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Vocational Students' Satisfaction of the Synchronous Online Learning in Lao Language Course

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Abstract

Purpose: As the backdrop of this reaseach is online teaching via asynchronous online learning, this research examined the factors and effects of intrinsic motivation (IML), perceived interactivity (PI), attitude (AT), and perceived ease of use (PEU) on satisfaction with learning among students of Laotian language courses in vocational colleges. **Design Data and Methodology:** Employing a questionnaire survey, data were collected from 57 students majoring in Laotian language at a vocational and technical college in Yunnan Province 16 males and 41 females. Multiple linear regression analysis was conducted to analyze the data. **Results:** The study revealed that student satisfaction was influenced by factors such as intrinsic motivation (IML), perceived interactivity (PI), and perceived ease of use (PEU). Specifically, perceived interactivity (PI) exerted the greatest influence on student satisfaction, explaining 65.9% of the variance (β=.659, $p<.001$), which was statistically significant. However, attitude (AT) did not significantly impact student satisfaction (β = -.543, $p<.001$). **Conclusion:** In conclusion, integrating students' perceived ease of use into the teaching process during online Laotian language instruction via asynchronous online learning could enhance student satisfaction. Such an online teaching mode could facilitate positive interactions between students and teachers as well as among students themselves.

Keywords: Lao Language, Asynchronous Online Learning, Students Satisfaction, Intrinsic Motivation, Perceived Interactivity, Perceived Ease of Use

JEL Classification Code: A29, D38, L86

1. Introduction

1.1 Background of the Study

The transformation of human production and life by information technology is obvious. For education, it means integrating the innovative achievements of the Internet deeply into education, promoting educational progress, enhancing educational innovation, and accelerating the modernization of education. The pervasive impact of network media creates a unique environment for teaching and learning. The most notable feature of this environment is the ability to change the time and place of educational interaction (Anderson, 2004).

In the past decade, and particularly since the outbreak of the pandemic, the utilization of videoconferencing in foreign language instruction has become widespread and garnered attention from L2 researchers and educators (Luo et al., 2023). Its multimodal capabilities enable L2 learners to access more authentic linguistic input, foster dynamic meaning-making processes, and provide increased opportunities for interaction with language partners or

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native speakers in the target language (Guichon, 2010; Hampel & Stickler, 2012). Despite numerous studies discussing the potential and feasibility of integrating videoconferencing into foreign language instruction (Kohnke & Moorhouse, 2022; Rahayu & Wirza, 2020; Yu, 2022), limited attention has been given to investigating L2 learners' perceptions of using videoconferencing systems in their online language learning. The lack of research on the acceptance of videoconferencing systems and the necessity to better prepare for synchronous online language instruction in the post-pandemic era serve as the motivations for this study (Luo et al., 2023). This study focuses on assessing the satisfaction of students majoring in Lao language at Chinese vocational colleges when using Tencent Meeting for learning Lao language.

Tencent Meeting serves as a tool for instructors to actively involve and inspire students in virtual classes by offering genuine interaction and immediate feedback. The aim of this research is to investigate the satisfaction of Laotian students with online classes facilitated by Tencent Meeting. The participants were 57 students. Data were collected through questionnaires, and observations. The following variables are studied and analyzed:

Satisfaction,

1. Intrinsic Motivation for Learning,
2. Perceived Interactivity,
3. Attitudes,

Perceived Ease of Use.

1.2 Tencent Meeting

Videoconferencing, a synchronous computer-mediated communication (SCMC) approach, offers a multi-modal environment to foster interaction and enables users to communicate simultaneously using audio, video, text, or their combinations (Krutka & Carano, 2016). Amid the COVID-19 pandemic, educational institutions have transitioned to online instruction, and have embraced digital tools like Massive Open Online Courses (MOOCs), learning management systems (LMSs), and videoconferencing systems to maintain the provision of educational services (Nikou, 2021). Numerous videoconferencing platforms, such as Skype, Google Meet, Zoom, Teams, and WhatsApp, have been employed in educational settings ranging from elementary schools to institutions of higher learning (Correia et al., 2020). In mainland China, Tencent Meeting has become the predominant videoconferencing application nationwide, boasting over 20 million users by the conclusion of 2021 (Su et al., 2021). A considerable amount of educational research has investigated learners' receptiveness towards embracing online technologies like e-learning (Mohammadi, 2015), and mobile learning (Alturki & Aldraiweesh, 2022), learning management systems (Shin & Kang, 2015), and MOOCs (Wu & Chen, 2017).

