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E-Learning Usage Behavior Among English Major Students in Sichuan, China

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Abstract

Purpose: The research aims to identify the factors impacting the English e-learning behavioral intention and use behavior of undergraduates in English majors in Sichuan, China. **Research design, data, and methodology:** A questionnaire-based quantitative approach was utilized to collect data from a sample of 472 individuals belonging to the target group. Following data collection, the item-objective congruence (IOC) index and Cronbach's Alpha were computed to ensure data reliability. Subsequently, Confirmatory Factor Analysis (CFA) was employed to examine the causal relationships between variables and assess the model's goodness of fit. Finally, the Structural Equation Model (SEM) was utilized once more to determine the impact strength of each variable in the model. **Results:** All factors demonstrate a noteworthy impact, particularly emphasizing the substantial influence of undergraduates' behavioral intention within English majors to embrace the usage of English E-learning tools. This intention significantly affects performance expectancy, self-efficacy, effort expectancy, and hedonic motivation, respectively, in terms of their effect strength. Additionally, there exists a notable impact on use behavior, attributed to both behavioral intention and facilitating conditions. **Conclusions:** 24-hour stand-by IT support and additional technique training are also available for English majors whenever they do English E-learning. In the future, linguistics and foreign language acquisition should be attached to the research.

Keywords: Hedonic Motivation, Self- efficacy, Facilitating Conditions, Behavioral Intention, Use Behavior

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The current situation of English e-learning research in China calls for immediate study. Researching through CNKI by typing English E-learning as the keywords in 2022 September, there were 6385 theses found ranging from 1990 to 2022, which included 3,889 theses written in Chinese and 268 written in English. The theses cover as many academic subjects as eleven according to the classification of CNKI. Among them, the top three were Foreign Language and Literature (5887), Educational Theory and Management (1759), and Computer Software and Computer Application (1168).

Searched the theses according to the year of publishing; for academic journals, there is a rising trend from 2010 to 2012 and a dropping trend from 2013 to 2021. Because the research time was in September 2022, in which only half of the year passed, the number 31 in 2022 is only partially counted. The number of theses published in journals reached the top point at the year of 2012 in China because the Ten-Year Development Plan of Education Informatization was introduced right in that year, which inspired the research boom of experts and scholars on language e-learning and teaching (Lu et al., 2017).

It is necessary to study factors impacting Chinese English major students' English E-learning Behavioral Intention as well as Use Behavior because there is a lack of studies to guide the present situation, as illustrated in Table 2. On the other hand, E-learning happens when system individuals

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have access to academic material at any time and from any location and can carry out course activities via a connection to the internet (Christian et al., 2020; Liu, 2021). The purpose of users to utilize E-learning will determine E-learning acceptability and use behavior. The sustainability of E-learning technologies regarding increased utilization will be confirmed by people's behavioral intention to utilize.

This study seeks to explore the factors affecting the behavioral intention and use behavior of English majors towards e-learning tools in Sichuan, China, addressing a significant research gap in understanding how specific elements such as performance expectancy, self-efficacy, effort expectancy, and hedonic motivation influence engagement with these tools. Despite the growing presence of e-learning, there is a lack of targeted research on English majors' e-learning behaviors in this region, and existing studies often do not delve deeply into these specific motivational and support factors. The objectives are to identify key influencing factors, analyze their causal relationships with e-learning use behavior, evaluate the impact of behavioral intention and facilitating conditions, and provide recommendations for enhancing e-learning experiences, while suggesting future research directions in linguistics and foreign language acquisition.

2. Literature Review

2.1 Performance Expectancy

The extent to which a person anticipates that the system employing will enable the one to obtain advances in work performance gives a conception of performance expectancy (Venkatesh et al., 2003). PE is the level at which a technology's implementation will benefit customers and enhance efficiency (Chua et al., 2018). Specifically, in E-learning, PE was named by Mikalef et al. (2016) with the statement that the extent to which students think E-learning will enhance their academic performance. It has regularly been discovered that behavioral intention in acquiring or continually using certain technology is strongly predicted by convictions about the utility of E-learning systems.

