Measuring Senior English Instructors' Acceptance of WeCWI-Enabled Web-Based Instruction through the TAM Model

Wang Jing
1776064063@qq.com
Academy of Language Studies
Universiti Teknologi MARA Shah Alam, Selangor Darul Ehsan, Malaysia

Boon Yih Mah*
mahboonyih@gmail.com
Academy of Language Studies
Universiti Teknologi MARA, Cawangan Pulau Pinang, Penang, Malaysia

Rofiza Aboo Bakar
rofiza@uitm.edu.my
Academy of Language Studies
Universiti Teknologi MARA, Cawangan Pulau Pinang, Penang, Malaysia

Corresponding author*

CITE THIS ARTICLE:

ABSTRACT

Despite advancements in information and communication technology (ICT) and the adoption of web-based instruction (WBI) in Chinese universities, students' writing skills are hindered by traditional teaching methods. The conventional cramming approach focuses on memorisation and exam performance rather than genuine comprehension and creativity. Instructors often revert to these outdated methods due to limited ICT skills and knowledge. WeCWI-enabled WBI, designed based on Web-based Cognitive Writing Instruction (WeCWI), was implemented in an EFL blended learning classroom at a university in China to address this problem. A hybrid instructional platform, integrating Mosoteach and WeChat Public Account, was developed to enhance English as a Foreign Language (EFL) learners' writing performance. This platform emphasises improving writing skills through substantial reading inputs, collaborative writing, and instant feedback. This

paper examines senior English instructors' acceptance of WeCWI-enabled WBI to refine the approach before its full implementation in classrooms. In-depth interviews grounded in the Technology Acceptance Model (TAM) were conducted, and the data were analysed using holistic content analysis. The study aims to measure the acceptance of WeCWI-enabled WBI and help instructors design effective activities for collaborative learning. The results demonstrate the feasibility of WeCWI-enabled WBI, highlighting its clear manual and its effectiveness in stimulating students' interest. The practical implications of this research indicate that instructors significantly favour WeCWI-enabled WBI, supported by a detailed manual. They recognise that WeCWI-enabled WBI improves students' writing skills and increases their motivation and participation in learning. The study findings can help educators integrate web-based tools for better learning outcomes.

Keywords: EFL acceptance, senior English instructors, TAM, WBI, WeCWI

INTRODUCTION

Background of the Study

Following the sudden outbreak of COVID-19, Information and Communication Technology (ICT) has gained widespread recognition for its vital role in advancing educational reform and development (Saipudin et al., 2024). The universities in China also embraced web-based instruction in higher education, aligning with the National Plan for Medium and Long-term Education Reform and Development (2010-2020) (Council, 2010). More than 200 renowned Chinese universities have developed online course resources to support e-learning (Wang et al., 2018). Audio-visual language labs with internet access are available to facilitate listening and speaking courses (Zhang & Han, 2012). In response to the COVID-19 outbreak, instructors in Chinese universities have shifted to remote teaching using platforms like Tencent Group Meeting, DingDing Teaching Platform, and Zoom (Chen et al., 2020).

Despite the growing implementation of web-based instruction in Chinese higher education, the degree to which senior English instructors accept and integrate such technologies into their teaching practices remains further exploration. As experienced educators, senior instructors often play a vital role in shaping instructional approaches and influencing adoption of technological tools. However, their acceptance of digital platforms may vary depending on factors including perceived usefulness, ease of use, and institutional support. To better understand these factors, the Technology Acceptance Model (TAM) offers a robust theoretical foundation to examine instructors' behavioural intentions and attitudes toward adopting WeCWI-enabled WBI instruction. By investigating these acceptance patterns, the current study aims to provide insights into the readiness of instructors to adopt the WBI.

Problem Statement

As for the adoption of ICT, general instructors tend to positively integrate web-based instruction in blended learning; and most of the instructors in higher education acknowledge that ICT benefits EFL learners by enhancing language skills and raising learning interest (Liu et al., 2017). However, there are many senior English instructors in China exhibiting reluctance toward adopting these

technologies in their teaching practices. This hesitancy can be attributed to several factors. Firstly, teachers' digital literacy and pedagogical and technological skills were found to be insufficient to successfully integrate ICT into tertiary English education (Moradi, 2025). Additionally, challenges such as insufficient technical and pedagogical training, as well as infrastructural barriers like the "Great Firewall," further impede effective technology integration (Liang, 2021). These barriers contribute to the cautious stance of senior English instructors toward using WBI effectively and efficiently in their teaching process.

However, the main obstacle to improving students' writing is the continued use of traditional teaching methods, particularly the conventional cramming approach. This face-to-face teaching method, which has been prevalent in China for many years, prioritises the input of skills over the cultivation of abilities (Huang & Jin, 2018). The focus on exam performance leads to rote memorisation rather than genuine comprehension, stifling students' creativity (Wang, 2012). While many higher-education instructors recognise the benefits of integrating web-based instruction in blended learning, some are hindered by limited knowledge and poor ICT skills, causing them to revert to the conventional cramming method (Hu & McGrath, 2011). Nevertheless, overall, web-based instruction, when properly utilised, is seen as a positive tool for enhancing language skills and fostering students' interest in learning EFL (Liu et al., 2017).

