



STUDENTS' ATTITUDE AND TECHNOLOGICAL ACCEPTANCE TOWARDS ONLINE ENGLISH LEARNING CLASS

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Abstract. *The development of information technology and changes in the education system following the COVID-19 pandemic have led to the widespread transition of English language learning to online learning at Indonesian universities. While online learning offers flexible access to learning materials, its implementation also presents various challenges, such as limited interaction, speaking anxiety in virtual classes, reduced learning motivation, and difficulty understanding materials. Based on Moore's (1972) Transactional Distance Theory, these conditions are expected to result in negative student attitudes toward online learning. However, preliminary findings indicate that approximately 70% of English Literature students at Medan State University (UNIMED) showed positive attitudes toward online English learning, presenting an intriguing discrepancy between theory and practice. This study aims to describe students' attitudes toward online English learning through affective, behavioral, and cognitive dimensions based on Myers' (1996) ABC Theory of Attitude, and to identify factors influencing technology acceptance based on Davis's (1989) Technology Acceptance Model (TAM). A descriptive qualitative approach was used, supported by simple quantitative data. Twenty students completed questionnaires and seven participated in semi-structured interviews via WhatsApp. Results showed that students generally demonstrated positive attitudes across all three components. Affectively, most students felt comfortable and enjoyed the flexibility of online learning, although speaking anxiety remained present. Behaviorally, students actively attended classes, used digital tools, and engaged in independent learning. Cognitively, students recognized the usefulness of online platforms and content relevance, though they remained skeptical about its equivalence to face-to-face instruction. TAM analysis revealed that perceived usefulness and perceived ease of use were key drivers of technology acceptance. It is concluded that positive attitudes are sustained when technology is accessible, instructors are supportive, and students possess sufficient digital literacy.*

Keywords: *online learning, students' attitudes, ABC Theory, Technology Acceptance Model, English learning*

Abstrak. Perkembangan teknologi informasi dan perubahan sistem pendidikan setelah pandemi COVID-19 telah menyebabkan transisi pembelajaran bahasa Inggris secara luas ke pembelajaran daring di universitas-universitas Indonesia. Meskipun pembelajaran daring menawarkan akses fleksibel ke materi pembelajaran, implementasinya juga menghadirkan berbagai tantangan, seperti interaksi yang terbatas, kecemasan berbicara di kelas virtual, berkurangnya motivasi belajar, dan kesulitan memahami materi. Berdasarkan Teori Jarak Transaksional Moore (1972), kondisi ini diharapkan menghasilkan sikap negatif mahasiswa terhadap pembelajaran daring. Namun, temuan awal menunjukkan bahwa sekitar 70% mahasiswa Sastra Inggris di Universitas Negeri Medan (UNIMED) menunjukkan sikap positif terhadap pembelajaran bahasa Inggris daring, yang menunjukkan perbedaan menarik antara teori dan praktik. Studi ini bertujuan untuk mendeskripsikan sikap mahasiswa terhadap pembelajaran bahasa Inggris daring melalui dimensi afektif, perilaku, dan kognitif berdasarkan Teori Sikap ABC Myers (1996), dan untuk mengidentifikasi faktor-faktor yang memengaruhi penerimaan teknologi berdasarkan Model Penerimaan Teknologi (TAM) Davis (1989). Pendekatan kualitatif deskriptif digunakan, didukung oleh data kuantitatif sederhana. Dua puluh siswa mengisi kuesioner dan tujuh siswa berpartisipasi dalam wawancara semi-terstruktur melalui WhatsApp. Hasil menunjukkan bahwa siswa secara umum menunjukkan sikap positif di ketiga komponen tersebut. Secara afektif, sebagian besar siswa merasa nyaman dan menikmati fleksibilitas pembelajaran daring, meskipun kecemasan berbicara masih ada. Secara perilaku, siswa aktif mengikuti kelas, menggunakan alat digital, dan terlibat dalam pembelajaran mandiri. Secara kognitif, siswa menyadari kegunaan platform daring dan relevansi konten, meskipun mereka tetap skeptis tentang kesetaraannya dengan pengajaran tatap muka. Analisis TAM mengungkapkan bahwa persepsi kegunaan dan persepsi kemudahan penggunaan merupakan pendorong utama penerimaan teknologi. Disimpulkan

bahwa sikap positif dipertahankan ketika teknologi mudah diakses, instruktur mendukung, dan siswa memiliki literasi digital yang memadai.

