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Investigating the Acceptance and Intention to Use Blended MOOCs for English Language Learning from English Major Students' Views

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Abstract

Blended MOOCs (b-MOOCs), which combine MOOC-based online learning with offline classes, offer a flexible learning environment and are increasingly popular in global higher education, particularly for English language learning. The study aims to explore the extent to which English students perceived the use of b-MOOCs and their intention to continue to use b-MOOCs for English language learning. Quantitative and qualitative data were collected from 200 English major students at a Vietnamese private university. A 5-point Likert scale questionnaire with 31 items was employed for quantitative data collection, based on the Unified Theory of Acceptance and Use of Technology (UTAUT). Semi-structured interviews were used for qualitative data collection. The results reveal that students' perception of using b-MOOCs was quite positive. In addition, students claimed that b-MOOCs were useful for their English language learning. Students would continue to use MOOCs in their blended classes since b-MOOCs benefited their English learning process. The study informs educators, educational institutions, and MOOC providers to enhance the effective implementation of b-MOOCs, contributing to the ongoing discussion on technology-driven language education and optimizing language learning experiences in a digitally transformed educational landscape.

INTRODUCTION

The development of Massive Open Online Courses (MOOCs) has significantly transformed distance education (Zhu et al., 2020). Many MOOC providers, such as Coursera, edX, and Udacity, have offered various online courses. Some courses provide content for free, but others charge users for certification and validation of completion performance (Zeide & Nissenbaum, 2018). Coursera is the biggest MOOC with 1700 active courses, for 23 million users. EdX, with about 1,300 courses, covers almost 10 million students, and Udacity has 4 million students

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(The Economist, 2017). Since the period of COVID-19, MOOCs have been embraced as technological solutions to substitute conventional classrooms and sustain the curriculum (Xiong et al., 2021). Huge numbers of users over the globe, from all age groups and different backgrounds, including students, professionals, researchers, and other learners, have been recorded in MOOCs, with over 19,400 courses from over 950 universities worldwide (Shah, 2021). This is why MOOCs are also considered highly effective by their massive content availability (Perifanou & Economides, 2022).

However, studies indicate that the dropout rate from MOOCs has been considerable since only 10% of learners could complete their MOOCs (Liyanagunawardena et al., 2013; Reparaz et al., 2020; Veletsianos & Shepherdson, 2016). Several reasons are cited for low rates of MOOC completion, such as teacher-centredness, poor assessment, and feedback (Yousef et al., 2015). More importantly, learner-instructor interaction tends to be challenged in MOOCs due to their large sizes, limiting personalized communication and real-time feedback to meet individual learner needs (Wu & Luo, 2022). With the ongoing "new normal" era of post-COVID-19, more recognition is being given to the importance of face-to-face classrooms, as they allow direct interaction, foster greater engagement, and provide immediate support, all of which are often difficult to achieve with a complete online mode (Xie et al., 2020).

Despite the challenges, MOOCs continue to be integrated into the curriculum of educational institutions due to their scalability, accessibility, and ability to meet diverse learning needs (Chandler et al., 2021; Julia et al., 2021). MOOCs have made quality education accessible to people globally, breaking barriers of distance and finance with the added advantage of flexible, self-paced learning (Waks, 2019). Integration of MOOCs enriches curricula with specialized content and skill-based training, thus aligning with the demands of the workforce (Munjal et al., 2022). The global increase in MOOC users significantly shows their value, driven by technological advances, the online learning shift, and the increasing trend for lifelong learning and professional development (Alzahrani, 2018; Bordoloi et al., 2020; Buhl & Andreasen, 2018; Munjal et al., 2022). Hence, research on students' acceptance and intention to use b-MOOCs may shed insight into the factors influencing students' commitment and involvement in blended learning environments (Liyanagunawardena et al., 2013).

Analyzing factors such as perceived usefulness, ease of use, interaction quality, and satisfaction might indicate crucial gaps in satisfying students' expectations and requirements (Wu & Luo, 2022). Understanding these aspects can assist educators and course designers in addressing barriers to continuing, such as a lack of motivation, insufficient support, or a mismatch with learning preferences, resulting in higher retention rates in b-MOOCs (Eriksson et al., 2017). Therefore, blended MOOCs, a combination of MOOC-based learning and traditional classrooms, have been implemented to minimize the flaws of MOOCs (Albó & Hernández-Leo, 2019; Littenberg-Tobias & Reich, 2020).

In Vietnam, several universities have adopted MOOCs into their curricula since MOOCs present valuable opportunities for flexible learning and access to sources (Ho & Pham, 2022; Ly et al., 2017). In 2019, an official contract was signed between the studied Vietnamese university and Coursera, the biggest MOOC provider, to integrate Coursera MOOCs into the curricula.

The decision aims to enhance its educational offerings by combining online learning with offline classes. The partnership aims at giving students access to high-quality courses from top global universities and institutes and equipping them with essential skills, which are in demand in the present workforce. Through this collaboration, the said institution offers many courses in various fields such as business, information technology, languages, and digital transformation, all of which are crucial to Vietnam's growing economy.