According to Twum et al. (2021), students feel that adopting the system will assist them in executing instructional tasks more effectively. Intention to utilize the system is influenced by the belief that E-learning would improve the teaching process, studying progress, and course completion. It was also found to be one of the factors influencing students' intent to use e-learning technology (Kuadey et al., 2021). Therefore, a hypothesis is set:

H1: Performance expectancy has a significant impact on behavioral intention.

2.2 Effort Expectancy

Effort expectancy is a level of simplicity connected to customers' usage of techniques (Venkatesh et al., 2012). Venkatesh et al. (2003) dictated that effort expectancy is the degree of the perception of simplicity connected to using information systems. Mikalef et al. (2016) described EE as the amount of which a system, including such e-learning tools, is easy to use. EE is explained as the extent to which the use of VBL as access to studying is unrelated to substantial efforts. Wut and Lee (2021) pointed out that the concept of EE is the extent of difficulty in utilizing a specific system. This research defines EE as the feeling of ease with which learners can utilize the Learning Management System (LMS). It has been determined that EE has an achievement-getting effect on students' intentions to utilize active technology and influences students' BHI to embrace mobile learning systems (Kuadey et al., 2021). Therefore, a hypothesis is set:

H2: Effort expectancy has a significant impact on behavior intention.

2.3 Hedonic Motivation

The definition of hedonic motivation (HM) is "the enjoyment or pleasure gained from employing a technology." It assesses users' perceived delight and entertainment (Venkatesh et al., 2012). A study of papers conducted by Tamilmani et al. (2019) determined that HM is a precursor to BHI's utilization of various technologies. As defined by Tandon et al. (2021), HM relates to the enjoyment gained by architectural students who embrace an e-learning system. Once the user has experienced utilizing technology for online instruction, it might serve as an internal motivator, influencing the BHI to utilize technology for teaching in institutions of higher learning. Tarhini et al. (2017) investigated HM and discovered that it can be important in accepting technology and e-learning. If consumers perceive the e-learning platform as enjoyable, they will be more inclined to utilize it. HM has a favorable impact on HBI's adoption of e-learning systems. In the e-learning context, students' perceptions of how interesting and pleasurable the platform is will impact their intention to utilize it. Therefore, research indicates that HM anticipates that HBI will utilize e-learning (Twum et al., 2021). Therefore, a hypothesis is set:

H3: Hedonic motivation has a significant impact on behavioral intention.

2.4 Self-Efficacy

Self-efficacy is the notion that an individual can execute activities (Venkatesh et al., 2012). Lee (2006) defines SE as people's perceptions of their competence to accomplish

activities. According to (Bandura, 1997), SE refers to a person's view and belief of his or her ability to hypothesize and implement a plan of action. Later, Marakas et al. (1998) defined the word as an individual's assessment of his or her competence to do computer-related tasks. Tsai and Tsai (2003) discovered that online SE is vital in adopting e-learning. According to Roca et al. (2006), the SE of a computer is a predictor of an individual's BHI, especially inside the Internet learning system. Yi and Hwang (2003) emphasized the relevance of SE in terms of perceived usability and perceived utility. The study on the determinants of browser information system applications discovered that SE positively influenced the technology's usability and the desire to use it. Therefore, a hypothesis is set:

H4: Self-efficacy has a significant impact on behavioral intention.

2.5 Behavioral Intention

BHI has lately attracted significant study interest in analyzing technological acceptability and correlations with real behavior (Venkatesh et al., 2012). Ali et al. (2018) referred that the existence of BHI distinguishes TAM from prior user acceptance theories. It is regarded as the most significant predictor of user attitudes and aids in comprehending the execution of a particular behavior.

Several variables impact BHI, in which BHI performs as a dependent variable. Maldonado et al. (2011) stated that extrinsic and intrinsic motivation significantly impact BHI's utilization of information technology systems. SF greatly impacted BHI, accounting for 64% of the variance. Lee (2006) posited that students will only utilize an e-learning system if they believe it will improve their academic achievement. Mikalef et al. (2016) determined BHI as technological acceptability. Therefore, the acceptance of an e-learning system is a strong indicator of the BHI within the e-learning context. Therefore, a hypothesis is set:

H5: Behavioral intention has a significant impact on use behavior.