This study assesses two senior English instructors' engagement with WeCWI-enabled WBI (Mosoteach and WeChat Public Account), facilitating blended learning for EFL learners of one of the universities in China. The research is grounded in the Technology Acceptance Model (TAM), which provides the theoretical foundation for this investigation. While previous studies have utilised the TAM model to analyse various applications and learning environments, such as Wiki and BlackBoard (Alfadda & Mahdi, 2021), a review of the existing literature reveals that the TAM framework has not been employed to explore user attitudes toward the application of Mosoteach and WeChat Public Account.

Consequently, the primary objective of this study is to delve into English instructors' acceptance of using WeCWI-enabled WBI in language teaching, focusing on aspects like Perceived Usefulness (PU), activities, Perceived Ease of Use (PEOU), and attitude (ATT). The research objectives are as follows:

1. To explore the PEOU of the WeCWI-enabled WBI of two senior English lecturers;

2. To explore the PU of the WeCWI-enabled WBI of two senior English lecturers; and

3. To explore the ATT towards the WeCWI-enabled WBI of two senior English lecturers.

Based on the answer to this research question, their perceptions lay a foundation and provide amendment suggestions for WBI before actual implementation in the classroom. The research questions of this study are as follows:

1: What is the PEOU of the WeCWI-enabled WBI of two senior English lecturers?

2: What is the PU of the WeCWI-enabled WBI of two senior English lecturers?

3: What is the ATT towards the WeCWI-enabled WBI of two senior English lecturers?

LITERATURE REVIEW

Web-based Cognitive Writing Instruction (WeCWI)

WeCWI is a theoretical and pedagogical e-framework that provides a systematic and iterative approach to designing a learning experience, strengthening critical thinking enhancement and language proficiency development. WeCWI offers a comprehensive framework for developing a supplementary WeCWI-enabled WBI to tackle the L2 writing predicaments efficiently through a systematic and iterative method in designing the learning experience that develops language skills and enhances critical thinking (Mah, 2021). Free reading is emphasised before discussion and writing, and the instructors organise discussions based on the interactionist theory via web 2.0 technology, cultivating learners' critical thinking. The writing was adopted during the whole writing process.

WeCWI is formulated as a theoretical-and-pedagogical instruction with WeCWI-enabled WBI as an instructional tool, which contributes to improving language knowledge and cognitive ability with the combination of reading, discussion, and writing in the e-learning environment (Mah, 2015). Theoretically, "WeCWI integrates principles of language acquisition, cognitive theories, composition studies, and e-learning to construct an effective framework based on learners' information processing preferences." (Mah, 2021). The fundamental framework of WeCWI encompasses the integration of Language Acquisition, Composition Studies, and Cognitive Theories within the context of E-learning, resulting in significant advancements in language proficiency and cognitive development.

By designing and developing a WeCWI-enabled instructional tool, the traditional role of educators is redefined as Education Innovators or EdNovators. Emphasising free reading before discussion and writing, instructors facilitate discussions based on the interactionist theory using Web 2.0 technology to foster learners' critical thinking. The process genre approach to writing is consistently applied throughout. WeCWI offers EFL learners a comprehensive platform by integrating language acquisition theories, composition studies, cognitive theories, and e-learning (Mah, 2015). Mah (2015) primarily leverages web 2.0 applications, such as blogs with diverse functionalities and pertinent and openly accessible resources through web widgets and hypertext forms guided by the WeCWI framework. Implementing WeCWI can enhance language competence and critical thinking skills (Mah, 2021).

WBI (Mosoteach and WeChat Public Account)

In recent years, the rapid advancement of information technology has significantly promoted the adoption of Web-Based Instruction (WBI) in English as a Foreign Language (EFL) teaching at the tertiary level in China. The recent studies emphasize the effectiveness of blended learning and WBI in Chinese tertiary EFL education Research has shown that blended learning models effectively enhance students' language skills, motivation, and learner autonomy. For instance, Nguyen (2024) highlighted that blended learning has a positive impact on vocabulary acquisition, reading comprehension, and writing proficiency in higher education EFL contexts. Similarly, Wang et al. (2019) found that a Small Private Online Course (SPOC)-based blended learning design created an efficient and supportive EFL learning environment, which was well-received by university students. In addition, digital literacy has proven to be a crucial factor in the successful

implementation of WBI. Feng and Sumettikoon (2024) conducted an empirical study on the digital literacy of Chinese EFL teachers in higher education institutions. Their research identified five dimensions of digital literacy and proposed actionable strategies for improving teachers' digital competencies, thereby supporting the effective use of WBI in EFL instruction.

WBI, developed in this research, consists of Mosoteach and WeChat Public Account platforms, which can be used on smartphones and computers. Mosoteach is a new comprehensive platform designed for blended learning. It has been applied in Chinese universities for over five years (Jiang et al., 2020). WeChat, just like WhatsApp and Telegram, is favoured by the Chinese for communicating and information sharing. Based on past studies in 2020, it has been one of China's most popular social media, with over one billion users.