Kata kunci: pembelajaran daring, sikap siswa, Teori ABC, Model Penerimaan Teknologi, pembelajaran bahasa Inggris

1. INTRODUCTION

Information and communication technology has significantly transformed higher education in recent years. The rapid development of digital technology has encouraged universities to integrate online platforms into teaching and learning activities. This transformation became more intensive during the COVID-19 pandemic, when educational institutions worldwide were required to shift from face-to-face instruction to online learning systems. In Indonesia, this transition required lecturers and students to rapidly adapt to digital platforms such as Zoom, Google Meet, and Google Classroom in order to continue academic activities.

For English Literature programs, the transition to online learning presented particular challenges. The discipline heavily relies on classroom interaction, literary discussion, collaborative interpretation, and communicative engagement, all of which are traditionally conducted through direct interaction. Conducting these activities in virtual environments may reduce the quality of communication and limit students' opportunities to actively participate in literary discussions and language practice.

Previous studies have identified several challenges experienced by students during online English learning. Students frequently encounter unstable internet connections, limited interaction with lecturers and classmates, decreased learning motivation, anxiety during online speaking activities, and difficulties understanding complex literary and theoretical materials without direct guidance from instructors (Adnan & Anwar, 2020; Kebritchi et al., 2017; Pekrun et al., 2010). In addition, Moore's Transactional Distance Theory (1972) explains that online instruction may create psychological and communicative distance between teachers and students, which can negatively affect students' emotional engagement and learning experiences.

However, preliminary findings from English Literature students at Universitas Negeri Medan (UNIMED) revealed an interesting phenomenon. Despite the various challenges of online learning, approximately 70% of students demonstrated positive

attitudes toward online English learning. This finding contrasts with many previous assumptions that online learning environments primarily generate negative learning experiences. Therefore, investigating students' attitudes toward online learning becomes important in understanding how students adapt to technological and educational changes.

Students' attitudes play an essential role in determining learning success and academic engagement. According to Gardner (1985) and Liaw (2008), positive attitudes toward learning can increase students' motivation, classroom participation, assignment completion, and independent learning behaviors. In contrast, negative attitudes may lead to disengagement, boredom, and poor academic performance. For English Literature students, attitudes toward online learning are particularly important because the discipline requires critical reading, interpretation, communication skills, and active discussion.

This study is guided by two theoretical frameworks: Myers' ABC Theory of Attitude and Davis' Technology Acceptance Model (TAM). Myers' ABC Theory explains that attitude consists of three interconnected components: affective, behavioral, and cognitive aspects (Myers, 1996). The affective component refers to students' emotional responses toward online learning, including enjoyment, anxiety, boredom, and confidence. The behavioral component refers to students' actions and participation during online classes, such as attendance, assignment completion, classroom interaction, and independent learning activities. Meanwhile, the cognitive component refers to students' beliefs and perceptions regarding the effectiveness, usefulness, and value of online learning.

In addition to psychological attitudes, students' acceptance of technology also influences their online learning experiences. Davis' Technology Acceptance Model (1989) emphasizes two important factors influencing technology acceptance: perceived usefulness (PU) and perceived ease of use (PEOU). Perceived usefulness refers to students' beliefs that online learning platforms improve their academic performance and learning productivity. For English Literature students, online platforms provide opportunities to access recorded lectures, digital libraries, academic journals, and online discussions that support language development and literary analysis. Meanwhile, perceived ease of use refers to the degree to which students believe that online learning platforms are simple and convenient to operate. Easy-to-use technology may encourage

positive attitudes, whereas technological difficulties may create frustration and negative emotional responses.

The affective component of attitude is closely related to students' emotional experiences during online learning. Students may feel enjoyment and confidence when participating in online discussions and digital learning activities. However, they may also experience anxiety, boredom, and lack of motivation because of limited interaction and long periods of screen exposure (Pekrun, 2006; Bandura, 1997).

The behavioral component refers to observable learning behaviors such as class attendance, active participation, assignment completion, and independent learning activities. Students with positive behavioral attitudes are generally more active in accessing learning resources and participating in online classroom activities (Park & Choi, 2009; Garrison et al., 2000).