In English language courses, MOOCs have been highly appreciated since students can practice inside and outside the classrooms with flexibility (Cuesta Medina, 2018; Feitosa de Moura et al., 2021; Rahim, 2019) because limited face-to-face class time and large classrooms might prevent students from using English fluently (Aoumeur, 2017; Nguyen et al., 2014). However, current research on MOOCs focuses only on an online-only format and lacks understanding of the unique factors affecting acceptance and intention in blended settings. It is imperative to investigate this issue because the results could aid in formulating and implementing b-MOOCs that cater to students' requirements, ultimately improving learning outcomes. This research is, therefore, significant because b-MOOCs are increasingly being integrated by institutions into mainstream curricula. The intention is to effect a successful merger of traditional and online paradigms that promote lifelong learning. Therefore, the study aims to explore the extent to which English major students perceived their acceptance and the use of b-MOOCs through Coursera for English courses, as well as the reasons for their intention to use blended MOOCs for their studies. The study employed the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Venkatesh et al. (2003) as a theoretical framework, which served to examine the factors affecting students' choice of b-MOOCs, including performance expectancy, effort expectancy, attitudes toward using b-MOOCs, social influence, facilitating conditions, self-efficacy, anxiety, and behavioral intention. The research questions for the study are as follows:

1. To what extent do English major students perceive the use of b-MOOCs for their English courses?
2. What are the reasons for their continuance intention to use b-MOOCs for their English courses?

The study explores the implementation of blended MOOCs in English courses at a Vietnamese university, addressing the factors influencing English major students' acceptance of b-MOOCs. The study then reviews the literature regarding relevant studies about blended learning, blended MOOCs, and the Unified Theory of Acceptance and Use of Technology (UTAUT) as the theoretical framework. The methodology section explains the quantitative and qualitative approaches, using questionnaires and semi-structured interviews. Results highlight the influential factors and reasons for students' continuance intention to use b-MOOCs. Discussion presents the links of the findings to the existing knowledge and theory. Finally, the conclusion section describes insights into students' use of b-MOOCs, and practical implications are recommended for institutions, lecturers, policy makers, and MOOC providers.

LITERATURE REVIEW

Blended learning and blended MOOCs

Blended learning and blended MOOCs have been the primary subjects of discussion in online learning in higher education. Although MOOCs have been widely used in many educational institutions, the integration of MOOCs in the mode of blended learning has been appreciated due to their effectiveness in fostering lifelong learning in higher education and enriching students' learning experience (Bordoloi et al., 2020; Feitosa de Moura et al., 2021; Wu & Luo, 2022).

Blended learning (BL) is a learning mode combining offline and online learning in a single course (Wong et al., 2014). BL has been employed in many schools because of its benefits such as bringing more students' learning engagement and interaction; and improving students' perseverance and commitment in comparison to conventional e-learning (Edward et al., 2018; Ghazal et al., 2018; Ismail et al., 2018; Poon, 2014). Moreover, BL is flexible as it boosts students' autonomy and learning outcomes and produces harmony and coherence between offline and online learning (Spring et al., 2016). In addition, BL offers plenty of resources and information which is conveniently accessed at any point in place and time (Wang et al., 2021). In other words, students can manage their time appropriately to access their e-learning lessons and study at their speed (Chang-Tik, 2018) while teachers can reduce their workload (Owston et al., 2019). Therefore, the adoption of BL in schools is effective in teaching and learning (Van Laer & Elen, 2020).

Although BL benefits teachers and learners in higher education, there is still limited literature on how BL is implemented in each type of formal education and each type of course offered from administrators' views. It is believed that BL adoption and implementation should be considered within the time frame between traditional and blended classes. The concern is that an effective blended learning environment should be 30% offline interaction and 70% online learning (Anthony et al., 2019) or 20% of offline class sessions and 80% of online lessons (Owston et al., 2019). Therefore, it is critical to examine adopting a new mode of blended learning that can minimize the downsides of traditional blended learning. Blended MOOCs have been used as an alternative blended learning approach in higher education.

Many universities have adopted b-MOOCs to enhance higher education quality as an alternative mode combining offline and online methodologies (Yousef et al., 2015). While in blended learning settings, there is much emphasis on personalized interaction with instructors, b-MOOCs rely mainly on scalable digital tools for interaction, often via collaboration through peers and with automated feedback (Yousef et al., 2015; Zubkov, 2020). A b-MOOC combines MOOC-based technology with a traditional learning mode, so the accessibility of available materials and resources provided by MOOC instructors and experts is valued (Yousef & Sumner, 2021). Moreover, b-MOOCs also provide greater flexibility, enabling students to learn at their own pace and schedule (Zhao & Song, 2020). According to Yousef et al. (2015), the b-MOOC model could enhance interactions between teachers and students, promote student-centeredness, offer better assessment and feedback, improve the video lecture

design, and consider the various MOOC participant patterns. The shift from traditional MOOCs to blended MOOCs has been adopted in the studied institution. The benefits of b-MOOCs, such as greater accessibility, interaction, and flexibility, outweigh traditional blended learning.

Blended MOOCs for English language learning

The adoption of b-MOOCs in English language education is beneficial as they combine both offline classrooms and MOOC-based classes (Zubkov, 2020). Particularly, English learners benefit from many available resources and learning materials, enabling them to study English at their own pace, with flexibility and convenience (Yaşar & Polat, 2021). Moreover, b-MOOCs allow for face-to-face sessions in which English learners participate in interactive activities with their classmates, thereby engaging in more active communication and practicing their English. This mode expresses a higher level of interaction between students with others and enhances their learning experience (Wu & Luo, 2022). Personalized feedback from MOOC peers also helps learners recognize their strengths and weaknesses in English use, along with instant feedback from in-person teachers to assist English learners in achieving better learning outcomes (Yousef et al., 2015). Besides, English learners can get access to free of charge courses or professional courses offered by prestigious institutions at the lowest cost (Cho & Byun, 2017).