Mosoteach, used on computers and cell phones, is a comprehensive platform that entails learning management functions, information sharing, interaction, live streaming, and learning activities (Jian, 2018). As a new platform, Mosoteach has been adopted and practised by many instructors and learners because of its flexible and simple operation as well as efficient and effective interactions between learners and instructors compared with other new media such as Yu online class and Zhihui Shu (Zhang, 2021). Hence, some research has been conducted mainly in blended learning via Mosoteach. The recent research concluded that Mosoteach has three main functions: student management, resources management, and sharing and activities design. Mosoteach and MOOCs (Massive Open Online Courses) have been combined to construct a blended learning corpus, which has been proven efficient and productive in activities designed in class (Jiang et al., 2020).

In addition, Mosoteach is applied in the blended learning mode of English teaching, focusing on group assignments and performance. For instance, Mosoteach was used to teach English writing, and it was found to release students' writing anxiety when collaborative writing was adopted (Zhao & Yao, 2018). The most recent research shows that Mosoteach can be used effectively in the BOPPPS model (the teaching model contains six phases: bridge-in, objective, pre-test, participation, post-test and summary) to conduct blended learning, which affiliates the participation of students in the class (Liao, 2022).

Therefore, Mosoteach has been widely used in various subjects in Chinese universities and has proved productive and efficient (Liao, 2022). Additionally, studies have shown that Mosoteach supports interactive classroom activities, enabling real-time feedback, peer collaboration, and flexible content delivery, which contribute positively to students' language acquisition (Wang, 2022). However, its implications in teaching EFL writing need further exploration and data validation.

WeChat Public Account, one of the derivatives of the WeChat application of Tecent Company, was released for public use in 2012. It includes two forms: a subscription for the general public and a service account for enterprises and the government (Wang, 2022; Zhang & Chen, 2022). A subscription public account is free, while users have to pay for the service account; therefore, many academic official accounts are public subscription accounts. As a representative of "We Media", the WeChat public account allows users to create, innovate, decentralise and reveal their personality with outstanding features like low barriers for operation, fast transmission and a wide range of readers (Dai et al., 2018).

WeChatPublic Account has become one of the most popular reading resources and one way of relaxing for university students in a fragmented period (He, 2022). WeChat Public Accounts have also been implemented as a supplementary tool for English teaching in universities. Additionally, WeChat public accounts have been used as extended learning spaces where instructors can share authentic materials, vocabulary exercises, and cultural content, promoting autonomous and contextualized language learning beyond the classroom. The apparent advantage of WeChat Public Account in English teaching is that the articles can be posed in various forms with video clips or sound, which appeal to students (Zhang & Zuo, 2019). Besides, students can comment on the articles and interact with instructors, easing the anxiety of speaking English face-to-face with teachers (Zhang & Zuo, 2019).

Technology Acceptance Model (TAM Model)

The Technology Acceptance Model, or TAM, has emerged as a prominent and dominant model for studying the factors influencing users' acceptance of technology. Davis (1987) postulated that a user's attitude towards a system was pivotal in determining whether they would adopt or reject it. This attitude, in turn, was influenced by two significant beliefs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), with the latter directly impacting the former (Davis, 1987).

TAM was developed to forecast the likelihood of an individual or organisation adopting a novel technology. It is rooted in the theory of reasoned action, which posits that behaviour is influenced by the intention to perform that behaviour, the attitude towards it, and the social pressure to engage in it (Yu, 2020). According to TAM, the model could be applied during the initial use of the technology to predict its future adoption and usage (Marangunić & Granić, 2015).

PEOU is defined as the extent to which individuals believe that using a particular technology would be effortless, while perceived usefulness (PU) is the degree to which they believe using the system would enhance their job performance. Moreover, the attitude toward using (ATT) refers to an individual's positive or negative feelings about performing the target behaviour, such as using a system (Rauniar et al., 2014). Users who perceive technology as useful and easy to use tend to develop a positive attitude toward it. According to TAM, PU is influenced by PEOU; when users perceive technology as "easy to use," they are more likely to consider it "useful" (Tsai, 2015).