Meanwhile, the cognitive component focuses on students' perceptions regarding the effectiveness and usefulness of online learning. Students' beliefs about the value of online learning strongly influence their motivation, engagement, and academic persistence (Allen & Seaman, 2013).

Although online English learning offers flexibility and accessibility, several structural challenges still exist in Indonesian higher education contexts. Problems such as unstable internet connectivity, limited classroom interaction, technological difficulties, boredom, and difficulties understanding complex literary theories continue to affect students' learning experiences. These conditions may influence students' emotional responses and reduce learning engagement.

Most previous studies on online learning attitudes focus on general English as a Foreign Language (EFL) students in non-Indonesian contexts. In addition, many studies apply either the ABC Theory or the Technology Acceptance Model separately. Limited studies combine both frameworks in investigating English Literature students' attitudes toward online learning in Indonesian higher education contexts. Furthermore, the unique characteristics of literary studies, such as close reading, interpretative discussion, and critical analysis, remain underexplored in online learning research.

Therefore, this study aims to investigate English Literature students' attitudes toward online learning classes at Universitas Negeri Medan. Specifically, this study aims

to identify students' affective, behavioral, and cognitive attitudes toward online learning and to examine how perceived usefulness and perceived ease of use influence students' acceptance of online learning technologies. This study is expected to contribute to the development of online English learning research in Indonesian higher education and provide practical insights for improving online learning practices in English Literature programs.

2. RESEARCH METHOD

Participants

The participants were English Literature students at UNIMED who had already finished at least one semester of online English classes. A total of 20 students took the survey, and 7 students were chosen on purpose from the survey respondents for in-depth interviews. This was done to make sure there was diversity of responses and perspectives. To be considered, students had to be enrolled in online English classes and willing to share honest information.

Instruments

Two tools were used to collect the data. First, a 25-item questionnaire was created using a 5-point Likert scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1). The questionnaire was organized according to the ABC Theory components: Eight items measured how people felt about online learning, 10 items measured how much people were doing, and seven items measured how people thought about online learning. Second, we created a semi-structured interview guide. This guide was based on the TAM constructs. It had eight open-ended questions. These questions explored how useful the students thought the technology was. They also explored how easy it was to use. The guide also explored the students' overall acceptance of the technology. The interviews were done over WhatsApp because the participants were already familiar with the app and felt comfortable using it. This allowed the participants to think about their answers and take their time. Each interview lasted 30 to 45 minutes, and the interviews were conducted in messages.

Data Analysis

Information from the questionnaire was studied in detail. The results are presented in the form of frequency distributions and percentages for each ABC component. The researchers grouped response patterns into three categories. The first category indicates predominantly positive responses (at least 50% of respondents agreed). The second category indicates mixed responses (no clear majority). The third category indicates predominantly negative responses (at least 50% of respondents disagreed).

The researchers analyzed the interview data using a three-step process developed by Miles, Huberman, and Saldaña (2014). First, the researchers summarized the data by selecting relevant quotes and eliminating repetitive data. Next, the researchers organized the data into a thematic matrix based on the TAM constructs. Finally, the researchers drew and verified conclusions by identifying patterns and comparing responses across respondents.

To ensure the reliability of the research results, the researchers triangulated the data by checking information from multiple sources, asking several participants to confirm the data provided, and reviewing the research results throughout the analysis process.

4. RESULT AND DISCUSSION

The results of the Positive Feelings Questionnaire showed that 47.5% of students said they felt happy after online English learning. 30% were neutral, and 7.5% did not agree. A notable finding was that 52.5% of students reported feeling more confident expressing opinions through the chat feature than through direct speech. This suggests that text-based digital communication reduces some forms of anxiety about participating. Additionally, 45% of students said they felt at ease during online English classes, showing that they were comfortable with learning from home.

Speaking anxiety was a common negative emotional sign. The responses to the anxiety item showed a nearly equal three-way distribution (Agree: 32.5%, Neutral: 35%, Disagree: 32.5%), confirming that speaking anxiety in virtual settings affects a significant proportion of students. The responses to the question about boredom were mixed (Agree: 25%, Neutral: 37.5%), suggesting that while boredom is not universal, it remains a meaningful challenge, particularly during long sessions with limited interactive elements.