2.6 Facilitating Conditions

The definition of facilitating conditions (FC) is "the extent to which an individual feels how a technological and organizational infrastructure is in place to enable the usage of the system" (Venkatesh et al., 2003). This concept was derived from two additional variables, specifically, perceived behavior control and adaptability, which aim to reduce impediments with using technologies (Venkatesh et al., 2003). FC is "the extent to which a person feels an organizational and technological infrastructure exists to enable usage of the system." FC is described by Tarhini et al. (2017) as the perception of using organizational and technological infrastructure to facilitate the implementation of new systems. FC is regarded as a contextual element that influences how simple or complex people perceive an activity. In other words, enabling conditions give the necessary external resources for performing a specific activity. Abbad (2021) refers FC to "the extent to which an individual feels that a technical and organizational infrastructure exists to enable the usage of the system." In the e-learning context, Ali et al. (2018) defined FC as organizational factors, also known as an individual's perspective, founded on an organization's technological infrastructure that supports the e-learning system. FC represents the external resources necessary for students to utilize e-learning services. Therefore, a hypothesis is set:

H6: Facilitating conditions has a significant impact on use behavior.

2.7 Use Behavior

Although the variable UB has been quoted in numerous theses, its concept must be composed. After deep and further searching, several definitions were found. Ajzen and Fishbein (1980), BHI assesses people's motivation to carry out or accomplish a specific UB. UB is the overt, discernible response to a specific goal in a specific setting. Use behavior (UB), also known as actual behavior (AU), is the "clear, detectable response in a particular context concerning a certain target" (Ajzen, 1991). More specifically, much research has been done on the impact of BHI on UB technology in the e-learning context (Walker & Johnson, 2008). A comprehensive examination of the literature by Salim (2012) found that BHI significantly influenced UB in Egypt. Like earlier studies (Shen & Shariff, 2016), considerable evidence was discovered for the association between BHI and UB. Results imply that the more usage is intended to be, the more usage there will be.

3. Research Methods and Materials

3.1 Research Framework

As illustrated in the conceptual framework, the researcher established six connections among the seven variables, with five exogenous variables and two endogenous variables. In the relationships between PE and BHI, EE and BHI, HM, and BHI, and SE and BHI, four connections were established, in which PE, EE, HM, and SE played the roles of exogenous variables individually, and BHI in all connections listed above acted as endogenous variables. Specifically, in the first connection between PE and BHI, PE was an exogenous variable, and BHI was an endogenous variable.

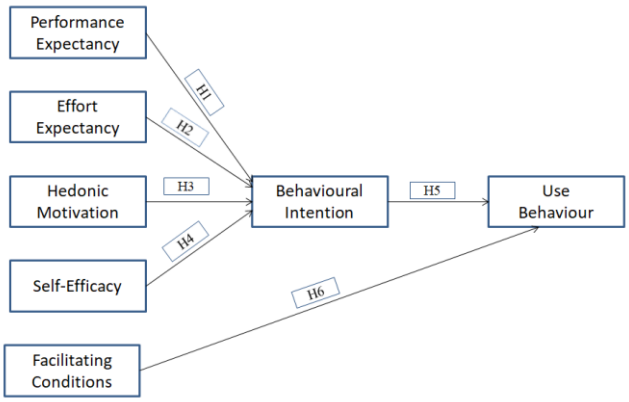

Figure 1: Conceptual Framework

H1: Performance expectancy has a significant impact on behavioral intention.
H2: Effort expectancy has a significant impact on behavior intention.
H3: Hedonic motivation has a significant impact on behavioral intention.
H4: Self-efficacy has a significant impact on behavioral intention.
H5: Behavioral intention has a significant impact on use behavior.
H6: Facilitating conditions has a significant impact on use behavior.

3.2 Research Methodology

According to Kotler and Armstrong (2016), the survey approach is the most accustomed way of gathering primary data. Zikmund et al. (2013) defined the survey as a research technique in which questionnaires and interviews are used as survey instruments to collect data from a sample. This methodology aids the researcher in gathering data in a straightforward, dependable, and accurate manner.

The research included a survey questionnaire that investigated and explored the factors impacting BHI and UB of English E-learning at Chengdu University. The questionnaire was divided into three sections: screening question, demographic profile, and factors that corresponded to the seven latent variables of the conceptual framework.