1.3 Statement of the Problem

Tencent Meeting is a solution for faculty members to engage and motivate students in virtual courses as it provides real interaction and direct feedback. The purpose of this study is to explore the satisfaction of Laotian students with online courses through Tencent Meeting. The participants were 57 students. Data were collected through questionnaires and observations. In this paper, five variables, specifically Student Satisfaction (DV), Intrinsic Motivation for Learning (IV), Perceived Interactivity (IV), Attitudes (IV), and Perceived Ease of Use (IV), are examined and analyzed.

The reasons for adopting these five variables are as follows:

1. Student satisfaction: Student satisfaction was described as the student's perceived worth of their educational encounters within an educational establishment (Astin, 1993). 'Significant differences still existed in the way students perceived their online experiences during learning' (Muilenburg & Berge, 2005, p. 29). Perceptions of their learning experiences may influence students' decisions to persist in the course (Carr, 2000) and could affect levels of satisfaction with overall online learning experiences (Kenny, 2003). Student satisfaction is considered the key factor for continuing learning. Student satisfaction was correlated with students' performance (Bolliger & Wasilik, 2009).

2. Intrinsic Motivation for Learning: Intrinsic Motivation for Learning: Some researchers have also referred to intrinsic motivation as emotional engagement, and studies have shown that emotional engagement predicts the development of behavioral engagement (Skinner et al., 2008). Essentially, intrinsic motivation to learn leads students to engage deeply in reading, math, science, and history (Brophy, 2013; Froiland, 2014; Froiland & Oros, 2014; Froiland & Worrell, 2016; Guthrie et al., 2007).

3. Perceived Interactivity: These remote technologies provided students with synchronous and asynchronous learning opportunities. Such perceived interactivity kept students active in their learning experiences (Camilleri & Camilleri, 2022). Multiple researchers have endeavored to delineate the concept of interactivity. Perceived interactivity denotes the degree to which individuals perceive that these technologies empower them to maintain a sense of agency while engaging in communication with others (Chattaraman et al., 2019; Liu, 2003).

4. Attitudes: The success of education largely relies on learners' attitudes and approaches towards these circumstances. Attitude is a concept encompassing cognitive, affective, and behavioral dimensions. The embodiment of online attitude can be assured when learners respond to all stimuli within the electronic environment, activate their own thoughts, energy, and desires, react to the impact, and translate it into behavior (Herguner et al., 2020).

5. Perceived ease of use can be defined as the extent to which an individual believes that using a specific system requires minimal effort. Previous studies have indicated that individuals are more inclined to adopt a new technology if they perceive it to be user-friendly (Saadé & Bahli, 2005).

1.4 Research Questions

1. What is the impact of intrinsic motivation for learning on students' ability to learn Lao online at Tencent Meeting?
2. What is the impact of perceived interactivity on students learning Lao online at Tencent Meeting?
3. What is the impact of attitude on students learning Lao online at Tencent Meeting?
4. What is the impact of Perceived Ease of Use on students learning Lao online at Tencent Meeting?

1.5 Significance of the Research

This study aims to help teachers understand the factors affecting the satisfaction of students learning the Lao language with Tencent Meeting. Additionally, it seeks to provide a references that could further enhance the development of teaching and learning the Lao language.

2. Literature Review

2.1 Theories Related to the Variables

In this section, the author will provide an overview of the theoretical foundations of each variable, including its definition, relevant literature, and how it has been measured in previous studies.