Table 1. Affective Component – Summary of Questionnaire Results

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Statement	Response Tendency
I feel happy to follow English learning online.	Mostly Positive (Agree: 47.5%, Neutral: 30%)
I feel anxious when speaking English in online classes.	Mixed (Agree: 32.5%, Neutral: 35%, Disagree: 32.5%)
I feel bored due to limited interaction in online classes.	Mixed (Agree: 25%, Neutral: 37.5%)
I am more confident commenting via chat than speaking directly.	Mostly Positive (Agree: 52.5%)
I felt undisturbed while taking the online English class.	Mostly Positive (Agree: 45%)

Students' Behavioral Attitudes

The students' behavior was consistently good in all areas of the course. Sixty percent of students said they always attend online English classes on time, and 60% said they actively participate in online discussions and Q&A activities. Most strikingly, 77.5% of students indicated they try to produce quality assignments even when completed online. This shows that they are committed to meeting academic standards, even when the environment is virtual.

The most notable behavioral finding was that students used digital resources a lot for independent learning. Most of the people surveyed said that they use supporting applications, such as online dictionaries, YouTube, and Google Scholar, to help them understand English materials. Additionally, 67.5% of students reported that they looked for extra learning materials on their own outside of class. These findings strongly suggest that people who actively seek out positive experiences with online learning tend to behave in certain ways.

Table 2. Behavioral Component – Summary of Questionnaire Results

Statement	Response Tendency
I always attend every online English class session on time.	Positive (Agree: 60%)
I actively participate in online discussions and Q&A.	Positive (Agree: 60%)
I use digital resources to support my learning.	Strongly Positive (Agree: 82.5%)
I independently search for additional materials outside class.	Positive (Agree: 67.5%)

Statement	Response Tendency
I try to produce quality assignments even when done online.	Positive (Agree: 77.5%)

Students' Cognitive Attitudes

Studies showed that 75% of students agreed that online platforms support their learning process, and 72.5% found online content relevant to their academic needs. Most of them also thought that online learning is an effective way to learn English. In fact, 50% of them said they had no difficulty understanding the online class materials. These results show that online learning is generally considered useful and relevant for academic purposes.

The most contested cognitive item was the direct comparison of online to face-to-face learning effectiveness, which produced the study's most divided result: 37.5% agreed that online learning is as effective as face-to-face instruction, while 40% disagreed. This suggests that while students appreciate the practical benefits of online learning, many still prefer the richer interaction and immediacy of physical classroom environments, especially for activities like literary analysis and discussion.

Table 3. Cognitive Component – Summary of Questionnaire Results

Statement	Response Tendency
Online learning is as effective as face-to-face learning.	Mixed (Agree: 37.5%, Disagree: 40%)
The online platforms support my learning process.	Positive (Agree: 75%)
I believe online learning is an effective way to learn English.	Positive (Agree: 52.5%)
I had no difficulty understanding online class materials.	Positive (Agree: 50%)
Online learning content is relevant to my academic needs.	Positive (Agree: 72.5%)

1. Perceived Usefulness and Ease of Use

Interview data revealed three primary dimensions of perceived usefulness. First, flexible access to materials was the most frequently cited benefit. Respondents consistently highlighted that recorded lectures allowed them to review difficult literary

theories and complex close reading demonstrations at their own pace, compensating for gaps in live session comprehension.

"Recorded lectures help me review difficult topics. If I miss something during the live session, I can watch the recording again. This helps me a lot." (R1 – SAZ)

Second, improvement of writing skills through structured online discussion activities was another perceived usefulness indicator. Respondents noted that the written nature of digital discussions gave them more time for careful language formulation, supporting English language development.

"Online discussions help me improve my writing because I have more time to think before I type my answer." (R2 – JTS)

Third, access to expanded digital academic resources such as Google Scholar and online library databases was perceived as substantially enhancing research capacity for literary analysis essays.

Most participants found Zoom, Google Meet, and Google Classroom relatively easy to use after an initial adjustment period, particularly those with prior pandemic-era experience with these platforms.

"Zoom and Google Meet are already very popular. You just click the link and you are in. Google Classroom is also simple for submitting assignments or downloading materials. After a while, it becomes automatic." (R3 – SS)

However, persistent technical difficulties primarily unstable internet connections, audio disruptions, and unexpected application crashes remained significant barriers to consistent ease of use for a number of respondents.

