Factors Influencing the Acceptance of English Language Learning Websites: An Empirical Study in Bangkok, Thailand

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Abstract

This study investigates the factors influencing the acceptance of English language learning websites among residents of Bangkok, Thailand. Using the Technology Acceptance Model (TAM) as the primary theoretical framework, the research evaluates the impact of demographic variables, technology-related factors, and website quality on user adoption. A quantitative survey approach was employed, gathering data from 400 respondents using structured questionnaires. The findings reveal that younger users, particularly those aged 18-34, are the most active adopters due to greater digital literacy and familiarity with online platforms. Perceived usefulness (PU) and perceived ease of use (PEOU) emerged as the strongest predictors of adoption, confirming the central tenets of TAM. Additionally, website quality, particularly content relevance and service quality, significantly affected user engagement. Regression analysis demonstrated that educational attainment and income also play key roles in determining platform adoption. The study concludes with actionable recommendations for developers, policymakers, and educators, emphasizing personalized learning content, improved platform design, and the promotion of digital literacy through policy initiatives. Limitations related to geographic scope and data collection time are acknowledged, with suggestions for future research, including longitudinal and cross-cultural studies within the ASEAN region.

Keywords: Technology Acceptance Model (TAM), English Language Learning Websites, User Acceptance, Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Website Quality, Digital Learning, E-Learning Adoption, Educational Technology, Bangkok, Thailand.

1. Introduction

The rise of English as a global language has led to its adoption as a medium of communication in diverse sectors, including international business, education, and diplomacy. In the context of Southeast Asia, the formation of the ASEAN Economic Community (AEC) in 2015 further reinforced the significance of English language proficiency. English became the working language of ASEAN member states, driving national governments, including Thailand, to emphasize its integration into educational policies (ASEAN Secretariat, 2015). To adapt to this reality, Thailand has implemented educational reforms aimed at strengthening English language skills among students. This has led to the proliferation of online learning platforms specializing in English language instruction. Technological advancements and the global acceptance of e-learning have enabled learners to access educational content at their convenience, making digital platforms an increasingly popular mode of language acquisition (Singh & Thurman, 2019).

Despite these advancements, several challenges persist in the adoption of online learning platforms. While many institutions and developers have invested in creating interactive websites for language learning, the acceptance rate among users has been inconsistent. Factors such as usability, perceived usefulness, and content quality play critical roles in influencing user decisions. In Thailand, few studies have explored how these factors affect acceptance, particularly in the context of English learning websites (Wongwatkit &

Thanacharoen, 2020). As a result, understanding the underlying causes of acceptance or rejection can guide the design and implementation of more effective educational technologies.

This research seeks to identify key factors influencing user acceptance of English learning websites in Bangkok, focusing on demographic characteristics, technological acceptance factors, and website quality. Demographic variables such as age, gender, educational background, and income are examined to determine how they influence website adoption behaviors. Additionally, technology acceptance constructs like perceived ease of use, perceived usefulness, and user attitudes are assessed following the Technology Acceptance Model (TAM) developed by Davis (1989). Furthermore, website-specific factors such as content quality, system reliability, and customer service are evaluated to understand their effect on user engagement and satisfaction (Venkatesh & Bala, 2008).

To achieve these objectives, the study addresses three primary research questions. First, what demographic characteristics influence the acceptance of English language learning websites in Thailand? Second, how do technological factors such as perceived usefulness, perceived ease of use, and user attitudes impact adoption? Lastly, what aspects of website quality, including system performance, content relevance, and customer service, affect user behavior? These questions frame the investigation, guiding the analysis of how various factors interrelate within the context of digital education.

Based on these research questions, three hypotheses were developed. The first hypothesis posits that demographic factors significantly influence the acceptance of English language learning websites. The second hypothesis suggests that technology-related factors, particularly perceived usefulness and ease of use, positively affect user acceptance. Lastly, the third hypothesis asserts that website quality aspects, including system performance, content relevance, and service quality, are critical determinants of acceptance. Testing these hypotheses will offer empirical evidence to support or refute established theoretical models in educational technology research.

The significance of this study lies in its potential contributions to both academic and practical fields. From an academic perspective, it provides empirical insights into how various acceptance factors interact, contributing to the broader discourse on e-learning adoption theories. Practically, the findings will inform developers and educational institutions about critical areas for improvement, such as enhancing user interface design, optimizing content delivery, and providing responsive customer support. This dual contribution aims to improve online learning experiences and foster greater adoption of English learning websites in Thailand.