Assessment is also a key factor in investigating the effectiveness of blended MOOCs since the design of effective assessment and evaluation support can enhance learning outcomes and learner engagement (Alexandron et al., 2020; Zhao & Song, 2020). According to Wu and Luo (2022), students expressed positive attitudes towards MOOC-based blended English courses, as blended MOOCs provided a good learning experience due to their flexible access to resources and opportunities for self-directed learning. They also appreciated the autonomy that blended MOOCs provided, as they could learn at their own pace, revisit content if needed, and explore other multimedia options. Students valued the interaction opportunities comprising discussion forums and peer activities that linked them to a larger learning community. Indeed, students recognized the effectiveness of blended MOOCs and indicated that, given a choice, they would prefer this mode of learning because it offers extensive access to instructional resources and fosters a high level of engagement (Sonyel & Sadaghiani, 2023). However, MOOC-based blends in English classes have flaws since English skills need more time and practice. Specifically, support from teachers and institutions is one of the challenges in blended MOOCs, as students believe that support is insufficient during their learning process (Pham et al., 2023; Zhao & Song, 2020). Specifically, a low level of English proficiency prevents students from completing a MOOC because they are not able to understand MOOC video lectures or even successfully communicate with others in English (Eriksson et al., 2017). Interaction and communication on MOOCs are problematic, as there is a relatively low level of interaction in blended MOOCs compared to traditional courses, so a majority of students seem to discourage themselves and return to their offline classes (Zhao & Song, 2020).

Theoretical framework and related studies

Blended MOOCs refer to the use of MOOC-based learning technology and offline class sessions, so the study employed the Unified Theory of Acceptance and Use of Technology

(UTAUT) developed by Venkatesh et al. (2003) as a theoretical framework. The theory is widely used to analyze user acceptance and adoption of technology in diverse contexts, such as education, healthcare, and business, examining factors driving technology adoption in any form. Its predictive capabilities and adaptability make UTAUT a robust framework for understanding and improving technology acceptance and implementation strategies. The framework combines eight well-known models of technology acceptance. The goal was to offer a thorough comprehension of user behavior regarding adopting new technology. Since the current study aims to investigate English major students' acceptance and intention to use blended MOOCs for English courses, the UTAUT was adopted as the theoretical framework. The UTAUT model consists of four primary constructs: i) performance expectancy: the degree to which users believe that using technology can help them accomplish their tasks quickly, ii) effort expectancy: the degree of ease related to the use of technology, iii) social influence: the degree to which users think that other people such as family, friends, colleagues, and managers believe users should use technology, iv) and facilitating conditions: the perceived level of support and resources available to users to facilitate the use of technology, and v) behavioral intention: an individual's intent to perform a specific behavior or the use of technology. Moreover, other constructs are also observed to explore users' intention to use technology, including self-efficacy, anxiety, and attitude toward the use of technology.

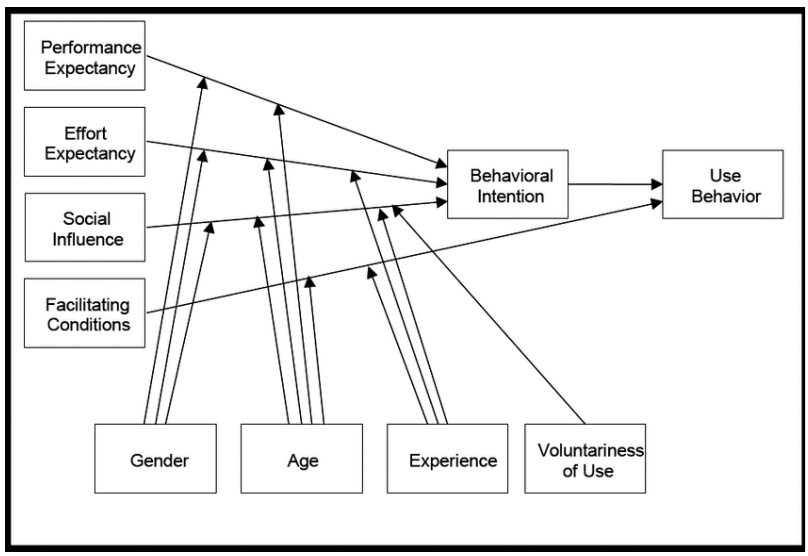

Figure 1 The Unified Theory of Acceptance and Use of Technology (UTAUT) adapted from Venkatesh et al. (2003)

Studies also state that the factors mentioned above affect students' acceptance and intention to use MOOCs for their English learning. Specifically, Hsu (2003) investigated how self-determination influences English as a Foreign Language (EFL) learners' acceptance of Language Massive Open Online Courses (LMOOCs) through the lens of the Unified Theory of Acceptance and Use of Technology (UTAUT). Although there were no significant relationships between performance expectancy and behavioral intention, effort expectancy and social influence demonstrated significance in adopting MOOCs. Additionally, both behavioral intention and facilitating conditions were important factors influencing the use and acceptance of MOOCs.

Therefore, this research contributes to understanding how psychological needs can foster technology acceptance in educational contexts, most especially online language learning (Hsu, 2023). Similarly, social influence and facilitating conditions positively affected behavioral intention (Wong et al., 2019; Zhang et al., 2022). Mendoza et al. (2017), regarding MOOC adoption, indicated that facilitating conditions is the most significant barrier since slow and poor Internet connection makes it difficult for MOOC users to adopt MOOCs and complete their courses. Factors such as inadequate technological infrastructure, lack of institutional support, and insufficient resources hindered potential users from engaging with MOOCs. Besides, performance expectancy is an influential factor affecting students' intention when using MOOCs since learners tend to adopt MOOCs when they believe that these courses will enhance their performance or learning outcomes (Mendoza et al., 2017). In general, the correlations between the factors could determine students' intention to use MOOCs in their offline classes in the future. When students express their positive attitudes towards using b-MOOCs and positive correlations among those factors, they intend to use b-MOOCs in their future English learning.

