Factors Impacting on Undergraduate Students' Continuance Intention to Use Shiyibao Intelligent Translation Practice and Teaching Platform: A Case Study of a Private University in Guangdong, China

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Abstract

Purpose: This research aims to explore the factors influencing the continuance intention of undergraduate students to use the Shiyibao Intelligent Translation Practice and Teaching Platform in a private university in Guangdong, China. There are five independent variables, namely perceived usefulness, satisfaction, learning engagement, performance expectation and attitude, and one dependent variable, continuance intention. **Research design, data, and methodology:** The research employed the Index of Item-Objective Congruence (IOC) for validity and a Cronbach's Alpha in a pilot test (n=30) for reliability. 80 valid responses from students of English-related majors (English majors, Business English majors, and Translation majors) at Zhanjiang University of Science and Technology were analyzed by multiple linear regression to verify the significant relationship between variables. Following this, a group of 30 students underwent an 8-week IDI. Afterward, the quantitative results from post-IDI and pre-IDI were analyzed in the paired-sample t-test for comparison. In addition, eight students were also interviewed at both pre-IDI (for designing intervention) and post-IDI (for affirming the effectiveness of the intervention) stages. **Results:** In multiple linear regression, the study revealed that perceived usefulness, satisfaction, learning engagement, performance expectation, and attitude significantly impacted students' continuance intention to use Shiyibao. **Conclusion:** The results from the paired-sample t-test for comparison demonstrated significant differences in all the variables between the post-IDI and pre-IDI stages.

Keywords: Shiyibao Intelligent Translation Practice and Teaching Platform, Undergraduate Students, Continuance Intention

JEL Classification Code: I23, J28, L2

1. Introduction

The evolution of educational technology has been a noteworthy journey, witnessing a swift progression from the early stages of Computer-Assisted Instruction to the present dominance of Artificial Intelligence (AI), which has not only elevated teaching effectiveness but diversified and personalized learning experiences for students. In translation, AI has undergone a fascinating journey, evolving from early rule-based systems to sophisticated neural models. As AI advances, the future promises more accurate, context-aware, and adaptable translation systems, further bridging language barriers and facilitating global communication.

Nowadays, there is insufficient application of AI in higher education in China. AI platforms have revolutionized language education, offering novel avenues for learning and practice. However, there are still many drawbacks to the integration of AI with translation teaching in China, such as excessive technological dependency, insufficient understanding of cultural differences and context, lack of humanization and emotional understanding, data privacy and security concerns, and decreased motivation for student autonomy in learning. Therefore, a comprehensive consideration is needed to balance the application of technology and the quality of translation teaching.

In recent years, the Shiyibao Intelligent Translation Practice and Teaching Platform has become very popular in China and stands out as an exemplar in this domain, providing a dynamic interface for language learners. However, despite its potential benefits, understanding the factors influencing the continuance intention of undergraduate English majors is critical for maximizing the

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platform's impact. This case study contributes to the broader discourse on educational technology adoption, offering insights that can inform future developments and strategies for optimizing intelligent translation platforms in language and higher education.

The widespread adoption of intelligent educational technologies like the Shiyibao Intelligent Translation Practice and Teaching Platform has transformed how translation is taught and practiced in Chinese universities. However, many students fail to continue using such platforms beyond initial exposure, highlighting a challenge in sustaining user engagement over time. While prior research has examined the acceptance and short-term use of educational technologies, there is limited understanding of the factors that influence students' continuance intention, especially in specialized platforms used for translation practice. This study addresses that gap by examining five key variables—perceived usefulness, satisfaction, learning engagement, performance expectation, and attitude—and their influence on continuance intention among English-related majors at Zhanjiang University of Science and Technology. Furthermore, this research integrates an Instructional Design Intervention (IDI) over eight weeks to evaluate changes in students' perceptions and behaviors through both quantitative and qualitative methods.

The significance of this study lies in its potential to inform the design and implementation of more effective and engaging educational platforms for language learners. By applying a mixed-method approach—incorporating multiple linear regression, paired-sample t-tests, and student interviews—this research offers a comprehensive evaluation of user behavior before and after a targeted intervention. The results contribute valuable insights for educators, curriculum designers, and developers seeking to improve the long-term adoption and pedagogical effectiveness of intelligent translation tools like Shiyibao. Specifically, the study's findings can guide enhancements in platform features, instructional design, and learner support systems to better meet students' needs and foster sustained engagement in technology-enhanced language learning environments.