2.2 Student Satisfaction

Student satisfaction is described as the student's perceived worth of their educational encounters at an educational institution (Astin, 1993). "Significant differences still exist in the way students perceive their online experiences during learning" (Muilenburg & Berge, 2005). Perceptions regarding their learning experiences can influence students in their decision to continue with the course (Carr, 2000) and affect levels of satisfaction with overall online learning experiences (Kenny, 2003).

2.3 Intrinsic Motivation for Learning

Intrinsic Motivation for Learning is perceived as one of the fundamental factors contributing to positive perceptions. This motivational aspect arises when individuals experience an impactful change within themselves, influenced by external factors. With this perceived motivation, the foundation for positive perceptions becomes stronger (Balbay & Kilis, 2017; Simanjuntak et al., 2021).

2.4 Perceived Interactivity

Numerous researchers have endeavored to elucidate the concept of interactivity. Perceived interactivity denotes the degree to which individuals perceive that technologies empower them to maintain control during communication with others (Camilleri & Camilleri, 2022; Chattaraman et al., 2019; Liu, 2003).

2.5 Attitudes

Attitude represents a relatively enduring belief regarding an object or situation, prompting individuals to respond in a consistent manner. When individuals are committed to learning something, regardless of their personal desires, they demonstrate a steadfast attitude. A student who approaches language learning with a positive mindset is more likely to succeed, being more open and responsive. External factors significantly impact one's willingness to engage in language

learning. Students who exhibit an aversion towards studying, attending classes, interacting with instructors, and completing assignments tend to generalize this negative attitude across their educational experiences. Thus, nurturing positive attitudes and emotions is crucial for motivating language learners (Oroujlou & Vahedi, 2011).

2.6 Perceived Ease of Use

Perceived ease of use, which measures the degree to which a person believes that using a system is free of effort (Davis, 1989), is widely considered a fundamental determinant of both attitude and perceived usefulness in a large number of technology acceptance studies conducted in different contexts and cultures (Huang et al., 2022).

3. Research Methods and Instruments

3.1 Research Design

This research took a quantitative research approach to investigate students' satisfaction with the synchronous online learning course. Intrinsic motivation for learning, Perceived interactivity, Attitudes, and Perceived ease of use were the independent variables. For the hypotheses testing, the multiple linear regression analysis was employed to test the hypotheses one to eight. The Jamovi software version 2.3.28 on MacIntosh was utilized for all the data analysis of the study.

3.2 Conceptual Framework

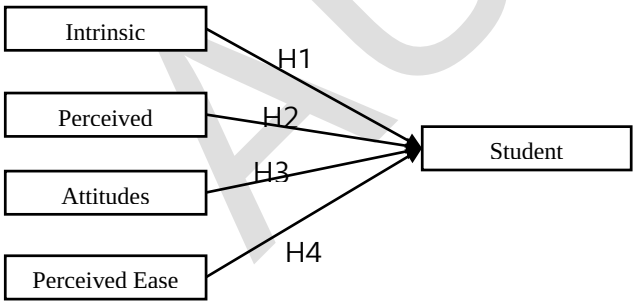

Figure 1: Research Conceptual Framework

3.3 Hypotheses

H_a1: Students' intrinsic motivation to use Tencent Meeting influences students' satisfaction with using Tencent Meeting for Lao language classes

H_a2: Students' perceived interactivity in using Tencent Meeting affects students' satisfaction with using Tencent Meeting for their Lao language classes.

H_a3: Students' attitudes toward using Tencent Meeting affect students' satisfaction with using Tencent Meeting for their Lao language classes.

H_a4: Students' perceived ease of use of using Tencent Meeting affects students' satisfaction with using Tencent Meeting for their Lao language classes.

3.4 Population and Sample

3.4.1 Population Characteristics

At a vocational and technical college in Yunnan, 57bthird-year students were enrolled in two classes for Lao language majors. All students majoring in Lao language used Tencent Meeting software for online learning. Therefore, the total number of participants in this study was 57.

3.4.2 Sample Size and Sampling Techniques

The census sampling method is utilized for the study. All of 57 students from two classes taught by the researcher in a Lao language program participated in the survey.