The "Behavioral Intention (BI)" construct is the extent to which a person consciously plans to perform or not perform a specific future behaviour. TAM asserts that PU and ATT directly influence BI. When users perceive technology as useful (PU) or have a positive attitude toward it (ATT), they are more likely to develop the intention to use it. Likewise, users' positive intention to use a specific technology influences their actual use (AU). If users intend to use a particular technology, they are more inclined to use it, as suggested by TAM. The figure shows the main theoretical frame of TAM (Alfadda & Mahdi, 2021).
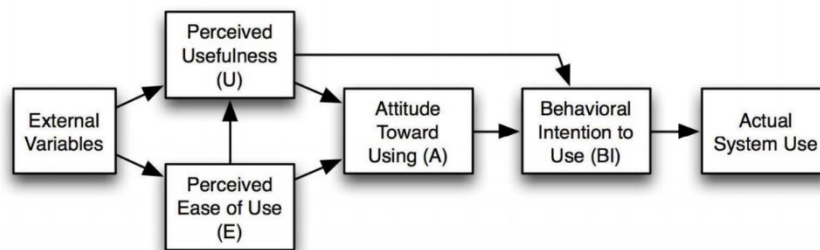
Figure 1. TAM model (Davis et al., 1989)

Senior English Instructors' Acceptance of WeCWI-enabled WBI

TAM defines acceptance as a user's willingness to adopt and use a specific technology, influenced by two primary factors: perceived usefulness (the degree to which an individual believes that using a technology will enhance their performance) and perceived ease of use (the degree to which an individual believes that using a technology will be free of effort). According to Davis et al. (1989), these factors significantly determine behavioural intention to use and, ultimately, the actual use of technology. Understanding instructors' willingness to engage in specific research on WeCWI-enabled WBI and establishing blended learning is crucial (Margot & Kettler, 2019).

Assessing e-learning methods requires a multifaceted approach rather than a single, linear methodology. The individual acceptance towards WeCWI-enabled WBI plays an important role in interaction with learners. User acceptance towards computer and Internet technologies can be categorised into three major measurements: affective, cognitive, and behavioural. These measurements encompass factors such as perceived enjoyment and self-efficacy, which positively impact behavioural intention−specifically, the intention to use e-learning as a teaching or learning tool (Liaw & Huang, 2003).

Senior English instructors have at least ten years of teaching and are the main instructors in the higher education system (Zheng et al., 2020). They are experienced with English teaching, adopting different teaching pedagogies and showing strong creativity and willingness towards blended learning. The research of senior English instructors lays a foundation for innovation in English teaching (Irkinovich, 2022). As for WeCWI-enabled WBI, general instructors tend to integrate web-based instruction in blended learning; most instructors in higher education acknowledge that ICT benefits EFL learners by enhancing language skills and raising learning interest (Liu et al., 2017). Nevertheless, limited knowledge and poor ICT skills wane instructors' enthusiasm, eventually returning to the conventional cramming method (Hu & McGrath, 2011).

METHODOLOGY

The semi-structured in-depth interview has opted in this study as a qualitative approach because it provides detailed descriptions or personal ideas of events, individuals and conceptions in natural settings (Gubrium & Holstein, 2001), and it is more effective and beneficial in the conversation for research (Showkat & Parveen, 2017). Hence, this qualitative research is conducted through in-depth interviews with two senior English instructors, using the TAM as the foundational

framework for designing interview questions to address the research question about the perception of WBI in the application of English among EFL learners.

These two instructors selected to utilise WBI in English courses are senior lecturers from the foreign language department with more than ten years of teaching experience. One has a Master's degree, specialised in TESOL with ICT technology and innovation, while the other one has completed a doctoral degree in applied linguistics. Both have been applying online platforms and applications in blended learning mode in daily teaching. The semi-structured, in-depth interviews were conducted after two weeks of WBI application in blended learning. The questions are designed based on the TAM model, and the interview data will be categorised to identify themes and patterns. Although the study includes only two experts, this sample size is considered adequate for in-depth qualitative research. The goal is to gain deep and detailed insights before the real application of WBI in the experiment. The focus of this study is to conduct a detailed analysis, and the two participants were selected purposefully due to their sufficient experiences relevant to the WBI application and English teaching.

A holistic content analysis is adopted to analyse data from interviews of these two senior English instructors. The holistic content analysis strongly emphasises the contextual elements surrounding the data. Researchers consider the broader context in which the content was produced, such as the historical, social, or cultural background, to gain a deeper understanding of the meaning and implications of the content (Harwood & Garry, 2003). Holistic content analysis involves a more inclusive and open-minded approach to coding the data; hence, researchers do not restrict themselves to pre-defined categories but remain receptive to emergent themes and patterns that may arise during the analysis process (Mayring, 2014). Additionally, it allows researchers to explore multifaceted aspects of a topic and capture the nuances in participants' narratives (Mayring, 2019).

The data analysis consists of two stages. In the first stage, the author conducted multiple readings of the transcribed texts and composed case summaries to understand each instructor comprehensively. The second stage includes comparing individual cases to identify similarities and differences. The analysis involves examining the relationships between different themes and identifying any factors; the data was interpreted to draw conclusions and develop a comprehensive understanding of WBI.

The chosen methodology is carefully designed to address the three research questions by employing semi-structured, in-depth interviews guided by TAM. By engaging two senior English lecturers with substantial teaching experience and familiarity with WBI, the study collects contextually grounded data that directly reflects the instructors' perceptions of Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Attitude Toward Using (ATT). The interview questions are specifically crafted around the TAM aspects, allowing for flexible exploration of each research question. Furthermore, the application of holistic content analysis enables the researcher to examine participants' responses based on broader professional and instructional contexts. The two-stage analysis, including individual case summaries and cross-case comparisons, ensures the all the responses are thoroughly examined, thereby contributing to a comprehensive understanding of the factors influencing the instructors' behavioral intention (BI).