2. Literature Review

2.1 Perceived Usefulness

Perceived usefulness refers to the extent to which a person has faith that a special information system would improve one's work performance (Davis, 1989). The concept of perceived usefulness was introduced by Davis (1989) as a fundamental element within the Technology Acceptance Model (TAM). According to TAM, perceived usefulness is pivotal in shaping users' intentions to adopt and continue

using a technology. Bhattacherjee (2001) also pointed out that usage intention is influenced by perceived usefulness. Cheng (2022) proved that perceived usefulness and other factors jointly explained students' satisfaction with MOOCs and then promoted students' willingness to continue learning with MOOCs (Massive Open Online Courses). Moreover, perceived usefulness, attitude, and habit are also proven to be powerful determinants of users' continuance intention (Foroughi et al., 2023). These varied perspectives on perceived usefulness highlight its versatile role in shaping user perceptions and acceptance across different technological domains.

H1: Perceived usefulness has a significant impact on continuance intention.

2.2 Satisfaction

According to Bhattacherjee (2001), satisfaction can be defined as the extent to which individuals perceive their prior experiences with a system have influenced them. Through examining a continuing education program in a Taiwanese college, Chiu et al. (2005) discovered a significant impact of satisfaction on students' intentions to persist in using e-learning services. Researchers like Li (2021) and Wang et al. (2021) consider satisfaction to be a crucial influencing factor in the decision of individuals to reuse a particular technology. Moreover, Mandari and Koloseni (2023) supported that satisfaction significantly and positively impacts people's intentions to continue using e-government services. These studies collectively highlight the critical role of satisfaction and perceived usefulness in shaping users' intentions to persist with various services and systems.

H2: Satisfaction has a significant impact on continuance intention.

2.3 Learning Engagement

Learning Engagement refers to the amount of physical and mental energy that a student devotes to a learning experience (Astin, 1994; Sun et al., 2020). According to previous relevant studies conducted by some researchers, the concept of learning engagement was described as a multidimensional structure with four constructs under it that is behavioral Engagement, affective Engagement, cognitive Engagement, and social Engagement (Deng et al., 2019; Fang et al., 2019; Jung & Lee, 2018; Sun et al., 2020). Later, Cheng (2023) confirmed that learners' perceived network externality, gamification, and media richness in MOOCs positively influenced their behavioral learning engagement, emotional learning engagement, and social learning engagement elicited by MOOCs, and these factors collectively contributed to learners' continuance intention of MOOCs.

H3: Learning engagement has a significant impact on continuance intention.

2.4 Performance Expectation

Performance expectation means the degree of technology people think is useful and valuable (Chao, 2019; Huang & Kao, 2015). Venkatesh et al. (2003) found that performance expectations, effort expectations, and social influence directly impacted behavioral intention. Lwoga and Komba (2015) also proved that students are more likely to use a web-based learning management platform consistently when they believe it enhances their learning productivity and efficiency. Besides, Dai et al. (2023) pointed out that open data acceptance as a learning tool is positively influenced by perceived usefulness, performance expectation, social impact, and facilitating factors. Therefore, according to previous studies, performance expectation has a favorable effect on usage persistence.

H4: Performance expectation has a significant impact on continuance intention.

2.5 Attitude

Attitude refers to a person's decision to engage in a particular conduct, whether positive or negative (Foroughi et al., 2019). The positive influence of attitude is exemplified in the study of Foong and Khoo (2015), where students' current knowledge is positively affected by their attitude, serving as a significant predictor for their intention to enhance their knowledge. Foroughi et al. (2019) further underlined the favorable impact of users' attitudes on the desire to continue using mobile banking. Subsequently, Foroughi et al. (2023) affirmed the significance of perceived usefulness, attitude, and habit as important predictors of users' desire for continuance intention. These studies collectively highlight the multifaceted role of attitude across different domains, showcasing its influence on behaviors, intentions, and overall user experiences.

H5: Attitude has a significant impact on continuance intention.

