

Intention to continue using an AI-integrated online English learning platform: empirical evidence from Vietnam

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ABSTRACT

The rapid growth of AI-integrated online English learning platforms, particularly those operating under subscription-based business models, has created an urgent need to understand why learners continue to use these platforms after the initial trial period. Accordingly, this study examines the determinants of learners' continuance intention to engage in online English learning via AI-integrated platforms. A cross-sectional survey design was employed, yielding 721 observations from learners who had used and/or were currently using AI-integrated online English learning platforms. Structural equation modeling was applied to test the research hypotheses. The results indicate that the proposed model demonstrates a good fit to the data and that the hypothesized relationships are statistically significant. Specifically, performance expectancy, effort expectancy, and social influence positively affect continuance intention. Facilitating conditions exert both a direct effect on continuance intention and an indirect effect by enhancing satisfaction. Trust in AI positively influences satisfaction, and satisfaction emerges as a key predictor driving learners' continuance intention to use AI-integrated English learning platforms.

Keywords: AI-integrated platforms, Continuance intention for English learning, Satisfaction, UTAUT

Introduction

Recent advances in artificial intelligence, particularly large language models and chatbots, have transformed educational technology by enabling real time interaction and natural language processing [1]. In foreign language education, AI integrated English learning platforms increasingly function as learning agents, offering personalized pathways, adaptive content, and continuous feedback that enhance learner autonomy and engagement [1, 2].

In Vietnam, rising demand for English proficiency has accelerated the adoption of AI-integrated online learning following the expansion of digital education during COVID-19 [3]. However, issues related to feedback reliability, data privacy, and overreliance on AI may undermine user trust, which prior studies identify as crucial for sustained use [4, 5].

Prior studies on AI-integrated English learning examine continuance intention through technology acceptance [6], post-adoption evaluations [2], and experiential factors such as flow and satisfaction within integrated online platforms [7]. The literature reveals key gaps. Most studies on AI and ChatGPT in education emphasize initial acceptance rather than continuance. Moreover, while UTAUT explains technology motives, trust in AI is critical for sustained use. In Vietnam, domain-specific evidence for AI-integrated English learning remains limited [4], [5, 8].

Building on these gaps, this study empirically tests an extended UTAUT model by integrating satisfaction and trust in AI to explain continuance intention toward AI-integrated English

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learning platforms. It advances post-adoption research by providing empirical evidence from Vietnam and offering actionable insights for sustaining long-term user engagement [9-18].

Theoretical background

Online learning with AI-Integrated english learning platforms

Online learning via AI-integrated English learning platforms can be conceptualized as a form of Internet-based learning in which teaching and learning activities are mediated through digital systems, and further augmented by AI capabilities such as natural language processing, context aware reasoning, and adaptive learning [19]. In this environment, AI not only supports content delivery but also participates in the learning process as an agent capable of providing recommendations, feedback, and adjustments based on learners' interaction data [19, 20].

Compared with traditional e-learning, AI-integrated English learning platforms emphasize dialogic interaction and micro-level personalization. Prior studies show that interactivity, enjoyment, social influence, and especially trust shape continuance intention [6, 21]. However, risks related to feedback reliability, accountability, data privacy, and overreliance on AI may undermine satisfaction and sustained use if inadequately managed [1, 4, 5].

Continuance intention to learn online via AI-integrated english learning platforms

Beyond initial adoption explained by TAM, information systems research emphasizes continuance intention as the key post-adoption outcome, formed through users' evaluations of perceived benefits and usage experiences over time [21]. In AI-integrated English learning, continuance intention reflects learners' willingness to sustain use based on reliable AI feedback and positive learning experiences that support motivation and reduce risks of inaccurate outputs [1, 4, 5].