2. Literature Review

The literature on technology acceptance has evolved significantly, offering robust theoretical frameworks that explain how users adopt and engage with technology-based systems. One of the foundational models in this domain is the Technology Acceptance Model (TAM), developed by Davis (1989). TAM posits that two primary factors influence technology acceptance: perceived usefulness (PU) and perceived ease of use (PEOU). PU refers to the degree to which a user believes that using a particular system would enhance their performance, while PEOU reflects the level of effort the user expects to expend in using the system. These constructs shape users' attitudes toward technology, ultimately affecting their behavioral intentions and actual system use. Davis's model has been extensively validated and extended in numerous studies on e-learning adoption, demonstrating its applicability across diverse technological contexts.

Complementing TAM, the Theory of Reasoned Action (TRA), developed by Fishbein and Ajzen (1975), provides a broader psychological perspective on human behavior in decision-making. TRA emphasizes the role of individual attitudes and subjective norms in

forming behavioral intentions. Attitudes are shaped by beliefs about the consequences of a specific behavior, while subjective norms reflect social pressures influencing the adoption of that behavior. Applied to online learning environments, TRA suggests that if learners believe online platforms offer educational benefits and receive social encouragement, they are more likely to adopt such technologies (Venkatesh & Davis, 2000).

Building on TRA, Ajzen (1991) introduced the Theory of Planned Behavior (TPB), which incorporates the concept of perceived behavioral control (PBC). PBC captures individuals' beliefs about the ease or difficulty of performing a particular behavior, considering both internal and external constraints. TPB has been widely used to explain technology adoption, particularly in contexts where users face barriers such as limited digital literacy or lack of access to supportive infrastructure. In the context of English language learning websites, TPB provides a comprehensive framework for understanding how individual attitudes, social influences, and perceived control interact to influence adoption behavior.

To operationalize these theories, the study identifies three key constructs relevant to technology acceptance: demographic factors, technology-related factors, and website quality factors. Demographic characteristics such as age, gender, education level, and income are critical in understanding variations in technology adoption. Research indicates that younger individuals tend to be more open to adopting online learning platforms due to their familiarity with digital environments (Rogers, 2003). Gender differences have also been noted, with women often showing greater engagement in language learning contexts, while educational and income levels influence access and sustained platform use (Anderson & Rainie, 2018).

Technology-related factors are essential determinants of user acceptance. Perceived usefulness and perceived ease of use, as proposed in TAM, have consistently emerged as strong predictors of adoption in digital learning environments. PU captures the degree to which users believe the platform will improve their learning outcomes, while PEOU reflects how user-friendly the platform is perceived to be. Studies have shown that well-designed interfaces with intuitive navigation significantly enhance PEOU, leading to higher platform engagement (Selwyn, 2016).

Website quality factors also play a pivotal role in technology acceptance. System quality refers to the platform’s technical performance, including reliability, response time, and interface design. Information quality reflects the accuracy, relevance, and comprehensiveness of the educational content provided. Finally, service quality relates to customer support, responsiveness, and the availability of troubleshooting assistance. Research in this area suggests that platforms with strong service and system quality are more likely to retain users and encourage continuous engagement (Kim, 2015).

A review of previous studies reveals gaps in understanding how these constructs collectively influence the adoption of English language learning websites in Thailand. While international research has explored technology acceptance in higher education and corporate training contexts, relatively few studies have examined language learning platforms from a cultural perspective specific to Thailand. This gap highlights the need for localized research that considers cultural, linguistic, and educational dynamics.

Based on the theoretical underpinnings and empirical findings, a conceptual framework is developed, linking demographic, technological, and website quality factors to user acceptance. This model provides a comprehensive structure for examining how these variables interact, offering valuable insights for future research and practical applications in the field of e-learning.

3. Methodology

The research design employed in this study follows a quantitative methodology using a survey-based approach to examine factors influencing the acceptance of English language learning websites in Bangkok. This approach was chosen due to its effectiveness in capturing large-scale user data and enabling statistical analysis. The study adopts both descriptive and explanatory analysis techniques to provide a comprehensive understanding of how demographic, technological, and service quality factors affect user acceptance. Descriptive analysis focuses on summarizing the characteristics of the study sample, while explanatory analysis explores relationships between variables to test hypotheses and determine causal links (Creswell, 2014). This dual-method approach ensures both broad and in-depth insights into the user acceptance dynamics of English learning platforms.

The target population for this study includes residents of Bangkok who have experience using English language learning websites. This specific group was selected because of Bangkok's status as Thailand's largest metropolitan area with a high concentration of internet users and access to digital education services. To ensure adequate representation, a sample size of 400 participants was determined using Yamane's formula, which provides a 95% confidence level with a 5% margin of error (Yamane, 1967). The purposive sampling method was used to select individuals fitting the study's criteria, focusing on those actively using online platforms for English learning. This non-probability sampling technique was chosen because it allows for targeted selection of participants who are most relevant to the research objectives, ensuring data validity and relevance (Etikan, Musa, & Alkassim, 2016).