METHODOLOGY

Participants and research context

The population of the current study included 200 English major students (46.5% males and 53.5% females) at a private Vietnamese higher education institution across four campuses in Vietnam: Ha Noi, Ho Chi Minh, Can Tho, and Da Nang. The participants' ages ranged from 18-23 and in their first, second, and third years at the studied institution. A convenience sampling technique was used to select the participants who used to take at least one English course specified in the English Studies curriculum (e.g. Academic Listening Skills, Advanced Presentation Skills, Business English Communication, Cross-cultural Communication, and Advanced English Grammar) in the mode of blended MOOCs through Coursera. The participants were required by their institution to take these blended English MOOCs. All students must take MOOCs as specified in the English major program curriculum. The participants were all encouraged to get involved in the study. This study was conducted in accordance with the Declaration of Helsinki, and ethical clearance was approved by the Ethics Committee of the studied university. An informed consent form was sent to the participants through Google Docs to inform the research purposes, procedures, and confidentiality to comply with ethical issues.

Research instruments

This study employed a convergent parallel mixed-methods approach to gain a comprehensive and in-depth overview of students' acceptance and intention to use b-MOOCs for English language learning. This study utilized both quantitative and qualitative methods concurrently, with equal emphasis, to attain a thorough data analysis through the efficacy of triangulation (Creswell & Plano Clark, 2007). The quantitative approach adopted a 5-point Likert scale questionnaire with 31 items, based on UTAUT by Venkatesh et al. (2003). The questionnaire

items ranged from 1 for “strongly disagree” to 5 for “strongly agree”. The questionnaire aimed to investigate the extent to which the participants accepted and intended to use b-MOOCs in English courses. The questionnaire items were categorized into five primary constructs: performance expectancy, effort expectancy, social influence, facilitating conditions, behavioral intention, and three additional constructs: attitude towards using technology, anxiety, and self-efficacy. The other variables (age, gender, experience, and voluntariness) were not examined in the study since they are the mediating variables and the objectives focused on how students perceived the main factors influencing their acceptance and use of b-MOOCs, so they were omitted. Initially, 230 questionnaires were sent to the participants. The collection of 200 qualified responses was returned and then used in the study.

Additionally, semi-structured interviews were employed for the qualitative approach. The interview questions focused on the eight domains adapted from UTAUT (Venkatesh et al., 2003) to explore the reasons why students accepted and intended to use or not continue to take English-blended MOOCs. Ten students were randomly chosen to participate in the interviews via Microsoft Teams. In the qualitative data collection process, the consent form was first obtained and sent to the participants to ask for voluntary participation. Open-ended questions were used for the interviews. The interviews were then conducted and recorded for data analysis. Each interview lasted approximately 30 minutes via Microsoft Teams. The interviews were conducted via Microsoft Teams because of its access, convenience and more robust features for virtual communication, such as screen sharing, audio and video recording, and chat functionalities, making it an ideal environment for conducting professional interviews. Each student was assigned a codename, which allowed the researcher to keep the participants’ identities (e.g., student 1 was represented as S1) confidential and anonymous during the data analysis procedures (Heaton, 2022).

The interviews were conducted in Vietnamese to avoid misunderstanding and misinterpretations of the questions. The qualitative data analysis employed thematic analysis, following six steps to analyze the collected data (Braun & Clarke, 2006), as illustrated in Figure 2. The process begins with getting familiar with the data, which involves carefully reading through interviews multiple times to fully understand interviewees’ responses. The next step is coding, where meaningful themes are highlighted and given short labels. After that, researchers move on to looking for themes by grouping related codes into broader ideas. These themes are then reviewed to make sure they accurately reflect the data and are distinct from one another. Once refined, the themes are defined and named clearly so that each one captures its main idea. Finally, the process ends with writing the report, where the themes are explained using examples from interviewees’ ideas and connected to previous research on blended MOOCs.

The thematic analysis was applied to identify, analyze, and interpret themes within the interview data. The interview data were initially transcribed and then coded, clustered, reviewed, defined, and reported by eight themes relevant to eight examined constructs: performance expectancy, effort expectancy, attitudes toward using b-MOOCs, social influence, facilitating conditions, self-efficacy, anxiety, and behavioral intention. Methodological triangulation was applied using qualitative data to support quantitative interpretation to explore students’ experiences using b-MOOCs.

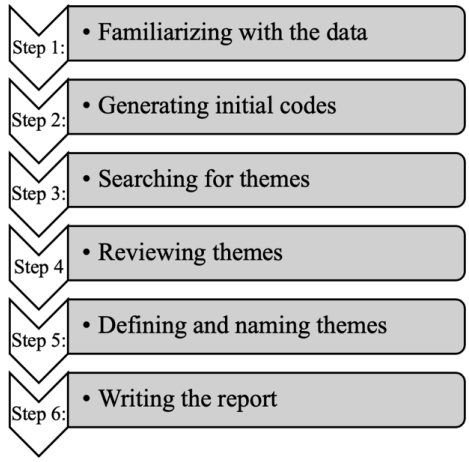

Figure 2 A 6-step guide to doing thematic analysis (Braun & Clarke, 2006)

To guarantee the validity of the instruments, the questionnaire items and interview questions were translated into Vietnamese and sent to three colleagues, who reviewed and commented on the accuracy of the translations and language used to avoid misunderstanding. Besides, the reliability test was computed by SPSS (version 25). Cronbach's alpha value was .91, indicating that the questionnaire was reliable.

Table 1

Reliability test of the questionnaire

Domains	Cronbach's alpha
Performance expectancy	.80
Effort expectancy	.82
Attitude toward using Coursera b-MOOCs	.81
Social influence	.84
Facilitating conditions	.78
Self–efficacy	.79
Anxiety	.75
Behavioral intention to use Coursera b-MOOCs	.88
Overall	.91

RESULTS

Results from the questionnaire

Table 2 describes the extent to which the participants accepted b-MOOCs for learning English. A descriptive statistics test was computed to measure the level agreement that the participants had on the use of b-MOOCs for their English courses.