Theoretical foundations

UTAUT is widely applied in online learning to explain system use through performance expectancy, effort expectancy, social influence, and facilitating conditions, although their effects vary across contexts, learner groups, and platform types [22]. While UTAUT mainly explains usage intention, continuance intention reflects post-adoption decisions based on experienced benefits, usage evaluations, and satisfaction; therefore, this study extends UTAUT by incorporating trust in AI and satisfaction [21].

Research hypotheses and conceptual model

Performance expectancy reflects beliefs that AI-integrated platforms enhance English proficiency, efficiency, timely

feedback, and goal-aligned practice; thus, higher perceived benefits drive learners' continuance intention in online learning contexts [22-30]. Evidence from online learning research indicates that PE is a strong predictor of learner's intention to continue participating in or using digital learning systems. For example, UTAUT based studies in MOOC settings report a significant effect of PE on continued intention [31, 32]. In AI supported language learning contexts, recent findings similarly suggest that learners tend to sustain use when they perceive that AI generates tangible learning value through feedback, recommendations, and skill practice support [33]. On this basis, the following hypothesis is proposed.

H1: Performance expectancy positively influences learners' continuance intention to learn online via AI-integrated English learning platforms.

Effort expectancy reflects perceived ease of using AI-integrated platforms; lower usage effort reduces anxiety, enhances control, and directly strengthens learners' continuance intention in online and AI-supported English learning contexts [22, 31-33].

H2: Effort expectancy positively influences learners' continuance intention to learn online via AI-integrated English learning platforms.

Social influence reflects perceived expectations and encouragement from important others, shaping continuance intention through subjective norms, peer and instructor recommendations, and widespread AI adoption within learning communities [22, 31-33].

H3: Social influence positively influences learners' continuance intention to learn online via AI-integrated English learning platforms.

Facilitating conditions refer to the availability of adequate resources and technical support enabling AI-integrated English learning, directly or indirectly shaping continuance intention through sustained system use and satisfaction [22, 31, 32].

H4: Facilitating conditions positively influence learners' continuance intention to learn online via AI-integrated English learning platforms.

Satisfaction represents users' overall affective evaluation of system use, shaped by perceived usefulness and effectiveness [34]. In online and AI-supported learning, facilitating conditions—such as digital competence, infrastructure, technical support, and learning resources—consistently enhance learner satisfaction and positive usage experiences [1, 35, 36].

H5: Facilitating conditions positively influence learners' satisfaction with online English learning on AI-integrated platforms.

In AI-integrated English learning platforms, learners rely heavily on generative outputs, making trust in AI a pivotal evaluation regulating acceptance and continued use. Higher trust enhances satisfaction and sustained interaction, whereas low trust increases perceived risk and discontinuance, as evidenced in AI chatbot contexts [4, 37, 38].

H6: Trust in AI positively influences learners' satisfaction with online English learning on AI-integrated platforms.

In post-adoption information systems research, continuance intention is shaped by users' experienced value, with satisfaction acting as a key mechanism reflecting expectation confirmation and perceived benefits [21, 39]. In AI-integrated language learning, satisfaction is particularly salient, as learners evaluate both learning utility and AI-mediated interaction quality, which strengthens continuance intention [1].

H7: Learner satisfaction positively influences continuance intention to learn English online on AI-integrated platforms. Based on UTAUT and findings from prior studies, we develop a model of learners continuance intention to learn English online via AI-integrated platforms. **Figure 1** presents the proposed research model and the study hypotheses.