Data collection was conducted through structured questionnaires distributed both online and offline. The survey instrument was divided into three main sections: demographic information, technology acceptance metrics based on TAM constructs, and website quality ratings. The demographic section collected data on participants' age, gender, education level, income, and frequency of using English learning websites. The second section assessed technology acceptance using established TAM metrics, including perceived usefulness (PU), perceived ease of use (PEOU), and attitudes toward website use. The final section measured website quality factors such as system reliability, content relevance, and customer support. Each question employed a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to ensure consistency and facilitate statistical analysis (DeVellis, 2017).

To analyze the collected data, both descriptive and inferential statistical methods were applied using SPSS and Excel software. Descriptive statistics, including means and standard deviations, were computed to summarize the central tendencies and variability of key variables. This initial analysis helped establish baseline insights into participants' demographic profiles and general perceptions of online learning platforms. Inferential statistics were used to test the study's hypotheses through correlation analysis and multiple regression modeling. Correlation analysis assessed the strength and direction of relationships between independent variables such as age, gender, PU, and PEOU, and the dependent variable of user acceptance (Field, 2018). Multiple regression analysis further examined the predictive power of these variables, determining which factors had the most significant influence on platform adoption. This analytical approach ensured a robust examination of both individual and combined effects of the studied variables, allowing the research hypotheses to be tested rigorously.

Overall, the study's methodological framework aligns with best practices in educational technology research, providing a structured and statistically sound approach to investigating user acceptance of English learning websites. By combining quantitative data collection, systematic sampling, and advanced statistical techniques, the study generates empirical insights that can inform both academic research and practical applications in the field of digital education.

4. Results and Discussion

The analysis of survey responses yielded important insights into the demographic composition of participants using English learning websites in Bangkok. The sample consisted of 400 respondents, with an almost equal gender distribution: 52% female and 48% male. The majority of participants fell within the age range of 18-34 years (65%), indicating that younger individuals are more inclined toward online learning platforms, consistent with prior research on digital literacy and adoption (Lee & Choi, 2019). Educational attainment was also noteworthy, with 72% holding a bachelor's degree or higher, reflecting the platform's appeal to educated users. Income distribution varied, with approximately 40% earning between THB 20,000-40,000 monthly, suggesting that mid-income earners are key consumers of online educational services in Thailand.

Descriptive statistical analysis revealed strong positive perceptions of English learning websites. Key variables such as perceived usefulness (PU), perceived ease of use (PEOU), and website quality indicators were analyzed using mean scores and standard deviations. PU scored a mean of 4.15 (SD = 0.73), indicating that most users found the websites effective in enhancing language skills. PEOU had a mean of 4.08 (SD = 0.69), suggesting that participants perceived the platforms as easy to navigate. Website quality dimensions, including system reliability and content relevance, also received high ratings, with average scores above 4.00, reflecting strong satisfaction with platform functionality and educational resources. Service quality, evaluated in terms of responsiveness and customer support, scored slightly lower, with a mean of 3.85 (SD = 0.81), indicating room for improvement in user assistance services.

Hypothesis testing confirmed that demographic characteristics significantly influenced the acceptance of English learning websites. Age emerged as a strong predictor, with younger users showing higher adoption rates, likely due to their familiarity with digital environments, as supported by prior studies (Anderson & Rainie, 2018). Gender differences were less pronounced, though females demonstrated marginally higher engagement levels, aligning with previous research indicating that women are often more active in language learning contexts (Selwyn, 2016). Educational background also played a crucial role, as individuals with higher degrees were more likely to adopt and regularly use learning platforms, possibly due to greater exposure to academic technologies (Rogers, 2003).

The second hypothesis concerning technology-related factors was supported by significant correlations between PU, PEOU, and actual usage behavior. Regression analysis indicated that PU had the strongest effect on behavioral intention ($\beta = 0.45$, $p < 0.001$), suggesting that perceived educational benefits drive continued platform use. PEOU also exhibited a strong positive relationship with adoption ($\beta = 0.37$, $p < 0.001$), emphasizing the importance of user-friendly interfaces and straightforward navigation. These findings align with the Technology Acceptance Model (TAM), which posits that user acceptance is shaped by both utility and ease of use (Davis, 1989).

Website quality factors were tested in the third hypothesis, with service quality and content relevance emerging as the most significant predictors of user acceptance. Content relevance demonstrated the highest standardized coefficient ($\beta = 0.48$, $p < 0.001$), indicating that well-structured and engaging educational material is paramount. Service quality also significantly influenced acceptance ($\beta = 0.34$, $p < 0.001$), highlighting the critical role of customer support and technical assistance. These findings are consistent with Kim's (2015) work, which stressed that well-maintained service features enhance user satisfaction and retention.