Table 2

The mean score of students' acceptance of b-MOOCs

	N	Min.	Max.	Mean (M)	SD
Students' acceptance and intention to use b-MOOCs	200	2.77	4.87	3.70	.40

Table 2 reveals that participants' acceptance of b-MOOCs was relatively high (M = 3.70; SD = .40).

A descriptive statistics test also examined the average mean score of eight domains regarding students' acceptance of b-MOOCs. Table 3 illustrates the mean score of eight domains.

Table 3

The mean score of eight domains on the acceptance of b-MOOCs

Domains	N	Min.	Max.	Mean (M)	SD
Performance expectancy	200	1.75	5.00	3.87	.58
Effort expectancy	200	2.25	5.00	3.78	.61
Attitude toward using b-MOOCs	200	2.25	5.00	3.90	.58
Social influence	200	1.75	5.00	3.69	.66
Facilitating conditions	200	2.25	5.00	3.74	.63
Self-efficacy	200	2.50	5.00	3.82	.57
Anxiety	200	2.00	4.25	3.04	.55
Behavioral intention to use b-MOOCs	200	2.00	5.00	3.82	.72

Table 3 shows that students' agreement degrees on the acceptance of b-MOOCs ranged from a medium level (M = 3.04) to a high level (M = 3.90). Especially, students expressed their positive attitudes toward using b-MOOCs, with the highest level of agreement (M = 3.90; SD = 3.04). Meanwhile, students' agreement on anxiety when using b-MOOCs was medium (M = 3.04; SD = .55).

Performance expectancy

There are four question items regarding students' agreement on the domain of performance expectancy.

Table 4

Students' acceptance of b-MOOCs in terms of performance expectancy

	N	Min.	Max.	Mean (M)	SD
I would find that b-MOOCs are useful for my English language learning.	200	2.00	5.00	4.10	.58
Using b-MOOCs would help me to accomplish my learning tasks more quickly.	200	1.00	5.00	3.67	.86
Using b-MOOCs would increase my productivity.	200	2.00	5.00	4.00	.64
Blended MOOCs would increase my chance to get better grades for my course.	200	2.00	5.00	3.74	.83

As shown in Table 4, students supported that b-MOOCs were useful for their English learning (M = 4.10; SD = .58). Besides, they believed that b-MOOCs would help them increase their productivity when learning English (M = 4.00; SD = .64). In fact, b-MOOCs could help them get better results in their English courses (M = 3.74; SD = .83) and complete their tasks faster (M = 3.67; SD = .86).

Effort expectancy

The question items in this domain mainly focus on how easy it is to use b-MOOCs for English courses.

Table 5

Students' acceptance of b-MOOCs in terms of effort expectancy

	N	Min.	Max.	Mean (M)	SD
My interaction with b-MOOCs would be clear and understandable.	200	2.00	5.00	3.72	.71
It would be easy for me to become skillful at using b-MOOCs.	200	2.00	5.00	3.78	.77
I would find b-MOOCs easy to use for English learning.	200	2.00	5.00	3.83	.75
Learning to use b-MOOCs is easy for me.	200	2.00	5.00	3.79	.81

Table 5 shows that students found it easy to use Coursera MOOCs in their blended English classes (M = 3.83; SD = .75) as students agreed that learning to use b-MOOCs was at ease (M = 3.79; SD = .81). Additionally, students believed that they could become skillful using b-MOOCs for their courses quite easily (M = 3.78, SD = .77) since their interaction with b-MOOCs on Coursera was easy and understandable (M = 3.72; SD = 71).

Attitude toward using b-MOOCs

In this section, the question items relate to students' attitudes when they took a b-MOOC on the Coursera platform.

Table 6

Students' acceptance of b-MOOCs in terms of attitudes toward using b-MOOCs

	N	Min.	Max.	Mean (M)	SD
I like learning English in b-MOOCs.	200	2.00	5.00	3.89	.72
Blended MOOCs would make learning English more interesting.	200	2.00	5.00	3.95	.77
It would be fun learning with b-MOOCs.	200	2.00	5.00	3.88	.72
Using b-MOOCs would be a very good idea.	200	2.00	5.00	3.88	.73

Table 6 indicates that students expressed highly positive attitudes toward using b-MOOCs on the Coursera platform for their English courses. Students thought that their learning English was more interesting as b-MOOCs were applied in their courses (M = 3.95; SD = .77). Besides, students expressed a high interest when they used Coursera b-MOOCs (M = 3.89, SD = .72) as they saw b-MOOCs were a good idea and fun (M = 3.88, SD = .72 and .73). In brief, students found that learning English through b-MOOCs was highly appreciated.

Social influence

Regarding the social influence indicators, the questions are used to determine students' agreement level on who was influential on their learning English using b-MOOCs.

Table 7

Students' acceptance of b-MOOCs in terms of social influence

	N	Min.	Max.	Mean (M)	SD
People who influence my behavior think that I should use b-MOOCs.	200	2.00	5.00	3.45	.80
People who are important to me think that I should use b-MOOCs.	200	1.00	5.00	3.55	.79
My lecturer has encouraged and convinced me to use b-MOOCs.	200	2.00	5.00	3.76	.85
In general, my university has supported the use of b-MOOCs.	200	2.00	5.00	4.00	.76

The results in Table 7 reveal that participants believed that their institution had supported the use of b-MOOCs for their English courses, which influenced them most in their learning English (M = 4.00; SD = .76). Moreover, their teachers were also the ones who had a positive influence on their acceptance of b-MOOCs (M = 3.76; SD = .85). However, the other people, such as their important people to them and the ones who influenced their behavior, were not significantly influential (M = 3.55 and 3.45; SD = .79 and .80). In general, their university had the strongest effect on their learning English using b-MOOCs.