RESULTS AND DISCUSSION

The comprehensive content analysis of the interview transcripts reveals that both lecturers consider WBI a valuable tool for improving English teaching. They both hold a positive attitude towards WBI and perceive it as easy to use and effective. Their feedback on the manual, operation, frequent functions and suggestions for improvement provide a thorough understanding of WBI's strengths.

Acceptance of PEOU towards WeCWI-enabled WBI

The first part of the interview is about the perceived ease of use of WeCWI-enabled WBI. Both lecturers assert the necessity of manuals for instructors to operate new applications in blended learning. As for clarity and readability, they perceive this manual as understandable and clear to read with conscience and exact explanations and easy to practice with specific steps and directions. The second lecturer (L2) praised "the manual's organisation, instructions, and simple language make WeCWI-enabled WBI accessible". The first lecturer (L1), with a TESOL and ICT background, found the manual accessible but suggested incorporating more visual aids and examples tailored to non-technical users to enhance comprehensibility.

Regarding the ease of operation, both lecturers agreed that WeCWI-enabled WBI was easy to operate, particularly for those familiar with ICT. L1 has highlighted the intuitive interface and clear buttons, which help streamline the teaching process and resolve problems quickly. L2 added that simple training sessions might be necessary for instructors with less technical experience to utilise WeCWI-enabled WBI fully. At the same time, L1 suggested designing instructional tasks for each week to the manual for the whole academic semester to utilise the WeCWI-enabled WBI systemically. For the most frequently used functions, L1 primarily used live streaming for instant interaction and immediate feedback, crucial for maintaining student engagement. L2 has favoured quick responses, which stirred students' interest in learning and made them more proactive in class discussions. Both pointed out that students actively participated in group work and effectively interacted during the process.

Based on the lecturers' acceptance, one of the main factors is that the WeCWI-enabled WBI designed based on WeCWI is highly user-friendly and effective. It features detailed instructions and a clear manual, simplifying the teaching process. Key features like live streaming and quick responses are crucial for maintaining student engagement and encouraging proactive class discussion (Zhao & Yao, 2018). Students are more likely to engage in group work and interactions actively, fostering a collaborative learning environment. This interaction is essential for cognitive development, as it stimulates critical thinking, negotiation of meanings, and clarification of thoughts during discussions (Mah, 2022).

Acceptance of PU towards WeCWI-enabled WBI

As for the perceived usefulness, the questions related to WeCWI-enabled WBI functions were asked during pre-class activities, in-class interactions, off-class assignments, and assessments. Both lecturers prioritised brainstorming and live stream functions in the lead-in part of the class, and they acclaimed that these activities could raise learning interest. L1 used multimedia presentations, including video clips, images, and audio recordings, to introduce topics engagingly. This approach helps capture students' attention and provides a strong lesson foundation. L2

illustrated the effectiveness of "quick response", and students tend to be proactive, while L1 stated that it depends on 'learners' proficiency in English. Both acclaimed that WeCWI-enabled WBI frequently encouraged students to express their thoughts and opinions and build a collaborative learning environment.

Furthermore, both lecturers agreed that live streaming helps ease students' anxiety about expressing themselves in English. L1 noted that students felt less nervous via applying WeCWI-enabled WBI than in a physical classroom while using English, and L2 emphasised that participating in a familiar environment reduced the pressure of speaking in front of the whole class. Hence, L2 addressed that "chat boxes of live streaming offer a less intimidating way for shy students to express themselves." Instead of speaking directly, both lecturers admitted that students preferred typing English via WeCWI-enabled WBI because they could check their answers and enhance their confidence in English learning.

Both lecturers perceived the function of brainstorming as effective in stirring up students' learning interests. L1 focused on encouraging students to use their creative and critical thinking skills. L2 believed brainstorming made learning more interactive and engaging, fostering a deeper interest. During the brainstorming process, L1 said that "students can learn from others, and they can also obtain the opportunity to think the same question from different aspects, which leads to deeper discussion towards different opinions". Hence, a collaborative learning environment and teamwork have been constructed, as mentioned by L2.

Besides, they assigned learners group and individual tasks, including quizzes, writing, and presentations. L1 highlighted the ease of distributing and collecting assignments. At the same time, L2 emphasised that the digital format ensures all students have equal access to assignments and allows for easy tracking of submissions and immediate results. They offered different ideas about peer assessments. L1 considered peer assessment objective and effective when learners were given specific rules, stimulating collaborative learning; however, L2 regarded peer assessment as unfair because of the competition between learners.