The study's key findings align well with the Technology Acceptance Model (TAM) and related theoretical frameworks, reinforcing the significance of PU, PEOU, and service quality in determining technology adoption. The findings also support previous international

studies, such as Venkatesh and Bala's (2008) research on digital learning environments, which emphasized the importance of content relevance and technical support. In the Thai context, unique cultural factors such as collectivist social norms may further amplify the impact of perceived social encouragement on adoption decisions, as suggested by Anderson and Rainie (2018).

Overall, the results underscore the interplay between demographic characteristics, technology acceptance factors, and website quality in shaping user engagement with English learning platforms in Thailand. These insights offer valuable implications for developers, policymakers, and educational institutions seeking to enhance digital learning experiences through targeted improvements in platform design, user support, and educational content.

5. Conclusion and Recommendations

The findings of this study highlight critical factors influencing the adoption of English language learning websites among Bangkok residents. Through an extensive analysis of survey responses, the study confirmed that demographic characteristics, technological acceptance factors, and website quality collectively determine user engagement and platform adoption. Younger users, particularly those aged 18-34, were found to be the most active group, reflecting their digital literacy and comfort with technology-mediated learning environments. Educational attainment and income levels also emerged as significant predictors, with higher-educated and mid-income individuals showing greater acceptance of learning platforms. This aligns with prior research indicating that socio-economic status and educational exposure shape online learning behavior (Sun & Chen, 2016).

Technological acceptance constructs derived from the Technology Acceptance Model (TAM) played a central role in explaining user adoption patterns. Perceived usefulness (PU) was identified as the most influential factor, with users emphasizing the practical educational benefits derived from using the platforms. Perceived ease of use (PEOU) also had a strong positive relationship with adoption behavior, reinforcing the importance of intuitive and user-friendly interfaces. The direct relationship between these constructs and user engagement confirms Davis's (1989) assertion that technology acceptance is driven by both perceived functional value and ease of interaction.

Website quality factors, particularly content relevance and service quality, further influenced adoption. Users consistently rated content reliability and educational relevance as essential for sustained engagement. Service quality, while slightly less critical, still played a significant role, particularly when users encountered technical issues or required assistance. This supports earlier studies by Al-Fraihat et al. (2020), which found that well-maintained educational platforms with responsive customer service foster long-term user loyalty and learning success.

Based on these findings, several practical recommendations can be made. For developers, improving user experience through better interface design, personalized content delivery, and optimized website performance should be top priorities. Ensuring that platforms are accessible, visually appealing, and responsive can significantly enhance perceived ease of use and overall satisfaction. Additionally, incorporating adaptive learning technologies that personalize content based on individual learning patterns can improve perceived usefulness, encouraging more extensive and frequent use (Huang et al., 2020).

Policymakers should prioritize promoting digital literacy through national education policies and initiatives. Offering digital literacy training and technology orientation programs can reduce barriers related to technological unfamiliarity. Implementing policies that support affordable internet access and subsidized e-learning subscriptions would also increase platform reach and inclusivity, particularly among lower-income groups (Van Deursen & Helsper, 2018).

Educators are encouraged to adopt hybrid learning models that integrate traditional classroom instruction with online learning platforms. This blended approach can combine the best of both worlds: face-to-face interaction for personalized guidance and online platforms for flexible, self-paced learning. As suggested by Lim and Morris (2021), hybrid models offer enhanced learning outcomes by providing continuous access to educational content and facilitating collaborative learning through digital tools.

Despite its contributions, this study has several limitations. Its geographical focus was restricted to Bangkok, limiting the generalizability of its findings to other regions with different socio-economic and technological profiles. Additionally, the relatively short data collection period may have restricted the sample size and the diversity of responses, potentially affecting the study's external validity. Future research should adopt a broader geographic scope, encompassing urban and rural populations across Thailand. Conducting longitudinal studies would also provide deeper insights into how user preferences and adoption behaviors evolve over time.

Another promising direction for future research involves cross-cultural comparisons of technology acceptance in ASEAN countries. Given the region’s shared emphasis on English proficiency but diverse cultural contexts, a comparative study could reveal valuable insights into cultural influences on technology adoption. This approach could further validate the applicability of TAM and related models across varying socio-economic and educational systems (Wong & Huang, 2019). Additionally, qualitative research exploring user experiences and motivations through in-depth interviews or focus groups could complement quantitative findings and provide a more comprehensive understanding of user engagement dynamics.

In conclusion, this study underscores the importance of a multi-faceted approach to enhancing the adoption of English learning websites. By addressing demographic, technological, and service-related factors, developers, educators, and policymakers can collaboratively create an inclusive and effective digital learning ecosystem that supports language proficiency in Thailand and beyond.

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