Facilitating conditions

The questions are relevant to whether the resources were available to help students learn English using b-MOOCs.

Table 8

Students' acceptance of b-MOOCs in terms of facilitating conditions

	N	Min.	Max.	Mean (M)	SD
I have the necessary tools and resources to use b-MOOCs.	200	2.00	5.00	3.81	.83
I have the knowledge necessary to use b-MOOCs.	200	2.00	5.00	3.76	.82
I have a specific person to refer to assist me with b-MOOCs difficulties.	200	1.00	5.00	3.58	.90
MOOCs are not compatible with other systems I use.	200	2.00	5.00	3.82	.70

As can be seen from Table 8, the participants had a positive perception on the tools and sources available to assist them in their English courses through b-MOOCs on Coursera (M = 3.81; SD = .83). The participants also figured out the incompatibility between Coursera MOOCs and other systems they used to study on (M = 3.82; SD = .70). Besides, the participants thought that they had a specific person to help them when they had difficulties with b-MOOCs (M = 3.58; SD = .90).

Self-efficacy

The questions examine the self-efficacy level when they did learning tasks using b-MOOCs.

Table 9

Students' acceptance of Coursera b-MOOCs in terms of self-efficacy

	N	Min.	Max.	Mean (M)	SD
I would complete a learning task using b-MOOCs if there is nobody around telling me what to do as I go.	200	2.00	5.00	3.67	.77
I would complete a learning task using b-MOOCs if there is someone I could call to help me when I got stuck.	200	2.00	5.00	3.62	.79
I would complete a learning task using b-MOOCs if I have a lot of time and resources provided.	200	3.00	5.00	4.20	.52
I would complete a learning task using b-MOOCs if there is a built-in help facility for assistance in the system.	200	2.00	5.00	3.79	.79

The results in Table 9 indicate that students agreed that they could complete their English courses through b-MOOCs if they had plenty of time and available resources (M = 4.20; SD = .52). If there was built-in assistance when needed to complete a learning task, they could find it easy to accomplish their English courses (M = 3.79; SD = .79). The participants also supported that whether there was someone or nobody around them could help them, they would complete their learning task using b-MOOCs (M = 3.67 and 3.62; SD = .77 and .79).

Anxiety

The questions are to determine if students feel anxious using Coursera b-MOOCs.

Table 10

Students' acceptance of b-MOOCs in terms of anxiety

	N	Min.	Max.	Mean (M)	SD
I feel afraid of using b-MOOCs for learning English.	200	1.00	5.00	2.92	.74
I am afraid I could lose a lot of information by hitting the wrong key in MOOCs.	200	2.00	5.00	3.12	.72
I hesitate to use b-MOOCs for fear of making mistakes that I can't correct.	200	2.00	5.00	3.07	.71
Using b-MOOCs is somewhat frightening to me.	200	2.00	5.00	3.05	.72

Table 10 depicts that students' agreement on anxiety when using b-MOOCs was at a medium level, ranging from 2.29 to 3.12. For instance, students indicated that it was normal as they hit the wrong key because they would not feel afraid of losing information (M = 3.12; SD = .72). In general, students did not feel anxious when they made mistakes or learned English using b-MOOCs.

Behavioral intention

The question items focus on students' intention to use b-MOOCs in the future.

Table 11

Students' acceptance of b-MOOCs in terms of behavioral intention

	N	Min.	Max.	Mean (M)	SD
I intend to use b-MOOCs in the future.	200	2.00	5.00	3.79	.77
I plan to use b-MOOCs in the future.	200	2.00	5.00	3.83	.79
I predict I would use b-MOOCs in the future.	200	1.00	5.00	3.83	.85

The results in Table 11 describe that students would have a positive intention to use b-MOOCs for their future English courses. Specifically, students agreed that they would plan to use Coursera b-MOOCs in the future (M = 3.83; SD = .79 and .85). Their intention to use b-MOOCs was also positive indicating that they would continue to learn English using b-MOOCs on Coursera platform (M = 3.79; SD = .77).

Correlations among the domains in students' acceptance of Coursera b-MOOCs

Table 12

Pearson's correlations among the domains

Domains	1	2	3	4	5	6	7	8
1. Performance expectancy (PE)	-							
2. Effort expectancy (EE)	.53**	-						
3. Attitude toward using b-MOOCs (A)	.33**	.45**	-					
4. Social influence (SI)	.51**	.56**	.44**	-				
5. Facilitating conditions (FC)	.49**	.61**	.36**	.69**	-			
6. Self–efficacy (SE)	.39**	.51**	.31**	.58**	.68**	-		
7. Anxiety (AX)	.10	.02	-.05	-.02	-.03	.01	-	
8. Behavioral intention to use b-MOOCs (BI)	.39**	.43**	.09	.32**	.33**	.46**	.06	-

Note: ** Correlation is significant at the 0.01 level. (2-tailed)

Table 12 indicates that most domains had positive correlations with each other. In other words, as the factor was perceived positively, the others would be considered positive as students accepted the adoption of b-MOOCs in their English courses. The highest correlation was found between social influence and facilitating conditions (r = .69, p = .00). Similarly, self-efficacy and facilitating conditions were found to be the second highest correlation (r = .68, p = .00). The third highest correlation was seen between effort expectancy and facilitating conditions (r = .61, p = .00). Therefore, the results indicate facilitating conditions would be more influential to other domains. However, anxiety had negative or little correlations with other domains, suggesting that students did not feel anxious when using Coursera b-MOOCs, and anxiety did not affect their acceptance of using b-MOOCs.

