

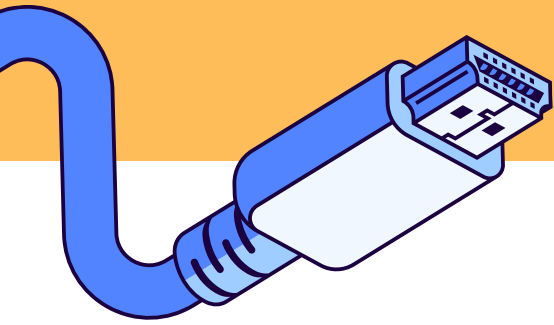
# ENGLISH LEARNERS' INTENTIONS TO ADOPT ONLINE LEARNING POST-PANDEMIC: EASE PRECEDES USEFULNESS

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## INTRODUCTION

Adopting online learning as a mandated means of instruction amid the pandemic guaranteed students the opportunity to integrate digital technologies for English language learning.



## METHODOLOGY

This study explores this narrative based on the technology acceptance model and external factors such as **confidence in English (CONF)**, **online learning anxiety (ANX)**, and **familiarity with education technology (EdTech)**.

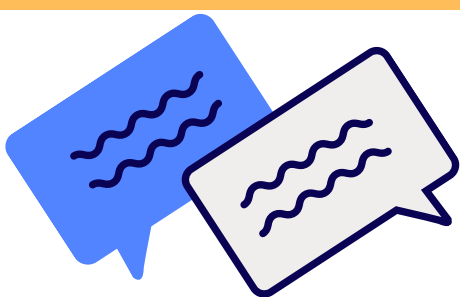
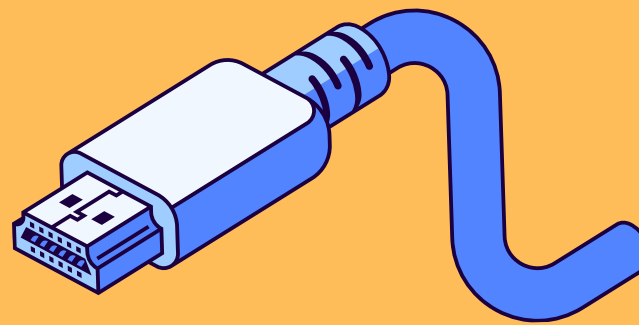
**530 Malaysian undergraduates**



The partial least square approach

## CONCLUSIONS

The results show that perceived ease of use (PEOU) precedes perceived usefulness (PU) as the most crucial factor influencing attitude and intention to use online learning.



They underline the importance of PEOU that heralds PU in determining the continuous use of online tools for English language learning in higher educational institutions.

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