Before proceeding with full-scale implementation, evaluations were undertaken to assess the item-objective congruence (IOC) index using expert ratings. Additionally, a pilot test was conducted, gathering 50 responses. The IOC results surpassed the threshold of 0.6, indicating suitability for further implementation. Furthermore, the questionnaire's validity and reliability were assessed using the Cronbach's Alpha approach, yielding a score of 0.7 or higher, as recommended by Nunnally and Bernstein (1994). Following reliability testing, statistical software was utilized to analyze 472 accepted responses.

3.3 Population and Sample Size

Ritchie and Lewis (2003) defined the sample unit as either a single element or a group of related components. A particular constituent component of the general population, a specific group of participants, or a few specified predetermined individuals might all be considered sampling units (Pandey & Pandey, 2015).

Four undergraduate grades were individually sampled in Business English Major and English Major.

Rashwan (2021) characterized the sample size as the number of units or organizations in the overall population group being studied for the quantitative study. The sample size used in Malhotra et al. (2017) study indicated the study's target population.

Additionally, Hair et al. (2010) thought 500 examples are the minimum number of samples for a complicated model. Jackson (2001) found that the ideal sample size for model fit should range from 400 to 800 instances. There was a large population basement of Chengdu University, specifically 761 undergraduates of English majors, which performed an abundant survey deliver resources. Hence, the author determined 450 for the target population in this research, which was adequate and reasonable for the significant results.

3.4 Sampling Technique

Questionnaires were delivered during September and October 2023, when most undergraduates, especially first-year students, had been experiencing English E-learning for over a year. The teachers delivered questionnaires in classes, and the researcher believes that the participants would read the questions carefully and reliably answer them. Since this study aims to collect 500, 1,080 questionnaires were delivered with 472 recoveries.

Table 1: Sample Units and Sample Size

Majors in Foreign Language and Culture School	Grades	Population Size	Proportional Sample Size
Business English	Freshmen	57	37
	Sophomore	51	34
	Junior	68	45
	Senior	72	47
English	Freshmen	122	80
	Sophomore	126	83
	Junior	133	87
	Senior	132	87
Total		**761**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

The total number added up in items "the time often do English E-learning" and "the fares done in English E-learning" is more than 472 because the two are both multi-nominal questions, which means the participants can choose more than one answer.

As illustrated in Table, 84% of the undergraduates in English majors are females, with males making up 16%, which is a feature for the majors involving language and culture learning.

On the question "the way often applied in English E-learning," 246 English majors chose "by phone," covering 52%, followed by "by computer," 200 (42%), and both 26 (6%). This indicates that there is no significant difference in the E-learning tool chosen.

Table 2: Demographic Profile

Demographic and General Data (N=472)			Number	Percentage
Gender	Male		74	16%
	Female		398	84%
Majors and Grades	Business English	Freshmen	37	8%
		Sophomores	32	7%
		Juniors	44	9%
		Seniors	45	10%
	English	Freshmen	75	16%
		Sophomore	77	16%
		Juniors	81	17%
		Seniors	81	17%
the way often applied in English E-learning	by phone		246	52%
	by computer		200	42%
	by phone and computer		26	6%

4.2 Confirmatory Factor Analysis (CFA)

In this research, CFA is applied as the measurement model, with running, Factor Loading, Composite Reliability, and Average Variance Extracted, the standards the scholars suggested (Bagozzi & Yi, 1988; Hulland, 1999). Accordingly, it is also established for the discriminant validity.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Performance Expectancy (PE)	Tarhini et al. (2016)	4	0.863	0.749-0.800	0.860	0.605
Effort Expectancy (EE)	Samsudeen and Mohamed (2019)	4	0.944	0.761-0.794	0.860	0.605
Hedonic Motivation (HM)	Tarhini et al. (2017)	3	0.911	0.782-0.811	0.836	0.629
Self-Efficacy (SE)	Compeau and Higgins (1995).	4	0.907	0.745-0.814	0.871	0.627
Facilitating Conditions (FC)	Samsudeen and Mohamed (2019)	5	0.883	0.726-0.796	0.886	0.608
Behavioral Intention (BHI)	Tandon et al. (2021)	5	0.893	0.783-0.821	0.896	0.633
Use Behavior (UB)	Chua et al. (2018)	4	0.909	0.792-0.810	0.877	0.641

