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**English Learning on Demand: Exploring the Convenience of AI Tutors**

Dang Khoa Nguyen1 ; Thuy Ngoc Le2 ; Hong Sam Le3

*1: University of Economics Ho Chi Minh City, UEH Mekong, Vietnam*

*2: University of Economics Ho Chi Minh City, Vietnam*

*3: Diplomatic Academic of Vietnam*

*Corresponding author:* Dang Khoa Nguyen – email: khoand@ueh.edu.vn

**Abstract**

In these days, AI application has been widely applied in the English education sector to enhance learner experiences through artificial intelligence activities. While AI-powered English learning apps offer convenience, this aspect hasn't been thoroughly investigated in developing countries, including Vietnam. This research expects to explore the influence of perceived convenience (CON) on users’ attitude. Author based on the acceptance model (TAM), and Stimulus Organism Response (SOR) model including the concept of perceived convenience to verify English learners’ usage cognition and attitude toward AI-powered English learning applications. By adopting quantitative method, we quantitatively examine the proposed model using Partial Least Square-Based Structural Equation Modelling (PLS-SEM) analyzed by SmartPLS 4.1 on 255 valid Vietnamese respondents to highlight the significant impact of perceived convenience and English learners’ adoption. The findings illustrated that perceived convenience plays a crucial role in enhancing users’ attitude that leads to the increase of users’ adoption. This research will make important contributions to English education services providers, and policymakers with a thorough understanding of the role of AI in learning English. Additionally, the results from this study can enhance awareness of the importance of AI in learning English.

**Keywords**: AI; Perceived Convenience (CON); TAM; AI-powered English learning applications.

1. **Introduction**

Since the beginning of the COVID-19 pandemic in 2019, English language education has changed significantly in degree and type of change, especially in countries where strict epidemic control measures were imposed to containing the virus, such as Vietnam. As a result, several education technologies to facilitate distance education were widely adopted. But distance education is not merely substituting traditional classrooms with online platforms, but rather has presented new challenges for educators when imparting knowledge more effectively in online contexts while changing learners to be more self-directed and responsible for engaging and shaping their own learning experience. (Peng, Xu, & Xu, 2023)

Therefore, in order to better understand the effectiveness of students’ English language learning through AI’s technology, this study investigated the factors that impact students English language learning effectiveness through AI-powered English learning applications.

Numerous studies have looked into distance learning and described many weaknesses that could inhibit students' learning success in online contexts. For example, Aristovnik et al. (A. Aristovnik, 2020) revealed that almost 50% of the students surveyed could not focus on an online course and believed it did not help them with an understanding of lecture presentations and assignments. Some students expressed their understanding that not being in school does not also equate to not learning. In addition to this study, Kuhfeld et al. (Kuhfeld, Condron, & Downey, 2021) found similarly that teachers in general believe that online classes do exacerbate the inequities in education, particularly in the case of students being in a public versus private class. Missing physical education; extra-curricular and the real-time socially communicative aspects of learning are related to students experiencing increased psychological stress. The teacher's inability to judge students' emotional states during online instruction has complicated these issues (Kuhfeld, Condron, & Downey, 2021). With the need for purposeful online learning environments - and particularly with English language education - there is potential to use unique approaches, or technologies as tools; like video recording functionalities to improve student self-motivation, learning efficacy, and academic performance. (Bradley, 2017)

Integrating Artificial Intelligence (AI) into learning English has continued to receive a great deal of interest and attention in different educational contexts, and the literature suggests both benefits and challenges. (Obari, Lambacher, & Kikuchi, 2020) showed that AI-powered speakers used in a blended learning environment, such as Google Home Mini and Amazon Alexa, were not only able to improve TOEIC scores, but also received positive survey responses from Japanese undergraduate learners of English. (Arini, Hidayat, Winarti, & Rosalina, 2022) also showed improvements of English proficiency in EFL university students in Indonesia with the use of learning using an AI-based mobile learning platform called NovoLearning, and students reported positive attitudes towards using technology.

In terms of Vietnam, Investigation into learners' perceptions and attitudes indicates mostly positive responses to integrating AI. (Dan, Panilaga, Ngan, & Labang, 2024) indicated that Grade 11 learners in Vietnam viewed AI tools positively, as well as held a preference for more use of such tools, as well as appropriate training for its full potential. (Quyet & Minh, 2024) highlighted advantages and disadvantages of AI tools among Vietnamese high school pupils and the need for balanced frameworks for implementing AI tools.

Previous studies incorporated the perceived convenience concept into the Technology Acceptance Model (TAM) and they found that perceived convenience is an external factor impacting users' acceptance of wireless LANs. Similarly, perceived convenience was an important predictor of users' continued use of radio frequency identification (RFID) technology. Additionally, perceived convenience influences consumers' intention to adopt gamified mobile payment platforms. A study in China also demonstrated that perceived convenience is an important influencer of users' continuous intention to use tourism-based mobile applications within Mainland China. Therefore, authors decided to extend the Technology Acceptance Model (TAM) with the role of perceived convenience (CON) thanks to the concept of SOR model to investigate using AI technologies in learning English. This study aims to address the following research question: What is relationship between perceived ease of use, perceived usefulness, perceived convenience, and usage attitude on English learners’ continuous intention to use AI in English learning context?

