 3.84$ ,  $SD = 0.99$ ), indicating that, while students recognized the value of the OER, there may have been areas for improvement in terms of content richness, depth, or alignment with specific learning needs. This could point to the need for instructors or content developers to refine and enhance OER offerings to ensure they are as comprehensive and effective as possible.

S4 pointed out:

*"While I liked using OER, I think some of the materials could have been more detailed or explained better. It would be great if the resources were richer and more closely matched the course topics."*

From the response, the student expressed a generally positive attitude towards using Open Educational Resources (OER) but noted that some materials lacked sufficient detail or clarity. They suggested that the resources could be improved by being richer in content and more closely aligned with the course topics.

#### 4.2. Quality to Learn

In terms of Quality to Learn, the findings were more mixed. While students overwhelmingly believed that OER improved their understanding of course material, their ability to independently summarize and organize the topics covered in the course for future students was less robust ( $M = 2.90$ ,  $SD = 0.89$ ). This may indicate that while OER were valuable for learning, some students struggled with independent content organization or with applying the material in a structured way. This finding suggests a need for more support or scaffolding in helping students internalize and reflect on their learning in a meaningful way.

S2 mentioned:

*"OER helped me understand the lessons, but it was difficult to organize everything by myself. I think I needed more help to remember and explain the topics better."*

From this response, the student acknowledged that Open Educational Resources (OER) helped them understand the lessons but expressed difficulty in organizing the information independently. They felt that additional support was needed to better remember and explain the topics.

Additionally, while OER were generally seen as contributing to cognitive learning, the item regarding engagement - "OER make me feel more engaged with my learning"—received a relatively lower average score ( $M = 2.87$ ,  $SD = 0.99$ ). This suggests that while OER were perceived to enhance understanding, their ability to foster deeper emotional or interactive engagement might require further enhancement. Incorporating more interactive, participatory, or collaborative elements within the OER could address this gap and promote more active learner engagement.

S8 shared:

*"OER helped me understand the topics, but I didn't always feel very engaged or excited about the learning. It might be better if there were more activities or ways to work with others."*

From this response, the student reported that Open Educational Resources (OER) aided their understanding of the topics but noted a lack of engagement and excitement during learning. They suggested that including more activities and opportunities for collaborative work could improve the experience.

## **5. Discussion**

This study aimed to examine the perceptions of Vietnamese students regarding the use of Open Educational Resources (OER) in foreign language learning classrooms. The findings from the questionnaire and semi-structure interview revealed a generally positive response from students in terms of affective learning, cognitive learning, course quality, and the value of OER. However, there were areas that suggested room for improvement, particularly in fostering deeper engagement and enhancing the quality of the OER content. The following paragraphs are organized with the discussion of quantitative findings, followed by the qualitative findings, to answer both research questions.

### **5.1 Affective Learning**

Students demonstrated a generally positive emotional response to the use of OER, with many appreciating the innovative and dynamic learning environment that OER provide ( $M = 4.56$ ,  $SD = 0.93$ ). This aligns with the notion that students are increasingly drawn to learning environments that offer flexibility and autonomy, as highlighted by Vyatkina (2020). Vyatkina emphasizes how corpora and OER provide opportunities for learners to interact with authentic, real-world materials at their own pace. However, despite the positive overall emotional response, some students indicated that they found the materials less engaging ( $M = 3.55$ ,  $SD = 0.90$ ). As one student noted, while OER allowed for self-paced learning, certain materials felt boring and could benefit from more interactive elements. This suggests that while OER may improve accessibility, there is still a need to ensure that materials are stimulating and engaging for a wider range of learners. This finding highlights the importance of integrating interactive activities to foster greater emotional involvement and excitement in the learning process (Hampel & De Los Arcos, 2013).

Student responses revealed several underlying factors that shape perceptions of Open Educational Resources (OER), particularly related to autonomy, engagement, and clarity. They emphasized the appeal of self-directed learning, highlighting the flexibility to learn at their own pace—an aspect closely tied to autonomy and motivation as outlined in Self-Determination Theory. However, some OER materials were “boring and not fun,” pointing to a common shortcoming in OER design: a lack of interactivity, which can undermine learner engagement. Similarly, students’ response also underscored the importance of clarity and guidance, as they described feeling “confused or lost” at times when using OER. This reflects concerns associated with Cognitive Load Theory, which suggests that poorly structured materials can hinder comprehension, particularly in language learning contexts. Despite these challenges, S8 still expressed enjoyment, suggesting that students may remain open to using OER if the content is generally accessible and interesting. Taken together, these insights highlight the need for OER that are not only flexible and open, but also pedagogically sound, engaging, and well-organized to effectively support foreign language learners.