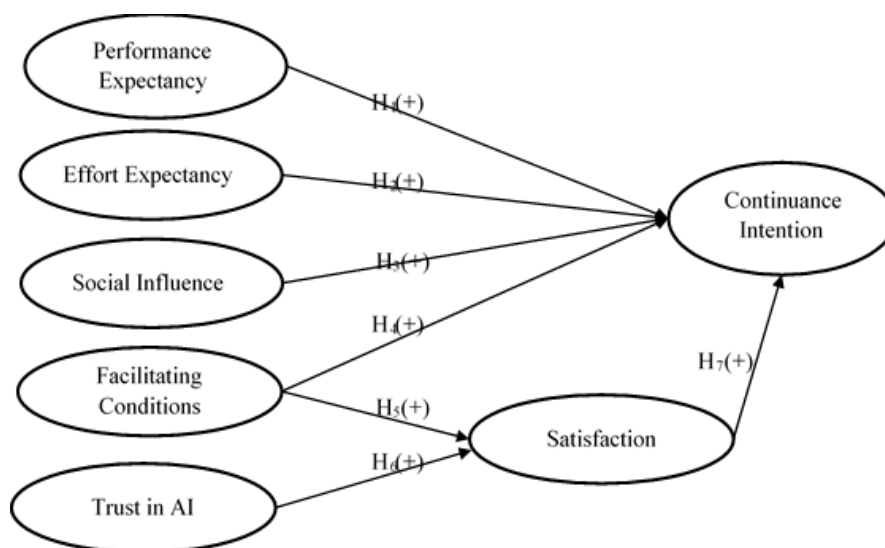


Figure 1. Proposed Research Model

Materials and Methods

Measurement scales

A questionnaire-based survey was used to collect cross-sectional data for hypothesis testing and generalizability [40]. The instrument comprised demographic items and validated measures of UTAUT constructs, trust in AI, satisfaction, and continuance intention, adapted from prior studies and assessed on a five-point Likert scale.

Data

The survey was administered online and offline using convenience sampling among learners who had used paid AI-integrated English learning platforms. Following sample size guidelines suggested by Hair *et al.* [41], 795 responses were collected; after screening, 721 valid questionnaires were retained for analysis.

Scale reliability and validity

Confirmatory factor analysis was conducted to assess the goodness of fit of the measurement model. The results indicated that the model exhibited a good fit to the data: $\chi^2 = 545.267$; $df = 303$; $p = 0.000$; $\chi^2/df = 1.800$; $GFI = 0.947$; $TLI = 0.969$; $CFI = 0.973$; $RMSEA = 0.033$. These indices met commonly recommended thresholds, thereby confirming that the measurement model was acceptable for subsequent analyses [42]. Next, indicator reliability was evaluated using standardized factor loadings. As shown in **Table 1**, observed variables with factor loadings below acceptable cut off values were removed from the model, including PE1, SI5, TA3, TA5, and US5. After refinement, the remaining indicators exhibited acceptable standardized loadings, with the lowest being $FC4 = 0.524$ in the CFA results, while the others ranged up to approximately 0.855. Overall, the satisfactory factor loadings suggest that the retained indicators adequately represented the latent constructs in the model [41].

Results and Discussion

Table 1. Factor Loadings of Observed Variables

Construct	items	CFA	SEM
Performance Expectancy (adapted from Thomas <i>et al.</i>)	PE1. I find that an AI-integrated online English learning platform helps me acquire more knowledge and skills in learning English	Deleted	Deleted
	PE2. Using an AI-integrated online English learning platform enables me to be flexible in scheduling my study time	0.736	0.734