2.6 Continuance Intention

Continuance intention is the degree to which a person is willing to use and introduce a technology or a system to others in the future (Chang, 2013). Oliver (1980) postulated that satisfaction not only directly influences future intentions but also exerts an indirect impact through its influence on attitude. In the context of e-learning systems within academic libraries, Chang (2013) highlights the significance of perceived value and satisfaction in shaping users' intentions to persist with using such systems. Li (2021)

further underscored a direct relationship between perceived usefulness, satisfaction, ease of use, computer self-efficacy, and students' inclination to continue using Automated Writing Evaluation. Moreover, Foroughi et al. (2023) asserted that perceived usefulness, attitude, and habit are pivotal predictors of users' desire for continuance intention. This collective body of research highlights the multifaceted influence of satisfaction and related factors on users' intentions to persist in using various systems and services

3. Research Methods and Materials

3.1 Research Framework

This study investigates the factors that impact undergraduate students continued use of Shiyibao in higher education in Guangdong, China. Two major theories, the Expectation-confirmation model (ECM) and Technology Continuity Theory (TCT), as well as three major theoretical frameworks from Cheng (2022), Chen et al. (2018), and Foroughi et al. (2023) are adapted to support and develop the conceptual framework.
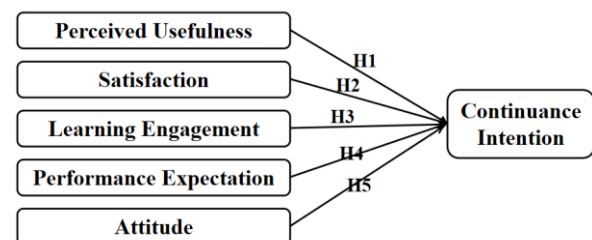

Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant impact on continuance intention.
H2: Satisfaction has a significant impact on continuance intention.
H3: Learning engagement has a significant impact on continuance intention.
H4: Performance expectation has a significant impact on continuance intention.
H5: Attitude has a significant impact on continuance intention.

3.2 Research Methodology

The research process, rooted in a questionnaire survey, unfolded in four stages. Firstly, 80 respondents were surveyed to collect data for testing the proposed conceptual framework. Then, all formulated hypotheses underwent meticulous scrutiny through multiple linear regression analysis, with a significance threshold of $p < 0.05$. This rigorous testing led to the retention of hypotheses that garnered empirical support, while those failing to meet the

criteria were discarded. The second stage involved conducting pre-IDI surveys on 30 other respondents within the supported hypotheses. In the second stage, pre-IDI surveys were conducted with another 30 respondents within the validated hypotheses. Progressing to the third stage, the Intervention Design Implementation (IDI) was introduced and implemented exclusively with the same 30 students participating in the pre-IDI surveys. Lastly, the research concluded with a survey administered to the same 30 students who had undergone the IDI. The collected data facilitated a paired sample t-test analysis, which enabled a comprehensive comparison between pre- and post-IDI results. The whole research ensured a thorough examination of the research objectives and hypotheses.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

In the thesis, the research population is sophomore and junior students from three English-related majors at ZJST University (Zhangjiang University of Science and Technology), namely, English majors, business English majors, and translation majors. Due to the advanced nature of translation courses being specialized, they are typically offered in higher academic years. Considering that senior student, usually in their fourth year, engage in external internships, the research has focused on students in their second and third years. The number of students majoring in English is 569; business English major, 119; and translation major, 122. The total number of students is 809, which is the research population of this study.

3.3.2 Sample size

The sample sizes vary at different stages. For the pilot test, the sample size is 30. In regression analysis, many researchers say there should be at least 10 observations per variable (Hair et al., 2013). The proposed conceptual framework has six variables, so the minimum sample size is 60. In case of invalid answers, the selected sample size is 80 students. At both pre- and post-IDI stages, the same 30 students are asked to answer questionnaires.

3.3.3 Sampling Procedures

The sampling procedure consists of three stages. Stage one is the non-probability sampling method, which is purposive sampling. The researcher selects sophomore and junior students from three English-related majors (English, Business English, and Translation) at ZJST University. Stage two is the probability sampling method, which is stratified random sampling. The sample size is 80 students, allocated according to the number of students in each major. Stage three is the non-probability sampling method: purposive and convenience sampling. Survey questionnaires are distributed to the WeChat groups using the Wenjuanxing online platform. As for IDI, 30 students are selected from different majors by stratified and convenience sampling.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The questionnaire is structured into two distinct sections. The first segment comprises demographic inquiries related to gender (male, female), major (English, Business English, Translation), and grade level (sophomore, junior). The second section delves into items concerning the six variables. The scales of variables, namely, perceived usefulness, satisfaction, and continuance intention, are adapted from Cheng (2019); the scale of learning engagement is adapted from Cheng (2022); performance expectation, Chen et al. (2018); and attitude, Foroughi et al. (2023). In this way, the questionnaire has been preliminarily designed. An index of item-objective congruence (IOC) was employed to ensure the validity of the items.