## 5.2 Value of OER

The value of OER to students' learning was highly regarded, with students agreeing that OER significantly enhanced the quality of their learning experiences ( $M = 4.78$ ,  $SD = 0.97$ ). Additionally, students felt that OER aligned well with course objectives ( $M = 4.48$ ,  $SD = 0.96$ ), confirming that the materials were well-integrated into the course structure. These findings are consistent with Krajcsó (2016), who argues that OER can be a valuable tool for language learners when they are designed with quality criteria in mind. Furthermore, OER were seen as enhancing the accessibility and affordability of learning materials, with many students stating that they preferred OER over traditional textbooks, which aligns with Das (2011), who highlights the role of OER in promoting lifelong learning by making educational resources freely available to a global audience.

Importantly, students did not perceive the public availability of OER as diminishing the value of their education ( $M = 4.00$ ,  $SD = 0.95$ ), which suggests that the openness and accessibility of resources were viewed positively. This finding supports the idea that OER can democratize education, offering equitable learning opportunities without compromising course quality, as suggested by Bonk (2009). Despite this overall positive outlook, students did express some concerns about the content of OER compared to traditional textbooks. Some students felt that textbooks still held value in certain areas ( $M = 2.95$ ,  $SD = 0.99$ ), primarily due to their perceived depth and detail. This mixed response points to the continued relevance of traditional resources, even in an era where OER are gaining prominence. This suggests that while OER offer significant advantages, textbooks are still seen as valuable tools in certain contexts (Warner & Dupuy, 2018).

Students’ positive experience highlights several critical factors influencing students’ perceptions of Open Educational Resources (OER), notably the alignment of OER with formal course content as well as their affordability and accessibility. When OER complement and reinforce lesson objectives, they enhance comprehension and deepen understanding, underscoring the importance of selecting or developing materials that correspond directly to curriculum goals. At the same time, the student’s preference for OER over traditional textbooks reflects a growing appreciation for cost-free educational resources that reduce financial barriers and increase equitable access. Beyond economic benefits, the practical

advantages of easily accessible and flexible materials contribute to students' motivation and engagement. These findings support existing research emphasizing that contextual relevance, affordability, and accessibility are essential for maximizing the educational benefits and appeal of OER in foreign language learning.

### **5.3 Cognitive Learning**

OER were overwhelmingly seen as beneficial for enhancing cognitive learning. Students rated OER highly in terms of their ability to improve understanding of course topics ( $M = 4.83$ ,  $SD = 0.91$ ). Moreover, students reported that OER allowed them to learn more effectively compared to traditional textbooks ( $M = 3.89$ ,  $SD = 0.89$ ). These findings support the idea that OER offer advantages in cognitive learning by providing accessible, relevant, and engaging materials (Chen et al., 2021). However, students expressed a slight preference for textbooks in some cases, particularly in terms of depth and detail ( $M = 2.95$ ,  $SD = 0.99$ ). This suggests that while OER are highly effective for promoting understanding, there may still be instances where traditional textbooks provide a richer or more structured approach to learning.

Furthermore, students reported that their critical thinking and intellectual development were positively influenced by the use of OER ( $M = 4.76$ ,  $SD = 0.90$ ). This aligns with research by Hampel and De Los Arcos (2013), who found that OER foster reflective and critical thinking by providing opportunities for students to engage with the material in diverse ways. The results indicate that OER not only enhance knowledge acquisition but also contribute to the development of sophisticated thinking and a more positive attitude toward learning, similar to findings reported by Colpaert (2012).

The students' responses underscore the significance of accessibility and engagement in shaping positive perceptions of Open Educational Resources (OER), while also recognizing the continued value of traditional textbooks for more detailed or clearer explanations. The students' preference for OER over textbooks highlights how the variety and ease of access to digital materials can facilitate deeper comprehension and sustained interest, supported by the interactive and multimedia features often found in OER that cater to diverse learning styles. At the same time, this nuanced perspective suggests that OER and textbooks serve complementary roles in foreign language learning, with textbooks providing structured detail and OER offering flexibility and accessibility. These insights align with research advocating a balanced approach in resource selection, combining the strengths of both traditional and open materials to effectively address diverse learner needs and enhance motivation and learning outcomes.

### **5.4 Course Quality**

In terms of course quality, students were highly satisfied with their overall learning experience ( $M = 4.00$ ,  $SD = 0.93$ ) and expressed a strong desire to take more courses that integrated OER ( $M = 4.84$ ,  $SD = 0.93$ ). They were also willing to recommend OER-based courses to others ( $M = 4.82$ ,  $SD = 0.88$ ), which demonstrates a high level of satisfaction with OER as a teaching tool. This is consistent with research indicating that OER can enhance students' overall course experience by making learning more flexible, accessible, and enjoyable (Comas-Quinn et al., 2012). However, the slightly lower score for the quality of the OER content ( $M = 3.84$ ,  $SD = 0.99$ ) suggests that there may be areas for improvement in terms of content depth, richness, and alignment with specific learning needs. This finding highlights the need for ongoing

development and refinement of OER materials to ensure that they meet students' diverse learning needs effectively.