3.5 Research Instruments

This study undertook a questionnaire survey among 57 junior students majoring in Lao language. All of them are Lao language majors and use Tencent Meeting for online learning of Lao language. The researchers will compare and analyze the survey results and research questions. The 5 Level Likert Scale questionnaire (Agreement), with scores ranging from 1 to 5 indicating attitudes from strongly disagree to strongly agree.

3.5.1 Questionnaire

The questionnaire has been divided into three parts. Part 1 is a screening question, Part 2 assesses the perceptions of the participants towards the variables, and Part 3 collects demographic information of the participants, including gender and age.

3.5.2 Questionnaire Translation

This study invites two English professors from the Xishuangbanna Vocational and Technical College in Yunnan Province to translate the survey questionnaire.

3.6 Data Collection Procedures

1. Students majoring in Lao language are selected, and these students all use Tencent Meeting to participate in online Lao language-related courses.

2. An online survey is conducted through the "WENJUANXING" software, and feedback on the survey questionnaire is collected.

3. A total of 57 survey questionnaires are distributed.

4. Results

4.1 Internal Consistency Reliability (Cronbach's Alpha)

Table 1: Cronbach's Alpha Level of Variables in the Research

Variable	Cronbach's Alpha	Items
Satisfaction	.958	4
Intrinsic Motivation for Learning	.924	4
Perceived Interactivity	.916	3
Attitudes	.949	5
Perceived Ease of Use	.970	3

Table 1 showed the level of Cronbach's alpha in the variables are ranged from .916 to .97. According to range of reliability and coefficient of Cronbach's alpha (Hair et al., 2010), the Cronbach's alpha greater than .7 is considered acceptable. Thus, the research instruments were reliable.

4.2 Demographic Information

Reporting of the demographic information of the samples begins with an explanation of the data obtained and is followed by a table of the descriptive or frequency analyses of all demographic data obtained from the sample.

Of the total number of third-year Lao Language major students at the vocational and technical college, this study had conducted a survey, with 57 students participating. Surveys had been distributed to the 57 students across these two classes, resulting in 57 completed questionnaires. Among them, 15 students, aged 18 to 21, had accounted for 26.3% of the total, while 42 students, aged 22 to 25, had comprised 73.7%. There had been 16 male students, making up 28.1% of the total, and 41 female students, accounting for 71.9%. Further details could be found in Tables 4.3 and 4.4.

Table 2: Demographic characteristics of participants

Gender	Counts	% of Total	Cumulative %
Male	16	28.1 %	28.1 %
Female	41	71.9%	100.0 %

Note: N=57

Table 2 presents the demographic characteristics of the participants. Of the 57 participants, 16 were males, accounting for 28.1% of the total, and 41 were females, accounting for 71.9%.

Table 3: Demographic characteristics of participants

age	Counts	% of Total	Cumulative %
18-21	15	26.3%	26.3 %
22-25	42	73.7%	100.0 %

Note: N=57

Table 3 had presented the demographic characteristics of the participants based on age groups. Among the total of 57 participants, 15 individuals (26.3%) had fallen within the age range of 18-21, while 42 individuals (73.7%) had been between the ages of 22-25.

4.3 Descriptive Statistics of Variables

This study conducted a questionnaire survey among 57 junior students majoring in Lao language. All students participated in online Lao language-related teaching using Tencent Meeting.

4.3.2 Descriptive Statistics of Student Satisfaction

The descriptive statistics of satisfaction among third-year students majoring in Laotian language when they use Tencent Meeting for online language learning. Overall, the students exhibit high levels of satisfaction with their online course experience, as evidenced by the mean score of 4.46, which corresponds to "Strongly Agree" on the Likert scale.

The students strongly agreed with the following statements: "Using Tencent Meeting for online learning of Laotian language has provided me with a pleasant experience." (Mean of 4.44), "I am satisfied with my overall experience learning Laotian language courses through Tencent Meeting online." (Mean of 4.44), "I am satisfied with the level of student interaction that occurred in the course." (Mean of 4.51), and "I believe that doing partner activities in our video conference class is a good idea." (Mean of 4.46). The overall satisfaction level, indicated by the total mean, is 4.46, which corresponds to "Strongly Agree" on the Likert scale.