Both lecturers also recognised that WeCWI-enabled WBI facilitates blended learning, alleviating learning anxiety and promoting collaborative learning. Additionally, they used the WeChat Public Account to share supplementary and search-related materials, considering it a convenient and beneficial platform for students to access additional resources. They valued the informal comments system as it provided a platform for students to ask questions and share ideas, ultimately enhancing the teacher-student relationship. Overall, the lecturers found WeCWI-enabled WBI to be highly useful. Key functions such as brainstorming and live streaming are particularly valued for their ability to raise learning interest and ease students' anxiety about expressing themselves, especially in English (Luo, 2022). The system's capabilities in distributing and collecting assignments digitally ensure equal access and efficient tracking of submissions (Yin, 2020).

Lastly, the supplementary materials and comments system on platforms like WeChat further support student learning and strengthen teacher-student relationships (Xia & Yang, 2021). The students also learned to use WeCWI-enabled WBI to facilitate knowledge construction and strengthen collaborative learning, and the final product's interdependence was enhanced via synchronous or asynchronous activities (Mah, 2023).

Acceptance of ATT towards WeCWI-enabled WBI

Both instructors have shown a strong willingness to use WeCWI-enabled WBI and have expressed that they would incorporate WeCWI-enabled WBI into their future teaching in the classroom. They claimed that during the two-week teaching experiment, they used WeCWI-enabled WBI frequently and employed it in every class session. The learners cooperated well and performed actively in activities. Compared with traditional learning environments, WeCWI-enabled WBI facilitates smoother communication and interaction between instructors and students. They find that operating WeCWI-enabled WBI with abundant functions is flexible, promoting blended learning.

L1 appreciated the numerous tools and features that enhance the teaching and learning experience, making it a valuable resource for interactive and effective education. Both lecturers desired to use WeCWI-enabled WBI regularly in future teaching, integrating WeCWI-enabled WBI into each session with real-time interaction, multimedia integration, and assignment management. Additionally, L2 has shown strong enthusiasm towards innovative features of WeCWI-enabled WBI, which supports various teaching methods and caters to different learning styles.

The instructors exhibit strong positive attitudes toward the WeCWI-enabled WBI and are eager to integrate it into their future teaching. It facilitated smoother communication and interaction compared to traditional learning environments, enhancing the teaching and learning experience (Sheng & Yang, 2019). Their enthusiasm for WeCWI-enabled WBI underscores its value as a resource for interactive and effective education. The positive attitudes toward WeCWI-enabled WBI will assist instructors in applying technology to enhance teacher-student interaction in the classroom, essential for educators aiming to boost student engagement and personalize their learning experiences (Mah, 2023).

Acceptance of WeCWI-enabled WBI

They were concerned that it was easy to master and apply, holding a positive attitude towards PEOU, which facilitates using WeCWI-enabled WBI. They believed that WeCWI-enabled WBI assists blended learning and that the functions of WeCWI-enabled WBI are various and flexible for different activities for instructors to design. The easy operation of WeCWI-enabled WBI stimulates their positive attitude towards PU. Additionally, the positive view of PEOU reinforces their attitude towards WeCWI-enabled WBI. They believed that the new WeCWI-enabled WBI should be user-friendly and admit that WeCWI-enabled WBI meets their primary requirement, which makes them prone to utilise it in future teaching.

From the analysis of interviews towards PU, it can be inferred that they hold a positive attitude towards the effectiveness of WeCWI-enabled WBI. They believed that WeCWI-enabled WBI is fully featured and can promote collaborative learning, increasing teacher-student interaction and creating an engaging classroom atmosphere. Their affirmation of the effectiveness of WeCWI-enabled WBI further strengthens their positive attitude towards it. They consider WeCWI-enabled WBI to be both user-friendly and equipped with comprehensive functionalities.

They also demonstrate positive attitudes toward perceived ease of use (PEOU), perceived usefulness (PU), and attitude toward using (ATT), all of which contributes to a favorable

behavioral intention (BI) and strong willingness to adopt the technology. Their affirmation of WeCWI-enabled WBI's effectiveness and functionality reinforces their willingness to integrate it into English teaching. They find WeCWI-enabled WBI easy to master and apply, with flexible functions facilitating various teaching activities and blended learning. The system's user-friendly nature and comprehensive features promote collaborative learning and enhance teacher-student interaction, creating an engaging classroom atmosphere (Yin, 2020). At the same time, they provided constructive feedback on WeCWI-enabled WBI, hoping for further usability improvements and demonstrating their willingness to apply. They recognised the effectiveness and validity of WeCWI-enabled WBI in English teaching.

CONCLUSION AND RECOMMENDATION

In this research, the researchers employed the TAM to investigate how the WeCWI-enabled WBI is used for blended learning. The findings indicated a significant positive relationship between the instructors' attitudes and behavioural intention towards WeCWI-enabled WBI. Additionally, the researchers observed a positive association between PU, PEU, and ATT. The findings of the study revealed that the TAM model played a significant role in shaping instructors' intentions to adopt WeCWI-enabled WBI as an instructional tool.

The results of this study indicate the accessibility and feasibility of WeCWI-enabled WBI in blended learning for EFL learners. Based on the research on the attitudes of senior English lecturers towards WeCWI-enabled WBI, further improvement and modifications will be carried out to enhance its functionality. Consequently, a promising opportunity exists for practical implementation in developing WeCWI-enabled WBI in actual use.