[43]; Khechine et al. [44])	PE3. Using an AI-integrated online English learning platform helps me complete English learning exercises and activities more quickly	0.741	0.741
	PE4. Using an AI-integrated online English learning platform helps me be more proactive in English learning activities	0.819	0.82
	EE1. It is easy for me to log in to an AI-integrated online English learning platform	0.855	0.853
	EE2. I can easily learn how to use the AI tools and features on the platform	0.738	0.738
Effort Expectancy (adapted from Khechine et al. [44]; Thomas et al. [43])	EE3. I find an AI-integrated online English learning platform easy to use	0.784	0.785
	EE4. I do not experience difficulty when using an AI-integrated online English learning platform	0.676	0.677
	SI1. People who influence me, such as my parents and friends, think that I should use online courses	0.685	0.683
	SI2. I consider using an AI-integrated online English learning platform to be a modern and widely adopted way of learning	0.783	0.782
Social Influence (adapted from Khechine et al. [44]; Thomas et al. [43])	SI3. Most of my friends and classmates have used online English learning platforms, particularly those with AI integration	0.808	0.811
	SI4. My instructors use online English learning platforms and AI-integrated platforms proficiently	0.805	0.803
	SI5. Using an AI-integrated online English learning platform makes me feel that I am participating in an English learning community	Deleted	Deleted
	FC1. The AI-integrated online English learning platform is simple and easy to use	0.815	0.804
Facilitating Conditions (adapted from Khechine et al. [44]; Thomas et al. [43])	FC2. I have sufficient resources, such as a smartphone or computer, headphones, and internet access, to learn English on an AI-integrated platform	0.846	0.798
	FC3. I possess the necessary technological skills to learn English on an AI-integrated platform	0.764	0.751
	FC4. The AI-integrated online English learning platform is compatible with other learning resources that I use, such as dictionaries, the learning management system, and learning materials	0.524	0.652
	FC5. The platform's technical support and customer service are readily available to assist me when I encounter problems during learning.	0.654	0.508
	TA1. I believe that the AI on the platform will act in my best interest when I learn English	0.765	0.759
Trust in AI (adapted from Gulati et al. [45])	TA2. I believe that the AI on the platform will make its best effort to support me when I need help, such as providing explanations, suggestions, or feedback	0.76	0.763
	TA3. I believe that the AI on the platform has the capability to function effectively in its tasks, such as providing learning recommendations, practice activities, and feedback	Deleted	Deleted
	TA4. If I use the AI on the platform, I feel that I can rely on it in a trustworthy manner when learning English	0.775	0.774
	TA5. I trust the information and feedback provided by the AI on the platform when I learn English	Xóa	Xóa
	US1. I am satisfied with the AI enabled features provided by the online English learning platform.	0.738	0.734
User Satisfaction (adapted from Dağhan & Akkoyunlu [46])	US2. I am satisfied with the English learning content provided by the platform	0.811	0.807
	US3. I am satisfied with the quality of the AI-integrated online English learning platform or course	0.778	0.783
	US4. I am satisfied with the services provided by the AI-integrated online English learning platform that I use	0.691	0.693
	US5. The AI-integrated online English learning platform or course meets the English learning objectives and expected learning outcomes that I pursue.	Deleted	Deleted
	YCI1. If given the opportunity, I will continue learning English on an AI-integrated online platform as part of my learning program or study plan	0.805	0.8
Continuance Intention (adapted from Guo et al. [47]; Wu & Chen [48])	YCI2. I will continue learning English on an AI-integrated online platform to enhance my English knowledge and skills.	0.762	0.755
	YCI3. I will recommend this AI-integrated online English learning platform to others	0.802	0.797
	YCI4. I intend to continue learning English on an AI-integrated online platform through other courses or programs	0.785	0.778

Scale reliability was assessed using Cronbach's alpha (α) and composite reliability (CR). As reported in **Table 2**, Cronbach's alpha ranged from 0.806 to 0.868, and CR ranged from 0.811 to

0.868. All values exceeded the 0.70 threshold, indicating good internal consistency of the measurement scales [49]. Convergent validity was examined using the average variance extracted

(AVE). The results in **Table 2** show that the AVE values for all constructs were greater than 0.50, ranging from 0.508 to 0.622. This provides evidence that the scales achieved adequate convergent validity.