"I have experienced technical difficulties such as unstable internet connections and audio problems. These issues sometimes made me miss explanations from the lecturer or feel less confident participating in discussions." (R1 – SAZ)

Overall, both perceived usefulness and perceived ease of use positively influenced students' acceptance of online learning platforms. Students who found the platforms useful and manageable demonstrated greater willingness to engage with digital course activities, independently seek additional resources, and maintain a positive overall orientation toward online learning. These findings are consistent with Davis' (1989) TAM

prediction that PU and PEOU are the primary determinants of technology acceptance behavior.

Table 4. Interview Data Matrix – TAM Framework

Theme	TAM Component	Sample Response	Interpretation
Flexible access to materials	Perceived Usefulness	Recorded lectures help review difficult topics (R1)	Online learning supports independent studying.
Improvement of writing skills	Perceived Usefulness	Online discussions improve writing ability (R2)	Online tasks strengthen language skills.
Access to digital resources	Perceived Usefulness	Google Scholar is easier to access through the platform (R5)	Online tools expand academic resource availability.
User-friendly platforms	Perceived Ease of Use	Zoom and Google Classroom are easy after getting used (R3)	Familiar platforms reduce cognitive effort.
Gradual adaptation	Perceived Ease of Use	Confusion at first, adapted quickly after a few weeks (R2)	Students develop confidence through repeated use.
Technical difficulties	Perceived Ease of Use	Unstable internet disrupted class participation (R1, R5)	Connectivity issues remain a key barrier.

DISCUSSION

The results of this study show that English Literature students at Universitas Negeri Medan (UNIMED) have mixed feelings about online English learning. This finding supports Myers' (1996) ABC Theory, which explains that attitudes consist of three interconnected components: affective, behavioral, and cognitive.

Students felt happy and sad during online learning. Many students liked that online classes are easy to access and flexible. However, some students felt worried, bored, and less motivated because they didn't interact with their classmates as much. This means that students' feelings about online learning were not completely positive or negative. The result is similar to what Pekrun (2006) found. Pekrun said that emotions strongly influence how motivated students are and how interested they are in learning activities.

Most students actively participated in online learning. Many students attended classes regularly, completed assignments on time, and independently searched for additional learning materials through digital resources. These findings support Zimmerman's (2000) theory of self-regulated learning, which says that students can manage their own learning process. The findings also challenge Moore's (1972) Transactional Distance Theory. Moore's theory predicts that online learning may reduce students' engagement because of psychological distance.

The findings also show that how useful and easy online learning seems to students has a big impact on their attitudes toward it. Students thought that online platforms helped them access recorded lectures, digital materials, and online discussions more easily. Also, platforms like Zoom, Google Meet, and Google Classroom were generally considered easy to use after students got used to them. This finding supports Davis's (1989) Technology Acceptance Model and Park's (2009) conclusion that perceived usefulness is one of the strongest factors influencing technology acceptance.

Despite problems like unstable internet connections and limited interaction, around 70% of students still had a positive attitude about online learning. This may be influenced by students' adaptation to technology during the pandemic, support from teachers, and students' natural motivation to learn English Literature. These findings are similar to those of Iftanti, Imelda, and Yunita (2023), who found that students who cope well were better at staying interested in online classes.

This study adds to the research on online learning. It does this by combining Myers' ABC Theory and Davis' Technology Acceptance Model. These models were used to analyze English Literature students' attitudes. The study was conducted in the context of higher education in Indonesia. The results show that people can still develop positive attitudes towards online learning, even when there are technological and social challenges.

4. CONCLUSION

This study found that English Literature students at Universitas Negeri Medan generally had positive feelings about online English learning in terms of their emotions, behavior, and thinking. Students enjoyed online learning, found it flexible, and gained confidence in using it. However, some students still felt anxious and did not interact much in virtual classes. In terms of behavior, students actively participated by regularly attending class, completing assignments, and using digital learning resources on their own. Students said that online learning was useful, easy to access, and flexible. However, they also said that it was not as good for interactive literary discussions. The study also found that students' acceptance of online learning platforms like Zoom, Google Meet, and Google Classroom was greatly influenced by how useful and easy they thought these platforms were. The combination of Myers' ABC Theory and Davis' Technology Acceptance Model showed that emotional, behavioral, cognitive, and technological factors are closely connected in shaping students' attitudes toward online learning. Overall, the study shows that online English learning can still be a good thing, even with the challenges of technology and interaction. This is true when there is good teaching, easy-to-use digital platforms, and students who are interested and know how to use digital tools.

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