3.4.2 Components of Questionnaire

This research questionnaire is segmented into two parts. Part 1 includes demographic information about the respondents, including gender, grade, and major. Part 2 includes the scale items for each variable.

3.4.3 IOC Results

In this research, five experts, including four professional English teachers who have utilized the Shiyibao platform in teaching Translation courses and one school administrator responsible for Shiyibao platform usage, were invited to provide their opinions on the questionnaire items developed from previous studies. The criteria utilized for IOC are +1 for Congruent, 0 for Questionable, and -1 for Incongruent. As a result, the mean scores of all items were greater than 0.5. Therefore, all of the items are retained.

3.4.4 Pilot survey and Pilot test results

At this stage, a questionnaire was delivered to 30 respondents in a WeChat group through Wenjuanxing for the reliability test. Cronbach's Alpha was employed to assess the reliability of the questionnaires. According to Hair et al. (2015), the acceptable value of Cronbach's Alpha should be 0.6 or higher. Therefore, as shown in Table 1, all the items had passed the reliability test.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Perceived Usefulness (PU)	4	Davis (1989)	0.938	Excellent

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Satisfaction (SA)	4	Bhattacherjee (2001)	0.922	Excellent
Learning Engagement (LE)	4	Astin (1994)	0.711	Good
Performance Expectation (PE)	4	Venkatesh et al. (2003)	0.800	Very good
Attitude (AT)	4	Foong and Khoo (2015)	0.883	Very good
Continuance Intention (CI)	4	Chang (2013)	0.741	Good

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

Table 2 demonstrates the demographic profile of the students (n=80) whose responses were collected and analyzed for testing the hypothesis, followed by the selected students' group (n=30) who participated in IDI.

Table 2: Demographic Profile

Phase I participants (n=80)		Frequency	Percent
Gender	Male	5	6.2%
	Female	75	93.8%
College year	Sophomore	28	35%
	Junior	52	65%
Major	English	56	70%
	Business English	12	15%
	Translation	12	15%
Total		**80**	**100%**
Phase II participants (n=30)		Frequency	Percent
Gender	Male	2	6.7%
	Female	28	93.3%
College year	Sophomore	11	36.7%
	Junior	19	63.3%
Major	English	21	70%
	Business English	4	13.3%
	Translation	5	16.7%
Total		**30**	**100%**

4.1.2 Results of multiple linear regression

As shown in the following Table 3, the results of the regression indicated that the five predictors explained 86.1% of the variance (R2=.861, F (5,74) =91.7, p<.001). It was found that:

Perceived Usefulness (PU) has a significant impact on continuance intention. (β = .151, p=.030)

Satisfaction (SA) has a significant impact on continuance intention. (β = .231, p=.031)

Learning Engagement (LE) has a significant impact on continuance intention. (β = .323, p=.002)

Performance Expectation (PE) has a significant impact on continuance intention. (β = .302, p=0.029)

Attitude (AT) has a significant impact on continuance intention. (β =0.590, p < .001)

The VIF values of independent variables range from 2.47 to 9.75, which is less than 10.00, and this indicates that the multicollinearity problem is not a critical issue in this study.

Therefore, all the hypotheses H1, H2, H3, H4 and H5 are supported.

Table 3: The multiple linear regression of five independent variables on satisfaction

Variable	Standardized Coefficient Beta	t	P-value	R	R²
Perceived usefulness	0.151	2.22	0.030	0.928	0.861
Satisfaction	0.231	2.20	0.031		
Learning engagement	0.323	3.16	0.002		
Performance expectation	0.302	2.23	0.029		
Attitude	0.590	4.78	<.001		
Dependent variable: Continuance intention					

Note: p-value <0.05*, p-value <0.001**

As the research hypothesis was tested with results from MLR, the following hypothesis, related to the changes between pre-IDI and post-IDI stages, was further proposed in the following.

H6: There is a significant mean difference in perceived usefulness between pre- and post-IDI stages.

H7: There is a significant mean difference in satisfaction between pre-IDI and post-IDI stages.

H8: There is a significant mean difference in learning engagement between pre- and post-IDI stages.

H9: There is a significant mean difference in performance expectations between pre- and post-IDI stages.

H10: There is a significant mean difference in attitude between pre-IDI and post-IDI stages.

H11: There is a significant mean difference in continuance intention between pre- and post-IDI stages.