1. **Methodology**
   1. *Sampling*

In order to gather information about the Vietnamese respondents we planned to recruit, we used a Google Form to organize this online data collection. Data was collected over a period of 3 weeks, resulting in 255 valid responses. In terms of gender demographic, our sample had a percentage of males at 56.8%. This is a slightly higher male percentage than the national male-female gender ratio (49.9:51.1), as reported in 2024 by the National Bureau of Statistics of Vietnam. Regarding age, 31.4% were 18-30 years old and 29.1% were 31-40 years old. According to the survey result, the number of people working in trade – manufacturing sector was 35.5%, following by service sector - 23.4%. Based on these results, it can be inferred that males, and people in the younger category had greater participation and willingness to participate in the survey.

Fig.1. Research framework

Source: Authors’ own synthesis

* 1. *Measures & Results*

For this study, we borrowed all the measures directly from existing studies. However, we took the existing English scale items and translated them into Vietnamese, and then translated them back into English. Therefore, all survey items used a 5-point Likert scale with responses 'strongly disagree' (1) to 'strongly agree' (5).

We assessed the following variables using a scale borrowed from F. Munoz-levia et al (2017) for PEOU, PU, Attitude to use, and Intent to use. We used F. Munoz-levia's scale because it comes from consumer behavior research and is derived from the technology acceptance (TAM) - Davis, Bagozzi, & Warshaw (1989) perspective. Finally, we assessed perceived convenience, with 3 items adapted from (Childers et al., 2001).

Table 1. Measurement variables and Path coefficients

|  |  |  |  |
| --- | --- | --- | --- |
| Constructs | Indicators | Questionnaires of measurement scale (items)  All variables are Likert from 1 to 5 | PC |
| Perceived ease of use (PEU)  (Adjusted from F. Munoz-levia et al., 2017) | PEU1 | The interaction with AI-powered English learning apps is clear and understandable | 0.778 |
| PEU2 | I find the app easy to use for whatever I want to do | 0.858 |
| PEU3 | Interaction with the apps requires mental and effort | 0.837 |
| PEU4 | The tool is easy to use in general | 0.862 |
|  |  |  |  |
| Perceived usefulness (PU)  (Adjusted from F. Munoz-levia et al., 2017) | PU1 | The app can help consult my learning activities | a |
| PU2 | Using the apps increase my effectiveness in learning English | 0.892 |
| PU3 | In general, the apps can be useful when improving my English | 0.864 |
|  | PU4 | The apps are useful for learning English | 0.899 |
|  |  |  |  |
| Attitude to use (ATT)  (Adjusted from F. Munoz-levia et al., 2017) | ATT1 | Using the apps managing my learning journey is an idea | 0.874 |
| ATT2 | Using the apps to receiving recommendation is an idea | 0.913 |
| ATT3 | It is an idea to have suggestions from AI | 0.896 |
|  |  |  |  |
| Perceived convenience (CON)  (Adjusted from Childers et al., 2001) | CON1 | Using AI tools would allow me to save time during learning | 0.883 |
| CON2 | Using AI tools would make me less time learning | 0.892 |
|  | CON3 | Using AI tools would be a convenient way to learn English | 0.907 |
|  |  |  |  |
| Intention to use (IU)  (Adjusted from F. Munoz-levia et al., 2017) | IU1 | Assuming you have access to the AI-powered English learning applications, you would intend to use it | 0.839 |
| IU2 | If I had access to an AI-powered English learning application over the coming months, I believe that I will use it | 0.906 |
|  | IU3 | You will introduce an AI-powered English learning application to your relatives and friends | 0.856 |

Source: Authors’ own synthesis

\*a: deleted item

This research utilized the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique in order to evaluate the conceptual model. PLS-SEM has been noted to be a practical method in tackling varying types of questions while being judicious in the approach to the time researchers invest on their projects. Furthermore, Hair et al have evidenced that PLS-SEM is useful for rejecting hypotheses or evaluating the possible existence of a moderating effect by conducting regression analysis. Using Smart PLS, which we used version 4.1, we employed two stages to obtain the model evaluation which included first assessing both the outer model and inner model. Both an outer model and an inner model were created with the preliminary evaluation being the outer model, and we calculated the items, loadings, and reliability and validity of the measures through the PLS-SEM algorithm. Table 1 shows the items and loadings for each scale. (Hair, Ringle, & Sarstedt, 2011) (M, M, Smith, Reams, & Hair Jr, 2014)

One item of perceived usefulness (0.603) was dropped, the item being assessed by low factor loading. The reliability of the constructs was respected by using the composite reliability (CR) from the first evaluation, though these were simply reported as value in reliability, where reliability is presumably where the CR is greater than 0.6 (Bagozzi, 1988), meaning the constructs are reliable when these values exceeded 0.6.