Concept	α	CR	AVE	SI	EE	PE	FC	TA	YCI	US
SI	0.852	0.854	0.595	0.772						
EE	0.847	0.849	0.587	0.424	0.766					
PE	0.806	0.81	0.587	0.409	0.248	0.766				
FC	0.828	0.834	0.508	0.349	0.264	0.505	0.713			
TA	0.811	0.811	0.588	0.434	0.231	0.389	0.414	0.767		
YCI	0.868	0.868	0.622	0.449	0.399	0.522	0.476	0.385	0.789	
US	0.839	0.841	0.571	0.458	0.273	0.455	0.459	0.318	0.602	0.756

Discriminant validity was assessed using the Fornell and Larcker criterion by comparing the square root of the AVE values (the bold diagonal entries in **Table 2**) with the inter construct correlations. The results indicate that the square root of AVE for each construct was greater than its corresponding correlations

with other constructs. Therefore, the measurement model demonstrates adequate discriminant validity, confirming that the study constructs are distinct and not excessively overlapping.

Hypothesis testing

Structural equation modeling was employed to test the research hypotheses. The fit indices of the structural model indicated a good fit to the data: $\chi^2 = 618.427$; $df = 307$; $p = 0.000$; $\chi^2/df = 2.014$; $GFI = 0.940$; $TLI = 0.960$; $CFI = 0.965$; $RMSEA = 0.038$. These values meet commonly recommended thresholds and suggest that the structural model demonstrates an acceptable level of fit, consistent with the guidelines proposed by Kline [42]. Next, the path estimates are reported in **Figure 2** and **Table 3**. Specifically, performance expectancy exerted a positive and statistically significant effect on continuance intention ($\beta = 0.236$, $p = 0.000 < 0.01$), and effort expectancy also showed a significant positive effect ($\beta = 0.187$, $p = 0.000 < 0.01$). In addition, social influence had a positive effect on continuance intention at the 5 percent significance level ($\beta = 0.088$, $p = 0.039 < 0.05$). Accordingly, hypotheses H1, H2, and H3 were supported.

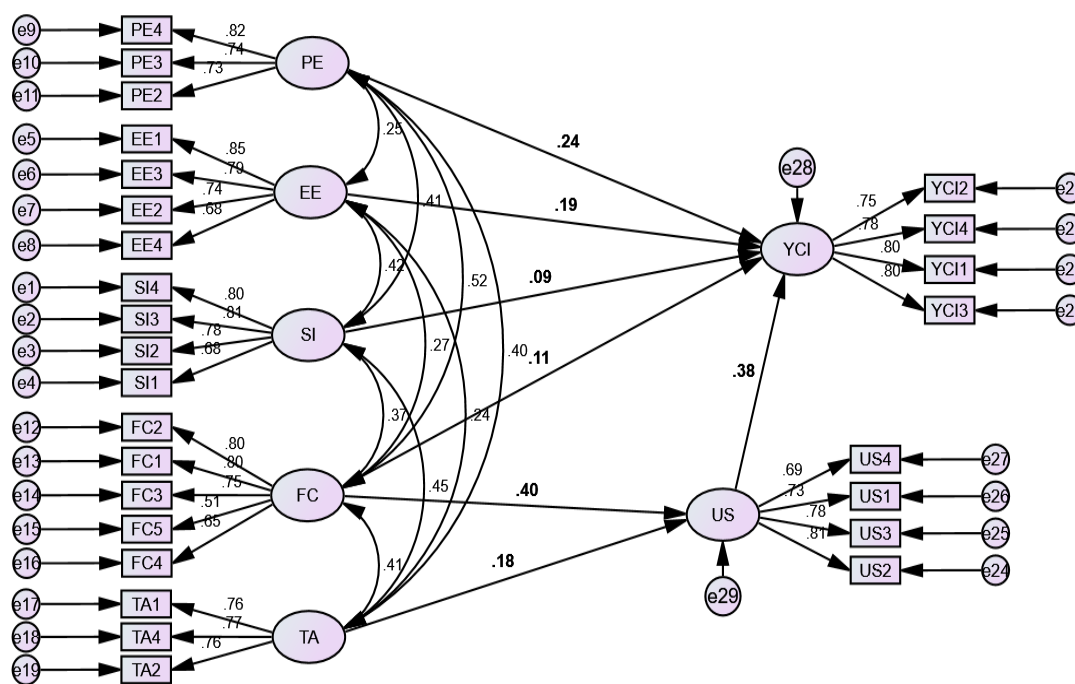


Figure 2. Hypothesis testing results

With respect to facilitating conditions, the results indicate that this construct had a positive direct effect on continuance intention ($\beta = 0.114$, $p = 0.020 < 0.05$); therefore, H4 was supported. Facilitating conditions also exerted a significant positive influence on user satisfaction ($\beta = 0.404$, $p = 0.000 <$