This research reveals a positive relationship between instructors' attitudes and their intention to use WeCWI-enabled WBI for blended learning. However, the study's limitations include a small sample size and focus on senior English lecturers, which may not represent the broader teaching community. Future research should expand the sample to include diverse teaching contexts and explore long-term impacts on student outcomes.

REFERENCES

Alfadda, H. A., & Mahdi, H. S. (2021). Measuring students' use of zoom application in language course based on the technology acceptance model (TAM). *Journal of Psycholinguistic Research, 50*(4), 883-900.

Chen, T., Peng, L., Jing, B., Wu, C., Yang, J., & Cong, G. (2020). The impact of the COVID-19 pandemic on user experience with online education platforms in China. *Sustainability, 12*(18), 7329.

Council, T. S. (2010). *National plan for medium and long-term education reform and development (2010-2020)*. http://www.gov.cn/jrzg/2010-07/29/content_1667143.htm

Dai, G., Liu, Y., & Cui, S. (2018). A study on the mobile learning of English and American literature based on WeChat public account. *English Language Teaching, 11*(6), 47-66.

Davis, F. D. (1987). *User acceptance of information systems: The technology acceptance model (TAM)*. University of Michigan.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science, 35*(8), 982-1003.

Feng, L., & Sumettikoon, P. (2024). An empirical analysis of EFL teachers' digital literacy in Chinese higher education institutions. *International Journal of Educational Technology in Higher Education, 21*(42). https://doi.org/10.1186/s41239-024-00474-1

Gubrium, J. F., & Holstein, J. A. (Eds.). (2001). *Institutional selves: Troubled identities in a postmodern world.* Oxford University Press.

Harwood, T. G., & Garry, T. (2003). An overview of content analysis. *The Marketing Review, 3*(4), 479-498. https://doi.org/10.1362/146934703771910080

He, W. (2022). Analysis of strategies on idealogical education based on Weixin Public Account. *Journal of Zhejiang Institute of Communications, 23*(1), 84-88.

Hu, Z., & McGrath, I. (2011). Innovation in higher education in China: Are teachers ready to integrate ICT in English language teaching? *Technology, Pedagogy and Education, 20*(1), 41-59. https://doi.org/10.1080/1475939X.2011.554014

Huang, Y., & Jin, X. (2018). Innovative college English teaching modes based on big data. *Educational Sciences: Theory & Practice, 18*(6), 3428-3434.

Irkinovich, N. R. (2022). Features of teaching English in transport university. *Eurasian Scientific Herald, 7*, 51-53. https://philpapers.org/rec/IRKFOT

Jian, A. (2018, December). Research on exploration and practice of blended teaching mode reform in ideological and political course based on Moso Teach. *Proceedings of the 2018 3rd International Conference on Education, E-learning and Management Technology (EEMT 2018)*, 564-568. Atlantis Press. https://doi.org/10.2991/iceemt-18.2018.109

Jiang, C., Yu, L., & Liu, H. (2020). Research on the blended teaching mode combining Mooc with Moso Teach. *International Journal of New Developments in Education, 2*(3), 21-24.

Liang, W. (2021). University teachers' technology integration in teaching English as a foreign language: Evidence from a case study in mainland China. *SN Social Science*s, *1*(219).

Liao, M. (2022). Application study of BOPPPS teaching model assisted by Moso teach: Taking "Social Medical English" as an example. *Theory and Practice of Contemporary Education, 14*(1), 82-87.

Liaw, S.-S., & Huang, H.-M. (2003). An investigation of user attitudes toward search engines as an information retrieval tool. *Computers in Human Behavior, 19*(6), 751-765.

Liu, H., Lin, C.-H., & Zhang, D. (2017). Pedagogical beliefs and attitudes toward information and communication technology: A survey of teachers of English as a foreign language in China. *Computer Assisted Language Learning, 30*(8), 745-765. https://doi.org/10.1080/09588221.2017.1347572

Luo, Q. (2022). An empirical study on the application of "Moso Teach" Software in the teaching of College English Writing. *Frontiers in Educational Research, 5*(4).

Mah, B. Y. (2015). Web-Based Cognitive Writing Instruction (WeCWI): A theoretical-and-pedagogical e-framework for language development. *International Journal of Information and Communication Engineering, 9*(2), 425-429.

Mah, B. Y. (2021). *WeCWI and the science of instruction: The most comprehensive reference.* https://www.wecwi.com/post/wecwi

Mah, B. Y. (2022). *WeCWI-Enhanced 21CLD: Transform learning into enriched pedagogical experience*. https://www.wecwi.com/post/wecwi-enhanced21cld

Mah, B. Y. (2023). WeCWI-Enhanced 21CLD for blended learning: Driving engagement with tech tools. https://www.wecwi.com/post/wecwi-enhanced21cld-blended-learning

Marangunić, N., & Granić, A. (2015). Technology acceptance model: A literature review from 1986 to 2013. *Universal Access in the Information Society, 14*, 81-95.