4.3.3 Descriptive Statistics of Intrinsic Motivation for learning

The intrinsic motivation for learning showed a total mean score of 4.40. The statement “Using Tencent Meeting for online learning of Laotian language motivates me to learn more" received the highest level of agreement among students (mean score of 4.51). In contrast, the statement 'I believe that communicating in Lao on the Tencent Meeting line will improve my Lao' has a relatively lower impact on student engagement (mean score of 4.33).

4.3.4 Descriptive Statistics of Perceived interactivity

The descriptive statistics of perceived interactivity among students engaging in online learning of the Laotian language through Tencent Meeting Distance Learning Technology,with the total mean score of 4.37, indicating a high level of agreement that corresponds to "Strongly Agree" on the Likert scale.

Students strongly agree (mean score of 4.44) that they will utilize the multimedia function of Tencent Meeting Distance Learning Technology to learn Lao. Similarly, they express strong agreement (mean score of 4.33) with the statement that they will learn Lao by accessing online resources provided by Tencent Meeting Distance Learning Technology. Additionally, students agree (mean score of 4.35) that they will actively participate in online discussions about learning Lao with teachers and fellow students in the Tencent Meeting platform. Overall, the data indicates that students perceive high levels of interactivity and engagement when using Tencent Meeting Distance Learning Technology for learning Laotian language, as evidenced by the consistently high mean scores across all three items.

4.3.5 Descriptive Statistics of Attitudes

The descriptive statistics of attitudes among students regarding their online learning experience using Tencent Meeting (The total mean score is 4.45). Indicating a high level of agreement among students, which corresponds to "Strongly Agree" on the Likert scale.

Students strongly agree (mean score of 4.47) that learning Laotian online with Tencent Meeting has been a pleasant experience. Similarly, they express strong agreement (mean score of 4.49) that they like using Tencent Meeting for their studies. Additionally, students strongly agree (mean score of 4.47) that they like to communicate and cooperate with their classmates in their Tencent Meeting online classroom. Students also show strong agreement (mean score of 4.37) that they like to share their knowledge with their classmates in small groups in Tencent Meeting. Moreover, students agree (mean score of 4.44) that it is a good idea to use Tencent Meeting for online learning. Overall, the data indicates that students hold positive attitudes towards learning Laotian online with Tencent Meeting, as evidenced by the consistently high mean scores across all five items.

4.3.6 Descriptive Statistics of Perceived ease of use

The descriptive statistics of perceived ease of use among users of Tencent Meeting (The total mean score is 4.40). Indicating a high level of agreement among users, which corresponds to "Strongly Agree" on the Likert scale.

Users strongly agree (mean score of 4.37) that learning to use Tencent Meeting is simple. Similarly, they express strong agreement (mean score of 4.44) with the statement that the sign-in and sign-out processes on Tencent Meeting are both quick and clear. Additionally, users strongly agree (mean score of 4.39) that Tencent Meeting makes it simple to access the required resources. Overall, the data suggests that users perceive Tencent Meeting to be user-friendly and easy to use, as evidenced by the consistently high mean scores across all three items.

4.4 Hypotheses Testing

A multiple linear regression analysis was conducted to examine whether independent variables, such as intrinsic motivation for learning (IML), perceived interactivity (PI), attitudes (AT), and perceived ease of use (PEU), had a significant influence on student satisfaction (SS) in the

course related to learning Laotian language online through Tencent Meeting.

Table 4: ANOVA Omnibus Tests

	SS	df	F	p	η^2p
Model	39.536	4	222.3	< .001	0.945
IML	0.554	1	12.5	< .001	0.193
PI	0.594	1	13.4	< .001	0.205
AT	1.247	1	28.0	< .001	0.350
PEU	0.839	1	18.9	< .001	0.266
Residuals	2.312	52			
Total	41.849	56			

Table 4 showed the multiple linear regression model, showing that the linear combination of independent variableswas statistically significant $F(4, 52) = 222.3$, $p < .001$. The four variables combined relationship was .945 indicating that approximately 94.5% of the variance of the outcome can be accounted for by the linear combination of independent variables.