0.01), supporting H5. In addition, trust in AI had a significant positive effect on user satisfaction ($\beta = 0.184$, $p = 0.000 < 0.01$); thus, H6 was supported. Finally, user satisfaction had a strong and significant positive impact on continuance intention ($\beta = 0.375$, $p = 0.000 < 0.01$), confirming H7.

H	Relationship	Unstandardized coefficient	Standardized coefficient	p-value	Result
H ₁	Performance Expectancy → Continuance Intention	0.233	0.236	0.000	Yes
H ₂	Effort Expectancy → Continuance Intention	0.175	0.187	0.000	Yes

H ₃	Social Influence	→	Continuance Intention	0.088	0.088	0.039	Yes
H ₄	Facilitating Conditions	→	Continuance Intention	0.108	0.114	0.020	Yes
H ₅	Facilitating Conditions	→	Satisfaction	0.418	0.404	0.000	Yes
H ₆	Trust in AI	→	Satisfaction	0.184	0.184	0.000	Yes
H ₇	Satisfaction	→	Continuance Intention	0.345	0.375	0.000	Yes

Overall, **Table 3** indicates that the regression coefficients, including both unstandardized and standardized estimates, for the hypothesized relationships in the model are statistically significant at a minimum 95 percent confidence level. This result provides empirical support for all research hypotheses tested in the model.

The results indicate that performance expectancy has a significant positive effect on continuance intention ($\beta = 0.236$; $p < 0.01$), suggesting that learners are more likely to sustain usage when they perceive clear learning benefits, such as improved proficiency and more efficient or accurate feedback. This finding is consistent with the central role of performance expectancy in shaping behavioral intention and aligns with prior online learning studies identifying it as a strong predictor of continuance intention [22, 32, 50, 51]. In AI enabled learning contexts, performance expectancy additionally reflects the cognitive quality and perceived value of AI generated feedback.

Effort expectancy also positively influences continuance intention ($\beta = 0.187$; $p < 0.01$), confirming that perceived ease of use encourages sustained engagement [32, 50]. In AI mediated environments, effort expectancy extends beyond interface usability to encompass the interaction cost of collaborating with AI, including formulating prompts and interpreting outputs.

Social influence shows a weaker but significant effect on continuance intention ($\beta = 0.088$; $p < 0.05$), indicating that while peers and instructors remain relevant, continued use is driven primarily by learners' personal experience [32, 51].

Facilitating conditions exert both a direct effect on continuance intention ($\beta = 0.114$; $p < 0.05$) and a strong effect on satisfaction ($\beta = 0.404$; $p < 0.01$), underscoring the importance of reliable infrastructure and technical support [32].

Finally, trust in AI enhances satisfaction ($\beta = 0.184$; $p < 0.01$), and satisfaction strongly predicts continuance intention ($\beta = 0.375$; $p < 0.01$), supporting post acceptance theory [32, 38, 52].

Theoretical implications

This study contributes to post adoption research in educational technology by examining the determinants of learners' continuance intention toward AI integrated English learning platforms [53-62]. Unlike prior studies that mainly emphasize initial adoption or technology readiness, this study focuses on the continuance stage after learners have gained direct experience with AI functionalities. This perspective clarifies how sustained use in AI enabled learning depends not only on online delivery but also on the quality of learner-AI interaction.