Results from the interviews

Ten students were selected for semi-structured interviews to gain insights into their acceptance and intention to use b-MOOCs for their English courses. The interviews explored their in-depth views and reasons for accepting and intending to use b-MOOCs on the Coursera platform.

Performance expectancy

All students supported that b-MOOCs were very useful for their learning of English. They explained that learning English on Coursera could help them gain more knowledge as well as easily review the lessons with offline mentors' assistance. Students 3 (S3) and Student 7 (S7) said:

> *I see it's really useful when I took English courses on Coursera MOOCs and offline mentoring sessions. I think offline classes with mentors can help me explain some points I don't understand.* (S3)

> *It's important to have offline sessions to review some main points in the lecture videos, but I think it would be better to have more offline sessions because there are so many questions students want to ask their offline mentors.* (S7)

Effort expectancy

A majority of the participants agreed that using b-MOOCs was easy since they were provided with accounts and a guidebook, so they did not have any difficulty taking English courses on Coursera. As a result, students found it easy to learn English using b-MOOCs.

> *I can log into my MOOCs easily with given accounts from my university. I can say I don't find it difficult to learn English on the Coursera platform.* (S1)

> *My university also provides us with a guidebook to register and use the system, so I find it so easy to get used to taking English courses from MOOCs.* (S5)

Attitude toward using b-MOOCs

Students expressed positive attitudes toward using b-MOOCs for their English learning. They felt that using b-MOOCs made their English learning more interesting because they could learn English with many instructors from famous universities in other countries to improve their English skills. Besides, their offline mentors were considered important to help them understand the lessons clearly. One said:

> *Using b-MOOCs to learn English is a good idea, it's fun of course. I have more chances to study English with many teachers. My offline mentors are also helpful. Without them, I think I can't understand my lessons on Coursera MOOCs.* (S3)

> *It's so exciting to watch video lectures from well-known universities around the world and learn a lot from them without traveling overseas to take English courses […] I also improve my skills by listening to native instructors and reading skills by reading a lot of available materials.* (S9)

Social influence

When asked about the ones who influenced them when they used b-MOOCs, most students admitted that they followed their institutional arrangement because they believed that their university supported the use of b-MOOCs. However, some of them stated that they must be responsible for taking b-MOOCs, not just because someone else influenced them in their study. One student presented:

> *In my opinion, my university is the most influential factor because taking b-MOOCs is compulsory. My teachers also influence me as they occasionally remind us to complete assignments […] but I think I'm the one who influences my study using b-MOOCs because I think I must be a responsible student.* (S5)

> *Honestly, my university encouraged us to take as many MOOCs as we want instead of one compulsory MOOC in a semester. I feel it's a bit challenging, but I think it's good for me to study more courses to improve my English skills. Besides, my university supports this mode of learning, so I believe they have a good reason to assign us a MOOC to take.* (S1)

Facilitating conditions

Students were satisfied with all the necessary resources and materials provided to them. They also agreed that their university equipped them well with accounts, materials, and support before they were assigned to take b-MOOCs on the Coursera platform. One participant said:

> *I'm well-equipped with the resources and accounts to log into the system. When I have any problems, my university staff also supports me well.* (S2)

> *Before taking a MOOC, I was trained in how to use the system. It's not difficult for us to study since there's an Internet connection almost everywhere, such as on my campus, in coffee shops, or even at my home. The materials and resources are available for us to download online.* (S7)

Self-efficacy

Students admitted that they needed plenty of time to complete a MOOC because they had to do many assignments and quizzes. However, students were autonomous when taking a MOOC since their instructors did not remind them to do any exercises or assignments.

> *I must manage my time to complete many assignments and quizzes by myself. I can't wait until someone reminds me to study. I also need a lot of time to complete many tasks in a Coursera MOOC, but luckily, I can choose any free time to study.* (S9)

Anxiety

Most students did not feel anxious when taking b-MOOCs because they had experience taking b-MOOCs with one course per semester. Their offline mentors also helped them when they had any difficulties, so they felt it was familiar to them. Besides, the institution provided clear how-to-use instructions before a MOOC was offered to students.

> *I get used to taking Coursera b-MOOCs, so I don't feel afraid of using the system to take English courses. It's so normal.* (S2)

> *My offline mentors always assist me when I have any problems when taking a MOOC. I also get support from MOOC providers before and after taking a course there. I see the instructions are simple to use.* (S9)

Behavioral intention to use b-MOOCs

Most students (eight out of ten) said they would continue taking b-MOOCs through Coursera. They supported that b-MOOCs brought them benefits and they would take more MOOCs to improve their English skills and other skills, such as communication and business negotiation skills. One mentioned:

> *It's beneficial for students to use b-MOOCs because I can learn a lot and improve my English skills. In the future, I will choose more courses to study to improve my English. Besides, I will also take other courses in business to improve my communication and negotiation skills.* (S6)

However, two students would not take any other b-MOOCs since they encountered some difficulties during their courses, such as unfairness and plagiarism issues. They still preferred offline courses as they could interact with teachers and students easily.

> I will not plan to take any b-MOOCs in the future because I feel it's more fun to learn English face-to-face and have more interaction […] sometimes I don't copy anything from others, but my work is caught with plagiarism. It's not fair when I study by myself, but my assignment has been red-flagged with plagiarism. (S4)

DISCUSSION

Students' acceptance of b-MOOCs for their English courses

The study aims to explore the extent to which students accepted the use of b-MOOCs in their English courses. The results indicate that students expressed their positive perceptions of using b-MOOCs on the Coursera platform to learn English. Students believed that b-MOOCs were helpful, as many benefits had been brought to students, such as convenient and flexible learning time and better reviewing lessons with their offline mentors' assistance. Students

could find the significance of combining both online courses through Coursera MOOCs and offline sessions, which aligned with the study by Zubkov (2020). These findings emphasize the adaptability of b-MOOCs in accommodating diverse learning styles, which is an important factor in fostering learner autonomy. However, it is worth questioning whether such flexibility would reduce students' motivation to stick to structured timelines, which could affect long-term learning outcomes.