To ensure the robustness of the study, an analysis was performed on the square root of the extracted average variance, confirming that all correlations exceed the respective values for each variable, as detailed in Table 4. In conducting Confirmatory Factor Analysis (CFA), diverse fit indices such as GFI, AGFI, NFI, CFI, TLI, and RMSEA were employed to assess the model's fit.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2010)	1.302
GFI	≥ 0.80 (Kafetsios et al., 2011)	0.939
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.926
RMSEA	< 0.08 (Pedroso et al., 2016)	0.025
CFI	≥ 0.90 (Bentler, 1990)	0.985
NFI	≥ 0.90 (Hair et al., 2006)	0.937
TLI	< 0.90 (Hair et al., 2006)	0.982
Model Summary		**Acceptable Model Fit**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, RMSEA = root mean square error of approximation, NFI = normalized fit index, CFI = comparative fit index and TLI = Tucker Lewis index

The results of this study, as presented in Table 5, suggest that both convergent and discriminant validity exceed the acceptable thresholds. Consequently, the study effectively establishes both convergent and discriminant validity. Furthermore, these measurement outcomes confirm discriminant validity and validate the estimation of subsequent structural models.

Table 5: Discriminant Validity

	PE	EE	HM	SE	FC	BHI	UB
PE	**0.778**						
EE	0.249	**0.778**					
HM	0.242	0.257	**0.793**				
SE	0.217	0.249	0.206	**0.791**			
FC	0.193	0.227	0.209	0.255	**0.780**		

	PE	EE	HM	SE	FC	BHI	UB
BHI	0.267	0.211	0.215	0.241	0.295	**0.796**	
UB	0.316	0.272	0.180	0.258	0.280	0.325	**0.801**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

With data running in SEM, all the research hypotheses have been supported (Table 6). The multi-variant analysis concept combined with the structural equation model (SEM) analyses was used to uncover causes and connections. The causal link between variables might be evaluated using SEM (Wanichbancha, 2014). SEM is a term for a group of inconsistent methodologies scientists use in observation and experimentation in the social and natural sciences. These approaches are most often used in the academic discipline of behavioral science (Boslaugh & Watters, 2008).

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 3.00 (Hair et al., 2010)	1.919
GFI	≥ 0.80 (Kafetsios et al., 2011)	0.901
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.884
RMSEA	< 0.08 (Pedroso et al., 2016)	0.044
CFI	≥ 0.90 (Bentler, 1990)	0.951
NFI	≥ 0.90 (Hair et al., 2006)	0.904
TLI	< 0.90 (Hair et al., 2006)	0.947
Model Summary		**Acceptable Model Fit**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, RMSEA = root mean square error of approximation, NFI = normalized fit index, CFI = comparative fit index and TLI = Tucker Lewis index

4.4 Research Hypothesis Testing Result

The statistical analysis of the research model involved assessing the significance of each variable using regression weights and R2 variances. The results, outlined in Table 6, provide robust support for all hypotheses, with each achieving statistical significance at p=0.05.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PE→BHI	0.230	4.461***	Supported
H2: EE→BHI	0.127	2.507*	Supported
H3: HM→BHI	0.119	2.330*	Supported
H4: SE→BHI	0.190	3.756***	Supported
H5: BHI→UB	0.327	6.380***	Supported
H6: FC→UB	0.224	4.427***	Supported

Note: *** p<0.001, * p<0.05
Source: Created by the author

I The first hypothesis (BHI←PE) in the conceptual framework gets a T-value of 4.461 with a p-value less than 1/1000, which means the hypothetic significant positive correlation between the two variables is supported. The same results happen on the hypotheses of the fourth one (BHI←SE), the fifth one (UB←BHI), and the sixth one (UB←FC), individually on the T-value of 3.756, 6.380, and 4.427. Moreover, the three hypotheses all get a p-value less than 1/1000, again showing significant positive corrections. Thus, the three hypotheses have been supported in the population of undergraduates in English majors. The second hypothesis (BHI←EE) has a T-value of 2.507 and a p-value of 0.012 (<0.05). The t-value of the third hypothesis (BHI←HM) is 2.330, with a p-value of 0.020 (<0.05). Both two hypotheses have been supported. It is proved that UTAUT and the conceptual framework in this research are theoretical and empirical.