Table 5: Fixed Effects Parameter Estimates

Construct	β	t	p
(Intercept)	0.000	159.70	< .001
IML	0.309	3.53	< .001
PI	0.659	3.66	< .001
AT	-0.543	-5.30	< .001
PEU	0.517	4.34	< .001

Table 4.12 shows the relative strength of the independent variables on the dependent variable. Two of the indices were statistically significant: intrinsic motivation for learning (IML), which accounted for 30.9% of the variance in online teaching readiness, was statistically significant at $p < .001$ with a Beta value of 0.309. The perceived interactivity (PI), the second strongest influence, accounted for 65.9% of the variance in online teaching readiness, and it was statistically significant at $p < .001$ with a Beta value of 0.659. Furthermore, the test also found that attitudes (AT) ($\beta = -0.543$, $p < .001$) and perceived ease of use (PEU) ($\beta = 0.517$, $p < .001$) significantly influenced online teaching readiness.

The formula for the model of the independent variables towards online teaching readiness is

$\hat{Y} = .309X_1 + .659X_2 + (-.543)X_3 + .517X_4$

4.4.1 Summary of the Hypothesis Testing

Table 6: Overview of the Hypothesis Testing

Statement	Results
Ha1: Students' intrinsic motivation to use Tencent Meeting influences students' satisfaction with using Tencent Meeting for Laotian language classes.	Support
Ha2: Students' perceived interactivity in using Tencent Meeting affects students' satisfaction with using Tencent Meeting for their Lao language classes.	Support
Ha3: Students' attitudes toward using Tencent Meeting affect students' satisfaction with using Tencent Meeting for their Lao language classes.	Not Support
Ha4: Students' perceived ease of use of using Tencent Meeting affects students' satisfaction with using Tencent Meeting for their Lao language classes.	Support

5. Discussion and Conclusions

5.1 Answers to the Research Questions

5.1.1 Research Question 1

The first research question is: What is the impact of intrinsic motivation for learning on students' ability to learn Lao online at Tencent Meeting?

Based on the findings of this study, intrinsic motivation for learning can influence students' satisfaction with learning Laotian language. This is consistent with previous research, which suggests that intrinsic motivation to learn provides the fuel for sustained engagement (Froiland et al., 2015). In the online learning environment, intrinsic motivation had a positive impact on students' learning abilities and outcomes. Students with high intrinsic motivation tended to invest more time and effort into learning. They had a more positive attitude towards learning tasks, were more willing to overcome challenges, and maintained the continuity and momentum of learning. Research has indicated that students with intrinsic interest and motivation for learning tasks are more likely to stay focused in the online environment, actively participate in the learning process, and effectively grasp the learning content.

5.1.2 Research Question 2

The second research question is: What is the impact of perceived interactivity on students learning Lao online at Tencent Meeting?

In previous studies, it has been shown that they value interactive attributes. Perceived interactivity leads them to embrace these courses during their learning journey. Additionally, this study confirms that perceived interactivity, as a facilitating condition, is positively associated with students' intention to continue using Tencent Meeting for online learning (Camilleri & Camilleri, 2022; Gangwar et al., 2015; Teo & Noyes, 2011). Perceived interactivity played a significant role in online learning environments. Previous studies have shown that when students perceive a high level of interactivity in online platforms like Tencent Meeting, they tend to be more engaged in the learning process. Interactivity could enhance students' participation, communication, and collaboration with peers and instructors, leading to better learning outcomes.

Perceived interactivity positively correlates with students' satisfaction and perceived learning effectiveness in online courses. When students perceive that they can actively interact with course content, instructors, and fellow students through the online platform, they are more likely to feel connected and motivated to learn. Higher levels of perceived interactivity were associated with increased learner autonomy and self-efficacy. Students who perceived greater interactivity in online learning environments tended to take more responsibility for their learning, set higher goals, and exhibit greater confidence in their ability to succeed.