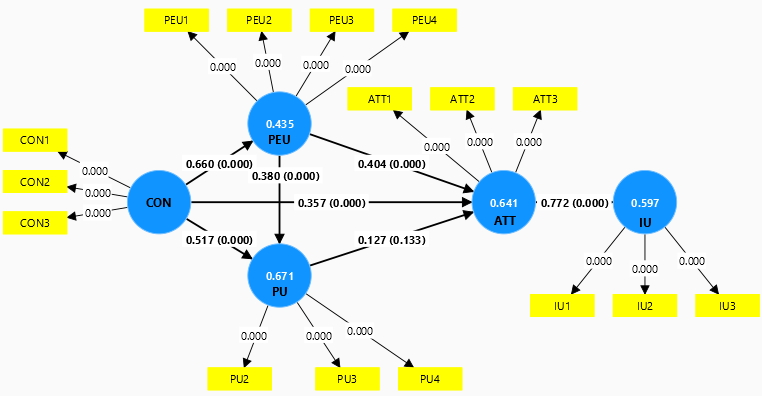


Fig.2. The structural model analysis using Bootstrapping

Source: Authors’ own synthesis

Table 2. Analysis results

|  |  |  |  |
| --- | --- | --- | --- |
| **Relationship** | **Original sample (O)** | **P values** | **Conclusions** |
| Attitude -> Intention to Use | 0.772 | 0.000 | Supported |
| Perceived convenience -> Attitude | 0.357 | 0.000 | Supported |
| Perceived convenience -> Perceived ease of use | 0.660 | 0.000 | Supported |
| Perceived convenience -> Perceived usefulness | 0.517 | 0.000 | Supported |
| Perceived ease of use -> Attitude | 0.404 | 0.000 | Supported |
| Perceived ease of use -> Perceived usefulness | 0.380 | 0.000 | Supported |
| Perceived usefulness -> Attitude | 0.127 | 0.133 | Unsupported |

Source: Authors’ own synthesis

<0.05

The structural model results provide valuable insights into the factors influencing learners’ intention to adopt AI-powered tools for English language learning. The relationship between Attitude and Intention to Use shows a strong and statistically significant effect (β = 0.772, p = 0.000), indicating that learners with a positive attitude toward AI-assisted learning tools are highly likely to use them.

Perceived convenience plays a critical role in shaping learners’ perceptions. It has a significant positive impact on Attitude (β = 0.357, p = 0.000), suggesting that when learners find AI tools accessible and time-saving, they tend to feel more favorable toward their use. Additionally, perceived convenience strongly influences both Perceived ease of use (β = 0.660, p = 0.000) and Perceived usefulness (β = 0.517, p = 0.000), emphasizing that ease of access and flexible usage contribute substantially to how learners evaluate the tool’s simplicity and relevance to their learning goals.

Perceived ease of use itself significantly affects both Attitude (β = 0.404, p = 0.000) and Perceived usefulness (β = 0.380, p = 0.000). This means that learners who find AI tools user-friendly are more likely to perceive them as effective and form a positive attitude toward their integration in English learning processes.

Interestingly, the relationship between Perceived usefulness and Attitude is not statistically significant (β = 0.127, p = 0.133), indicating that usefulness alone may not be a decisive factor in shaping learners' attitudes. In the context of English language education, this may reflect the fact that learners prioritize convenience and user experience—such as intuitive interfaces, adaptive feedback, and personalized content—over purely functional benefits when forming their attitudes toward AI-based tools.

To sum up, the results demonstrate that perceived convenience and ease of use are critical in enhancing learners' acceptance of AI tools for English learning. Although perceived usefulness is still relevant, it may be more influential indirectly, perhaps due to its influence on perceived effectiveness and engagement and therefore how it directly impacts attitude. These results are useful for educators, app developers, and instructional designers to consider when creating AI-enhanced learning environments that place priority on a decodable and learner-friendly design.

1. **Discussions and Conclusions**

This study extends the Technology Acceptance Model (TAM) by integrating perceived convenience as a key external variable, demonstrating its significant influence on attitude, perceived ease of use, and perceived usefulness in the context of AI-assisted English learning. The study provides evidence that convenience and ease of use—often associated with learners’ emotional responses—play a crucial role in technology acceptance, reinforcing the need to incorporate emotional and motivational dimensions into technology adoption frameworks.

Regarding practical implications, Developers of AI-powered English learning applications should prioritize features that enhance accessibility, flexibility, and user autonomy, such as mobile compatibility, quick navigation, and personalized learning paths. Moreover, Educators and marketers should emphasize ease, engagement, and comfort, rather than just academic outcomes, when promoting AI tools for language learning. Emotional appeal may be more persuasive than cognitive utility in some learner segments.

This study provides new insights into learner acceptance of AI-powered English learning tools by highlighting the dominant role of perceived convenience and ease of use in shaping attitudes and intentions. Contrary to traditional assumptions, perceived usefulness alone may not drive positive perceptions, underscoring the importance of designing AI learning tools that are not only functional but also intuitive and emotionally supportive. These findings offer both theoretical enrichment and practical guidance for advancing learner-centered educational technology.

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