The main goal of the current research is to investigate the factors impacting the adoption and the usage of English E-learning in the context of China. In the results, all the factors appear to have a significant impact. Specifically, it shows that the Behavioral Intention of undergraduates in English Majors to accept using English E-learning tools is significantly impacted by Performance Expectancy (0.230***), Self-efficacy (0.190***), Effort Expectancy (0.127*) and Hedonic Motivation (0.119*) in their order of the effect strength. Behavior is also significantly impacted by Behavioral Intention (0.327***) and Facilitating Conditions (0.224***).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion.

The study on factors impacting English majors' English E-learning behavioral intention and use behavior at Chengdu University, Sichuan, China, sheds light on several crucial insights. The comprehensive examination of performance expectancy, effort expectancy, hedonic motivation, self-efficacy, facilitating conditions, behavioral intention, and use behavior has provided a nuanced understanding of the dynamics influencing engagement with English E-learning.

The findings suggest that cultivating undergraduates' behavioral intentions, particularly focusing on performance expectation, effort expectation, and hedonic Motivation, is pivotal in enhancing English e-learning usage. Additionally, the study underscores the importance of optimizing facilitating conditions, such as acceptable levels, robust databases, and technical support, to positively impact use behavior.

The discussion revolves around the intricate interplay of various factors influencing English majors' engagement with

E-learning. Performance Expectancy emerges as a critical determinant, emphasizing the importance of students perceiving the effectiveness of English E-learning in improving their language proficiency. Effort Expectancy is also crucial, highlighting the need for a user-friendly and accessible E-learning platform to encourage active participation.

Hedonic Motivation is a significant driver; incorporating enjoyable and engaging elements into English E-learning content can foster sustained interest and participation. Self-efficacy emerges as a key factor, indicating that students who believe in their ability to navigate and succeed in E-learning are more likely to engage consistently.

Facilitating Conditions, encompassing factors like acceptable levels, database robustness, and technical support, play a pivotal role in shaping Use Behavior. Institutions and companies involved in English E-learning should optimize these conditions to provide a seamless and supportive learning environment.

Behavioral Intention is a crucial bridge between antecedent factors and actual Use Behavior. By understanding and influencing undergraduates' Behavioral Intentions, educators and institutions can significantly impact the adoption and engagement of English E-learning.

In conclusion, this study deepens our understanding of the factors influencing English majors' English E-learning behavioral intention and use behavior and provides actionable recommendations for educators, institutions, and E-learning providers to enhance the effectiveness of English language learning in the digital landscape.

5.2 Recommendation

Based on the analysis above, three recommendations are proposed as follows:

Given the significant influence of A on Use Behavior, it is recommended that undergraduates focus on cultivating Behavioral Intentions related to English E-learning. This approach is deemed the most effective measure to encourage the usage of English E-learning.

Considering the substantial impact of Facilitating Conditions on Use Behavior, companies and institutions involved in English E-learning should carefully evaluate and enhance factors such as their acceptable levels, robust databases, and technical support capabilities.

Since hedonic motivation is recognized as the factor with the highest significant impact on BHI, it is advised to inspire and sustain this motivation by providing substantial English learning resources and diverse, engaging English content in academic and entertainment contexts.

5.3 Limitation and Further Study

The research and literature on linguistics and foreign language acquisition should be combined with the research. In order to research and judge the themes, including whether the long-term terms of foreign language training and drilling have a difference in the variables and factors impacting behavioral intention and use behavior in English e-learning, there is a necessary literature on linguistic theory and research on foreign language acquisition should be added in.

The hypothesis that "Behavioral Intention impacts use behavior significantly" should be deleted. There are indeed remarkable positive correlations between behavioral intention and use behavior in the research of undergraduates in English Majors and non-English majors, both with the top point of factor effects. However, it is a natural occurrence from behavioral intention constructed to actual use behavior, which is meaningless in the discussion.

The conceptual framework should include more variables. Specifically, Social Influence, Trust, and Training, which all appear to have a direct effect on students' Behavioral Intentions regarding the utilization of E-learning, should be considered and investigated to expand the scope of the framework to English e-learning.

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