4.2 IDI Intervention Stage

Based on the multiple linear regression (MLR) results and the feedback gathered from the students' interviews, the researcher designed three specific intervention tasks, as shown in Figure 1. These tasks were implemented over eight weeks during the IDI stage to enhance the participants' perceived usefulness, satisfaction, learning engagement, performance expectation, attitude, and continuance intention regarding Shiyibao.
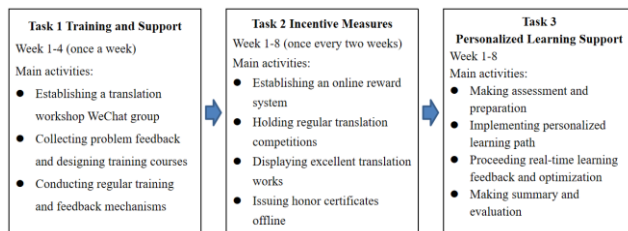
Figure 2: IDI Activities

4.3 Results Comparison between Pre-IDI and Post-IDI

This section presents the outcomes of the paired samples t-test (see Table 4), comparing the results before and after the intervention for each variable. It clarifies whether the intervention was effective or not.

Table 4: Paired-Sample T-Test Results

Variables	Mean	SD	t-value	df	p-value
Perceived Usefulness (PU)					
Pre-IDI	3.23	0.660	-4.56	29.0	< .001
Post-IDI	3.88	0.748			
Satisfaction (SA)					
Pre-IDI	3.39	0.694	-2.50	29.0	0.019
Post-IDI	3.84	0.834			
Learning Engagement (LE)					
Pre-IDI	3.34	0.642	-3.55	29.0	0.001
Post-IDI	3.87	0.811			
Performance Expectation (PE)					
Pre-IDI	2.61	0.652	-6.17	29.0	< .001
Post-IDI	3.93	0.793			
Attitude (ATT)					
Pre-IDI	3.32	0.650	-3.80	29.0	< .001
Post-IDI	3.92	0.778			
Continuance Intention (CI)					
Pre-IDI	3.31	0.639	-2.84	29.0	0.008
Post-IDI	3.74	0.847			

Table 4 indicates that:

There was a significant difference in Perceived Usefulness between the pre-IDI (M=3.23, SD=0.660) and post-IDI (M=3.88, SD=0.748); t (29) =-4.56, p <.001, indicating a highly significant difference. The mean difference observed was -0.650.

There was a significant difference in Satisfaction between the pre-IDI (M=3.39, SD=0.694) and post-IDI (M=3.84, SD=0.834); t (29) =-2.50, p= 0.019, indicating a significant difference. The mean difference was -0.450.

There was a significant difference in Learning Engagement between pre-IDI (M=3.34, SD=0.642) and post-IDI (M=3.87, SD=0.811); t (29) =-3.55, p =0.001 (<0.05) and the mean difference was -0.525.

There was a significant difference in Performance Expectation between pre-IDI (M=2.61, SD=0.652) and post-IDI (M=3.93, SD=0.793); t (29) =-6.17, p<0.001 and the mean difference was -1.325.

There was a significant difference in Attitude between pre-IDI (M=3.32, SD=0.650) and post-IDI (M=3.92, SD=0.778); t (29) =-3.80, p<0.001 and the mean difference was -0.600.

There was a significant difference in Continuance Intention between pre-IDI (M=3.31, SD=0.639) and post-IDI (M=3.74, SD=0.847); t (29) =-2.84, p=0.008 and the mean difference was -0.433.

The above results showed significant differences between the pre-and post-IDI stages in perceived usefulness, Satisfaction, performance expectation, Attitude, and intention. They also showed significant increases in the six variables at the post-IDI stage.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This research delved into the influence of five independent variables: perceived usefulness, satisfaction, learning engagement, performance expectations, and attitude, on a single dependent variable: continuance intention. To arrive at insightful findings, a rigorous approach was adopted, encompassing a comprehensive research framework, systematic data-collecting procedures, and a well-defined methodology.

The study combined both quantitative and qualitative research methods. The research design incorporated the use of the Index of IOC for validity and Cronbach's Alpha in a pilot test to ensure the reliability of the measurement instruments. Data were collected from 80 students at ZJST University and then subjected to MLR to verify the significant relationships between the independent and dependent variables. Moreover, an 8-week IDI was carried out on 30 selected students. Afterward, post-IDI data were collected and compared with pre-IDI data using a paired-sample t-test. Eight respondents were selected and interviewed before and after IDI.

The results of MLR demonstrated that all five factors, namely perceived usefulness, satisfaction, learning engagement, performance expectation, and attitude, significantly impacted students' continued intention of using the Shiyibao platform. Therefore, the proposed conceptual framework was supported.