Margot, K. C., & Kettler, T. (2019). Teachers' perception of STEM integration and education: A systematic literature review. *International Journal of STEM Education, 6*(1), 1-16.

Mayring, P. (2014). Qualitative content analysis: Theoretical foundation, basic procedures and software solution. Klagenfurt. https://nbn-resolving.org/urn:nbn:de:0168-ssoar-395173

Mayring, P. (2019). Qualitative content analysis: Demarcation, varieties, developments. *Forum: Qualitative Social Research, 20*(3). Freie Universität Berlin.

Moradi, H. (2025). The role of language teachers' perceptions and attitudes in ICT integration in higher education EFL classes in China. *Humanities and Social Sciences Communications, 12*(208), 1-12. https://doi.org/10.1057/s41599-025-04524-5

Nguyen, L.-A.-P. (2024). A systematic review on the effects of blended learning in EFL higher education contexts. *International Journal of Academic Research in Progressive Education and Development, 13*(1), 1867-1876. http://dx.doi.org/10.6007/IJARPED/v13-i1/20812

Rauniar, R., Rawski, G., Yang, J., & Johnson, B. (2014). Technology acceptance model (TAM) and social media usage: an empirical study on Facebook. *Journal of Enterprise Information Management, 27*(1), 6-30. https://doi.org/10.1108/JEIM-04-2012-0011

Saipudin, N. A., Suhairom, N., & Saipudin, N. A. (2024). Towards effective virtual teaching and learning: Polytechnic lecturers' perceived barriers. *Journal of Creative Practices in Language Learning and Teaching*, *11*(1), 1-13. https://doi.org/10.24191/cplt.v11i1.2031

Sheng, D., & Yang, L. (2019). Research on the Mixed Teaching Model of College English based on Mosoteach. *Web of Proceedings*. https://dx.doi.org/10.25236/icess.2019.336

Showkat, N., & Parveen, H. (2017). In-depth interview. *Quadrant-I (e-Text)*, 1-9.

Tsai, Y.-R. (2015). Applying the Technology Acceptance Model (TAM) to explore the effects of a Course Management System (CMS)-Assisted EFL writing instruction. *Calico Journal, 32*(1), 153-171. https://doi.org/10.1558/calico.v32i1.25961

Wang, J. (2022). Analysis of operation of Weixin Public Account and its value. *Journal of News Research, 13*(6), 14-16.

Wang, N., Chen, J., Tai, M., & Zhang, J. (2019). Blended learning for Chinese university EFL learners: Learning environment and learner perceptions. *Computer Assisted Language Learning*, *34*(3), 297-323. https://doi.org/10.1080/09588221.2019.1607881

Wang, Y. (2012). Cramming must be abandoned in the teaching. *Modern Education*, *96*, 23-24. https://doi.org/10.1080/096392899330838

Wang, Y., Liu, X., & Zhang, Z. (2018). An overview of e-learning in China: History, challenges and opportunities. *Research in Comparative and International Education, 13*(1), 195-210.

Xia, D., & Yang, Y. (2021). Blended teaching based on Weixin Public Account: Taking college listening as an example. *Overseas English, 09*, 134-137.

Yin, W. (2020). The application and research of college English blended teaching mode based on MosoTeach. *Journal of Contemporary Educational Research, 4*(9).

Yu, Z. (2020). Extending the learning technology acceptance model of WeChat by adding new psychological constructs. *Journal of Educational Computing Research, 58*(6), 1121-1143.

Zhang, W., & Han, C. (2012). A case study of the application of a blended learning approach to web-based college English teaching platform in a medical university in eastern China. *Theory and Practice in Language Studies, 2*(9), 1961.

Zhang, Y. (2021). Application of Mosoteach and BOPPPS in ideological education in universities. *Journal of Xinjiang Vocational University, 29*(3), 72-77.

Zhang, Y., & Chen, Y. (2022). Design and application of Weixin Public Account in student management of Chinese university: Taking Henan University of Economics and Law as an example. *Chuan Mei Lun Tan, 10*, 118-120.

Zhang, Y., & Zuo, L. (2019). College English teaching status and individualized teaching design in the context of mobile learning. *International Journal of Emerging Technologies in Learning, 14*(12). https://doi.org/10.3991/ijet.v14i12.10704

Zhao, W., & Yao, H. (2018). Model and practice on the blended teaching based on Mosotech. *China Modern Educational Equipment, 12*, 12-15.

Zheng, B., Lin, C.-H., & Kwon, J. B. (2020). The impact of learner-, instructor-, and course-level factors on online learning. *Computers & Education, 150*, Article 103851. https://psycnet.apa.org/doi/10.1016/j.compedu.2020.103851

Authors' Contributions

The authors confirm contribution to the paper as follows: study conception and design: Wang Jing; Mah BoonYih; data collection: Wang Jing; analysis and interpretation of results: Wang Jing, Mah BoonYin, Rofiza Aboo Bakar; draft manuscript preparation: Wang Jing, Mah BoonYih. All authors reviewed the results and approved the final version of the manuscript.