In summary, perceived interactivity positively impacted students' learning experiences and outcomes in online Lao language courses conducted via Tencent Meeting.

5.1.3 Research Question 3

The third question is: What is the impact of attitude on students learning Lao online at Tencent Meeting?

Other researchers have observed that individuals' attitudes toward technology may not consistently correspond with their intentions to utilize it (Camilleri & Camilleri, 2022). For instance, Cheon et al. (2012) identified direct effects between individuals' attitudes toward technology usage and their behavioral intentions. Additionally, scholars like Nistor (2013) have proposed that students' attitudes do not notably affect their performance in online courses (Camilleri & Camilleri, 2022).

The results of this study indicated that there was no significant relationship between students' attitudes and learning satisfaction, which was consistent with previous research findings. Analysis of student attitude item 4 revealed that students were relatively conservative and less proactive about sharing knowledge with classmates in small groups on Tencent Meeting. This reflected some students introverted and cautious characteristics. Therefore, students might not have been particularly willing to share knowledge on such online platforms, resulting in the lower score in this item. Additionally, student attitude item 5 received a relatively low score, reflecting students' conservatism and potential concerns about online learning platforms.

5.1.4 Research Question 4

The fourth question is: What is the impact of Perceived Ease of Use on students' learning Lao online at Tencent Meeting?

Growing up with Internet technology, young students were usually very familiar with connected devices (Huang et al., 2022). The findings were consistent with other studies on Internet technology acceptance among university students in Brazil (Moreno et al., 2017) and teachers in China (Teo et al., 2018). It indicated that if students perceived themselves capable of performing learning tasks using the Internet, including platforms like Baidu and Internet-based learning management systems, they were more likely to view Internet-based learning as effortless (Moreno et al., 2017).

Their enjoyment of using the Internet served as intrinsic motivation (Teo & Noyes, 2011), propelling their usage for learning. Moreover, the greater their perceived enjoyment, the more likely they formed perceptions of ease of use (Teo & Noyes, 2011; Venkatesh, 2000). Specifically, certain features of Internet technology may bring students a sense of enjoyment and be engaging for them, leading them to better utilize online software for learning.

5.2 Implications for Practice

Through the study of Tencent Meeting for online learning of Laotian language, the following insights can be gained:

1. By leveraging the convenience brought by technology, educators can employ various strategies to enhance students' intrinsic motivation for learning. Providing autonomy and choice in learning activities can promote students' perceptions of their capabilities.

2. Understanding the importance of perceived interactivity is crucial for educators in designing online language courses. Educators should prioritize making Tencent Meeting is user-friendly.

3. Educators should pay attention to students' attitudes towards online learning platforms, which can help cultivate a positive attitude towards the platform. Providing adequate support and training for effective use of the platform can also enhance students' attitudes and overall satisfaction with the online learning experience.

5.3 Future Research

A limitation of this study is its small sample size and its focus on a specific scenario. Future research could aim to expand the sample size and incorporate a comparison of diverse methodologies.

5.4 Conclusion

During the process of learning Lao language online, using Tencent Meeting as a learning medium can facilitate students' learning and improve their language skills. This study involved 57 students, who were participants in online Lao language courses using Tencent Meeting. The content of the survey questionnaire adopted the Likert scale, allowing students to express their opinions by selecting from provided statements.

Teachers, as the primary participants and practitioners of information technology in education, play a crucial role in driving the construction of educational informatization. Their ability to apply information technology becomes a key driving force for educational informatization. The rational use of information tools and related software not only meets the needs of the information age but also provide a high-level practical foundation for online teaching, cloud teaching, and blended teaching in the post-pandemic era.

This study aimed to verify whether factors such as intrinsic motivation for learning would affect student satisfaction. The research indicated significant relationships between intrinsic motivation for learning, perceived interactivity, perceived ease of use, and student satisfaction. However, there was no significant correlation between student attitudes and student satisfaction. Among the selected variables, perceived interactivity had the greatest impact on students' learning satisfaction, followed by perceived ease of use.

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