The paired-sample t-test results for comparison showed significant differences in perceived usefulness, satisfaction, learning engagement, performance expectation, attitude, and continuance intention between the pre-IDI and post-IDI stages. This suggests that the 8-week IDI (Intervention Design Implementation) had a positive and statistically

significant impact on students.

In summary, this research has offered insights into the factors that can influence students' continuance intention of using Shiyibao and has also made a valuable contribution by demonstrating the potential to enhance students' continuance intention of using Shiyibao. These findings can help platform developers with platform optimization and teachers with teaching strategies under the development of artificial intelligence and get students accustomed to learning under artificial intelligence, ultimately preparing them for success in an increasingly competitive and innovative world.

5.2 Recommendations

Based on the comprehensive analysis conducted in this study, the following recommendations are proposed to address the identified challenges and enhance user retention of Shiyibao. These recommendations aim to optimize the platform's functionality, improve user experience, and foster a more conducive learning environment for translation practice and education.

Enhance platform user interface and experience design. First, the platform developer should refine the platform's navigation structure to make it more intuitive and user-friendly. Second, introduce personalized learning paths and content recommendations based on students' learning progress, interests, and strengths. Third, ensure the platform is fully optimized for various devices, including mobile phones and tablets, to facilitate anytime, anywhere learning.

Strengthen content quality and relevance. First, the platform developer should collaborate with faculty members to integrate the platform's content more seamlessly into the university's translation curriculum. Second, incorporate more real-life translation scenarios, case studies, and professional examples to make learning more relevant and engaging. Last, regularly update the platform's content to reflect the latest trends, technologies, and industry standards in translation.

Foster a sense of community and collaboration. Teachers or platform developers should establish online forums or discussion boards where students can ask questions, share resources, and review each other's work. Group projects and collaboration tools within the platform should also be introduced to promote teamwork and knowledge sharing. In addition, a system of recognition and rewards should be implemented for active participation, high-quality contributions, and academic achievements.

Improve technical support and user assistance. First, teachers or platform developers should develop a comprehensive help center with detailed tutorials and troubleshooting guides. Second, user support should be available 24/7 through multiple channels (email, WeChat, QQ), and response times should be kept to a minimum.

Moreover, a mechanism should be established for regularly collecting and analyzing user feedback.

Promote platform awareness and adoption. The platform developer can conduct targeted marketing campaigns to promote the platform's strengths and features to students and faculty. Besides, it can offer incentives to early adopters, such as free access to premium features or recognition on the platform's leaderboards. More importantly, it can provide faculty with training and resources to integrate the platform effectively into their teaching.

Focus on skill development and professionalization. To attract and motivate students, certification programs and digital badges should be introduced to help them complete specific courses or achieve certain milestones. Second, partner with translation agencies, multinational corporations, and other industry stakeholders to provide internships, job opportunities, and mentorship programs. Furthermore, online or offline workshops on translation-related topics such as machine translation, localization, and cultural sensitivity can also be hosted.

5.3 Limitations for Future Research

Certain limitations inevitably exist in exploring the factors influencing students' continued intention to use Shiyibao's intelligent translation practice and teaching platform despite the comprehensive and in-depth analysis conducted in this study. These limitations point to promising directions for further research in this field.

Sample selection and representativeness. Due to resource constraints, the study primarily targeted sophomores and juniors majoring in English, business English, and translation at ZJST University, potentially lacking sufficient diversity in geography, academic backgrounds, and English proficiency levels. Future studies should expand the sample scope, ensuring diversity and improving the sample's representativeness.

Variable selection. When constructing the model for influencing students' continuance intention to use Shiyibao, the study considered factors such as perceived usefulness, satisfaction, learning engagement, performance expectation, and attitude. However, it may have overlooked some variables. Future studies should further explore and incorporate additional potential variables, such as individual learning habits, new technology acceptance, and social influences, to build a more comprehensive model.

Cross-platform comparison. The study focused solely on the Shiyibao, neglecting comparative analysis with other similar platforms. Future research could select multiple similar intelligent translation platforms for comparative analysis, exploring their differences in functional design, user experience, and technical support and how these differences affect students' usage intentions.

Time factors. Because of the time limit, the study did not fully consider the dynamic impact of time factors on continuation intentions. Future studies could adopt a diachronic research design, tracking students' usage behaviors and attitude changes over time and providing a scientific basis for platforms to formulate long-term development strategies.

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