The students' responses reflect the potential of Open Educational Resources (OER) to enhance student motivation and satisfaction by making learning more accessible and engaging, while also emphasizing the importance of content quality and relevance. The student's eagerness to continue using and advocate for OER suggests that when effectively implemented, these resources can positively influence learners' attitudes toward their studies. However, the effectiveness of OER depends not only on their accessibility and flexibility but also on how well the materials align with the curriculum and provide sufficient depth of explanation. The student's call for richer, more targeted resources aligns with research advocating that OER should be both freely available and pedagogically sound to support meaningful and sustained learning outcomes.

### 5.5 Quality to Learn

Finally, the findings regarding students' ability to independently summarize and organize course material for future students ( $M = 2.90$ ,  $SD = 0.89$ ) revealed that while OER contributed to understanding, students faced challenges in organizing and applying the content in a structured way. This suggests that while OER can support cognitive learning, additional scaffolding may be needed to help students internalize and reflect on the material. Providing more structured guidance or opportunities for students to organize their learning could help bridge this gap and enhance the overall quality of the learning experience (Ponomarenko et al., 2018). Additionally, the lower score for engagement ( $M = 2.87$ ,  $SD = 0.99$ ) suggests that OER may need to incorporate more interactive or collaborative elements to foster deeper emotional and intellectual engagement. This would help address the gap in fostering more active, participatory learning environments, as argued by Son (2018) in his work on technology-enhanced language teaching.

The students' responses highlight key challenges and opportunities in using Open Educational Resources (OER), emphasizing the need for both scaffolding to support learner autonomy and increased engagement through social interaction. While OER provide valuable resources that aid comprehension, the student's experience suggests that without adequate instructional support, learners may struggle to organize their study and consolidate knowledge. This aligns with educational theories advocating a balance between independent learning and teacher facilitation, especially in cognitively demanding foreign language classrooms. Additionally, the student's desire for more interactive and collaborative elements reflects the importance of active learning and social constructivism, indicating that incorporating varied activities and group work can boost motivation and deepen understanding. Together, these insights suggest that integrating OER with teacher-led support and embedding interactive, collaborative features can significantly enhance their effectiveness in language learning contexts.

The findings of this study highlight several reasons why Open Educational Resources (OER) are valuable in the foreign language learning classroom. First, students consistently appreciated the accessibility and affordability of OER, which remove financial barriers and provide flexible, easy access to diverse learning materials. This accessibility fosters greater equity and inclusivity in education. Second, OER's alignment with course content and the ability to learn at one's own pace support deeper understanding and personalized learning

experiences, which are crucial in language acquisition. Third, the engaging and interactive features of many OER materials enhance motivation and sustain student interest, contributing to more effective learning outcomes. Finally, although some students noted limitations such as a need for richer content and more guidance, the adaptability of OER allows educators to supplement and scaffold resources, making them highly flexible for diverse learner needs. Together, these factors demonstrate that OER not only reduce costs but also promote active, learner-centered education, making them a valuable tool in enhancing foreign language learning.

In the current study, the mixed-methods approach combining questionnaires and semi-structured interviews provided a comprehensive understanding of Vietnamese students' perceptions of Open Educational Resources (OER) in the foreign language classroom. The questionnaire allowed for the collection of broad, quantifiable data from a larger sample, offering generalizable insights into common trends and attitudes. Meanwhile, the semi-structured interviews enabled deeper exploration of individual experiences, motivations, and challenges, adding rich qualitative nuance to the findings. However, several limitations should be considered when interpreting the results. The self-reported nature of both instruments may introduce response biases, such as social desirability or selective memory. Additionally, the semi-structured interviews involved a smaller, potentially non-representative subset of students, which may limit the transferability of qualitative insights. Cultural factors may also influence how openly students express criticism or praise, impacting the data's authenticity. Therefore, while the combined methods strengthen the study's validity, readers should interpret the findings with an awareness of these methodological constraints and consider the need for further research to confirm and expand upon these results.

## **6. Conclusion**

This study showed that students generally have a positive emotional response to Open Educational Resources (OER), appreciating the flexibility and accessibility they offer. Besides, OER were seen as significantly enhancing students' understanding of course materials and aligning well with course objectives, contributing to positive cognitive and affective learning outcomes. These results suggest that while OER are effective tools for learning, their full potential can be realized with improvements in content depth and engagement.

The findings suggest that OER have the potential to improve educational experiences by offering accessible, flexible, and cost-effective resources for students. Additionally, the study highlights the importance of ensuring that OER are well-aligned with course objectives and provide adequate support for students in organizing and reflecting on the material.

While this study provides valuable insights into student perceptions of OER, it has several limitations. First, the sample size and demographic diversity were not extensively varied, which may limit the generalizability of the findings. Future research should consider larger and more diverse student populations across different disciplines to validate these results. Additionally, the study primarily focused on students' immediate perceptions, leaving out long-term impacts on learning outcomes.

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