The findings confirm that core UTAUT constructs—performance expectancy, effort expectancy, and social

influence—remain significant predictors of continuance intention in AI integrated English learning. However, their meanings extend beyond traditional interpretations. Performance expectancy reflects not only learning convenience but also AI generated value, such as improved language output, error reduction, accelerated practice, and goal aligned support. Effort expectancy captures both system usability and the cognitive effort involved in interacting with AI, including formulating requests, interpreting feedback, and applying outputs to learning tasks. These results indicate that while UTAUT retains its structural logic, its constructs require contextual reinterpretation in AI enabled learning environments. Moreover, the study highlights satisfaction as a central mechanism linking usage experience to continuance intention. In AI contexts, satisfaction encompasses perceptions of feedback quality, appropriateness, consistency, and explainability. Finally, trust in AI emerges as a key antecedent of satisfaction by reducing perceived uncertainty and risk, thereby reinforcing learners' intention to continue using AI integrated English learning platforms.

Managerial implications

The findings provide clear managerial implications for AI integrated English learning platform providers. First, strengthening performance expectancy is critical for long term user retention. Platforms should prioritize high quality, proficiency aligned AI feedback and make learning progress visible through personalized pathways and skill based indicators. Demonstrating tangible learning gains encourages sustained use. Second, effort expectancy remains a key driver of continuance intention. Providers should minimize interaction complexity by optimizing cross device usability, offering structured prompts, and delivering concise, actionable feedback. Lowering cognitive and operational effort supports habit formation and continued engagement.

Third, while social influence exerts a weaker effect, community based features such as peer practice groups, shared challenges, and progress sharing tools can reinforce continuance intention, particularly during early usage stages. Institutional endorsement and instructor guidance on effective AI use may further strengthen learner confidence.

Fourth, facilitating conditions strongly shape user satisfaction. Ensuring system stability, fast response times, cross platform compatibility, and responsive technical support is essential, as AI mediated learning requires uninterrupted interaction. Transparent account and payment processes further reduce discontinuance risk.

Finally, trust in AI is fundamental to sustaining satisfaction and continuance intention. Platforms should enhance trust through

consistent output quality, clear explanatory rationales for AI feedback, and transparent data governance policies. Continuous monitoring of user satisfaction across key touchpoints is essential for long term retention.

Conclusion

This study examined the determinants of learners' continuance intention to use AI-integrated online English learning platforms in Vietnam by extending the UTAUT model with satisfaction and trust in AI. Based on data from 721 users and structural equation modeling analysis, the findings indicate that performance expectancy, effort expectancy, social influence, and facilitating conditions significantly influence continuance intention. Among these, satisfaction emerges as the strongest predictor of continued use, while facilitating conditions and trust in AI play critical roles in enhancing learner satisfaction.

The results highlight that sustained engagement with AI-integrated English learning platforms depends not only on perceived usefulness and ease of use but also on reliable infrastructure and learners' confidence in AI-generated feedback. By integrating technology acceptance, post-adoption evaluation, and human-AI relational perspectives, this study contributes to a more comprehensive understanding of continuance behavior in AI-enabled language learning and offers practical insights for designing sustainable AI-integrated learning platforms.

Limitations and future research

The study has several limitations. First, the cross-sectional survey design and reliance on self-reported data may introduce common method bias and fail to capture changes in users' intention to use over time. Second, the use of a convenience sample in Vietnam limits the generalizability of the findings to other learner groups and to different organizational and educational contexts. Third, because the proposed framework primarily extends UTAUT by incorporating trust and satisfaction, it may not fully account for other salient determinants such as habit, hedonic motivation, and concerns related to risk and privacy. Future research should employ longitudinal designs, broaden the sample by comparing different user groups, and conduct cross-platform comparisons across AI tools. In addition, subsequent studies should further extend the research model to provide a more comprehensive explanation of users' continuance intention toward AI-integrated platforms.

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