Reasons for students' continuance intention to use b-MOOCs for their English courses

As highlighted in the study, several factors influence students' continued intention to use b-MOOCs in English courses. First, the combination of MOOC-based learning and offline mentoring sessions helps students gain more knowledge and improve their English skills through flexible, high-quality content. Students appreciated the ease of use, facilitated by their university-provided resources and guidance.

Additionally, students expressed their positive attitudes towards using b-MOOCs in their English learning. Students thought b-MOOCs could make their English courses more interesting since they could study with more instructors and learn many new things to improve their English skills. They believed it was a good idea to use b-MOOCs since they could study in online and offline classes. In the online courses on the Coursera platform, students could choose any time and any place to study. Although it might take them a lot of time to complete a course, they found it easy and convenient to take a Coursera MOOC. Besides, they could meet their offline mentors to ask for assistance with some points they did not understand from the online video lectures. The finding indicates the importance of interaction between students and instructors in b-MOOCs, which aligns with the study by Wu and Lou (2022). However, while students praised the novelty and variety of learning opportunities, it raises the question of whether all learners are equally equipped to navigate the self-directed nature of b-MOOCs.

More importantly, students supported using b-MOOCs for their English learning since they could gain more knowledge of English and improve their English skills with many different high-quality courses. They also planned to continue to use the mode of learning in the future since they found it beneficial in their English learning process, which is in line with the conclusion from Sonyel and Sadaghiani (2023). Besides, students did not feel anxious when they learned English from Coursera MOOC blended courses since they were given clear instructions and guides before taking Coursera MOOCs. While students appreciated the implementation of b-MOOCs, potential inequalities were considered. Not all students might have equal access to their mentors and a stable internet connection, which are crucial factors affecting the effectiveness of b-MOOC implementation for English learning.

Moreover, facilitating conditions and social influence were found to be more correlated with other domains, positively affecting students' acceptance of Coursera b-MOOCs. This aligns with the findings of Hsu (2023), who reported a significant relationship between social influence and learners' intention to adopt b-MOOCs. While these findings reinforce the necessity of a supportive learning system with b-MOOCs, they raise critical questions about the scalability of such support, as the necessary conditions were not sufficiently available to all students.

The role of mentorship was crucial in offline mentoring classes. The finding emphasizes the importance of mentorship in improving the efficacy of b-MOOCs, especially in English language acquisition. Mentors offer essential offline assistance, aiding students in explaining intricate concepts and resolving inquiries from online material. Students underscored the significance of in-person mentoring meetings, observing that these engagements enhanced comprehension and recall of course content. Mentorship resolves the disparity between the scale of online courses and the individualized attention frequently absent in entirely digital settings. Moreover, mentors assist students in maintaining motivation and navigating self-paced learning obstacles, enhancing their dedication to completing the course. This mentorship component corresponds with the study's conclusions that integrating online and offline interactions enhances the learning experience by making it more engaging and supportive (Ho et al., 2022).

CONCLUSION

The current study aims to investigate students' acceptance of using b-MOOCs in their English courses. The findings reveal that students found it useful to take b-MOOCs on the Coursera platform as they could improve their English skills. They expressed their positive attitudes towards using b-MOOCs since they believed b-MOOCs brought them more fun and made their English learning more interesting, as they could study with many instructors. The role of offline mentors is crucial to assist students with intricate issues during their learning courses. In addition, students also intended to continue to use b-MOOCs in the future as they found many benefits such as improving English skills and other skills with high-quality courses and lower cost. Besides, students' acceptance of b-MOOCs was influenced by the positive correlations of all domains. Although the drop-out rate in MOOCs is relatively high, at an approximate 10% course completion rate among learners, the number of MOOC users keeps growing globally. The result signifies that there is an emerging demand for accessible, flexible, and quality education. Supported by technological development and the interest in lifelong learning, b-MOOCs are widely becoming popular among students and professionals. Addressing such problems as poor engagement and lack of personalized support could further promote retention rates while maintaining the widespread adoption of MOOCs.

The implications are drawn from the findings that the adoption of b-MOOCs should be considered by students' acceptance and continuance intention. Administrators, lecturers, curriculum developers, and MOOC providers were encouraged to examine influential factors affecting students' acceptance of using b-MOOCs for their English learning. Firstly, administrators would consider implementing b-MOOCs into English language programs with a suitable portion of online and offline classes. Lecturers are then encouraged to be offline mentors to provide students with instant support during offline mentoring sessions and monitor the suitability of MOOC subjects in the syllabi. Curriculum developers should consider choosing a suitable MOOC that fits the requirements specified in the course syllabi and ensure the learning outcomes are met. Finally, MOOC providers such as Coursera are expected to offer a MOOC with more updated and rich content, interaction, instant feedback and assessment, and support when necessary.

LIMITATIONS AND RECOMMENDATIONS

The current study has some limitations. Firstly, the participants were only English major students, so the views of stakeholders such as administrators, lecturers, curriculum developers, and MOOC providers should be appreciated. Secondly, only one MOOC provider, Coursera, was examined, so comparing other MOOC providers would give a clearer picture of using MOOCs in the blended learning environment. Thirdly, while the UTAUT framework was valuable in shaping the research design, it may have narrowed the analysis by emphasizing certain constructs but overlooking others. Finally, the research site was limited to a single private university in Vietnam, which could introduce contextual bias and restrict the generalizability of the findings to other types of institutions or cultural contexts.

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